

SENATE COMMITTEE ON EDUCATION

February 21, 1991

Hearing Room 343 3:00 p.m.

Tapes 23 - 24

MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Joan Dukes
Sen. Peter Brockman Sen. Ron Grensky Sen. Paul Phillips Sen.
Cliff Trow MEMBER EXCUSED: Sen. Bill McCoy, Vice Chair STAFF
PRESENT: Jan Barga, Committee Administrator Angela Muniz, Committee
Assistant

MEASURES HEARD: SB 252 - Teacher Standards and Practices Commission - WS
SB 182 - Community Colleges - WS SB 112 - Early Childhood Education - PH
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.

TAPE 23, SIDE A

005 CHAIR GOLD: Calls the hearing to order at 3:20 p.m.

EXECUTIVE APPOINTMENT - MARILYNNE T. KEYSER:

014 MARILYNNE KEYSER, Appointee, Office of Educational Policy and
Planning: Offers to answer questions about the position and her
qualifications.

SEN. TROW: What are your qualifications for the position?

KEYSER: Has a diverse background in early childhood education, a masters
degree in economics and teaching. Has worked as an accountant for health
care, non-profit organizations and forest products. Describes her
experience working with Gov. Roberts.

SEN. TROW: What new directions do you see the office taking?

KEYSER: Some current responsibilities of the office need to continue:
-- 1- Policy and planning 2- Information and research 3- Regulatory
program. Things that would change would be the way the policy effort is
focused and the way the Senab Committee on Education February 21, 1991-
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information and research is focused. Wants it to look more broadly at
all the issues and levels of education.

MOTION: Chair Gold moves the committee recommend to the Senate the
confirmation of the executive appointment of Marilynne T. Keyser as
director of the Office of Educational Policy and Planning. VOTE: In a
roll call vote, the motion passed 6-0-1. Voting AYE: Sen. Brockman, Sen.
Dukes, Sen. Grensky, Sen. Phillips, Sen. Trow and Chair Gold. Excused:
Sen. McCoy. Chair Gold will lead the floor discussion.

SB 252 -TEACHER STANDARDS AND PRACTICES COMMISSION - WORK SESSION:

110 JAN BARGEN, Committee Administrator: Presents LC draft of proposed
amendments to SB 252 suggested by the committee (EXHIBIT A). Restores
limits on the fee increases and the amounts reflect the original request
of the Teacher Standards and Practices Commission (TSPC).

SEN. TROW: Have we had a chance to talk to TSPC about the changes? The
amendments to the bill make the limits of the fees more definite. Is

there any reason why the TSPC couldn't function under this fee schedule?

DAVID MYTON, Executive Secretary, TSPC: This fee format is what the TSPC originally requested. Will allow the commission to operate for at least the next two bienniums.

SEN. DUKES: Staff said similar language about fees for costs of administration is made applicable to all fees in the section. Does that mean there is language in the section but outside of the printed page?

BARGEN: Refers to the draft amendments (EXHIBIT A). Lines 16 and 18 are what is new language.

MOTION: Sen. Dukes moves for adoption of the -2 amendments to SB 252.

VOTE: In a voice vote there were no objections.

177 SEN. BROCKMAN: The fiscal report says this fee will allow them to comply with requirements that they maintain an adequate cash and carry forward balance of \$150,000 to \$250,000 each biennium. That's a lot of petty cash. What does that refer to?

MYTON: The commission is an Other Funds agency. In the budgeting process, the Executive Department wants the agency to have about a three month operating cash carry forward.

MOTION: Sen. Dukes moves for passage of SB 252 with amendments and to send SB o send SB 252 to Ways and Means by prior reference. 252 to Ways and Means by prior reference. VOTE: In a roll call vote the motion passed 5-1-1. Voting AYE: Sen. Brockman, Sen. Dukes, Sen. Phillips, Sen. Trow and Chair Gold. Voting NO: Sen. Grensky. Excused: Sen. McCoy. Senate Co littce on Education February 21, 1991- Page 3

SB 182 - COMMUNITY COLLEGES - WORK SESSION:

206 BARGEN: Presents LC draft of amendments to SB 182 suggested by Community College Commissioner Milce Holland (EXHIBIT B). The bill requires that feasibility studies for community college formation include whether the proposed levy is within range of supplying enough funds to serve the area.

SEN. PHILLIPS: This is to avoid a kind of bait and switch idea? To come in with a proposal that is insufficient then saying they made a mistake?

BARGEN: Yes. Corrects a typo in the word 'explicitly' in the amendment.

MOTION: Chair Gold moves the amendments to SB 182 be adopted.

VOTE: In a voice vote there were no objection. MOTION: Chair Gold moves for passage of SB 182 with amendments. VOTE: In a roll call vote, the motion passed 6-0-1. Voting AYE: Sen. Brockman, Sen. Dukes, Sen. Grensky, Sen. Phillips, Sen. Trow and Chair Gold. Excused: Sen. McCoy. Sen. Dukes will lead the floor discussion.

SB 112 - EARLY CHILDHOOD EDUCATION - PUBLIC HEARING: Witnesses: Judy Miller, Department of Education Leon Fuhrman, Department of Education Sandy McDowell, Child Development Specialist Mary Reynolds, Child Development Specialist Mary Spillman, Child Development Specialist

288 BARGEN: Gives background on the bill which came from the interim committee on education. Purpose of the bill is to remove barriers to extension services available to parents and students in the program.

330 JUDY MILLER, Assistant Superintendent of Student Services, Department of Education: SB 112 will provide more flexibility to those districts with child development specialists in the schools. Had hoped to get some additional funding for the child development specialists but this isn't the right year for that. Hopes that school districts will see opportunities to apply for funds and supply and extend these services.

373 LEON FUHRMAN, Education Specialist, Department of Education: Presents information about Child Development Specialists (EXHIBIT C). Explains the history and set up of the CDS program. Program has been successful at a low cost. Presents a roster of the CDS programs in the state (EXHIBIT D). Returns to explaining growth of the CDS program (EXHIBIT C). Don't need to be a TSPC certified counselor to be a child development specialist. The department has written the qualifications necessary to be a specialist. Explains the Umatilla experience as an example for the need for the bill. The department has three CDS for regions of Oregon. A need for one of those CDS to work with families who had barriers to getting into the school. That experience lead to amending the current statutes. .

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TAPE 24, SIDE A

115 SEN. TROW: Is there some significance to adding the phrase developmentally appropriate instead of assessment?

MILLER: There were concerns in the work group that the bill ensure the authorization process and address the specific needs of young children. Wanted to ensure that people working with families with young children had some training in dealing with issues affecting young children. One concept mentioned was developing a working relationship with early intervention programs. The authorization process is important to the program because it allows the department to authorize people who are not TSPC certified, but that shouldn't mean we don't have high standards.

150 SEN. TROW: Was just interested in the use of the language. You talk about the program being generally permissive allowing school districts to decide how to deal with children 4 years or younger. The second part of the bill mandates that if they do that they ensure appropriate assessment. So you've decided this is crucial and must be done.

BARGEN: The concern over developmentally appropriate was initiated by the teachers in the working group.

SEN. TROW: What was the test you referred to as 'this is me'? FUHRMAN: That is the assessment tool developed for young students. They make statements responding to how they are feeling, how they are doing in school, if they get along with others. ... It is used as an indicator to see where the student may be having problems.

SEN. TROW: The students refer to it as the 'this is me' assessment?

FUHRMAN: No, it is the teachers' name for it.

SEN. TROW: Jokes that it is not very good grammar. It should be 'this is I'.

SEN. DUKES: It may be age appropriate grammar. How will you determine who needs the assistance in the prekindergarten grades where there is no classroom to view the child?

FUHRMAN: The statute allows the department to write rules on how that will happen. There has to be careful consideration that the activity is appropriate and a process by which barriers are identified.

217 SEN. DUKES: Doesn't understand how the child development specialists differ from the Early Intervention programs.

MILLER: In many cases the Child Development Specialists work with Early Intervention and community agencies in the school district. They try to link up with the school district for young children that have been identified for early intervention services. The Child Development Specialists are used to reach out to families who do not have children in school yet. The Early Intervention program provides money to the area for a variety of services. The CDS don't - Senate Committee on Education February 21, 1991- Pag~ S

supplant the services provided by the Early Intervention programs. They help refer families in the community to services that are available.

Chair Gold leaves the room and Sen. Trow assumes the chair.

SEN. DUKES: Has more questions about the bill than before the hearing started. Confused about how the Child Development Specialists differ for Early Intervention. Wonders about putting money into a program when the Education Department doesn't sound sure about what it will do or how it will do it. MILLER: There is no money to go along with this program. Hopes there will be in the future. Sees the Child Development Specialist program as working in conjunction with Early Intervention programs. The CDS could be the person who brokers the Early Intervention services. Early Intervention monies could go to school districts that then identify families and services needed. Early Intervention is handled by a number of different agencies in different communities now.

290 SEN. DUKES: What is Early Intervention not doing now? Where are the gaps that need to be filled?

BARGEN: Early Intervention seeks to identify services only for substantially disabled children. Some of these services could be preventative on a smaller level than provided now.

SEN. DUKES: Substantially disabled sounds serious, but it does not always mean severely handicapped. Someone doesn't have to be severely handicapped to qualify for Early Intervention services.

BARGEN: A concern in the work group during the interim was the need for transitioning children and families who are used to other services into the school. For example, families that have been involved in Early Intervention may be used to a variety of services that are not always provided when they enter the school system. It provides a transition into the school environment.

SEN. DUKES: Would like to see a set of a draft of the administrative rules the Education Department would use if the bill passed. Is particularly interested in seeing where the gaps are. Has a fear of government functions that keep spiraling out. Are there CDS people in every county?

368 FUHRMAN: There are not Child Development Specialists in every county, but it is close. There are some areas of the state where the CDS may be the only person providing transition services. Sees it as giving the districts the flexibility to do more, not as creating more state bureaucracy.

MILLER: Suggests inviting people from Early Intervention to speak about how the programs would work together.

415 SANDRA MCDOWELL, Child Development Specialist, Salem-Keizer School District: Supports SB 112. The current statute limits the potential effectiveness of CDS activities by not allowing the CDS to work with families and younger children. Child Development Specialists work in the classroom and spend a lot of time working with children with problems. These are Senate Committee on Education February 21, 1991 - Page 6

children who are not necessarily disabled but are having difficulties in school. Many of those problems are not unique to the child but result from the interaction with the family and school. Researchers see this as an early prevention program. Many parents see the school as their first resources. Need to help young parents learn how to be better parents. By making assistant available while the child is young will preclude more costly intervention.

TAPE 23, SIDE B

041 MARY REYNOLDS, Child Development Specialist, Salem-Keizer School District: Imperative to extend CDS services to families and children younger than 4. By the time a child enters school at 5 there environment has had a great impact on them. Need to address problems while children are younger. Hopefully can change potential problems if reach children earlier. The school community can offer a place for families to find resources and support. The earlier this is done, the greater the chance to break the cycle of school failure. When work with young children have the opportunity to do true prevention work. 06 MARY SPILLMAN, Child Development Specialist, Salem-Keizer School District: Addresses some of Sen. Dukes questions about what the CDS program does. Are times when working with an older child in the school and find out the child has a younger sibling who is not in the school yet. It is a natural time to try to intervene by way of providing parenting skills or encouragement. This bill would let the CDS do that and work in a more preventative role. SEN. GRENSKY: Do you have a Prekindergarten program at Salem-Keizer. SPILLMAN: There is one, the Even Start program, on a small scale. SEN. GRENSKY: No one objects to the principles of your program. Is concerned that hears requests for the same things only under different names. What can you do for so much less that Prekindergarten can't? SPILLMAN: The CDS program is in 37 schools and Prekindergarten is not. Prekindergarten only reaches a small number of children. CDS can reach potentially 2,000 4 and 5 year olds entering the school system. SEN. GRENSKY: Give me a Reader's Digest version of the difference.

102 REYNOLDS: Prekindergarten is actually teaching the children in a classroom with there parents. CDS works along with the education program to play a role with the families. Just asking permission to play a support role in families with children younger than 4. SEN. GRENSKY: Are you just going to work with children you can identify because they have older siblings in the school system or are you going to identify the children before they get into the school? REYNOLDS: That would be an ideal system. But right now, see the need to help families that already have children in the schools and also have children younger than 4. Wants to help families with young children so that when the children

SPILLMAN: This is not preschool though.

SEN. GRENSKY: Not sure what Prekindergarten does. Would like to see it
in person sometime. What do you do, specifically, that Prekindergarten
doesn't?

REYNOLDS: It is not our role to teach Prekindergarten. Wouldn't set up
classes for the children. Would be in a support role for the families.

SEN. GRENSKY: Prekindergarten does more than just teach kids, though.

REYNOLDS: They do. The Even Start program in this district teaches 3-
and 4-year-old children and provides adult education for the parents.

SEN. GRENSKY: Looking at the what the CDS program does now (EXHIBIT C)
it sounds like the same thing that Prekindergarten does.

152 SPILLMAN: May be working with parents in the same way, but the
children would not be in the classroom.

SEN. TROW: The children who were in the Prekindergarten program would
need as much CDS service as those that were not in prekindergarten. This
is another option for children that don't get into the Prekindergarten
program.

SPILLMAN: That's right. Prekindergarten only reaches a few children in
the districts it is in. The other children get nothing.

SEN. DUKES: Might be helpful for the committee to go on a field trip and
see a prekindergarten and early intervention program.

MILLER: Would love to take the committee to a program either in Salem or
in the members' communities. The comprehensive Prekindergarten programs
are on-going. Parents and children receive services on a daily basis.
All of the services provide make an expensive program, and only children
at or below the poverty level are targeted. The CDS program is open to
any child or family. The statute currently says school aged children.
Wants to broaden that so schools districts that have the resources to
target younger children can do so. It is a broader program, but is
thinner in the services it provides compared to Prekindergarten.

260 SEN. GRENSKY: Would like to see both of the programs in action.
Does not have children and has a hard time visualizing the programs.

BARGEN: Announces that the next hearing will consider SB 120 regarding
"What Should the State Fund." Will be bringing some of the people that
worked on the bill during the interim back.

SEN. TROW: Adjourns the hearing at 4:40 p.m. Senate Committee on
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Submitted by: Reviewed by: Angela Muniz Jan Bargaen
Assistant Administrator

EXHIBIT LOG:

A - Amendments to SB 252 - Staff- 1 page B - Amendments to SB 182 -
Staff- 1 page C - Testimony on SB 112 - Leon Fuhrman - 5 pages D -

Roster: "Child Development Specialists" - Leon Fuhrman - 27 pages

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