

SENATE COMMITTEE ON EDUCATION

March 16, 1993 Hearing Room 343 3:00 p.m. Tapes 36 - 37

MEMBERS PRESENT: Sen. Catherine Webber, Chair Sen. Stan Bunn Sen. Ron Cease Sen. Shirley Gold Sen. Paul Phillips

STAFF PRESENT: Jan Barga, Committee Administrator Julie Mušiz, Committee Assistant

MEASURES CONSIDERED: Orientation Meeting: Early Childhood Education Overview SB 25 - Relating to certain pres

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These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation :

TAPE 36, SIDE A

003 CHAIR WEBBER: Calls meeting to order at 3:10 p.m.

(Tape 36, Side A) ORIENTATION MEETING: EARLY CHILDHOOD EDUCATION OVERVIEW WITNESSES: Judy Miller, Oregon Department of Education Anita M

014 JUDY MILLER, OREGON DEPARTMENT OF EDUCATION: Provides context for early childhood education programs, discusses Oregon Head Start. contents of packet, (EXHIBIT A). Discusses early childhood programs, item #1 of packet.

093 CHAIR WEBBER: How do the funds get dispersed?

095 Miller: The early intervention programs are handled through six regional programs; the regions contract with public and providers for services.

100 CHAIR WEBBER: Are the people running the regional programs employees of the Department of Education?

101 Miller: No. They are employed by the local entity that operates the regional program.

104 CHAIR WEBBER: Is the state divided into six regions?

105 Miller: Yes.

106 CHAIR WEBBER: And every city or location is in one of the six regions?

107 Miller: Correct.

111 CHAIR WEBBER: How do these six regions tie into ESDs?

112 Miller: They coordinate with the ESDs. The parent education programs are grant-in-aid contracts to those providers from the Department of Education, the child nutrition programs go through a network of providers who manage those grants, the pre-K program is a grant-in-aid process that is managed through the Department, the teen-parent programs are a competitive grant-in-aid process to school districts, the child development specialist program is a grant-in-aid program to local school district. Continues review of programs listed in item #1 of packet

170 ANITA MCCLANAHAN, OREGON DEPARTMENT OF EDUCATION: Reviews chart and vision of the early childhood program, item #2 in packet. Early childhood education encompasses the beginning years of a child's life up to age 3. We're just beginning to build the bridges needed to ensure the comprehensive continuity of services for our children. Defines developmentally appropriate programs as a belief about how children grow, develop and learn that encompass multiple teaching strategies.

263 CHAIR WEBBER: Are you talking about specific findings from a specific place or are you talking generally about things that can be done at the local level?

271 McClanahan: I'm talking about what we know about child development that is researched-based on the way children grow and develop.

275 CHAIR WEBBER: Who's "we"?

276 McClanahan: The community of educators, scientists, physicians who have researched and studied early childhood growth and development.

289 CHAIR WEBBER: If a local site committee decided in a certain philosophy and practices, my understanding is that there's nothing from the Department that will prevent them from proceeding.

297 McClanahan: That's correct. This concept of developmentally appropriate practices has repeatedly stated that any decisions are made at the local site. We're talking about multiple strategies to meet the needs of individual children.

320 CHAIR WEBBER: There's a report on the Task Force on Early Childhood Development that stated that developmentally appropriate programs included very specific things. The state board didn't want it to be that specific, but rather a broad philosophy. 333 McClanahan: Neither the state board nor the Task Force endorsed a specific list of

349 CHAIR WEBBER: It wasn't an exhaustive list?

352 McClanahan: No. The very bottom line of that list stated, "Other as determined by the local school site" That list is not in thei

360 JAN BARGEN, COMMITTEE ADMINISTRATOR: The packet includes an article on this subject. We can deal with this subject in more depth at time.

382 SEN. GOLD: These people just implement. As a past member of the Education Committee, we had no intent to refer to any pa program.

392 McClanahan: This is what we do because it's what we know and believe about child development. Continues review of chart.

Tape 37, Side A

018 DELL FORD, OREGON DEPARTMENT OF EDUCATION: Gives overview of history of Early Childhood Initiatives in Oregon, item 4 in packet.

095 Miller: Reviews budget aspects. We are currently serving 38% of the eligible 3 and 4 year old children in the state. Our current the Governor's budget is not enough to carry the Oregon pre-K program at the same level as in the past. Items 7 & 8 in the packet relate to budget. Legislative Fiscal has also prepared an impact statement,

(EXHIBIT J). Reviews item #7 in packet.

131 CHAIR WEBBER: In 1991-93 you had \$15 million. How was that divided in the biennium?

133 Miller: About \$6 million was in the first half of the biennium and a little over \$9 million was in the second half.

136 CHAIR WEBBER: So the Governor's budget brought you to what percent of the current service level?

137 Miller: In preparing that budget we came up with the figure of about \$14 million to which the Governor added about \$3.5 million t total of about \$17 million. It's not enough to carry us at the 2248

children served in the Oregon pre-K program for two years.

145 CHAIR WEBBER: What percentage of the current service level does that represent?

146 Miller: About 75% of the current service level.

153 SEN. PHILLIPS: How do the numbers in item #7 relate to the information at the bottom of item #4? If you had \$16.4 million and ser children in 1991-92 and 2200 children in 1992-93, that must include

additional money beyond the \$15.8 million listed on item #7. What's the difference of those dollars?

160 Ford: I believe the \$16.4 million included administration costs, while the \$15 million figure does not.

164 SEN. PHILLIPS: Where is that additional money in the budget this time, if it is?

167 Miller: As we go back and compare budgets each year, it's difficult to separate the administration budget. It's a relative administrative budget; there are only two specialists and a secretary.

183 SEN. PHILLIPS: You have a difference of \$600,000 for two staff people. Is that your administration for the program? Am I read correctly?

190 Miller: I can provide the breakdown on that. It may also include our Together For Children program since it's part of the same budg

193 SEN. PHILLIPS: If you get the \$17.7 million from the Governor's Budget, you believe federal funds will let you maintain the 38% servic

198 Miller: Correct.

206 SEN. PHILLIPS: Where did you get the figure for federal funding? Is that an appropriations bill that's been approved?

207 Miller: Yes. That money is in a requested proposal to the state providers of Head Start, at this time.

209 SEN. PHILLIPS: So that's approved money that your drawing against the other states, or is it approved money for Oregon?

210 Miller: Its approved money for Oregon out of the Region 10 office.

212 SEN. PHILLIPS: When we passed the Oregon Educational Act for the 21st Century (HB 3565), we wanted to get above 38%, correct.

218 Miller: Correct. The target date for the 50% goal is 1996.

220 SEN. PHILLIPS: In the item #7 addendum of the packet, it appears that the total funds will grow to about \$30 million from the Genera

228 Miller: Correct. It will take about \$30 million from Oregon, and about \$50 million federal funds. It implies an additional increase o

232 SEN. PHILLIPS: In two years, you think you can get an additional \$10 million for this program, considering the administration's des

237 Miller: This is in response to HB 3565 and to SB 25. Right now we are faced with losing those funds. 248 SEN. PHILLIPS: In 1996 w school days?

252 Miller: No.

253 SEN. PHILLIPS: Will there be an impact?

254 Miller: That would be a decision to be made when that increase occurs.

259 SEN. PHILLIPS: Statutorily we've increased to 185 school days. Will that increase the pre-K program costs or not? There's n relationship between school days and this program. But because you're expanding, are there other incremental costs that you see?

268 Miller: There are several things that can impact these programs. There are several variables that go into figuring out the costs, one reflected in item #8 of the packet.

294 SEN. PHILLIPS: I'd like to see a chart that shows the incremental costs of the current program and what it will take to get to the 1 goal, and include the increased or static federal dollars so we can see what the real dollar amount will be.

313 Miller: We've laid the groundwork for that in item #8. Discusses growth rate of eligible children.

334 CHAIR WEBBER: What is the poverty rate for Oregon?

336 Miller: About \$13,000 a year or just over \$1000 a month for a family of four.

340 Ford: The average is much lower than that.

352 Miller: Continues review of budget projections, discussing 1998 figure in item #7.

387 SEN. PHILLIPS: I'd like you to graph your estimates of the growth of this. I'd like to see the regional disparity of the 38% you ar

401 Miller: Will provide that information on a county per county basis. We can make a chart on how this plays out, but there are several variables and how this will play out with those specific variables.

424 SEN. PHILLIPS: Thinks it would be good to know what the total price tag will be.

437 CHAIR WEBBER: Requests that information be distributed to all the members.

454 Miller: The \$109 million is only a one year figure. The real issue is how much will be paid by the state and how much will be paid f the child.

Tape 36, Side B SB 25 - RELATING TO CERTAIN PRESCHOOL PROGRAMS; APPROPRIATING MONEY; DECLARING AN EMERGENCY - PUBLIC HEARING WITNESSES:

038 JULIE BRANDIS, ASSOCIATED OREGON INDUSTRIES: Reads written testimony, (EXHIBIT B).

069 RICHARD BUTRICK, ASSOCIATED OREGON INDUSTRIES: Reads written testimony, (EXHIBIT C).

165 RON HERNDON, OREGON HEAD START: Reviews local research on Head Start. Head Start children were found to score as average (rat below-average) to all other children in the nation (as opposed to children in their particular school). Compares cutting funding to Head Start to a putting off an important vaccine -- we'll pay for it later.

235 Barga: Is that report written up?

237 Herndon: I will get it to you. Head Start academic gains are usually wiped-out by the third grade, but our program's gains are not.

270 DEBRA LLOYD-KEMP, OREGON HEAD START: I was a Head Start child 27 years ago. My son had several disabilities. We lived on under \$10 for those 10 years. Head Start gave me the self-esteem and emotional support to survive. If these cuts go into effect, there are several children and families that won't get the help they need. So many don't know how to access these services. They need these services today.

349 THOMAS KLEIN, OREGON HEAD START: Submits estimates of program expansion, (EXHIBIT D). Re-emphasizes the need for Head Sta distribution of services is very unfair. Oregon is a national leader in the standards. We need to continue this work.

435 DONALD SHORE, OREGON EDUCATION ASSOCIATION: Supports SB 25 and need for Head Start.

Tape 37, Side B

025 MYRNA MCCULLOCH, THE RIGGS INSTITUTE: Submits written testimony and packet, (EXHIBIT E).

125 VALERIE SCHAAF, ASSOCIATION FOR RETARDED CITIZENS: I did not have the school support to teach me when I was growing up. People with and other disabilities cannot be left in the regular classroom because they do not get the attention they need. If I had gotten the attention I had needed, I would not have been put in an institution and forgotten. Disabled persons can be exceptionally gifted if they are given proper attention.

178 RANDY SPRICK, CITIZEN: Submits and reviews testimony and materials, (EXHIBIT F).

252 BONNIE GROSSEN, RESEARCHER, UNIVERSITY OF OREGON: Submits and reviews testimony, (EXHIBIT G). The important question to ask is wh these practices been tried and have they demonstrated that the students were able to achieve at higher levels.

262 CHAIR WEBBER: But it's not for the particular practice or philosophy of teaching. The decision whether to use it needs to be made at t level, not the state level.

270 Grossen: Agrees.

293 Sprick: I misunderstood McClanahan's statement. The term "developmentally appropriate" implies that other practice inappropriate and that the state will be making those decisions. I think those decisions should be up to the local schools and that's unclear.

303 McClanahan: It is not a pedagogy. "Developmentally appropriate" is a philosophy about development and learning in young children.

319 CHAIR WEBBER: Now it sounds like there's one dictated philosophy.

320 SEN. CEASE: I think we need to look at this topic in more depth.

360 CHAIR WEBBER: Includes written testimony from Cynthia Moffat, (EXHIBIT H), and Dawn Marges, (EXHIBIT I), in the record. Adjourns me
5:58 p.m.

Submitted by:

Reviewed by:

Julie Mušiz

Jan Barga Assistant

Administrator

EXHIBIT LOG:

A - ODE packet - Judy Miller - 37 pages B - Testimony on SB 25 - Julie Brandis - 2 pages C - Testimony on SB 25 - Richard Butrick - 5 pag