

SENATE COMMITTEE ON EDUCATION

February 23, 1993 Hearing Room 343 3:00 p.m. Tapes 22 - 23

MEMBERS PRESENT: Sen. Catherine Webber, Chair Sen. Stan Bunn Sen. Ron
Cease Sen. Shirley Gold Sen. Paul Phillips

STAFF PRESENT: Jan Barga, Committee Administrator Julie Mušiz,
Committee Assistant

MEASURES CONSIDERED: Informational Meeting: SB 26 Orientation
Meeting: Workforce Quality Council Report to the
Legislative Assembly SB 119 - Relating to certain state agencies SB 120
- Relating to Oregon Workforce Quality Council SB 121 -
Relating to Department of Workforce Development and
Community Colleges, declaring an
emergency

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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. [--- Unable To Translate
Graphic ---]

TAPE 22, SIDE A

008 CHAIR WEBBER: Calls meeting to order at 3:12 p.m.

(Tape 22, Side A) Informational Meeting: SB 26 WITNESSES: Norma
Paulus, Superintendent of Public Instruction Kevin Concannon, Director,
Department of Human Resources

017 NORMA PAULUS, SUPERINTENDENT OF PUBLIC INSTRUCTION: There's
nothing in this bill that the Department of Education absolutely needs.
Discusses

down-sizing of ESDs as a result of cutting administrative costs. This
plan cuts the number of ESDs in half as a demonstration of the effort to
down-sizing and collaborating among the school districts. It's alright
to not pass this bill and leave the ESDs as they are, but this is an
effort to demonstrate that we are trying our best to stream-line
education. The biggest problem in the school districts is the number of
children coming into first grade unprepared to learn. Discusses effort
to bring the Department of Human Resources into the schools.

118 CHAIR WEBBER: What will a school look like when this took place?

120 Paulus: In San Diego, they've moved trailers onto the school grounds for the Human Resource people who are housed there.

137 CHAIR WEBBER: How will the parent interact with the school once you get her there?

140 Paulus: We will have all those services available on the school site. Discusses similarity to Speaker Campbell's childcare plan for Human

Resource Centers. I think that's desperately needed. But if nothing comes of it, both Kevin Concannon's people and my people will still work on this.

169 KEVIN CONCANNON, DIRECTOR, DEPARTMENT OF HUMAN RESOURCES: Speaks in support of SB 26. Human Resources needs to assure better outcomes from

our school systems. The best schools, the best social agencies, and families find it difficult to do the job alone. All three need to be in partnership. Discusses preventative efforts to work with teen parents.

We can go further than the traditional relationships in special education by looking at different ways of doing business. There are some minor revisions of the bill in areas that underscore the importance of ESDs.

245 CHAIR WEBBER: The amendments change "the lead role" to "a lead role". Is there another organization that then should have the lead role, or is it better to have a joint effort with several players assigned lead

roles?

250 Concannon: There are many lead roles, many needs and many players. A lead role needs to be imposed on the major systems.

280 CHAIR WEBBER: What would a CSD worker's day be like? How would it change?

283 Concannon: There could be a variety of local arrangements. We don't have the resources to say that every school will be able to serve every need. We expect to learn what the limitations may be. By

out-stationing in the school, we will get "value-added". It will involve some out-stationing of people that can provide a variety of services.

353 CHAIR WEBBER: You'll be cross-training workers in a variety of services eventually?

356 Concannon: Correct.

378 SEN. CEASE: I'm not hostile to the ESDs. The issue concerning me isn't the role they would play but the accountability they would have.

437 Paulus: Few people know what ESDs do. If they were abolished tomorrow there would still need to be some regional body to provide these

services. Discusses some services ESDs provide.

(Tape 23, Side A)

047 SEN. BUNN: The parts of the bill that clarify the mission is very important. There's a great desire to re-invent government. Couldn't

those missions be done effectively under either the old or new organizational structure?

060 Paulus: Yes.

061 SEN. BUNN: I want to make sure there's a compelling need to do the re-organization.

064 Paulus: This was not the idea of the ESDs. This was an effort to avoid the abolishment of ESDs. If the Legislature wishes to take existing

money and find ways to get it to the communities, then it has to be done at the local level. But if they want to spend money through a local

entity, then it has to go through an elected board: county commissioners, ESDs or a local school board. ESDs are the best way.

108 SEN. BUNN: Are there any groups working towards what you've suggested?

113 Paulus: If this Committee or Speaker Campbell's group came down to their bottom lines, then we can work this out. We're asking to find a

way to bring the Human Resources people into the school system.

(Tape 23, Side A) Orientation Meeting: Workforce Quality Council Report to the Legislative Assembly WITNESSES: Cam Preus-Braly, Workforce Quality Council Administrator Vern B. Ryles, Jr., Chair, Workforce Quality Council Jon Egge, Workforce Quality Council Mary Spilde, Workforce Quality Council

130 VERN B. RYLES, JR., CHAIR, WORKFORCE QUALITY COUNCIL: Introduces self and others.

140 CAM PREUS-BRALY, WORKFORCE QUALITY COUNCIL ADMINISTRATOR: Submits and reviews packet, (EXHIBIT A).

218 Ryles: Discusses directives of the Council, which are divided

into three categories: a public sector agenda, a private sector agenda and a communications agenda. The 15 regional Workforce Quality Councils were

created to give leadership and deliver services at the local level.

Reviews and discusses graphs of packet, (EXHIBIT A). We need to make the investments in human resources, research and development and restoration of our urban renewal capacity required to increase wages in this state. We need public sector investments that will stimulate the private sector.

370 CHAIR WEBBER: Asks about the 1% training.

377 Ryles: Much less than 1% of the wages are spent for training. Most companies have no expense line in terms of training. We need incentives to upgrade skills.

400 CHAIR WEBBER: Is there dissatisfaction among the employers in terms of the skill level of employees?

405 Ryles: Yes. Discusses problems of different employers. 425 CHAIR WEBBER: How significant is the problem?

428 Ryles: If we continue to take a low skills/low wage strategy, we're going to lose most of our high-paying jobs. One company has to send

it's employees to Denmark to update their training. Companies are leaving Oregon because of the quality of the workforce.

460 CHAIR WEBBER: Why are we falling so far behind?

462 Ryles: When we changed from a resource-commodity based economy, we didn't move to our other opportunities: secondary wood products

manufacturing and value-added food processing. The variance between the metropolitan economies and the rural economies is also a critical issue. We have some dramatic things to address here; the critical issue is our workforce investment. The business community and the private sector will have to participate in the process of training the workforce.

(Tape 22, Side B)

050 SEN. CEASE: How does those per capita figures compare to the national average?

054 Ryles: That's in a family wage job -- the average wage by county. The wages are about 10% below the national average.

063 SEN. BUNN: Much of the \$125 million in the workforce proposal will go back into the regions, but the Legislature won't let it go without

strings attached. How far along are the regions in setting these standards.

072 Ryles: We will have the framework by the regions by the end of February and the plans done by the end of June.

085 JON EGGE, WORKFORCE QUALITY COUNCIL: Gives background on where the private sector strategy is headed. The strategy revolves around three

major elements. 1) Regional summits to fuse the ideas between the Council and the regional communities. 2) Mechanisms to fund and increase training investments has been neglected by employers and needs to be mandated. 3) The apprenticeship model needs to be expanded from 5000 apprentices to 32,000.

133 SEN. BUNN: I worked with a student apprenticeship bill last session and it was very time consuming. How do you get from 5000 to 32,000

apprentices?

140 Egge: I'm not just talking about the state of Oregon. The apprenticeship community is getting involved in the workforce

improvement. We need to get to the positions that are not using the apprenticeship model.

166 CHAIR WEBBER: Would you name some of those new occupations that you want to start using the apprenticeship model?

170 Egge: Lots of them aren't new, such as elevator mechanics. We need to make the apprenticeship model more attractive. Workers need entry level skills before we can train the specific skills. 189 Ryles: The entry level skills are primarily what the \$125 million is for.

196 Egge: Smaller business have seen this need, but big business hasn't. This won't happen without seed money.

224 CHAIR WEBBER: Asks for description of the cultural change the private sector needs to undergo.

228 Egge: Describes the European model. Businesses need to realize that the quality of the workforce is important in the economic strategy.

250 MARY SPILDE, WORKFORCE QUALITY COUNCIL: Discusses public sector strategy. The public sector needs to be in order before we can engage

the private sector. Lists proposals for things that would make a difference in the workforce: SB 121, interim performance measures, a shared information system across agency lines, a state and regional

planning process to integrate resources, a review of federal and state workforce investments. Discusses plans for the future over the next few years: join private sector in review of regional strategic plans, work with state and local agencies to implement re-organization, evaluate programs using interim measures as well as develop more measures, evaluate shared information system, submit single plan to appropriate federal agencies.

(Tape 22, Side B) SB 119 - Relating to certain state agencies, Public Hearing WITNESSES: Marilynne Keyser, Office of Educational Policy and Planning, Governor's Office J.D. Hoyer, Department of Education Jon Jacqua, Economic Development Department Gary Andeen, Oregon Independent College Association

395 MARILYNNE KEYSER, OFFICE OF EDUCATIONAL POLICY AND PLANNING, GOVERNOR'S OFFICE: Reviews SB 119 and discusses why its needed. The OEPP is a

very inefficient way of management; eliminating such small agencies and merging their operations would more efficient. The Joint Board process offers the best approach for comprehensive education policy planning.

The Joint Board process must be strengthened.

(Tape 23, Side B)

075 SEN. CEASE: I have some reservations about this proposal. In reference to post-secondary degrees, what kinds of degrees and situations do they deal with?

080 Keyser: The academic degree authorization function focuses on some of the smaller colleges that aren't regionally accredited.

090 SEN. CEASE: Currently when the State Board of Higher Education looks at a proposed additional degree, that doesn't go beyond the State Board?

092 Keyser: We only review new post-secondary programs or locations for community colleges. We don't look at programs being proposed and we

don't stop those programs. 100 SEN. CEASE: All the different systems create communication problems. We can move some of these responsibilities to the Department of

Education. I don't understand why you would want to put these responsibilities on only one level of the education process.

125 Keyser: The Office of Professional Technical Services has a reporting responsibility to the Office of Community College Services and the

Department of Education. This may not be the best place for post-education regulation function, but it's the most natural place to put such a function.

137 SEN. CEASE: Why?

138 Keyser: Because it would cross all the educational segments and deal with all of post-secondary education. The next closest thing that does

that is the State Board of Education.

143 SEN. CEASE: We've tried to centralize education, and now we're fragmenting it again. I need more justification. We're going in the

wrong direction.

167 Keyser: I understand and share your frustration. This is not the best solution to the diminishing effectiveness in trying to deal with overall educational policy and planning. We now need to turn to the Joint

Boards for that leadership.

185 SEN. CEASE: How are we going to get two boards to meet together? It doesn't fit. The Legislature and the Governor's Office have failed.

But having two boards meet together will not do it.

201 Keyser: I agree. We need to push harder. This is a first step.

207 J.D. HOYE, DEPARTMENT OF EDUCATION: We support this bill. It's a transition and a strategy to bring these programs together. It needs

further evaluation but its a good first step.

230 JON JACQUA, ECONOMIC DEVELOPMENT DEPARTMENT: Supports bill. We see no problem incorporating the Workforce Quality Council into the Department.

240 GARY ANDEEN, OREGON INDEPENDENT COLLEGE ASSOCIATION: Expresses support of SB 119. If these responsibilities have to reside someplace, this

seems to be the most neutral place on a temporary basis.

269 SEN. CEASE: With the problems of Measure 5 and the need for improved education, we're going in the opposite direction. It'll be more

difficult to change once we do this. When we try to get more coordination, it'll be too late.

302 SEN. GOLD: I agree with Sen. Cease.

325 CHAIR WEBBER: Adjourns meeting at 4:58 p.m.

Submitted by:

Reviewed by:

Julie Mušiz
Administrator

Jan Barga Assistant

EXHIBIT LOG:

A - Workforce Quality Council testimony, Cam Preus-Braly, 14 pgs. B - Oregon's Workforce packet, Cam Preus-Braly,