

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 proceedings, please refer to the tapes.

HOUSE COMMITTEE ON EDUCATION

April 29, 1991
69-72

Hearing Room F 1:30 p.m. Tapes

MEMBERS PRESENT: Rep. Carolyn Oakley, Chair Rep. Vera Katz,
Vice-Chair Rep. Delna Jones Rep. Mike Nelson Rep. Bob Pickard Rep. Walt
Schroeder

MEMBER EXCUSED: Rep. Bruce Hugo

STAFF PRESENT: Lee Penny, Committee Administrator Carolyn
Gillson, Committee Assistant

MEASURES CONSIDERED: HB 2881 - Reference to environment
in science curriculum - PUB HB 3220 - Lottery funds used to develop
child care resources - WRK HB 3565 - Estab. Oregon Educational Act for
21st century - PUB

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TAPE 69, SIDE A

005REP. CAROLYN OAKLEY, chair: Calls the meeting to order at 1:45 p.m.

HB 3220 - Lottery funds used to develop child care resources Work
Session

010 CHAIR OAKLEY: Explains why HB 3220 is being sent to the Human
Resources Committee.

MOTION: Chair Oakley moves HB 3220 to the floor with recommendation
that it be referred to the Human Resources Committee without a
recommendation as to passage.

VOTE: In a roll call vote, the motion carried with all members present
voting AYE. Excused: Rep. Hugo

HB 3656 - Estab. Oregon Educational Act for 21st century Public Hearing
Witnesses: Norma Paulus, Superintendent of Public Instruction Jeanna
Woolley, State Board of Education Sharon Gray, Office of Educational
Policy and Planning (OEPP) Jerry Fisher, Hewlett Packard Bob Baugh,
Economic Development Department Deanna Woods, Oregon Federation of
Teachers (OFT) Richard Butrick, Associated Oregon Industries (AOI)

043 NORMA PAULUS, Superintendent of Public Instruction: Explains why

the Department supports the bill. > Need to communicate to the public that high school does not end in the 10th grade. > Do not intend to introduce cast system into our schools as in the German model of school reform. > Many component parts of this bill have already been started by our schools. > Most people in this state believe they are either paying enough or too much for education and they are not getting their money's worth. > We have to make the necessary changes and improve the quality of education and this bill is a good first step. > The Board and I have agreed our number one priority at the Department is early childhood development. It is the cornerstone of this bill. > Flexibility and timelines have been considered in the bill. > Quality of education in this state and the goals in this bill will not be reached unless we change the way public education is paid for. We need a predictable and reliable funding mechanism.

167 REP. WALT SCHROEDER: Talks about the public's concern that school is over at 10th grade. How can we convince people that is not the intent?

PAULUS: Need to stress to the public and the schools what the intent of the bill is.

179 REP. VERA KATZ: Explains how the incorrect perception started. It is not what is in the bill.

PAULUS: Explains how two high schools in the Corvallis School District demonstrate the need for a change in the educational system.

REP. SCHROEDER: We need to get the message out to people that technical education and professional training is important as going on to a four-year college.

PAULUS: Explains there is a regional interest in the legislation. A private foundation in Washington state is acting as a coordinator for Oregon, Washington and Idaho. Regional cooperation may help defray some of the initial costs. Hopes the Northwest Consortium will be able to access significant federal dollars.

309 JEANNA WOOLLEY, State Board of Education: Expresses the Board's support and willingness to work to implement the bill. Boldness is required for the educational challenges before us. Its time to take a step towards revolutionizing the way we educate children in this state so every child will be as productive as possible. > The Board will be promoting concepts and addressing misconceptions. It is ready to assume responsibilities assigned to it by the Department and Superintendent. > Legislation fits well with Board's mission statement and goals in report called Education First. > The Board approves of the amendments suggested by the Department to the work group that met concerning HB 3565.

394 SHARON GRAY, education policy assistant, OEPP: One of Governor Robert's priorities is work force quality development and education. > Need to prepare students for the jobs of the future. > Need to show the public their support is critical to the future of well-educated, highly-skilled Oregonians. > Governor supports concepts that drive the bill. > The business community must be involved in meaningful ways in the education of our youth. > The issue of funding the proposals in the legislation must be carefully addressed because of Ballot Measure 5. Some changes can be made with existing resources. We need to be careful not to mandate changes without funding. Some proposals can be phased in as replacement revenue is available. > The changes from the long-term

tradition of our public schools are needed. They must be support by parents and others in the local communities. Meaningful discussions need to be held in every part of the state.

TAPE 70, SIDE A

025 REP. KATZ: Speaks of letter she has received supporting the bill.

034 JERRY FISHER, manager of public affairs, Hewlett Packard: We support the concept of this legislation. It is long overdue. Education is extremely important in the electronics industry. Reform of this nature there will always be controversial. Expresses support for the legislation. Important to prepare young people for 21st century.

REP. JONES: How does the business community see this legislation in terms of their participation?

FISHER: I can't speak for the whole business community. The American Electronics Association has been involved in a number of programs involving parents and students. > We are dedicated to be involved at both the community level and at the state level.

REP. JONES: Concerned about the parent's ability to have flexible time to be able to do the kinds of things that are necessary.

084 FISHER: In the electronics industry, we have established some models that other businesses and industries are beginning to follow. > Explains how Hewllet-Packard handles flexible time off for it's employes. Gives examples of how it works.

126 BOB BAUGH, administrator, Partnership and Planning Division, Economic Development Department: This bill reflects the concerns that our competitors have caught up to us and passed us. The work place and work force are where issues of economy and education meet. > Refers to a chart in an article titled Beyond Workforce 2000 on page 6 of the Oregon Labor Trends report (EXHIBIT A). Talks about how Oregon compares with other countries in education and job training. > Explains that Oregon's fundamental goal has not been the employment and employability of it's young people as an outcome of education. > Talks about the importance of vocational/technical training and why Oregon needs to make employment part of it's education goal. > Expresses support for the bill and provides copies of the booklet titled Lessons from the Old School concerning workforce development strategies for Oregon (EXHIBIT B).

223 REP. SCHROEDER: Did you do any comparisons about differences in culture?

BAUGH: We saw a consensus of business, labor, education and government. Employment was an important outcome. We will have to find something that is culturally compatible with our system. Our education system is out of sync with our economy. The education system is not in tune with changes in the technology used on the job.

276 DEANNA WOODS, Oregon Federation of Teachers, Education and Health Professionals: > Reviews her testimony in support of HB 3565 (EXHIBIT C). > Briefly goes over proposed amendments in her testimony.

TAPE 69, SIDE B

017 RICHARD BUTRICK, AOI: Reviews some statistics concerning Oregon:

25 percent dropout rate in our schools, half of our graduating seniors cannot qualify to attend the University of Oregon, lower SAT scores, and 40 percent of all babies in Oregon are born with the help of welfare. > Reviews issues in a book AOI produced in December, 1987 (EXHIBIT D): school district consolidation, extended school year, education delivery through telecommunication, more concentration on math and science, advancing students who have not mastered the appropriate skills, devaluation of the high school diploma, increasing professionalism of teachers by increasing their responsibility and accountability, recognition of teacher excellence and allowing nonteachers who are trained in management to administrate schools. > AOI intends to be a participant and encourages all businesses to participate.

232 REP. MIKE NELSON: I agree with your recommendations. What are your recommendations for funding?

(Public Hearing on HB 3565 continues after the Public Hearing on HB 2881)

HB 2881 - Reference to environment in science curriculum Public Hearing Rep. Peter Courtney Barbara Hutchinson, Department of Fish and Wildlife

263 REP. PETER COURTNEY: Reads his testimony (EXHIBIT E) in support of HB 288 1 emphasizing the environment in our educational system.

336 REP. NELSON: Is this a mandate?

REP. COURTNEY: Language in the bill says the State Board of Education shall develop an educational program and what the program shall include but not be limited to.

353 REP. BOB PICKARD: This subject is being taught by teachers right now and it is part of their curriculum.

REP. COURTNEY: Litter is a problem of all generations. None of us are exempt and it needs to be addressed.

452 REP. PICKARD: It takes the will of one individual in a leadership position to make it happen. We don't have to change the curriculum.

TAPE 70, SIDE B

020 REP. COURTNEY: If the problem is severe, it is important that the public policymakers make a statement in law about it. This state is dirtier than it was 20 years ago.

REP. PICKARD: This legislation makes it seem like teachers are not doing their job. What you are suggesting in this legislation is already happening.

059 BARBARA HUTCHINSON, public affairs director, Department of Fish and Wildlife: Reviews her testimony concerning environmental education and supporting the bill (EXHIBIT F).

REP. JONES: Do you do anything to cooperate with the National Geographic educational proponent?

HUTCHINSON: No, I don't believe we do. > Talks about their Project WILD. > The delivery system exists and the curriculum exists. > The bill would provide a framework for the programs and encourage participation.

127 REP. NELSON: I don't see the language in this bill challenging teachers and saying they are not doing a good job.

REP. PICKARD: The bill has no purpose other than to bring special attention to a problem. The bill will not correct the problem.

148 Committee takes break at 3:15.

HB 3565 - Estab. Oregon Educational Act for 21st century Public Hearing (continued) Witnesses: Gary Carlson, Associated Oregon Industries (AOI) Bob Castagna, Oregon Catholic Conference Dr. Larry Thompson, Archdiocese of Portland Sister Rita Carey, St. Mary's Academy Susan Castagna, Our Lady of the Lake School John Danielson, Oregon Education Association (OEA) Bill Brandon, Human Behavior Institute

167 GARY CARLSON, AOI: Enumerates positive points of bill. > Refers to list of prioritized budget cutting proposals (EXHIBIT G). > Need to actively move towards full funding of Head Start.

REP. KATZ: How much do we need for full funding?

CARLSON: It would be approximately \$28 or \$29 million for full funding for a two-year biennial period. The federal government is not holding up its end. > School choice should be pursued as policy. Explains how the concept of Certificate of Initial Mastery is a form of student choice. > Performance based standards and assessments for promotion to grades 4, 6 and 9 would help to stem social promotion and the devaluation of the high school diploma. > Site-based management is good step toward promoting the bottom up improvement idea in schools. > Suggests considering performance assessment in grades K-3 to determine if the appropriate skills have been learned by students before they go on to grade 4. > Suggests considering alternative certification for teachers especially for people who make career changes. Need other ways to allow transition into the teaching profession. > Recommends looking at the administrator position. > Need to reverse the class sizes. Generally, the smallest class sizes are in the higher grades and the largest class sizes at the lower grades.

325 REP. KATZ: Suggests making class size a budget priority.

CARLSON: Talks further about class sizes and taking another look at the priorities for today's resources. > Encourages the use of additional volunteers in our schools for medial tasks such as recess or lunch duty so teachers can have more time to prepare. An untapped resource is the elderly population where there is a lifetime of experience.

410 CHAIR OAKLEY: Aren't schools using senior volunteers now?

CARLSON: They are being used here and there but it is not widespread. > Explains their concern with what appears as mandatory language in Section 10 for employe leave. > Explains why they are opposed to mandatory leave. Would prefer businesses to encourage their employes to be involved in school activities through the use of flex-time.

TAPE 71, SIDE A

028 CARLSON: Refers to Section 25 concerning eligibility to work for kids under 18 years of age. There are a number of young people in this state who must work in order to survive. There needs to be some

assurance that the education centers in the bill will be in place and be flexible. > If fully implemented, this bill would be very costly. The extended school year is the most costly item. The public needs to see some significant movement towards improving the outcomes of our educational system before they will support additional costs. > Talks about ways to extend the school year. > We need to look at students not as products, but as the workers, and the teachers not as the workers, but as the coaches. It is going to take a total change in how teachers do their jobs. It is a high challenge we should take on. > We need to give young people more credit for understanding the need for these changes.

116 REP. SCHROEDER: Is there anyway for a student who goes into the professional/technical program to change over to the college preparation program?

REP. KATZ: Explains how students can do it.

CARLSON: Offers AOI's support. Need to show people a vision and progress towards the vision before asking for major increases.

160 BOB CASTAGNA, director of the Oregon Catholic Conference: We are particularly interested in Section 18 of the bill concerning the educational choice option. > Suggests an amendment to provide for a pilot project experiment to include private schools within the choice option.

179 DR. LARRY THOMPSON, superintendent of schools for the Archdiocese of Portland: Reads testimony urging Legislature to expand educational choice to Catholic and other private schools (EXHIBIT H).

280 SISTER RITA CAREY, principal, St. Mary's Academy in Portland: Reads testimony encouraging the House to explore the inclusion of private schools in HB 356 5 and choose St. Mary's Academy as its independent pilot school (EXHIBIT I).

388 SUSAN CASTAGNA, principal of Our Lady of the Lake School: Reads testimony stressing that true educational choice includes private as well as public schools (EXHIBIT J).

TAPE 72, SIDE A

012 REP. SCHROEDER: Will there be funding allocated to the school if parents choose that school?

BOB CASTAGNA: The voucher to be used in an educational choice program would be extended to the individual parent to use at the school they choose for their child to attend. > With over 11,500 students in a Catholic school setting, we are making a substantial contribution to the people of the state. The state should have an interest in all of our children because they will eventually be part of the work force contributing toward the educational and economical well being of this state. It is shortsighted not to include the private school community in an educational choice setting. Repeats suggestion for a pilot program.

REP. SCHROEDER: If public funds are allowed in such a pilot program, will St. Marys remain a girls school?

SISTER CAREY: The schools mission has been to educate young women.

CASTAGNA: We don't want to appear as if we are trying to raid the public schools of dollars. > Asking to be at the table and not deny parents the option of choosing private schools. > Because of more reliance on nonreligious teachers in our schools, the cost has risen significantly. Costs outstrip the ability to keep some schools open.

101 JOHN DANIELSON, OEA: Tells a story to make a point that not all kids have the commitment it takes even though they may have the potential talent. > Based on what has happened and what is occurring today in education, do you really believe anyone has the commitment to achieve the goals established in this legislation. If we are not prepared to pay, then we are not going to be successful in this endeavor. > The people that OEA represents will be the ones who will be accountable to the general public for the education of students in this state. We do not believe that education is going along fine. We also do not believe it is as shattered as it may appear to be. > Many elements of change should be adopted and many should be tested before being adopted. > We are agree that early childhood education is vital. It should be implemented for every child in this state at the earliest possible time. > By increasing the school year to 200 days, we are talking about another \$200 to \$250 million. > The track system may or may not have merit. OEA proposes setting up a trial system in a few school districts and see if it will work. > It is going to be necessary to pick and choose. Need to create method of paying before adding new programs. > One major priority is to be sure every student is transported to schools. We are willing to take dollars away from academia and put it into transportation. > Suggests an interim study of the issues addressed in the bill and getting public input. > Educators are tired of hearing all the things they do wrong without the opportunity or the funding to make changes. > We are willing to go along with many programs in bill providing the money accompanies those suggestions that cost something. > To make school-site committees work better, it will be necessary to release teachers for more preparation time. > Addresses the issue of class size. > Hopes there is not an effort to drive the whole bill through.

REP. KATZ: Need any proposed amendments as soon as possible.

DANIELSON: Opposed to extending educational choice into the private schools. Don't believe in giving state assistance to religious schools.

337 REP. KATZ: Shares concern about funding. Is there anything you have real concerns about?

DANIELSON: Serious concerns about implementing technical track on a statewide basis.

REP. KATZ: You will be seeing some model school programs dealing with that during the interim.

DANIELSON: Teachers want to be successful in their endeavors. They are uncomfortable with sudden changes.

397 REP. SCHROEDER: Are any schools doing some of these things right now?

DANIELSON: I can't say any are moving into the dual track system. Many would be interested in a pilot program with funding.

REP. KATZ: Talks about schools who are trying different routes.

TAPE 71, SIDE B

005 DANIELSON: Talks about problems there would be in one-high school districts. > Talks about educational reforms in other states.

047 BILL BRANDON, director, Human Behavior Institute: Talks about his experiences as a teacher in Portland. > Reviews his testimony making suggestions concerning HB 3565 (EXHIBIT K). > Emphasizes the need to look at an ungraded system. > Talks about other issues addressed in the bill.

400 CHAIR OAKLEY: Adjourns meeting at 5:15 p.m.

Submitted by: Reviewed by:

Carolynn GillsonLee Penny Assistant Administrator

EXHIBIT LOG: A - Background information on HB 3565 - Economic Development Department - 12 pages B-Background information on HB 3565 - Economic Development Department - 29 pages C - Testimony on HB 3565 - Oregon Federation of Teachers - 4 pages D-Report from AOI, HB 3565 - AOI - 9 pages E - Testimony on HB 2881 - Rep. Peter Courtney - 3 pages F-Testimony on HB 2881 - Department of Fish and Wildlife - 2 pages G-Budget cutting proposals, HB 3565 - AOI - 9 pages H-Testimony on HB 3565 - Archdiocese of Portland in Oregon - 9 pages I-Testimony on HB 3565 - Sister Rita Carey - 4 pages J-Testimony on HB 3565 - Susan Castagna - 3 pages K-Testimony on HB 3565 - Ben Brandon - 2 pages