

HOUSE COMMITTEE ON EDUCATION SUBCOMMITTEE ON HB 3565

April 24, 1991 Hearing Room 350 3:00-6:00 p.m. Tapes 5-7
MEMBERS PRESENT: REPRESENTATIVE VERA KATZ REPRESENTATIVE BRUCE HUGO
VISITING MEMBER: SPEAKER LARRY CAMPBELL REPRESENTATIVE WALT SCHROEDER
SENATOR SHIRLEY GOLD

STAFF PRESENT: LEE PENNY, COMMITTEE ADMINISTRATOR JAN BARGEN,
COMMITTEE ADMINISTRATOR AGENDA ITEMS: HB 3565

These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks report a speaker's exact words. For complete contents of the minutes, please refer to the tapes.

NOTES: This meeting was sanctioned by the House Education Committee for the purposes of working out philosophical premises and details on HB 3565, the Oregon Educational Act for the 21st Century. Sometimes called a "subcommittee" and sometimes called a "work group," the group was chaired by Rep. Vera Katz, and members of the House Education Committee were invited to participate as they wished. Some other legislators joined the group from time to time. Otherwise, the group consisted of participants from the educational community, both practicing educators and representatives of the Department of Education and professional associations. The invitation to participate was broad; participants varied from meeting to meeting; there was little distinction among persons seated at the table and in the audience. As a result, many people are inaudible on the tape. This tape log was made nearly two years after the meeting took place. Persons speaking are identified on this tape log only to the extent distinguishable from a cursory review of the tape.

WITNESSES: Marv Evans, COSA

April 24, 1991 - Page 2 Joyce Reinke, Department of Education Pam Shelly, Principal, Irvington School Dea Cox, Superintendent, West Linn Mike Kael, Bureau of Labor and Industries (BOLI) Mike Holland, State Commissioner of Community Colleges Jeannie Fagnen, President, OSCA Bob Baugh, Partnership Division, Economic Development Department Wayne Neuburger, Department of Education Kathryn White, Association of Retarded Citizens Ruth Hewitt, State Board of Education Monte Multanen, Department of Education Mike Harris, Alternative Education Association Karen Brazeau, Department of Education Judith Ramaley, President, Portland State University Guido Caldarazzo, Principal, McKay High School Jim Hager, Superintendent, Beaverton School District Jolene Cahill Steve Robinson, Eugene School Board Tom Lindberg

TAPE 5, SIDE A 002 REP KATZ called meeting to order. Indicated that Representative Schroeder would join work group and Senator Gold would make short presentation about how two Senate bills fit into HB 3565. 010 SEN GOLD identified herself, stated she's Chair of the Senate Education Committee and explains status of bills handled in the Senate Education Committee that relate to sections of HB 3565. She presented Staff Measure Analyses of various Senate bills. SB 120: goals, outcomes, desires, report card idea, various accountability and assessment systems; relates to Sections 5, 7, 8, 9 and 17 of HB 3565. SB 110: Oregon Head Start (pre-kindergarten) program; relates to Section 20 of HB 3565. SB 851: funding for next biennium. SB 111: early childhood improvement program; relates to Sections 15, 21 and 22 in HB 3565. All

bills she referred to were in the Ways and Means Committee. SB 112 (still in Senate Education): enabling language for child development specialists to work with preschoolers; Sections 10 and 22 in HB 3565. SB 782 (Ways and Means): special education - restoration of early intervention program. 101 REP KATZ called for questions for Senator Gold. 107 Participants identified themselves. Jan Bargen, Committee Administrator for the Senate Education Committee; Joyce Benjamin, Associate Superintendent, Public Instruction, Department of Education; Dave Geiger, Board of Directors, House Comm; ~ oa Ed~ Subcommittee on HB 3565 April 24, 1991 - Page 3

OSB A; Robert Frank, PSU; Nike Hollis, State Commissioner of Community College-; George Dier, Principal, South Salem High School, COSA; Marv Evans, COSA; Pam Shelley, Principal, Irvington School, Portland, COSA; Penny Ryan, Legislative Assistant, OSEA; Mike Harris, Principal, Metropolitan Learning Center, Portland, alternative education; Joyce Reinke, Director, Personnel Development, Department of Education; Karen Brazeau, Associate Superintendent for Special Education, Department of Education; Kathy Wyberg, Teacher, Eugene, OEA; Dea Cox, Superintendent, West Linn; Deanna Woods, Oregon Federation of Teacher-, and Wilson High School, Portland; Julie Brandis, AOI; Monte Multanen, Department of Education; Guido Caldarazzo, Principal, McKay High School, Salem; Jan Wooley, OSB A; Walt Schroder, State Representative; Larry Campbell, ex-officio Member of this Committee; Lee Penny, Committee Administrator and Representative Katz. 136 REP KATZ distributed copies of: an article on Woodland High School program - academic/professional/technical program; American Electronics Association Parental Involvement statement; course of study for Japanese elementary schools; and Kentucky report written by David Hornbeck with his recommendations for implementing the Kentucky act, beyond the funding. 172 REP KATZ Stated "rules" of meeting and indicates there were problems/issues with Section 10, requiring parental involvement in schools by employers and school districts. AEA pamphlet distributed because it urges through program "Get Together for Kids" that employment policies permit use of paid leave for parents to attend parent-teacher conferences. Other section where there was disagreement was how quickly every school building will be required to have a School-Based Management Committee. Section 18 is State policy to encourage educational choice within and between school districts, under certain conditions; limited choice conditions. 247 DEA COX: Questioned what authority local district/organizations would have to accept students who wished to transfer, and whether bill would provide such authority and/or guidelines. 293 DAVE GEIGER: Stated another area of concern would be students wanting to attend school in districts with overcrowded buildings. 301 MALE stated that way bill is phrased, it is elective on part of the school districts whether they would participate in the educational choice program. He asked whether it was intentional to so state it. 305 REP KATZ: No. 321 PAM SHELLY: Does any of this imply automatic retention for kids? REP BATS stated that the school had an assessment mechanism, a standard set for satisfactory performance; the youngster can achieve by the next year the performance standards. PAM SHELLY wanted to retain school option to not imply retention with this; research proves retention does not work for kids in older grades, and is a negative term. School and parent should decide what grade level the child should be in. 371 MIKE HARRIS: Discussed access by students, rather than choice; his concern that access be available within the student's district and at appropriate time for the student, not school's convenience. REP KATZ questioned Dea about the method used in West Linn. FEMALE pointed out that transportation (ability to get to the chosen school) was an aspect that had to be taken into consideration. FEMALE stated that another problem was with students

(particularly in small districts) with disabilities who could not access special curriculum choices because facilities were not available to meet their disability (i.e., no braille textbook for blind, no sign language/subtitles for deaf, etc.). 490 REP KATZ: Section 19 described. TAPE 6, SIDE A 032 REP KATZ continues with Section 20.

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Discussion ensued regarding the make up of the School SiteBased Management group; participation not limited to classroom teachers only since others (counsellors, etc.) also deal directly with students. Parental participation was encouraged in one section, but in this section a majority of "teachers" is required. REP BATS stated that an educational faculty member other than the teacher can serve on the School SiteBased Management Committee. Purpose of the 2020 program stated. If the Site-Based Management Committee program is implemented, the mission of the 2020 program counterpart may have to be evaluated and changed. 077 REP KATZ: Section 20, Head Start. Stated that the bill needed to be bench marked everywhere so that everyone would know where they were before the year 2000. Program should be enlarged from the primarily poverty level-aimed assistance under which Heard Start's narrow definition functions to meet . . . the needs of changing family situations and to assure children who had a need for the program would get it. 100 JUDY MILLER, Department of Education: Language in SB 110 has been expanded so that at the point when full service is reached for poverty-level families, services would be available to a broader group. Bill currently contains language that up to 20% of families not meeting income criteria can be served. 117 REP KATZ: Section 21. General discussion. 137 Section 22. Testing, results, and when testing should occur were discussed. 162 JUDITH RAMALEY, President, Portland State University. 172 MALE: Stated that the Grade 10 part is the most confusing portion of the whole bill; some people think at 10th Grade kids don't have to go on at all. What happens at Grade 10 if the student doesn't achieve at a level to earn a certificate? Does that mean remediation at 11 and 12? ANOTHER MALE responded "they stay in the program until they can achieve it N . At Grade 10, there are three tracks; a college prep track, a skills track and a remedial track. The remedial track is anywhere along the line and that's why longer days, Saturdays, more days, etc. Remedial problem wouldn't be found at Grade 10, it would have been identified and been worked with all the way through the process. BRAZEAU: Tests must not be linguistically, culturally or disability restricting; students with these problems must be given the opportunity to perform and have results judged fairly. 208 REP KATZ: Vision i. not one test at grade 10, make it or die. Assessment mechanism, red flags at intervals will prevent that happening. BRAZEAU made additional comments. 226 GUIDO CALDARAZZO, Principal, McKay High School, commented additionally on Karen Brazeau's statements and then described the programs his school utilizes with students speaking 13 different languages to see that they learn the basic skills necessary to function and move ahead to skills in preparation for leaving school. 304 MALE: The bill does not do a good job of addressing the learning disabled and truly handicapped students. REP KATZ: It doesn't do it at all. MALE: Once it's acknowledged that that group of students have to be accommodated within terms of school reform, do we mean it? Are we going to hold all students to the standards that have the ability to meet those standards? We've acknowledged that not all of the students are going to meet the standards by Grade 10. He felt that exceptions should not be made so that those students capable of attaining the certificate aren't allowed to go on without it. 364 JIM (JAMES) HAGER, Beaverton: System is going to continue to fail if a child can get into the system when it's not the appropriate time. Fundamentally and conceptually, are we going to allow open entry, open exit into our

system and are we going to have time-driven learning, or textbooks-driven learning? Don't let time drive learning, curriculum, or instructional materials. 406 RAMALEY: Reflective practitioner. Discussion of requirements, associated concerns, and place of higher ed and teacher training in proposed program. 486 RAMALEY distributed a document containing "what we're doing in early education, early literacy testing and assessment, school restructuring, parental involvement, professional development, choice programs, model schools, work force preparation, and at risk students." TAPE 5, SIDE B 032 REP KATZ asked whether there were any other issues? 033 JOLENE CAHILL commented on assessment tests dealing with quantity and not quality. Challenge test suggested for kids who don't deal well with the quantity. Stated that half the kids in 10th Grade in her district would fail and noted her school district didn't have funds to give kids the remedial English classes they would need to pass the test. WAYNE NEUBURGER commented that Jolene made a valid point; that we must be very careful to make sure we're measuring what we expect and if we fail, we haven't done the job of preparing the student. MALE: Assessment ought to be a mechanism for providing access and there's language in bill that tends to turn it into a barrier. REP KATZ stated there's nothing in the bill that limits access. MALE: Go to Section 23, under number 5; CIM required. REP KATZ states CIM requirement is in terms of entering community college or a 4-year college or university; it's not 11th and 12th grade; that's not the intent. 087 REP KATZ: A misconception that if students go on to a professional/technical program, they leave school, or that there is no academic program for them, or that you track two ways and they don't mix. That's not accurate. There is an academic program, they do in fact mix, and when they graduate, they in fact can go on to college.

097 BOB BAUGH, Administrator, Partnership Division, Economic Development Department: Has observed educational training systems in other countries (Europe). Thinking futuristically, where do we need to be by the year 2010? Saw several things over there (Europe), summarized as: (1) there's a high standard for their students, based on the idea that everybody by a certain point in time will achieve a set of fundamental skills that allow them to function in the work place of today and the work place of the future; roughly the time and point is about age 16, about the equivalent of 10th grade. (2) When students reach a point of achievement of a level of fundamental skills, there were choices, there were options. There was an option of vocational/technical/professional education that is designed for the non-4 year college bound. Fundamental difference was how they approached vocational/technical/professional education and the responsibility of employers in the school-to-work transition. When students chose to go into an occupational/technical track, not college prep, they continued academic education. One day a week in academic education, one day a week in schoolbased technical preparation around the skill and occupational setting, and three days in the work place tied back to the education and training received in school. Provision of an avenue of education that's both academic, and theoretical based and practical based, engaged with the work place in structured work experiences and apprenticeship type programs. Tracking wasn't quite as prevalent as heard about, but there was more mobility. Same debates about how long broad-based education goes on, when do the occupational choices take place and how much time is still spent in schools versus spent in the work place occur. They've clearly tied together the employment opportunity with education, or the work place with education. Everybody in the system takes responsibility; it's not what the school system is doing, but what the school system and the work

place and employers are doing and how they all work together. There is a real sense of cultural, national and economic identity in achieving. No expectation that the students will stay with an employer forever. 175
REP KATZ: How narrow or broad are these occupations? In the Woodland experiment, the curriculum was Ag and Natural Resources, Arts and Communications, Business and Marketing, Health, Home and Recreation, Social/Human/Governmental Services, Industrial Technology and Engineering. BAUGH: Tendency in the past has been to have 300 or 400 occupational choices to be made at some age. Reforming their system and offering a much less broader array of choices, and starts off general in a particular field; alleviated the concern about locking into a very narrow choice very early. A choice is made to go into occupational/technical training versus going

into the college prep track; the occupational category is broadened so it starts off general and moves to the more specific as the student has more time and experience both in the work place and in the technical side of the training. 197
REP KATZ: Who drives the curriculum? BAUGH: Curriculum is driven in combination with business and industries, labor organizations, and the work place as well as the educational system. It is a partnership. The paradigm of partnership is the one that has to shift for us. Work places are a place of learning. Employers have a responsibility for young people learning while they're in that work place. Nothing here addresses the training of people who in fact teach in the work place. Schools determine the academic thesis of what will be learned and what is continuing portion of education on the academic track, after students have entered the occupational categories. FEMALE: Is there a level of academic excellence expected in those classes taken, at least on the academic part? Refers to earlier statement about one day being technical, one day being academic. BAUGH: Yes. The classes have to be passed. Students have to go to school, have to learn, have to pass. FEMALE asked about percentages to pass (i.e., 70%). BAUGH didn't know exact score. It is requirement of system that students continue on the academic track; particularly math, civics/history/culture, languages, and applied academics. 233
FEMALE 2: Regarding tracking, is there flexibility to move within the choices that have been made, either academic or vocational/technical? BAUGH: Yes. Struggling for flexibility; not as rigid as he had heard. Europeans wanted people to have the fundamental basics so that if later in life they chose to change occupations they would be able to take a few courses and move into their new field. Same issues as discussed here. 261
REP KATZ wanted to know what is done about the 11th and 12th graders (60% of students) who decide not to go on to college, but who want to get a diploma. MALE: Observed Woodland's curriculum and it is very general. Went to Europe 5 years ago for 2 months to study high schools. There is lack of doing good in the curriculum as a means of going out in the community and getting a job. Success is associated with going to college, not going out in our community and being a good, productive member of our community. MALE 2: Agreed with MALE 1's statements. No sense there's a real opportunity in vocational education; success is seen as going to college. Discussion of schools as training places for college entrance and those who don't go to college. Nation doesn't offer

- broader array of opportunities. Concern that at age 16 if student gets certificate, the age is too young to make a choice. A week is devoted to taking kids to work places to see parents and others at work. There is a reality beyond school and beyond college. By the time they reach a point to make a choice, they have a sense of what's out there, what

opportunities may be there; it's not a totally uninformed choice. Have had 6 years worth of exploration and actual physical visiting and seeing things, and finding out things not offered in as much detail at an early age. 371 MALE 3: It's very critical for teachers today to go into the work place and find out what's really required. Clearer information in career education, but we don't really start early enough. MALE 2: Most kids don't even know the occupational opportunities. Discussed work ethic. Education and training experience tied to it is the learning process. That is the biggest missing link in the system; how to form true partnerships. 408 REP KATZ requested Baugh explain how businesses would be brought into defining the curriculum and make them understand the commitment to make that link. 8AUGH: Bringing industries together to talk about their needs, jointly, not done very well in this country. People have to think differently than in past. In other countries, business associations, labor unions, service organizations organize employers to connect with local schools in the planning process for curriculum development. Organizations outside of government are active participants. 460 REP KATZ stated the printers' organization, utilizing sophisticated equipment in a competitive field is ready to sit down and think about the curriculum. TAPE 6, SIDE B 032 BAUGH: EDD is trying to organize industry groups to work together and broadly discuss what crosses geographic boundaries; a critical issue in this State; labor committees and apprenticeship programs on a Statewide basis; statewide standards agreed to by industry. Business education compacts serve incredibly valuable function of coordinating efforts. People are serving on lots of boards and commissions that represent nobody but themselves. Don't utilize business and labor networks and associations to carry message "we've got to think as organizers"; that's what we don't do. 060 MONTE MULTANEN referred to Section 29. With this bill, must find a way to keep industry panels "at the table" for continuous effort and get recognized statewide industry certification. It is doable but it will take a much stronger and continuous link with industry. By survey, this recommendation was first choice and had America's highest support. REP KATZ asked why there was concern about the 10th grade. 093 TOM LINDBERG, Parent of Portland public schools students: access centers. How will small school districts provide services on the same level as everywhere else? They don't have the people, they don't have the money. MALE 2: They don't have the employment base. 107 REP KATZ stated that issued flagged by superintendents from the rural areas. FEMALE: Through technology already developed programs do not have to be created in every school; programs developed in one place can be transmitted to others. 154 STEVE ROBINSON, Eugene School Board: Instead of using tax money to set up programs here and there to cover everything (which can't be done), create a way statewide to have programs and curriculum available and; encourage and create easy methods to facilitate the involvement of businesses with schools and community colleges; and provide expectations. Seems more effective than trying to solve all the problems and fund all of the solutions. 175 MIKE KAIEL, Bureau of Labor and Industry (BOLI): Looking at America's Choice model, lots of concern about how different phases are created; how to get to CIN is going to be real challenge. What happens after that in the professional and technical areas is going to be just as great a challenge. Things aren't in place now and never have been place; industry certification for occupations is not well established in this country, with very few exceptions. Who is going to teach and what are they going to teach? Industry or the schools? Thinks answer is both. Language in this bill is education-driven. Apprenticeship programs in some industries, industry-based training programs for professional and technical occupations. Apprenticeship doesn't train enough people (KATZ: or early enough), and it doesn't connect with the schools directly to reach those

younger people. Looking to industry to take more responsibility for training is the key to making this part work. A set of programs through the educational institutions and a set of industry-based programs, or do we merge them? If we merge, how do we do it? In the next two years we need to answer those questions. We need a process to do that. 212 MALE was very concerned about the 16 year age; choice postponed to that age; parents' desire for 4-year college for children.

- 274 FEMALE: Bill is attempting to see that students reach a certain level of competency and then move forward; whatever track or choices they make, they still have the flexibility of moving from one to the other if they decide later they don't want what they thought they wanted. 282 MALE: Test given in 10th grade; meet minimum competency requirement; there'll be expectation that is the decision level. REP KATZ explains that it's picking up "Brownie badges" all the way up to the 10th grade; moving satisfactorily through assessments at 3, 5, 8 and 10. Some additional assessments at 10th. It isn't a one test, in or out situation. MALE: Read bill language. By 10th grade, we have it done or we don't have it done; those who don't have it done, the recycling system begins. MULTANEN: Current methods of handling students who can't attain the minimum competency were discussed. 372 MALE: We need to make the flexibility (age/grade) more clear. 381 GUIDO CALDARAZZO, Principal, McKay High School: Issue being forgotten. Students aren't talked to about careers until they get in high school. Career guidance has to happen with a lot more direction at a lower level (7th grade). Choice will be reassessed at the 10th grade. We need to do a better job of making kids aware of what's there earlier. 479 KATHRYN WHITE, Association of Retarded Citizens: Nontraditional learners, more traditional special ed kids, where do they fit in the work force area? REP KATZ interrupted that she wanted the whole discussion held back for when there was time to deal with it, because it is a critical concern. KATHRYN WHITE: Thinking of more than just what we consider as classified/identified special ed kids; thinking of kids thought of as delinquents, the kids lost before 10th grade; how is that being addressed? 502 MALE and REP RATZ: That's addressed in learning centers; we haven't gotten to that. 507 KAREN BRAZEAU: There are two different things being heard. Those working in the real world with kids who have been most disenfranchised, which make up at least 30% of the population (10% special ed, 10% migrant and different kinds of kids, 10% at risk), don't trust that good intentions are going to come through in this bill, and a naive reader who hasn't participated in the planning and the discussion can't assume that this gives license to do more of what is already done that has disenfranchised that 30%. Solution might be to continue the section-by-section examination, and spend some time on a set of values that we intend this to be applied

under. One concern is this sound" very work force-driven; that we'll have people in industries whose primary concern is making money establishing a curriculum. Businesses are very socially committed to the young people in Europe; that is not true culturally in our country right now.

TAPE 7, SIDE A 018 BAUGH: Have to change a couple of paradigm"; how education views business, how business views education, how they talk to each other, and what each other can do to help each other. 022 BRAZEAU: True, but wording not in this legislation; nothing in this (bill) speaks to our cultural values and what we want. Notion of alternative centers will quickly become dumping grounds for students who don't fit and teachers who can't teach. MIKE HARRIS: I believe what we do right now

with a lot of handicapped children is that we set them and their families up for what is essentially a hoax. Continued comments about handicapped kids, their education and ability to make a living. Commitment should be made through this bill to handicapped kids. 047 BRAZEAU: It is not just handicapped or special education kids, it's those kids who do not succeed in the educational system and currently don't succeed in the work system. Trying to take discussion that has gone on over a year and reduce it to however many page" of legislation that don't have heartfelt values is a problem. Tons of people are still in schools who believe the old "teach the best and shoot the rest". FEMALE: The driving force of this legislation is to educate those who are not now getting the opportunity that they deserve because the system doesn't deal with them. Discussion of the term "well trained" ensued. It was felt "well educated" would be more appropriate. 094 PAM SHELLY was concerned about Section 23 and the 10th grade/age 16 requirements of the bill; the numeric factor. She felt slow learners and others would be labeled, and wanted to see the number. taken away; in favor of removing grade distinctions. JEANNIE FAGNEN: way to get around resistance to number" is to set a general standard and integrate alternatives starting at 10th grade level. 154 JOYCE REINKE: Test for success. Want every kid in the state of Oregon to succeed. You can't tell whether they're going to succeed until you know what that kid is doing and if you don't test you won't find the problem and solution for that child. FAGNEN wanted Joyce's statement incorporated in the bill. 166 WAYNE NEUBURGER pointed out there are 2 systems that are mixed: time-based system (Grade 10) with a performance-based system (CIM). Suggested removal of time-based portion. Pointed out that students would be excluded from opportunities because they were unable to get the CIM; miss chance to learn in the work force because they didn't have a CIM. 193 BAUGH suggested saying "beginning at age 16" students who have achieved their Certificate of Mastery may enter into one of the occupational areas. Think. earlier entry could be problem because of child labor laws and things related to the work place. 203 RUTH HEWITT said issue discussed was preparing Oregon students for the 21st century at a much higher academic level than we've ever had before; everybody by a certain age is going to do better than those graduating from high school are currently doing. Hard issue is when does that happen? Keep site of the goal; raising the standards. RBP RATZ said reason for fleshing out bill was because reality ought to be faced; a lot of kids are just sitting there waiting to get their high school diploma because they want to be with their friends and not doing very much of anything, and then out on the street looking for a job with very little skills. FEMALE commented that what the average person on the street does buy this because they don't like the system we've got, but not just concerned with a robot-like work force, they're concerned children come out of school with some values and integrity and a job. The word. aren't in this bill. REP KATZ didn't think administrative rules containing words needed repetition. MULTANEN took issue with insinuation that student trained for work didn't have values. BRAZEAU: Well educated people will result in well trained workers. Well trained workers won't necessarily result in a well trained population. In 198 9, Pacific Corp initiated courses on work sites in business ethics because kids coming out of the high schools didn't have them. 305 MARV EVANS: Serious problem is too many kids without goals or improper goals. "It's better to have a goal and only partially achieve it than to have no goal at all and achieve that". There's hope in this bill. Kids must have realistic goal. They may not get it, and may change minds go some other direction, but they're going somewhere; in a direction, ton of kids who aren't going in a direction. Howe Coa~m~ee oa Educatiut Subco~e ou HB 3565 April 24,1991- P - e 14

that". There's hope in this bill. Kids must have realistic goal. They may not get it, and may change minds go some other direction, but they're going somewhere; in a direction, ton of kids who aren't going in a direction. 342 REP KATZ adjourned the meeting. Transcribed by, Reviewed by, Robyn Schutt Jan Barga Manpower Temporaries, Inc. Committee Administrator