

SENATE COMMITTEE ON EDUCATION

March 14, 1991                      Hearing Room 343 3:00 p.m.                      Tapes 38 - 40  
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice-Chair  
Sen. Joan Dukes Sen. Peter Brockman Sen. Ron Grensky Sen. Paul Phillips  
Sen. ClM Trow STAFF PRESENT: Jan Barga, Committee Administrator  
Angela Muniz, Committee Assistant MEASURES HEARD: SB 121 - Minority  
Teacher Programs - PH SB 122 - Minority Teacher Recruitment - PH SB 123  
- Minority Teacher Task Force - PH SB 124 - Reporting Graduation  
Characteristics - 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 38, SIDE A

005 CHAIR GOLD: Calls the hearing to order at 3:15 p.m.

SB 121, SB 122, SB 123, SB 124 - MINORITY TEACHER PACKAGE - PUBLIC  
HEARING: Witnesses: LaVonne Lobert-Edmo, Task Force on Minority Teacher  
Workforce Nick Barnett, Task Force on Minority Teacher Workforce David  
Myton, Teacher Standards and Practices Commission Cynthia Phillips,  
Portland Teacher's Program Marion Mitchell, TSPC Thomas Coley, Oregon  
State System of Higher Education Morrie Jimenez, Oregon Indian Coalition  
on Post-Secondary Education Harold Williams, Portland Community College  
Dana Anderson, Portland Community College Judy Taylor, Portland Teachers  
Association Annette Barnes, Portland Teachers Association Joyce Reynke,  
Department of Education Dale Hess, State System of Higher Education Tom  
Turner, Oregon Scholarship Commission

040 LAVONNE EDMO, Chair, Task Force on Minority Teacher Workforce:  
Presents written testimony describing finding and recommendations of the  
task force (EXHIBIT A). Presents Senate Committee on Education March  
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report that the task force developed (EXHIBIT B).

238 SEN. PHILLIPS: You mentioned recruiting Oregon's own and mentioned  
Portland as an example. Hope you would coordinate with Blue Mountain and  
the Native American population in Umatilla County. Have you done this or  
are you planning to?

EDMO: Yes have included them in the process. People are here who will  
testify about Native American recruitment in the state. Have had  
outreach with Hispanic and Native American population, and have explored  
other teaching programs in the state.

SEN. DUKES: What is your definition of minority?

EDMO: The definition we use is in SB 122, page 2. It is the one used by  
the federal government to gain statistics from the Department of  
Education.

SEN. TROW: It is important that we get minority teachers in classrooms  
where there are minority students, but it is also important to get them  
in classrooms where the minority population is low. It is good to have  
that mix for reciprocal education. The trends show that minority

students that go on to higher education go into different fields because the pay is better. Is it possible for the people who are already working in the communities to go into teaching as a way to fill the gap until more minority teachers are trained? Is there a way to channel those people into teaching right away?

299 NICK BARNETT, Task Force on Minority Teacher Workforce: That is an idea that is being discussed. It is not just focused on minorities, but is being discussed as part of the revitalization of teaching. So far there aren't specific programs set up to increase minority teachers. If the task force was allowed to continue, it would look at both the short and long term.

329 DAVID MYTON, Teacher Standards and Practices Commission: One of the non-legislative recommendations in the task force's report (EXHIBIT B) is for the TSPC to adopt programs that would simplify certification for second career students. That is an attempt to address the issue you raised.

SEN. TROW: Can you do that?

MYTON: Yes, there are some mechanisms in place already. The fifth year teacher programs already approved by TSPC is a move in that direction.

SEN. TROW: Are there any efforts to encourage minority students to take that extra year to get a teaching certificate?

MYTON: The Teacher Corp program established by the 1987 Legislature was an attempt to provide support for graduate students. The program hasn't been able to effect as much change as we hoped.

BARNETT: Testifies as a representative of the Portland Teachers Program. It is one of the models the task entative of the Portland Teachers Program. It is one of the models the task force uses in its recommendations. Presents a letter from Deborah Cochrane, the director of the program (EXHIBIT C). Provides a brochure on the program (EXHIBIT D). Senate Committee on Education March 14, 1991- Page 3

The Portland Teachers Program is a model based on a joint agreement with Portland State University, Portland Public Schools and Portland Community College. It provides the mechanisMto enhance the process of becoming a teacher for minority students. It includes support, tuition waivers and certain course worlc.

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060 CYNTHIA PHILLIPS, Portland Teaching Program: Relates experiences in the Portland Teaching Program. Knew she wanted to be a teacher and the program gave her the support and improved her chances for success.

104 MARION MITCHELL, Teacher Standards and Practices Commission: Presents testimony in support of the bills (EXHIBIT E).

CHAIR GOLD: SB 121 directs the Department of Education to perform certain tasks. Was the department represented on the task force?

EDMO: No.

CHAIR GOLD: Did any of the members of the department participate in the deliberations of the task force in any way?

EDMO: It doesn't matter to the task force who the fiscal agent is for SB 121 as long as the fiscal agent does not show preference among the three groups involved. It does not have to be the Education Department.

157 MITCHELL: Continues with testimony (EXHIBIT E).

CHAIR GOLD: In SB 122, Section 3 also calls on the cooperation of three different agencies. What was the involvement of those agencies with the task force? Was there any consultation about placing these responsibilities on them?

EDMO: Have had discussions with the State System of Higher Education. Most of the information asked for in the bill is already collected by the Department of Education. It would be moved to a different agency, the Office of Educational Policy and Planning, to provide the report.

CHAIR GOLD: Has OEPP been a party to your discussions?

EDMO: Yes, they are a part of our staff.

MITCHELL: Continues testimony (EXHIBIT E).

235 SEN. TROW: In SB 122, Section 2 talks about having the number of minority teachers proportionate to the number of minority students by the year 2001. Isn't that conservative? About 93% of the Oregon population is Caucasian. Thinks that wording should be that the About 93% of the Oregon population is Caucasian. Thinks that wording should be that the number of minority teachers is 'at least' proportionate with the number of students. It would aspire to a greater percentage. Senate Committee on Education March 14, 1991- Page 4

MYTON: Nearly 12% of the students in the state are identified as minorities, but only 3% of the teachers in the state are minority. That number of teachers has fallen from 5%, and projections show the number of minority students will grow faster in the next decade.

SEN. TROW: Was thinking in terms of the total population. But you are referring to the number of students.

MYTON: At the end of the task force report is the total data submitted by the Department of Education showing the ethnic background for students. According to that, 89% of the students are Caucasian.

297 SEN. TROW: You want to get at those schools that have a high percentage of minority students and not many minority teachers. But you also want to get at the schools that are predominately Caucasian. That is why wants to see the state aim for a greater percentage of minority teacher.

CHAIR GOLD: Is it true that there has been a decline in the number of minority teachers?

BARNETT: Yes, both in numbers and percentages.

CHAIR GOLD: That in itself is an alarming situation when you take into account that the number of students is growing.

BARNETT: It underscores Sen. Trow's proposed language change. It is something you may want to consider.

CHAIR GOLD: That would reflect a stronger intent.

MYTON: The expectations that are laid out for TSPC are things that the commission can do. It may take a while, but the commission is generally supportive of the task force's work.

343 CHAIR GOLD: SB 124 asks for the annual report of racial and ethnic characteristics for high school graduates. Is this something that is done now?

EDMO: The Department of Education currently reports a number of items based on race and ethnicity in October. Doesn't think this is one of the factors that is included in the report.

SEN. DUKES: Mr. Myton, what does generally supportive mean? Does it mean that the commission formally supports the bills or that individual members think its a good idea?

MYTON: The commission is in support of the bills. The word generally means that they could be changed slightly and we would still be supportive of the concepts.

390 THOMAS COLEY, Oregon State System of Higher Education: Presents written testimony (EXHIBIT F).

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142 SEN. TROW: Is the state system making any system-wide attempt to look at the barriers that Senate Committee on Education March 14, 1991-  
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get in the way of minority students coming into the system of higher education and staying.

COLEY: Part of the whole recruitment and retention effort is looking at what is happening on campuses and how they address those areas. As a result of that, hopes to develop a system-wide strategy.

SEN. TROW: Are you doing anything now that is effective?

COLEY: Individual campuses are but do not have a system-wide strategy. The scholarship programs that require campuses to work with students in the minority initiative program is a step forward.

SEN. TROW: Do you know of other states that have better programs for minority recruitment and retention?

COLEY: California has used lottery funds for outreach and mentor programs. That is common throughout many states such as Arizona and Connecticut.

170 MORRIE JIMENEZ, Oregon Indian Coalition on Post Secondary Education: Presents written testimony (EXHIBIT G). Explains the Warm Springs Teacher Intern Project included in the task force's report.

489 SEN. TROW: Commends Mr. Jimenez on his work.

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031 DANA ANDERSON, Portland Community College Board of Directors: Explains the depth of commitment the board of directors has for the Portland Teachers Program. Are 30 people enrolled in the PCC portion of the program. Financial commitment is about \$22,500 per year, which covers tuition.

075 HAROLD WILLIAMS, Portland Community College Board of Directors: Is also representing the Coalition of Black Men in Portland. Must look at diversity in Oregon and bring that flavor to the classroom. Oregon is a positive state and can do some unique things because it has a small population with close communities. Is not saying the way we proceeded in the past is wrong, only that there are other ways to go.

134 JUDY TAYLOR, Teacher, Portland Public Schools: Supports the bills. The state needs a commitment to increase minority participation in teaching. Need to diversify education. Collaboration among school districts, community colleges and universities to encourage minority participation in teaching. Supports amendments to SB 121 that include teachers in the task force. Minority teachers are needed in all areas of the educational workforce.

CHAIR GOLD: The amendments to SB 121 do offer representation on the task force from the teaching force.

184 ANNETTE BARNES, Teacher, Portland Public Schools: Supports the bills. Need something to entice minority representation in the teaching profession. The state should be committed to Seate Committee w/ Education March 14, 1991 e ~

increasing the minority teacher workforce. Need minority role models in the classroom. Education will be enriched by the diversity of cultures.

CHAIR GOLD: Is concerned that three of the bills give responsibilities to the Department of Education and the committee has not heard from them yet. SB 122 gives responsibility to the State System of Higher Education. Heard from one speaker, but wasn't clear on their expectations about the bill. Also OEPP is given responsibility in SB 122, and we have not heard from them. 233 JOYCE REYNKE, Personnel Development Director, Department of Education: SB 121 requires the department to provide funding for the support programs. Supports in concept and recognizes the need for the bills. Asks that department isn't asked to provide any new FTE positions and that monies are given for the program and the competitive grant process. There may be other ways to staff this through OEPP, but hasn't been involved with the task force.

CHAIR GOLD: Would the fiscal impact statement change as a result of you have said today?

REYNKE: Yes depending on what you expect out of this. It could just flow through the department. It depends on how much pro-active outreach you want to have happen at the department and at OEPP to generate these sorts of programs. If you want a person in charge of coordination then that is a new FTE.

SEN. TROW: Is surprised that someone from the Education Department wasn't involved in the task force. Were you just not asked? 280 REYNKE: Not that she knows of.

CHAIR GOLD: The OEPP staffs the task force.

BARGEN: The membership of the task force was mandated in the law, and a department representative wasn't specified.

SEN. TROW: It should have been in there.

SEN. GRENSKY: Is there any research or evidence to indicate that the types of things being proposed will be successful? Not opposed to the concept, but is this the proven way to do it.

EDMO: Refers to Appendix O in the report (EXHIBIT B) which explains strategies used in Maryland. The strategies the task force adopted have been successful throughout the country. 328 DALE HESS, State System of Higher Education: Was previously with OEPP and was the staff person for the task force and prepared the material on which the bills are based. There is no question that these techniques work. They have worked in every state that tried them. The difficulty is that they require an announced intention, a period of observation and some funding. SEN. GRENSKY: How much money do you envision needing for SB 121 to be doable?

CHAIR GOLD: The fiscal statement we received could change, according to Ms. Reynke. We Senate Committee on Education March 14, 1991- Page 7

do not decide the amount, Ways and Means does.

EDMO: When first discussed the bill, thought about \$200,000 that was within the State Scholarship Commission for the Teacher Corp. The Teacher Corp was not working as it intended, so wanted to take that money for the bill, but the program is cut from the governor's budget.

SEN. GRENSKY: How many students do you think that will assist?

EDMO: Couldn't estimate. It would depend on the number of districts that participated.

378 CHAIR GOLD: Are you able to speak to the responsibilities given to higher education, Mr. Hess?

HESS: Yes. Mr. Coley's intent was to expressed to board's and chancellor's hope that the state system could participate fully in the program.

CHAIR GOLD: The committee needs to hear from OEPP in relation to its role asked for in the bills. Wanted to move the bills today, but wants to get the commitments from the agencies involved. SB 122 and SB 124 have a subsequent referral to Rules. Thinks that is because agencies other than state agencies are asked to do things. Wants to get them on the record.

SEN. GRENSKY: Wasn't there a bill last session regarding this kind of program for aboveaverage college students who were going into education. There was some kind of incentive to get them into teaching. Did that work?

463 TOM TURNER, Director of State Services, Oregon Scholarship Commission: The commission has administered the Oregon Teacher's Corp for the last two years. Believes that is what you were referring to. That program had \$200,000 of funding las biennium but is not funded in the governor's proposed budget this biennium.

SEN. GRENSKY: Did that program work? Did it attract people into education?

TURNER: Commission didn't think it did that.

SEN. GRENSKY: Would like some information why it did not work. If going to go down a similar path, should do it right.

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030 TURNER: The program was suppose to entice people to go into teaching but it couldn't award any money to people who were not already admitted into a teacher certificate program. In a fifth year teaching program meant that we could only award them for one year after going going through a very competitive admission process in the first place. Only one out of three of the people applying to the program could get in, and the commission did not have a large pot of money to encourage people into that process. Senate Committee on Education March 14, 1991 - Page 8

CHAIR GOLD: Reads a note from Marilynne Keyser, director of OEPP, giving the consent to participate in the programs the bills establish (EXHIBIT H). If we get a willingness for all the agencies involved, the Rules referral may not be necessary. Adjourns the hearing at 5: 10 p.m.

Submitted by:                      Reviewed by:

Angela Muniz                      Jan Barga Assistant                      Administrator

EXHIBIT LOG:

A -            Testimony on SB 121-124 - LaVonne Edmo - 6 pages B - Report from the Task Force on Minority Teacher Workforce - Sharon Grey - 67 pages C -            Testimony on SB 121-124 - Deborah Cochrane - 3 pages D - Brochure on the Portland Teachers Program - Niclc Barnett - 4 pages E -            Testimony on SB 121-124 - Marion Mitchell - 3 pages F -            Testimony on SB 121-124 - Thomas Coley - 7 pages G -            Testimony on SB 121-124 - Morrie Jimenez - 4 pages H - Note on SB 122 - Sharon Grey - 1 page

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