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3/30/15

Chair Doherty and members of the House Education Committee,

Please amend HB 3423, Section 5, (1) by adding:

Section 5, (1) In addition to distributing moneys through the State School Fund, the Department of Education may award grants to school districts for the costs associated with purchasing and distributing to students library books that are printed in languages other than English **and for the cost of developing and operating dual languages immersion teacher training and licensing programs.**

Please also amend HB 3375, Section 14, (3) by adding:

Section 14, (3) (j) To school districts, for the purpose of developing and operating teacher training and licensing programs for dual language immersion teachers and teachers of color.

First, where there are sufficient numbers of students native in the same foreign languages for sustainable programs, dual language immersion programs are the best, preferred method for teaching English to English language learners and getting them to graduate from high school. There is an enormous need for additional dual language immersion programs in Oregon for both English as a Second Language students and for English native students wishing to learn a foreign language.

Second, expanding dual language immersion programs is now limited by the shortage of dual language immersion teachers. Oregon schools of education, both public and private, are neither producing the dual language immersion teachers nor the teachers of color needed to staff such programs. Alternative teacher training programs need to be established at the local school district level. Funding for such local school district dual language immersion teacher training programs should be authorized by HB 3423 and HB 3375

Looking at the enormous need for more Spanish dual language immersion programs, note that there are ten Oregon school districts with more than one thousand Hispanics that have no dual language immersion programs. And that within those ten school districts, there are fourteen

individual schools, each with a majority (more than 50%) of Hispanic students but without a Spanish dual language immersion program.

10 Oregon School Districts With No Spanish immersion programs By numbers of Hispanics: 2013-14		
	Percent Hispanic	Number of Hispanics
Reynolds	38.7%	4,576
Gresham-Barlow	25.8%	3,114
Medford	22.6%	3,067
David Douglas	24.4%	2,655
Hermiston	47.7%	2,500
Centennial	25.2%	1,552
Central Polk	43.1%	1,320
Morrow	54.8%	1,161
Milton-Freewater	55.7%	1,048
Jefferson County	34.8%	1,010

Oregon Elementary Schools by School District 2013-14, Oregon Department of Education, Rpt. #67 > 50% Hispanic			
	Percent Hispanic	Number Hispanic	Total Students
Reynolds			
Davis	58.4%	281	481
Hartley	57.0%	304	533
Woodland	51.9%	257	495
Gresham-Barlow			
East Gresham	50.3%	227	451
Highland	51.4%	247	481
Medford			
Jackson	54.9%	228	415
David Douglas			
Hermiston			
Sunset	61.8%	392	624
West Park	62.5%	346	554
Centennial			
Central Polk			
Ash Creek	52.3%	263	503
Independence	56.9%	242	425
Morrow			
Sam Boardman	81.6%	271	332
Windy River	78.4%	160	204
Milton-Freewater			
Freewater	67.0%	191	285
Grove	67.7%	199	294
Jefferson County			

Note, as for English native students wanting to learn a foreign language, that Oregon is way behind Utah in developing a multilingual workforce capable of competing in the global economy.

Dual Language Immersion programs Elementary school level Fall 2014		
	Utah	Oregon
Spanish	54	49
Mandarin	31	3
French	13	2
Portuguese	6	0
German	2	0
Japanese	0	2
Russian	0	2
Vietnamese	0	1
Total	106	59
Total Statewide		
Enrollment 2013	595,799	567,100

Portland Public Schools' Department of Dual Language reported to the PPS Board on 1/20/15 that it would **not** recommend wanted and needed additional Spanish, Mandarin or Japanese dual language immersion programs for next year primarily because of a shortage of bilingual teachers. Here is a chart from their presentation:

Limited Resources for Dual Language Immersion

	Spanish	Vietnamese	Chinese	Russian	Japanese
Students	exhausted interest of native speakers	close to exhausting interest of native speakers	many interested native speakers	exhausted native speaker pool	few native speakers
Teachers	scarce	scarce	very scarce	very scarce	very scarce
Space	no space	no space	no space	no space	no space
Supports	adequate	adequate	adequate	low	low

The Oregon Department of Education (ODE) and the Oregon Board of Education are engaging the issue of "How do we address the critical shortage of highly qualified bilingual teachers in Oregon?" On 12/11/14, ODE Education Equity staffer Martha Martinez reported to the Board on her survey of Oregon school districts as to their problems recruiting bilingual teachers. In her survey, she found **that 80% of the 24 districts with bilingual programs surveyed indicated they had difficulties filling their bilingual teacher vacancies in 2014-15.**

Many more dual language immersion teachers are needed in Oregon. The goals for dual language immersion programs statewide should be: (a) that every Emergent Bilingual (English language learner) who would benefit from a dual language immersion program should be in a dual language immersion program. And (b) **that every kindergartener whose parents want their student to attend a dual language immersion program should find a slot in a dual language immersion program.**

Oregon will need thousands more dual language immersion teachers in a broad variety of foreign languages to meet those goals.

Too few teachers of color:

Portland Public Schools cannot recruit enough teachers of color:

Portland Public Schools failed badly in a recent effort to reach its goal of having 44% of its teachers as teachers of color (to reflect its student enrollment). In 2013-14, PPS had about 16.5% teachers of color. In hiring 497 new teachers for 2014-15, only 22% were teachers of color, which will lift their teachers of color to 17.3%.

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Data from the report "PPS Affirmative Action Plan 2014-16"			
Office of Equity & Partnerships			
7/16/2014			
		Staff of	Actual
	Total	Color	%
Elementary Classroom teachers	1,530	279	18.2%
Other Classrooms teachers	752	98	13.0%
Secondary Classroom teachers	481	79	16.4%
Totals	2,763	456	16.5%
New hires as of 10/14/14	497	109	22.0%
Total	3,260	565	17.3%

Statewide, still too few teachers of color:

The Oregon Education Investment Board considered the interim 2014 Oregon Minority Teacher Act Status Report at their December 9, 2014, meeting. The full Minority Teacher Report will not be finished until later this year. So far...

The gap:



What Oregon teacher preparation programs now produce:



A key finding of the report is that:

As of 2014, Oregon is not on track to meet the 2015 goal of increasing the percentage of minority teachers employed by school districts and education services districts by 10% as compared to July 2, 2012. The 2013-14 data reveal that the number of culturally and linguistically diverse teachers employed in Oregon public schools only increased by ten to 2,401 (8.46% of the employed teacher workforce). The reduction may be in part due to reductions in staff in recent years.

Summary: Oregon's public teacher preparation programs are not producing teachers with the foreign language skills and racial characteristic needed by Oregon schools. Big changes are needed. With the cooperation of the Board of Education and the Teacher Standards and Practices Commission, alternative teacher training programs for dual language immersion teachers and teachers of color need to be established and funded at local school districts.

Thank you - Dave Porter, retired, resident of SE Portland