

SENATE COMMITTEE ON EDUCATION

June 11, 1991                      Hearing Room 343 3:00 p.m.                      Tapes 104-109  
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice-Chair  
Sen. Joan Dukes Sen. Peter Brockman Sen. Ron Grensky Sen. Paul Phillips  
Sen. Cliff Trow VISITING MEMBER: Rep. Vera Katz STAFF PRESENT: Jan  
Bargen, Committee Administrator Angela Muniz, Committee Assistant  
MEASURES HEARD: HB 3565 - Oregon Educational Act - 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 104, SIDE A ~

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

HB 3565 - OREGON EDUCATIONAL ACT - PUBLIC HEARING: Witnesses: Penny  
Ryan, Oregon School Employees Assoc. (OSEA) Bill Resnick, attorney Bill  
Baugh, State Economic Department Jeana Woolley, State Board of Education  
Frank McNamara, Portland Public Schools John Danielson, Oregon Education  
Association (OEA) Thomas Fee, from Sunriver Dana Anderson, Oregon  
Community College Assoc. (OCCA) Ronald Jantzi, Chemeketa Community  
College Jeanine Motehart, Marion-Polk-Yamhill Counties Kathy Beckwith,  
from Dayton Gale Castillo, Hispanics in Unity for Oregon John Little,  
from Mt. Angel Doug Evert, Plumbers and Steamfitters Local 290 Vicki  
Barrows, Portland Association of Teachers (PAT) Gloria Johnson,  
Roosevelt High School Barbara Drageaux, Abernathy Grade School Judy  
Taylor, James John Grade School Eileen Wende, Roosevelt High School Mike  
McClain, Crater High School Bill Walker, Roseburg High School Michelle  
Walker, Roseburg High School Judd Van Gorder, from Cottage Grove Dick  
Perry, Cottage Grove High School Jerry Hudson, Cottage Grove High School  
Bob LeRoy, from Salem Senate Committee on Education June 11, 1991 - Page  
2 Witnesses: Guido Caldarazzo, McKay High School Ron Pittman, from  
Yamhill County

005 CHAIR GOLD: Notes letters from the following people concerning HB  
3565: Nancy Rose opposing HB 3565 (EXHIBIT A); Ralph Smith opposing HB  
3565 (EXHIBIT B); and Anne Jones concerning HB 3565 (EXHIBIT C).  
035 PENNY RYAN, OSEA: Reads written testimony in support of HB 3565  
(EXHIBIT D). > Hopes the legislation will help children with learning  
difficulties and ensure them an equal opportunity to an appropriate  
education. 096 SEN. CLIFF TROW: I think it will take more than  
passage of this Act to guarantee it. It is a matter of good faith and we  
ought to providing an appropriate education for every student now. >  
This bill does pay more attention to a group of students that we tend to  
not pay enough attention to. RYAN: I agree these kids do deserve more  
attention. 112 BILL RESNICK, attorney: The early childhood sections  
of the bill are very good but the rest of the bill is not. > Would like  
to see the two certificate programs removed from the bill or tested as a  
pilot program. > Mass vocationalism has never worked in this country. >  
Overriding purpose of high schools and the curriculum should not be to  
learn skills but to learn how to read, write, problem solve and  
communicate. > Reviews proposed amendments intended to strengthen the  
bill (EXHIBIT E) in five areas and beginning with site-based management  
councils in Section 33 (6). SEN. TROW: Do you understand that site based  
councils will not have anything to do with curriculum? RESNICK: That is  
the way HB 3565 reads. > Reviews his proposed amendment that restores  
language from an earlier version of the bill. CHAIR GOLD: We are trying  
to determine with legislative counsel whether site-based committees are  
as limited as you claim. 194 REP. VERA KATZ: Suggests looking at the  
current law which is not reflected in HB 3565.

RESNICK: There is no reference in current law to the kinds of authority that the school councils were given in the early versions of this bill.

REP. KATZ: The issue is a section the House put into HB 3565 that says the 2020 committees shall have the authority to do several things. It does not mean that the 2020 committees currently do not have the authority to do those things. If they so choose, that kind of authority is there.

CHAIR GOLD: Your concern has been noted and we will look into it.

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June 11, 1991 - Page 3

RESNICK: My next area of concern is improving teaching. Can we actually raise student performance just by raising teaching standards? We need to concentrate on the classroom. > Proposed amendment is based on Coalition for Essential Schools programs. > Explains how improved teaching will happen at the local level. Reducing middle management and asking everybody to teach would be a real revolution in schools. > Reviews next two areas of concern in the bill, tracking and testing, and his recommendations. > Aren't we telling teachers we don't expect all children to make it? > Reviews concerns and recommendations regarding purposes and goals, planning and assessment and innovative programs.

442 SEN. PAUL PHILLIPS: Could you define what you mean by heterogeneous groupings?

RESNICK: It is where you group students according to their ability.

SEN. PHILLIPS: So you are speaking against such things as the TAG programs.

RESNICK: The TAG program has to be reexamined. It sends a negative message to students who aren't involved. All kids have tremendous capacity. We should not be labeling a small percentage of students as promising.

TAPE 105, SIDE A 025 SEN. PHILLIPS: Some of your suggestions are already being drafted in amendments.

031 SEN. RON GRENSKY: How do you deal with the fact that children are always comparing themselves to the other people in the classroom. Any kind of testing leads to comparison. How do you avoid that? RESNICK: Classrooms don't have to be structured so there is competition. We need to have high standards. 067 SEN. GRENSKY: I don't think this bill just focuses on the people going to college. It is important to recognize college is not for everybody. RESNICK: It seems to me we need to honor other skills that don't come out of a college education. We are not going to get there by just creating another track in the high school. 101 BILL BAUGH, administrator, Partnership Policy and Planning Division, State Economic Department: Provides a report titled "Lessons from the Old School" (EXHIBIT F) and an article on Workforce 2000 (EXHIBIT G). > Refers to information in chart in handout concerning

economic, education and job training statistics. > Many educational systems offer different options and choices. > Explains why Benson High, a vocational/technical school is the best school in the Portland area. > Many goals and outcomes of education. Employment is recognized as a valid and legitimate outcome of education and our present educational structure does not value that. There is an employment option following high school and over half our students choose to follow it. -

- Senate Committee on Education June 11, 1991- Page 4

> People do stigmatize students who are in vocational education. We need to change the name and attitude. We need to appreciate education and employment is an outcome of education.

237 JEANA WOOLLEY, member of the State Board of Education: Strongly supports the bill. This bill gives the state an opportunity and a framework to begin to make progress toward the educational goals and objectives we want to achieve. If we keep educating children in the same ways, we cannot maintain the standard of living that we now have. We will not have a capable workforce. > There are many unanswered questions with the legislation. The timeline stretches across the next ten years so there is ample time to engage the public in dialogue about the bill. > The state board welcomes the challenge in HB 3565. Refers to a document concerning the board and the Department of Education (EXHIBIT H). > This bill allows us to help the other 60 percent of our students who are not be served as well in our present system. > Explains why restructuring does work and why assessment is critical. > We must revamp teacher preparation. Need to reinforce the portions of the bill that charge the board of education, the board of higher education and TSPC with looking at what we are going to need in order to implement this bill.

TAPE 104, SIDE B

012 CHAIR GOLD: It is not just the teachers. It is also the school administrators.

WOOLLEY: I think we need to retrain all educators in the school building because that is where the process of education goes on. The board is excited about how bill helps this state move into the 21st century. There is a conditional clause that protects school districts if funding is not available.

053 SEN. BILL MCCOY: You said this bill provides a framework to carry on a dialogue. Is the board planning on carrying out that dialogue and, if so, what are it's plans? WOOLLEY: We have already discussed how the board and department can begin to conduct workshops across the state so people will better understand this bill. > Before we get to a permanent source of funding in this state for education, the public is going to have to believe something is going to change. We don't have a level of trust with the public right now. 094 SEN. MCCOY: Do you believe the dialogue should come first before we start implementing what is in this bill? WOOLLEY: The dialogue will come first. What concerns people the most in the bill will not be enacted until much later in the decade. There will be time to get public input. 117 FRANK McNAMARA, Portland Public Schools: Reviews his testimony in support of the bill (EXHIBIT I) and suggests some amendments concerning site-based management, dual endorsement plan, testing and assessment, language that gives a private right of action for law suits, and smaller issues that need attention.

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June 11, 1991 - Page 5

335 McNAMARA: On page 12 of the bill, there is language suggesting  
funds be taken away from districts that do not improve. When you take  
away funds from school districts that are not doing well, the people  
punished the most are the students. Instead of having the state  
superintendent make a determination to withhold funds, you could have  
the superintendent take the district into receivership, run it and make  
the corrections and then return it to the community.

369 SEN. PHILLIPS: In regards to your suggestion concerning the skills  
students are expected to master, because of our background we all use  
words to mean different things. I am curious about the words "critical  
thinking" and how they will be interpreted. McNAMARA: The easiest  
route would be to incorporate each of the concepts into the first  
section and repeat it throughout the bill. Problem solving and being  
able to work effectively alone and in groups are work skills that  
employers seem to want. They are more interested in that than one's  
technical knowledge in a particular skill area. I think all of the ideas  
could be incorporated into a single skill list.

TAPE 105, SIDE B

007 SEN. TROW: What do you see the Portland School District doing if  
this bill passes?

McNAMARA: We would work closely with the State Department of  
Education on the development of administrative rules which are the  
interpretation of the law. > Explains what they would do in regards to  
site-based councils.

045 SEN. TROW: Probably the biggest argument in favor of restructuring  
is that we are not succeeding with the 65 percent of the kids who are  
not going on to college. Do you see the Portland school system  
neglecting that group of people now and what can be done about that?

McNAMARA: No, I don't accept that at all. We may not be doing everything  
that can be done or the best that we know how to do in every instance.  
It is totally erroneous to say we are failing to deal with 65 percent of  
the students. We are not doing enough for 100 percent of the students. >  
There are a number of things Portland schools can do better in the area  
of work readiness. Stable funding would help.

SEN. PHILLIPS: Sen. Kitzhaber has suggested amendments that include  
setting up a commission to look at achieving educational goals. I think  
we need a separate group from outside the political and implementation  
side. What are your thoughts on that?

McNAMARA: A separate group would be helpful if it can give that aspect  
its full attention. There is concern about what may not be addressed  
that people feel is very critical. It is not a good way to get at how  
you decide what to fund in the field of education.

118 SEN. PHILLIPS: At some point, you have an amount of money and fund everything you possibly can or you look at everything you can possibly fund and compare that to the amount of money you have. It might not be right but it would be equitable to a point.

McNAMARA: As long as we are working in a time of diminishing financial support for schooling, it makes some sense to draw those kinds of lines.

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REP. KATZ: The Senate President had in mind the resources that hopefully will be available in terms of ranking what would be the most important provisions to fund of this Act. Somebody is going to have to provide some assistance to the Legislature in terms of where the additional resources should go.

McNAMARA: I don't resist the idea of going through this exercise. There are lots of benefits to be gained. My concern is the level of politicizing that would go on.

206 JOHN DANIELSON, OEA: Reacts to earlier testimony by clarifying that the people of Oregon have done a good job of supporting education. Education is one of the popular services provided and the public, in many instances, is willing to spend more money on it. > Mixed reactions by teachers. Tragic the bill has to move so rapidly. > No one has suggested what the price tag will be and whether the people in this state are going to be willing to support the program. > Does not believe the financial progression in Oregon has advanced far enough to consider lengthening the school year as proposed in section 31 of the bill. Suggests including the language "as funding becomes available". > The language in section 37 is the general funding clause for the entire bill. Not sure the state board is the best source to determine if funding is available for schools. Suggests adding the word "available" on line 42 and deleting "as determined by the state board of education". > Recognizes there are many good components in the bill and supports it.

317 THOMAS FEE, from Sunriver: Talks about the years he spent at Benson High School in Portland. > The problem in the schools is the product of the schools. The responsibility lies with the teachers and the administration. They should be held accountable. > HB 3565 sounds like another bureaucracy overlaid on the present failing bureaucracy. > Reviews his prepared testimony outlining his concerns and proposing a solution (EXHIBIT J). TAPE 106, SIDE A

012 FEE: Goes through the bill and lists his reservations: > The ungraded first through third grades is almost like babysitting. > Testing should be done at all grade levels, not just in grades three, five, eight and ten. > Expanded school year - what good are a few more days if we can't do the job in twelve years. > Ending school at the end of the 10th grade with a certificate of mastery is encouraging dropouts with a piece of paper. > Tracking is undemocratic and minorities will be relegated to lesser status and be classified as laborers. > Continues his analysis of the problems in schools today and how his plan addresses them.

097 REP. KATZ: Education does not stop in the 10th grade.

FEE: Continues comments on the bill with sections 5 - 12. > What has been successful in the past will work. We have to require the students and teachers to work at it. > Refers to problems in section 25. > Returns to his proposed plan and explains why it will work.

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240 DANA ANDERSON, president-elect, OCCA: It is very important that people from community colleges have the opportunity to comment on aspects of HB 356 5 that relate to continuing education.

265 RONALD JANTZI, director of trades and technology, Chemeketa Community College: Provides written testimony (EXHIBIT K) outlining the parts of HB 356 5 that will help community colleges in preparing students for the work force and makes some suggestions to improve the bill.

359 JEANINE MOTEHART, regional coordinator for career and vocational education, Marion ' Polk-Yamhill Counties: I work with 21 school districts in the tri-county area. I am in favor of the bill as both an educator and a parent. > Working on high school-community college connections for last four years. > Talks about the 2+2 programs in this region. 1,111 students participated in the program in 198 9-90. > Time to move into the academic, career guidance and counseling arena. > High school students need some preparation to move into community college programs or they will need a year or more of remedial education. > Explains how 2+2 programs have linked community colleges and high schools to better prepare students for the transition. > 2+2 programs provide options to students they may not have thought were available to them.

TAPE 107, SIDE A

023 SEN. TROW: How do we know students will be competent when they earn the certificate of mastery and will it be meaningful? JANTZI: I believe the certificate will help students to have a more rigorous attempt at education at the lower grades and their maturity level will increase. SEN. TROW: We need to set the competency levels where it is realistic. Can we get kids to be as competent in 10 years as they have been in twelve? ANDERSON: A lot of the discussion on this bill revolves around that issue. HB 3565 is trying to set a vision and model for the state. Today, we were hoping to bring you the perspective and role of the community colleges. 081 KATHY BECKWITH, parent and volunteer in public schools in Dayton: Reads her testimony expressing some concerns regarding HB 3565 (EXHIBIT L). 179 REP. KATZ: There has been more discussion on the length of the school year. I am not sure it is an either/or situation. Lots of kids do not have anything to do during the their three months off. The classroom can be used for those children to provide opportunities to them. BECKWITH: Until the need is established, the number of days should be left open and not put into statute. REP. KATZ: If it wasn't written down, we wouldn't be talking about it. - 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. Senate Committee on Education June 11, 1991-

242 GALE CASTILLO, chair, Hispanics in Unity for Oregon: Presents testimony explaining the potential harm HB 3565 could pose to hispanics (EXHIBIT M). > Reviews their concerns beginning on page 4 of her handout. 334

SEN. TROW: The results of the self-evaluation of a school district are made public and any group that was concerned about it could contact the State Board of Education and request that the self-evaluation be redone. CASTILLO: That is true, but it is after the fact and people get defensive. We would prefer that an outside unbiased party evaluate objectively what has occurred in the school districts.

348 JOHN LITTLE, migrant education administrator, Mt. Angel: The version of the bill we read was enabling language, and we would prefer it to be mandatory. CASTILLO: Continues reviewing their concerns on page 5 of the handout in regards to the learning centers. 415 REP. KATZ: Refers to the A-engrossed version of the bill which shows that the learning centers are specifically for those youngsters who have dropped out. CASTILLO: Reads language on page 7, section 21 (4) of the bill, that indicates the school districts shall make additional services available for students who are not making satisfactory progress toward attainment of the standards at any of the mastery levels. Concerned one of the possibilities could be to refer the student to a learning center. REP. KATZ: That may have been a concern in the original draft. This addresses your concern that those kinds of services be provided within the school immediately. CASTILLO: Reviews their concern regarding the training of teachers on page 5 of her handout.

TAPE 106, SIDE B

021 McCOY: Have you checked with any of the schools to see what they are doing now as far as training of teachers?

LITTLE: Most teachers are not prepared to teach a non-english speaking child. They are trained to teach literacy to children already speaking english. They are trained in language acquisition. Since there has been an increase in hispanic students, the situation needs to be readdressed.

CASTILLO: Reviews two other points not listed in the handout: > Commends the bill for emphasis on early childhood education and Head Start. Historically, hispanics and migrant children have not had access to those programs. Recommends that the dollars for Head Start be equally distributed in the urban and rural area. LITTLE: There was no access for those children until two years ago when migrant Head Start became available.

CASTILLO: Suggests the school district progress reports be available in different languages to reflect the linguistic makeup of the school district. The state could identify the top three

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Page 9

languages that are prevalent in the state or the local school district could do it.

100 DOUG EVERT, apprenticeship training coordinator, Plumbers and Steamfitters Local 290: We would like to go on record as being against

several sections of the bill: > Section 2(4)(e): Concerned children will be used as underpaid labor source. Propose students are given additional training in trade related courses or educational skills if they choose to follow a trade. Apprenticeships are available after students graduate from high school or a junior college.

152 McCOY: Do you have difficulty getting apprentices?

EVERT: None whatsoever. High demand to get into the plumbing and steamfitting trades.

McCOY: Do you have many minority applicants?

EVERT: Yes we do. > Next area of concern is section 12(1)(h): inferring students will go into the job market as an apprentice is totally unacceptable to Local 290. > Section 23(2)(b) - we want our children to maintain their status in the school system and not go out into the job market ahead of their time. It is totally against our philosophy. OSHA (Occupational Safety/Health) is not going to allow these students to enter into on-the-job training anyway.

211 SEN. JOAN DUKES: Astoria High School in past years has had a class where high school students build a house in order to gain technical experience. Does that fit in here somewhere?

EVERT: I can't speak for the carpenter trade. If students want to become plumbers or steamfitters and enter into a high school program, they could do so with in-class mockups.

DUKES: Is it possible to merge your apprenticeships programs with high school programs?

EVERT: We would highly suggest that more time be devoted to trade-related math and science.

DUKES: Would those students then be better able to go into an apprenticeship program, earn an income and begin to support themselves than they are now?

EVERT: Obviously, because the students we get are not to the degree of competency that they need to be to even enter our program as starting apprentice plumbers or steamfitters. We do not pass anyone along unless they are able to meet our standards because our end product is the very best plumber or steamfitter that money can buy. > Section 28(5): on-the-job training is not acceptable to Local 290.

330 REP. KATZ: That section refers to community colleges and education beyond that. Are you telling me your local does not support apprenticeship programs at a community college?

EVERT: Community college programs are supported to an extent. Even on the community college level, more emphasis should be made to the trade related math and science. > Section 40 - Local 290 does not accept the fact there is an emergency condition for enactment of the bill.

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> If HB 3565 passes, Local 290 will continue to challenge this legislation, if necessary, through the judicial system. Members of the union see this bill as a challenge against their children and they will not accept it.

390 SEN. GOLD: I would think you should have some confidence that a number of us here in the Legislature care very much about working people, their concerns and their families. I doubt we will pass any legislation that would interfere with such concerns. > HB 3565 is an evolving document and it will continue to evolve. Most of it does not take place until 1996. > Suggests to all those concerned to help the committee in crafting the bill.

433 EVERT: My statements were not meant as a threat. I have a message to deliver on behalf of labor. This testimony is only meant as a statement of fact because of a deep concern of putting children out on job sites. I made the statement regarding use of the judicial system only in reflection of the continuing support of our philosophical viewpoint.

TAPE 107, SIDE B

014 SEN. TROW: It seems like a big thrust of this bill is to emphasize what you do which is providing meaningful work. It is hard for me to think labor would not be in favor of this bill.

EVERT: It is the philosophical viewpoint of how that is attained.

034 VICKI BARROWS, PAT: Reviews her testimony outlining the concerns expressed at a forum concerning HB 3565 (EXHIBIT N).

SEN. DUKES: Had PAT already take a position on the bill before last night's meeting?

BARROWS: Yes it had. We were not there to impose our viewpoint but to hear, share and talk about how we can work together as a community to develop a better program to meet individual student needs. > Continues her testimony on page 2 with vocational training.

115 SEN. TROW: The bill should emphasize more strongly the need for liberal arts, government, social sciences and others things for all the students and not just for college prep kids. BARROWS: Talks about their concerns for achievement testing and evaluation. > Refers to information on standardized testing in the Portland public schools (attached to testimony). > Continues testimony regarding additional teacher preparation time, site-based management, the extended school year, early childhood provisions, and the certificates of mastery. > We agree there needs to be education reform but HB 3565 is not the way to provide it.

223 GLORIA JOHNSON, teacher at Roosevelt High School: Provides copies of signed petitions asking the Legislature to delete the emergency clause and effective date of July 1 from the bill (EXHIBIT O).

251 BARBARA DRAGEAUX, member of PAT and second grade teacher at Abernathy school: I agree there should be more time to look at this bill. People need to identify how this bill would

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impact on their communities and how they can help with educational reform locally. > Explains why she opposes the extended school year.

291 JUDY TAYLOR, second grade teacher of James John in north Portland and vice-president of PAT: The public would like to have more input into this bill. > Suggests a regional pilot program first. > The economy needs to be stimulated in order to provide jobs for these highly trained students. > What provisions will there be to get businesses to cooperate so parents can be involved in the education of their children?

336 REP. KATZ: I guarantee there will be public hearings all over the state for the next ten years. I don't understand the argument that there won't be certain kinds of jobs so why train people for them. If there aren't any jobs, does that mean we don't want our students to be well skilled? The logic escapes me.

TAYLOR: You need to inform the public that those jobs are out of there.

REP. KATZ: Industry has to be trained also. Many adults who cannot find a job in their area of expertise start their own business and that stimulates the economy.

JOHNSON: The concept to train and educate people is good. People at our forum fear this program will repeat the job corp or teacher corp programs that have died because the demand dropped. In my community, businesses are not doing that well and this proposal is not realistic.

SEN. DUKES: Talks about the Tongue Point Job Corp center. > In anything we educate for, there has to be change. Just as technology and the world changes, the kids desires and interests are going to change. We need to accommodate that change.

TAPE 108, SIDE A

007 SEN. TROW: There are multi-national corporations that don't really identify with any particular nation or any particular state and they go where the opportunity is the best. If our education goal is to train a workforce, then the jobs need to be there as part of the goal. If there are no jobs, the kids will be disillusioned. REP. KATZ: It would be my hope, as we identify the large broad industries, we also identify them by region and those where job growth will occur. We don't want to train people in narrow fields. because they are going to change several times. They need to have the ability to move and be flexible.

040 EILEEN WENDE, teacher at Roosevelt High School: Our high school is currently involved in restructuring to meet the needs of students who are between special education and the college bound and are not currently making it. > Concerned the certificate of initial mastery will be a potential barrier to many kids. > Where are the learning centers going to be located? Many of these high risk kids don't leave their neighborhood. You need to give careful consideration to the location of these centers. REP. KATZ: Assuming the resources are there, this bill will do more for those students you have identified as not being served.

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June 11, 1991- Page 12 WENDE: We would be more assured if we knew the resources were there. > If you extend the school year to 220 days, you need to give serious consideration to teaching under a different model.

135 MIKE McCLAIN, principal at Crater High School in Central Point: We feel that change is needed and we applaud the efforts of HB 3565. It is impossible to write a bill that addresses all the ills of education in Oregon. > Our system does an excellent job with 30 percent of our students who go on to colleges and universities. > Concerned with the 70 percent who do not go on to a college or university. HB 3565 directly addresses them. > Legislation provides for changes to come about. > Explains how 2020 monies have helped his school.

REP. KATZ: What did your school get its 2020 waiver on?

McCLAIN: Lists the variety of things they received waivers on. > I view HB 3565 as providing caution and not as a major reaction. > It is impossible to legislate every piece of material that may be needed for education, and it is important that some flexibility be allowed. > Wants Crater High School to be model for HB 3565.

229 BILL WALKER, teacher at Roseburg High School: Addresses the applied academics that part of the curriculum issue in this bill. > Currently team teaching applied communication which is a vocational English class. > Dropout rate decreases significantly when teaching applied curriculum as opposed to traditional curriculum.

MICHELLE WALKER, teacher at Roseburg High School: Reviews test scores of students in applied communication class and refers to information in article from the Vocational Education Journal (EXHIBIT P). ~ Describes the students and the classes. > Applied academics work because students buy into it.

333 JUDD VAN GORDER, high school administrator from Cottage Grove: We have been involved with the applied academic program for the last five years. At least 13 portions of HB 3565 are alive and well in Cottage Grove. > Explains how they got started teaching applied academics and how it works. > Dropout rate decreased from 20 percent to less than 2 percent.

365 DICK PERRY, science department chair, Cottage Grove High School: Talks about their principles of technology course.

399 JERRY HUDSON, teacher at Cottage Grove High School: Many of the students enrolled in our applied academic programs are special need students and average students. They are succeeding in this program because they can grasp concepts that are practically presented. The use of the computer gives them a lot of hands-on interaction. > Explains how they have overcome the barrier of learning styles. > Critical thinking will keep us at the top of the present and creative thinking takes us to the . These minutes contain materials which paraphrase and/or summarize the minutes 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. Senate Committee on Education June 11, 1991- Page 13 beyond. > Refers to handout containing final exams for the 1990-91 school year (EXHIBIT Q). > Describes the experiences of four students who graduated from Cottage Grove High School.

TAPE 109, SIDE A

013 REP. KATZ: I understand that the principles of technology are not accepted for college transfer in Oregon but they are for MIT.

GORDER: That is correct.

REP. KATZ: Maybe this is symbolic of some of problems we face. Why is there so much resistance to this?

GORDER: In Cottage Grove, there is an atmosphere in the building which says what is good for kids is good for all of us. The applied programs just grew. REP. KATZ: Are you a 2020 school?

GORDER: Not now, but we were.

HUDSON: A lot of the credit goes to the administration at the school. They facilitated the implementation of these programs.

066 BOB LEROY, of Salem: Explains he is new to Oregon and reviews his background in education in other states. > The process needs to be slowed down. Need time for input from more people from all areas of the state, particularly people in eastern and southern Oregon. > Lists questions to be considered: to what extent should the Legislature be involved in public education; what is the extent of state participation in education; should there be state-mandated requirements and state assessments; should the standards be statewide and, if so, which standards; what shouldn't the state do; what should the state allow someone else to do and to what degree do state policies contribute to the problems that people have attested to today. > Legislature's best role is to focus on the establishment of specific goals and objectives, and the policies that encourage the achievement of those goals and objectives. It should back off on the specific manner in which those objectives are achieved. > Often individual schools in districts will be more successful in making their own determinations on how to achieve the mandated state goals. > Talks about a group known as the Coalition of Essential Schools at the Department of Education of Brown University. Suggests using their process as a model for establishing certain principals, goals and objectives. > The idea of meeting international standards and being the best are meaningless standards because they are not measurable. > There needs to be more attention for professional development and administrators should be included. Seek to find the most exciting, open and energetic leaders and put them in charge of school districts and let them lead their faculty toward innovative solutions. > Talks about too much business involvement in schools. > Important that student choices be kept open during their high school education. Uncomfortable with the implication students have to select what vocation they are going into at

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the end of the 10th grade.

227 GUIDO CALDARAZZO, principal at McKay High School in Salem: About 1-8 months ago, as part of the 2020 process, our staff started to re-examine what the goal of our school was to be. Our site committee and staff felt that we needed to re-emphasize the success of our students as part of the community. We realized there are a lot of successful

students who do not go to college but somehow they get lost. We then talked to the parents and students, and they felt that the motivation that is lacking relates to the fact that what we teach in school is not relevant for them to go out and be successful in the community. > Explains how they have worked with the business community in order to help their students prepare for life after school. > Tracking students will be a problem with this bill. > Talks about their success at McKay and expresses support of HB 3565.

287 RON PITTMAN, school board members: Reads his testimony in support of reform and the concepts of HB 3565 and noting the sections of the bill he is concerned with (EXHIBIT R).

Written testimony concerning HB 3565 was submitted by the following people: Loewen Berman of Portland, Jane Morgan, John Villaume of Portland, and Dr. Harold Bock of Myrtle Creek (EXHIBIT S).

440 CHAIR GOLD: Adjourns the hearing at 8:00 p.m.

Transcribed by: Reviewed by:

Carolynn GillsonJan Barga Assistant Administrator

EXHIBIT LOG on HB 3565: A - Nancy Rose - 2 pages B - Ralph Smith - 4 pages C - Anne Jones - 2 pages D - OSEA - 4 pages E - Bill Resnick - 6 pages F - Economic Development Department - 30 pages G - Employment Division - 3 pages H - Department of Education 8 pages I - Portland Public Schools - 3 pages J - Thomas Fee - 2 pages K - Chemeketa Community College 1 page L - Kathy Beckwith - 3 pages M - Hispanics in Unity for Oregon - 14 pages N - Portland Association of Teachers - 5 pages O - Gloria Johnson - 36 pages P - Bill & Michelle Walker - 5 pages Q - Cottage Grove High School - 10 pages R - Ron Pittman - 3 pages S - Several people - 6 pages

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