

HOUSE COMMITTEE ON EDUCATION SUBCOMMITTEE ON HB 3565

April 26, 1991                      Hearing Room 350 1:30 p.m.                      Tapes 8-10  
MEMBERS PRESENT: REPRESENTATIVE VERA KATZ REPRESENTATIVE BRUCE HUGO  
VISITING MEMBER: SPEAKER LARRY CAMPBELL STAFF PRESENT: LEE PENNY,  
COMMITTEE ADMINISTRATOR AGENDA ITEMS: HB 3565 . . . . These  
minutes contain n~teriah ~rhich paraphrase andlor sununar~ze statements  
made during this session. Only text enclosed in guotation marks regort a  
speaker's exact words. For complete contents of the proceediogs, please  
refer to the tapes.

NOTBS: 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 Joyce Reinke, Department of Education Pam  
Shelly, Principal, Irvington School House Committee on Education  
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Dea Cox, Superintendent, West Linn Mike Kaiel, 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 8, SIDE A o09 REP KATZ stated intention to review what might be  
problem, and finish sections and open up to further comment. Noted a  
hearing on the following Monday (April 29, 1991) would provide  
opportunity for comment by those wishing to make them. Areas of  
expressed concern were: expansion of Heard Start; ungraded K-3 primary  
school, pre-K and post-3 also discussed and model may be desirable for  
full ungraded K-12, K-8, K-9 (Department of Education responsibility);  
policy of accepting district to veto child acceptance: CIM and  
professional/technical certificates caused uneasiness about 16 years or  
10th grade -- may have to be softened, 2 years needed to do serious  
college preparatory work and professional/technical work -- no objection  
to earlier age; perception of tracking. Development Council not to be  
discussed; is in another bill. Learning centers, special education  
(Karen Brazeau's discussion; last meeting [April 24, 1991]) and  
non-traditional students. Learning centers were not meant to be dumping  
places; to find drop-outs and encourage them to come to alternative  
learning environment, not limited to school buildings; initiation of  
social services to assist students. 111 SPEAKER CAMPBELL requested

differentiation regarding remedial plans. Thinks money should be spent preventing students' placement in remedial training so that learning centers aren't needed. FEMALE: Term "learning center" may have connotations that are not what is intended; suggested "resource center". SPEAKER CAMPBELL: Have learning centers now, they become

. structured and tied to a community; need to identify how that can be avoided. May not be the best way of handling the situation. 145 PAM SHELLY, Irvington School, Portland Public Schools, COSA: Liked idea of learning centers because of on-site help for families; take model and put it in elementary schools, making it preventive. Often kids not doing well in 3rd grade usually are having family problems. Money needs to be put on-site and working with families. 169 Guido Caldarazzo, Principal, McKay High School: Chapter 1 model needs to be looked at. When school is designated Chapter 1 site, deficiencies are dealt with and concentration and interrelationship between teachers, aides and parents is closer than any other situation he has seen, and usually there is success with students and they move back into regular tracks. Using the concept of what is done in Chapter 1 situations is the kind of thing that has to happen when students aren't up to mastery level. Use model in a broader sense. 187 BEN GRANT, retired educator: Skip what has been done and isn't working; look at it from a different angle. Relieve stigma of not being "good enough" for this. Commented on ungraded situation and fact that in one-room school everyone achieved. Observe differences between analytical minds and visual/memory minds; whole population must be taken care of. 308 RUTH HEWITT, State Board of Education: Must bring all resources to bear so that student and parent sense that everybody cares about their progress; delivery of services into one site; independent educational plan for every child from the time they enter the door until they leave, and services provided to make student successful. This should be the model for the elementary schools. 333 BOB LINDBERG, Portland Public Schools, Parent: Space made for service providers so there is no duplication; student and parents not required to go to buildings they don't know name or location of. It works, but should be at elementary level. 355 PAM SHELLY,: Programs for at-risk kids. Identify kids at risk early on; at-risk children can be identified in kindergarten through informal assessments now available. Women and minority students are being identified at 2nd grade level for math and science deficiencies and are being targeted for additional resource assistance; result is more of them going into science and math classes in middle school; not true in past. Link parents with students by daily visits to school by parent who, for instance, reads with child. SPEAKER CAMPBELL: Literacy groups working with schools in his area on same basis; lots of senior citizens volunteering and grandparent relationships developing with kids who don't have that opportunity. Might be encouraged. SMELLY: Elderly citizens participate in homework club 3 days after school; one-on-one contact with at-risk children. REP KATZ: Who is putting all of this together? 407 SMELLY: It's how I allocate job responsibilities for the staff. A couple of additional people help and a parent committee that volunteers. 411 KAREN BRAZEAU, Department of Education: Missed the obvious, most basic solution to prevention of remediation -- lower class sizes at elementary level; can't do all these things with high numbers of kids. REP RATZ asked Pam what class size was in her school. PAM: 22 to 26. BRAZEAU: Young children's developmental rates are so varied, they're treated as a group. Individual time with them is necessary. By 3rd grade they're identified as special education or learning problems which might not have occurred if someone spent time with them. It's true for behavioral problems as well. 440 SPEAKER CAMPBELL: Accepted what Karen said about class size, but pointed out that some teachers utilize outside support

and students don't drop out, although they have large size classes. BRAZEAU: Better way to characterize it would be lower ratios of adults to children; they don't have to be certified; can't have one adult in charge of 35 little kids. 451 SPEAKER CAMPBELL asked for comments regarding the use of senior and parental support, and the development of programs that can supplement faculty. He asked what kinds of problems it created. 459 GEORGE DIER, South Salem High School, said South Salem had a parent tutor program in the building started by parents wanting to help teachers. Biggest problem is finding staff to help with day-to-day operational issues. Parents have organized it themselves and are running it in the classroom themselves. Is successful and could be more so if there was the manpower (faculty) to work with them. Believes educators can no longer do it alone; need parents, grandparents, and others in the community coming into the school -- returning the concept of school to community. Also believes education needs ungraded system dealing with competency and skills young people should know. Once skills are achieved, they should be able to go on to the next level. Resources are necessary; will have to rely upon technology more; people trained in variety of skill deficiencies young people might have. TAPE 9, SIDE A 034 REP KATZ asked if Dier would go to an ungraded high school. DIER said he would if he could, but high schools had to provide grades and progress reports to other institutions (colleges, universities). Too many students coming in at 9th and 10th grade level believed they would attend a 4 year college upon graduation; percentage with that belief (about 6070%) is unrealistic. Convincing students and parents otherwise is very difficult; trying to interest students in vocational or other occupational areas is extremely difficult task. Programs designed and geared so that college-bound students have achieved and been in proper courses that would allow entrance, constrict kinds of programs offered to young people. FEMALE: How would kids be viewed if they came from an ungraded setting in high school and the university wants to know their GPA as part of their admission? GPA and acceptance of students from ungraded high schools into higher education institutions was discussed. 127 Karen Brazeau was asked to take the floor and comment on special education, learning centers particularly as aimed at drop-outs, whether she truly felt learning centers were dumping grounds and if so how to make them not so. BRAZEAU stated it's clear by discussion learning centers not intended to be dumping places; reading of the Congressional Record when special education law was created would show it wasn't meant to be a dumping ground, either. It quickly became one for students who didn't succeed and for teachers who couldn't teach. Thought we were pulling out of that. Neither Chapter 1 nor special education, nationally, has much to stand on in terms of outcomes; take problems and put them somewhere else. Hasn't been successful for children. Term "alternative" anything, means somewhere else; term "center", means it's across town. Once people are removed from the mainstream of society for any reason, getting them back is very difficult; particularly true in schools, because it feels so good when they're gone. Appears bill is trying to accomplish 2 things: one is support services lined up in bill behind other which is alternative center; accessible by any child wherever they are; no flunking out to get services. Complaint about Chapter 1 and Special Ed is removal of students from real curriculum; difficult to make sure what occurs in removal keeps up with regular classroom.

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Alternative: take supports into regular classroom; people assisting not only child but teacher; closest to providing supports always intended

for kids to have. Other issue: kids who have already left; coaxing back is very hard. 169 RBP KATZ asked Karen to discuss special education kids in a regular classroom. 174 BRAZEAU: Special context: 10-11% of the population in schools is special ed eligible;, of that fewer than 25% of the kids are handicapped, the other 75% will leave school and go into the general population. Definition of "learning disabilities " requested by REP KATZ. Karen responded "a disparity in their innate capability and their performance achievement". Removing a child from class even for an hour can result in them missing enough classroom activity to put them even further behind. MALE: possible reason for adding an additional hour of special work with them in the evening or some other time; so they don't lose main streaming, but have special attention? BRAZEAU responded that might be one way around that. People think of the 25% of special ed kids with severe disabilities; those are easiest to plan for; don't have the resources, but know what to do. Kids with more mild disabilities truly present bigger challenges to schools. 209 PAM SHELLY said kids who are at risk are least able to deal with more people, and cannot deal with disjointed days. Sometimes they're pulled from class two or three times a day, and there's no continuity with the classroom program. Example: uses dynamite math teacher working with all math teachers. Dynamite teaches whole class, regular teacher works individually with at-risk students. REP KATZ wanted to know if such a teacher could assist regular teacher deal with problem (troublemaker, behavior) kids. SHELLY said yes. 242 BRAZEAU: My concern with the bill is many people still looking for permission to segregate and remove. Discussion ensued of teachers to handle bill's mandates. Take the intent and make the wording clear that it is support for kids in their schools, in their neighborhood, as close to their regular classrooms as possible. Not only subject matter disruption, some at risk of social development. Removal from peer system not good. SPEAKER CAMPBELL expressed concern about activities and center outside of the school. BRAZEAU said alternative system exists (is second class) but is under-staffed and under-funded; may be a way to build on that system. Discussion ensued about attacking at-risk student problem early (K or pre-K), rather than after they drop out. 340 JUDITH (for Mike Harris), Oregon Association for Alternatives - House Committee on Education Subcommittee on HB 3565 April 26,1991- Page 7

in Education: Term "learning center" concerns organization as one of many alternatives. Would like to have a continuum of alternatives available in the school setting; unique to individual needs of each child -- social services, tutoring services, peer helping services, mentoring services. Real concerned about open access; open entry, open exit concepts difficult to implement at secondary level. Suggested "learning services", "learning opportunities", which might include, but not be limited to a learning center. RBP KATZ stated that learning centers visualized for drop outs. MARV EVANS, COSA: The higher you go grade wise in education, the more resistance you'll meet. Students who deviate from the norm are considered a problem in class. TAPE 8, SIDE B 033 JUDITH commented on changes in teacher education at PSU are' extraordinarily well matched to what was discussed, timing is unusually good. GTEP (Graduate Teacher Education Program) summary presented. In apprenticeship with successful teachers, experiencing as cohort reflective practitioner model. Drop professional development centers into receptive environments, with a cluster of schools interacting with community colleges and the university in the region. Discussed set up of program between university and high school, and how it would operate. GTEP Urban Educator section has resulted in teacher education being redesigned based on the real working environments. FEMALE: Suggested model that doesn't cost any money and works; peer teaching with addition

of peer work groups was a viable system. 323 BOB BAUGH, Administrator, Partnership Division, Economic Development Department: Point of training centers is not to capture and hold students until all training and education finished there, but rather to return them to regular schools; over half the students who drop out, etc. and return to alternative centers, eventually end up back in regular school system and finish in that system. SPEAKER CAMPBELL asked if you only have so many resources, where do you put them? If we put those resources with the kids 8 years earlier, what would the situation be? HEWITT pointed out that those people who had worked with the bill and weren't part of the group, needed to be reassured that the resources provided were for all students, not just a special few. Gifted and talented have as many problems as at-risk students, and both need to be identified and helped. 466 R8P KATZ requested comments on what was perceived when the professional/technical Program was described in terms of

April 26, 1991- Pue 8 Professional/Technical Certificate. TAPE 9, SIDE B 020 RICH KELL, American Welding Society: Concerned that young people were being asked what they wanted to do when they didn't "even know their left ear from their right ear". REP KATZ interrupted to state that children were making decisions about what they want to do; to keep the seat warm and do nothing. Career counselling will have to occur much earlier so youngsters begin to think about what their interests are and what their capabilities are. KELL felt that college and a degree weren't the only necessities in life. He stated that there were honorable and necessary things that must be done by carpenters, painters, etc . He wants students to be able to go back and forth between educational and professional/technical/vocational tracks. 051 SPEAKER CAMPBELL felt there was a lot of misunderstanding about this area of the bill. Students need to be taught to make proper decisions and to communicate. They are necessary regardless of which track a person picks. KELL stated that college bound students needed to be able to take vocational course" ( i . e. wood shop) as well as academics . REP KATZ: flexibility is necessary, but students need the college-prep curriculum as well to make sure they get there. 071 DR. JAN WELLE, Superintendent, HarriSB urg High School District: Orient students towards attitude and philosophy of striving towards professional and technical education is accomplished by offering it in the curriculum. Many schools do not have comprehensive vocational curriculum; important to offer exposure and exploratory experiences early. They start at freshman year with exploration; no reason it couldn't happen in middle school. It holds students in school. They have an interest, they're motivated, they like to come to school, they're applying "kills through technical courses, and they're achieving and succeeding. For bill to be success, expectations must be established with staff, community and with students; they are critical. She had problems with " learning centers" because they reminded her of the old CETA programs. She would like to see "mastery center" in every school. She considers all high school students at risk. 180 MONTE MULTANEN, Department of Education: professional/technical/vocational offerings. In Oregon 18 to 20 broad career areas. In grade 2-5 certified program, by 4th or 5th grade it narrows, and at 10th grade 7 to 15 specialized programs may be offered, rather than 30. Small rural areas may have 2 or 3 very broad areas to work in.

245 REP KATZ explained that not only was curriculum developed for 11th and 12th grades, but for 13th, 14th and 15th; enter into apprenticeship

or career pattern for people who are going into professional/technical area. JUDITH commented on academic component. GEORGE DIER, South Salem High School, commented that any course with the word "applied" in front of the title is not accepted by colleges as a collegiate course for entrance. Anything that suggests the course is not theoretical is rejected; that stigma has to be gotten over. MULTANEN said 95% of the vocational program is the teacher who is teaching the class. There is not as much standardization as is necessary for students to come to college level training in a prepared state. 337 REP KATZ wanted discussion of quality of educators in the professional and technical areas. MULTANEN: From very good to not so good, in fact poor. Have dropped programs for technology areas for teacher education; will have to rebuild them with cooperation of business, community colleges, and one or more universities. There is particular problem with Vo/Tech area with in-service and professional development because technology is changing. There is high interest. 371 JUDITH RAMALEY, President, Portland State University: No way university system can keep up without business' community involvement on an ongoing basis. 374 MULTANEN: Bill requires that professional/technical programs be certified to industry standards. Lots of work to do with industry; they don't know what they want or need in some areas. 398 RUTH HEWITT, State Board of Education: Difficulty is simulation in a high school, university or community college setting; full range of what happens in state-of-the-art working environment is unaffordable. A different model will have to be built; very interactive with the business environments in student preparation. Environments have to be designed to prepare people going into professional/technical programs; several way partnership -- the business community, the educational community using professional development center models (teacher preparation and advance professional development program within a learning environment that is properly equipped). 454 REP KATZ said responsibility that business community is going to have is to link up with the kids and the schools. 477 TINA: In discussion of elevating the role of technical professions, most jobs in this state do not require a college education. MULTANEN: But they need highly trained people. TINA: Some level of technical training needed, but college

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degrees not needed to hold the job, and most of the technical training at this point occurs after the individual gets employed. TAPE 10, SIDE A 025 TINA: Change public opinion. Raise profile of workers and deal with work force agenda. Start talking about the different aspects of work force needs. Business involvement: retrain teachers; interact with educational institutions. FEMALE: Curriculum revised, academics competency-based, exiting skills identified for each teaching unit; apply competencies along with exiting skills to what is expected in community. 064 REP KATZ asked is it necessary to require Certificate of Initial Mastery to enter community colleges or a 4-year program in the State of Oregon? 071 BRAZEAU: Depends on the content. Concerned about students who might not learn to read but who should have access to some higher level of training. If there's room for adaptation in the program, it makes sense. SPEAKER CAMPBELL asked why wouldn't they learn to read? KAREN: Some people never learn to read. SPEAKER CAMPBELL: Is that because we haven't done our job? BRAZEAU: Most generally have a physical problem. SPEAKER CAMPBELL: Talking about a relatively small number of people. BRAZEAU: Not as rare as you think. Some will struggle with written language and auditory information. Vision impairment, hearing impairment, or physical disability also contribute to problem; and getting them in greater numbers. Ability for adaptation and

demonstration of competence is sensible; depends whether it's used as a barrier or as facilitation. 090 BAUGH: There will always be exceptions to rules. Need to put rule in place first and set standard or mark to be aimed for with all student population for excellence; that is the whole idea of the legislation. EVANS: Definite yes for university and no for community colleges because they're very diverse institutions offering different kinds of opportunities for kids. Share's Baugh's point of view that there's value in pegging in a standard and having some realistic consequences; negative, but motivational factor. 106 REP KATZ: Role of community colleges will change. BRAZEAU: Community colleges based on the concept anyone who has the ability to benefit. Found bill language confusing regarding requirements. Leave question of access open; don't close off opportunity. House Committee on Education Subcommittee on HB 3565 April 26, 1991- Page 11

125 CHRIS METCALF, ? Valley School Board Association: Face fact that standard to the level talked about will result in some kids failing, regardless of how hard "we try". Have certified and non-certified people practicing all kinds of things. 147 MALE: Brought up elimination of high school graduation and requirements. JOYCE BENJAMIN, Associate Superintendent, Public Instruction, Department of Education, asked how many other states are going through this at the same time. What happens if one of our graduates leaves our system and tries to connect to another system? How far reaching is this now? 166 SPEAKER CAMPBELL stated he'd just returned from a meeting in Dallas of legislative leader. across the land on subject of education and was deeply concerned about how Oregon was doing until he got back and listened to those attending hearing. Felt if Oregon accomplished what has been set out for the state, Oregon will be one of the lead states in the nation. Some states are trying pieces of it, but not anybody really on the train to improve in the way discussed improvements. Thinks Oregon will be path finders. 187 HEWITT: Value system around high school graduation, rite of entry and passage, celebration, parents and success. Team that goes out across the State to sell where we're going, will be difficult for parents when it might be their only major celebration. Think that difference through. SPEAKER CAMPBELL and REP KATZ stated there will be a graduation when the college certificate or professional and technical certificate; there will be the celebration. HEWITT continued she didn't want to see the liberal arts to be lost. Don't validate artistic abilities. Doesn't want to lose it in definition or funding. Nation is talking about math and science, and she was concerned. SPEAKER CAMPBELL pointed out that in the communication field, not many high schools are teaching listening. Need to develop liberal arts portion, particularly listening and communication and speech. 233 EVANS: Perception upon reading this bill is it will change fabric of high school so significantly that the tradition is not going to be there. Think it's political dynamite in terms of trying to sell it to communities. REP KATZ: Not completely eliminating the walls of 4 year institutions. FEMALE: Saying that there will be a comprehensive opportunity with electives, including the arts, including athletics, that would pretty much take care some of the doubt. REP KATZ: Will be seen when the curriculum is developed. SPEAKER CAMPBELL: Have to deal with perception. REP KATZ: We'll find words.

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. 266 KATHERINE BENTERMAN: Many of the vision problems can be taken care in a preamble, including expectations. It's going to take a long time to get all the pieces in place; what needs to be done is set the vision and

then 2 years later all of us can go on the road and start putting the pieces together. 294 MULTANEN: Federal grants due President's program should be looked into by the Department of Education because this legislation falls into that package. FEMALE: It has already been done. REP KATZ: discussed time line drafted by Joyce. She'll present to the full Committee on Monday. Will have Monte sit down with Tami and Darrell to conform wording in the three bills (this one, Stanns and Work Force) to see that they flow together; before they go to Ways and Means. Testify, bring amendments, bring others. 356 MALE: When will funding be discussed? When is "later"? REP KATZ responded that a fiscal impact statement was required, committee must see it, and the time line issue needs to be agreed upon before it goes to Ways and Means. MALE: There are many organizations and groups that are supportive of the concept, but are really hung up on the finance issue and not comfortable with what's in the bill presently. Hope there's realistic opportunity to address that. 365 REP KATZ: First two years have been costed out to get this going. In HB 347 4, there are some Lottery resources available to complement, but don't complement what's being done here. To get this fully implemented in the next 10 years, there'll have to be a major revenue source. 423 Meeting adjourned. Transcribed by, Reviewed by,

Robyn Schutt Jan Barga Manpower Temporaries, Inc. Committee n Schutt  
Jan Barga Manpower Temporaries, Inc. Committee Administrator