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For public hearing 3/22/17

To: House Committee on Education

From: Dave Porter

Subject: Proposed amendments to SB 2587

Please add the following amendments:

As a goal add:

Section 2 (2) (f): To prepare the next generations of adults for the global economic and national security challenges they will face over their lifetimes.

As characteristics of the school system:

Section 3 (20) Provides a variety of learning experiences outside the United States including opportunities to spend a high school year studying abroad.

Section 3 (21) Provides dual language immersion program opportunities for all students.

As included achievements of education in Oregon:

Section 5 (1) (d) Ensure that 10 percent of each cohort of Oregon high school graduate are fluent (ACTFL level “Intermediate High” or better) in Mandarin.

Section 5 (1) (e) Ensure that 5 percent of each cohort of Oregon high school graduate are fluent (ACTFL level “Intermediate High” or better) in Hindi.

Section 5 (1) (f) Ensure that 5 percent of each cohort of Oregon high school graduate are fluent (ACTFL level “Intermediate High” or better) in Indonesian.

Section 5 (1) (g) Ensure that 5 percent of each cohort of Oregon high school graduate are fluent (ACTFL level “Intermediate High” or better) in Japanese.

Trade relations and the geo-politics of the Asia-Pacific region are in turmoil. By 2050, the five largest economies in the world are forecast to be in the Asian-Pacific region. China continues to grow its economy and military. North Korea may soon be able to hit Portland with a nuclear missile. Much of the Asian-Pacific region felt snubbed as President Trump rejected the Trans-Pacific Partnership. It is difficult to foresee the long-term future of the region. But the region will be important.

Oregon education needs to prepare its next generation

for the opportunities and challenges the Asia-Pacific region will present over their lifetimes. Preparation should



Source: The Economist Intelligence Unit

include a new emphasis on teaching the important languages of the region and for sending Oregon high school students for high school years abroad in the countries of the region. None of this needs to cost more than the current system. Dual language immersion programs cost the same as non-immersion programs. Fees for high school study abroad programs are similar to the annual per student costs in Oregon high schools.

Here is my 2013-14 count of kindergarteners in Oregon dual language immersion programs. These are not the statistics of a state engaged in the Asia-Pacific region.

Kindergarteners in Dual Language Immersion Oregon, Statewide, 2013-14		
Spanish	2,384	5.6%
Japanese	165	0.4%
Mandarin	76	0.2%
French	100	0.2%
Russian	90	0.2%
Total	2,815	6.6%
All Kinders	42,728	100.0%

Utah has many more Mandarin immersion programs. Here is a Fall 2016 comparison with Oregon.

Dual Language Immersion Programs Elementary school level				
	Oregon Fall 2014	Utah Fall 2014	Utah Fall 2016	Utah Growth
Spanish	66	54	59	5
Mandarin	3	31	34	3
French	2	13	13	
Portuguese	0	6	6	
German	0	2	2	
Japanese	2	0	0	
Russian	2	0	0	
Vietnamese	1	0	0	
Total	76	106	114	8
Total Statewide				
Enrollment 2013	567,100	595,799		

Mandarin: Oregon currently has three public Mandarin immersion programs: Two in Portland Public Schools (Woodstock, King) and one in Beaverton (Hope Chinese Charter School). Portland Public Schools and the Eugene School District may each add a Mandarin immersion in 2017-18. Many more are needed.

Japanese: Portland Public Schools and the Eugene School District each have Japanese immersion programs.

There are now no Hindi or Indonesian immersion programs in Oregon.

Hindi: Hindi is the fourth most-spoken first language in the world, after Standard Mandarin Chinese, Spanish and English. Apart from specialized vocabulary, Hindi is mutually intelligible with Standard Urdu, another

recognized register of Hindustani. Along with the English language, Hindi written in the Devanagari script, is the official language of the Government of India. It is also one of the 22 scheduled languages of the Republic of India. Hindi is the *lingua franca* of the so-called Hindi belt of India. Outside India, it is an official language in Fiji, and is a recognized regional language in Mauritius, Suriname, Guyana, and Trinidad and Tobago



Indonesian: Indonesia has an estimated population of over 260 million people and is the world's fourth most populous country, the most populous Austronesian nation, as well as the most populous Muslim-majority country. The world's most populous island, Java, contains more than half of the country's population.

Indonesia's economy is the world's 16th largest by nominal GDP and the 8th largest by GDP at PPP, is the largest in Southeast Asia, and is considered an emerging market and newly industrialized country.

The official language of Indonesia is Indonesian. Indonesia has more than 700 living languages, making it the second most linguistically diverse country after Papua New Guinea. These 700+ languages, however, are without official status, and some are in danger of extinction. The largest local language is Javanese.



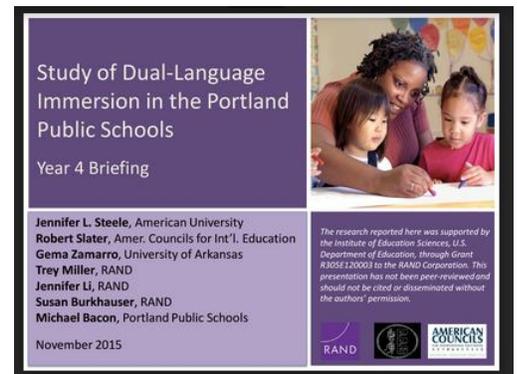
Indonesian is a standardized register of Malay, an Austronesian language that has been used as a lingua franca in the multilingual Indonesian archipelago for centuries. Of Indonesia's large population, the majority speak Indonesian, making it one of the most widely spoken languages in the world.

Most Indonesians, aside from speaking the national language, are fluent in any of more than 700 indigenous local languages; examples include Javanese, Sundanese and Madurese, which are commonly used at home and within the local community. However, most formal education, and nearly all national mass media, governance, administration, judiciary, and other forms of communication, are conducted in Indonesian.

The Indonesian name for the language is *Bahasa Indonesia* (literally "the language of Indonesia") or sometimes simplified as *Bahasa*.

Dual Language immersion programs not only teach a second language but are an effective method for raising English reading skills for **all** students.

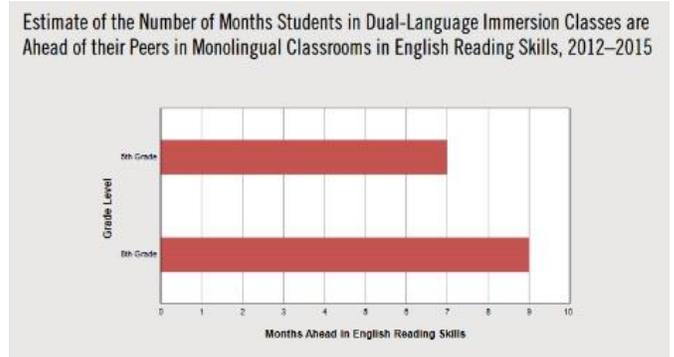
The 2012-15 "Study of Dual-Language Immersion in the Portland Public Schools" by RAND, the American Councils for International Education, and Portland Public Schools found that "Immersion programs as implemented in Portland **appear to be a cost-effective strategy for raising English reading performance of both native English speakers and native speakers of other languages.**"



The study included 27,741 students who enrolled in kindergarten in Portland Public Schools in 2004-05 through 2010-11. These students' academic performance on the Oregon Assessment of Knowledge and Skills (OAKS) was tracked in reading, mathematics, and science through 2013-14, meaning that the youngest cohort was tracked through grade 3, and the oldest two cohorts through grade 8.

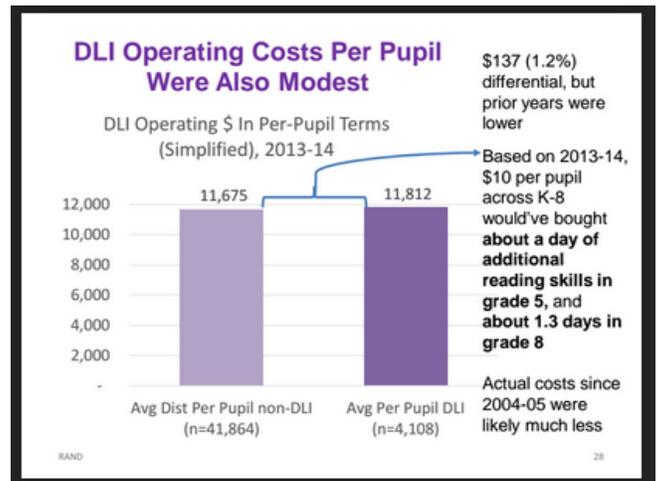
Within the sample, the main focus was on 1,625 students who were randomized to immersion or a control group via Portland's immersion pre-K and Kindergarten immersion lotteries in 2004-05 through 2010-11.

Through collaboration with the Oregon Department of Education, the study was able to include 200 randomized students (about 10.3%) who never enrolled in Portland after entering a pre-K or kindergarten immersion lottery. This left a similarly modest levels of sample attrition for students who won the lottery (13%) versus those who did not (19.3%).



The study found that students randomly assigned to immersion outperformed their peers in English reading by about 7 months in grade 5, and about 9 months in grade 8.

Further, DLI program costs about the same as non-DLI programs. The study found no evidence that observable peer, teacher, and class size characteristics were driving the effects of immersion on achievement. Class sizes appeared similar for immersion lottery winners and those who did not win immersion slots. Based on interviews in 2013-14 with 14 of 19 immersion school principals, they found that school-level resources for DLI and non-DLI Programs were proportional to immersion enrollments. DLI operating costs were concentrated at the district level. In 2013-14, they represented about 0.1% of the district's operating budget (excluding grant dollars), though this represented a considerable increase in DLI costs from prior years. These expenditures, which were applied toward teacher professional development and curriculum support, amounted to \$137 per immersion student in 2013-14 (n=4,108).



High school year abroad

The fees of some existing study abroad programs for high school years abroad are less than the average "Operating Expenditures per Student" in Oregon.

In 2014-15 (the latest data online, ODE report #51), the "Operating Expenditures per Student" in Oregon was \$10,342. The range is from a high of \$77,701 per student (just 2) in the Double O School District in Harney County to a low of \$7,397 in the Scio School District in Linn County. Portland Public Schools, for example, spent \$12,618. Portland, and Oregon generally, could save money (and reallocate it) by paying to send some high school students to study abroad for a year.

As examples, consider the chart of the fees of the study abroad organization ASSE. There is an additional \$250 application fee and a 10% discount for early payments. All fees cover tuition and living expenses with a family. Most ASSE fees (not to Mexico or Canada) also cover international airfare.

Note that the study abroad organization ASSE offers a high school year in China (including tuition, room and board with a family, and international transportation) for \$8,305 (\$8,950 minus 10% for early payment plus \$250 application fee).

ASSE was established in 1976 as the American Scandinavian Student Exchange by the Swedish Government to organize student exchange programs between Sweden and the United States. Soon Denmark, Norway and Finland elected to participate. It has grown a lot since then.

At present, ASSE works closely with the Canadian provincial ministries of education. It maintains 38 offices in 31 countries and accommodates more than 30,000 high school age students and host families annually in its programs in the participating countries.



Program Fees: 2017/2018* Price

School Year or Semester**
(August/September 2017 Departure)***

Germany, Sweden, Norway, Italy, Switzerland, Czech Republic, Finland, Spain, Holland, Turkey, Belgium, Estonia, Romania, Portugal, Slovakia, and Moldova	\$7850
France	\$8900
Denmark	\$9150
Mexico	\$7140†
English Canada	\$9850†
English Canada Choice Plus (Vancouver)	\$21000
English Canada Choice Plus (Calgary)	\$20750
French Canada	\$12000†
Thailand (July departure)	\$7200
China, Taiwan, Mongolia, Vietnam	\$8950