

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.

HOUSE SPECIAL COMMITTEE ON CHILDREN'S ISSUES

January 30, 1991Hearing Room F 3:00 p.m.Tapes 3 - 4

MEMBERS PRESENT:Rep. Bob Pickard Rep. Vera Katz, Vice-Chair Rep. Mary Alice Ford Rep. Carolyn Oakley Rep. Beverly Stein

INVITED MEMBERSRep. Jerry Barnes Rep. Cedric Hayden Rep. Bruce Hugo Rep. Delna Jones Rep. John Meeks Rep. Hedy Rijken Rep. Walt Schroeder Rep. Jackie Taylor

STAFF PRESENT: Melanie Zermer, Committee Administrator Lee Penny, Committee Administrator Carolynn Gillson, Committee Assistant

ISSUES CONSIDERED: Review of Oregon Benchmarks

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TAPE 1, SIDE A

005 REP. BOB PICKARD, CHAIR: Calls the meeting to order at 3:07 p.m. > Gives brief introduction of the Oregon Benchmarks (EXHIBIT A).

Review of Oregon Benchmarks Witnesses: Duncan Wyse, director of the Oregon Progress Board Tim Houchen, staff to Oregon Progress Board

033 DUNCAN WYSE, director, Oregon Progress Board: Uses an overhead projector to give an overview of the Oregon Benchmarks and report on the children's issues in the report (EXHIBIT B). The idea behind the benchmarks is to create a purposeful goal-oriented government that builds in accountability for the future. Reviews the information in his presentation: > Central idea - measure where we are, define where we want to be, figure out how to get there and measure results. > Typical policy model - don't know where we are, don't agree on where we want to be, and don't know where we are going. > Focus on the results we want in areas of education such as literacy, math skills, or dropout rates. > Reviews a outline of the state's strategic plan, Oregon Shines, and how those directions are translated into the benchmarks. > Reviews the concerns Oregon needs to focus on when planning it's future. > Reviews Oregon's weaknesses. > Oregon is fighting in a global market place. Our wages are being connected to our skill levels as they compare with people around the world. > Reviews data on twelfth grade comparative scores and national literacy levels. Hopes to have Oregon's literacy data available soon. > Reviews economic opportunities created by global markets and refers to chart showing the earnings of young adults entering the work force in 1973 and 1986. > Unless the skills of high

school graduates increase, the state's economic future will be bleaker and bleaker.

202 WYSE: Reviews major strategy issues and a 20-year vision for Oregon. > Goals in Oregon Shines focused on quality not quantity: raising our incomes, maintaining a strong middle class, maintaining a quality of life and stable and increasing employment statewide. > Reviews the three ways Oregon will distinguish itself: the best educated and trained people, a strong quality of life, and concentrate on internationalizing our culture. > Distinguish ourselves as a place with good infrastructure and good business climate. Reviews a circle of prosperity. > In the Benchmarks, we took each element in the circle of prosperity and assigned measurable goals. The final report is divided into three chapters: people, place and economy. > The result is a series of benchmarks that challenge us in every area of Oregon life. > The bill creating the Oregon Progress Board asked the Board to create the document and return it to the Legislature for review, modification and adoption.

315 CHAIR PICKARD: In the 160 measurable goals in the benchmarks, there is something for everyone.

334 WYSE: Reviews the benchmarks for exceptional people (p. 12-13, EXHIBIT A). > Reviews the lead benchmarks on page 5 of the report.

TAPE 4, SIDE A

003 CHAIR PICKARD: There is not another state that is doing this?

WYSE: Not that I am aware of.

012 REP. MARY ALICE FORD: The next thing we need to know is what ongoing programs do we have that are leading us towards to the goals. If the programs are not there, is it the Legislature's job to develop them?

WYSE: The lead benchmarks are intended to create governance attention. The Progress Board itself is going to have a document on broader strategy issues related to achieving the benchmarks for people.

034 REP. WALT SCHROEDER: How close are the goals put together by the main committee to those you had in the preliminary report that you met with people around the state to discuss?

WYSE: I found the values and goals of Oregonians are very clear. There was broad consensus on the first draft. The biggest change in the people section of the report was the school-to-work transition. The new benchmarks are more carefully articulated.

051 REP. BEVERLY STEIN: Do you have a process to develop measurement tools for the benchmarks that do not have them?

WYSE: In the literacy assessment and K-12 assessment benchmarks, the measurement tools are coming. In other areas, we don't have an instrument designed yet. There are a few areas where we need additional funds in order to design a measurement tool, such as in early childhood education.

REP. KATZ: If the Progress Board has not set priorities to deal with the different populations, it is up to the Legislature to do that? I hope we will have some time to do that so the focus down in the Joint

Committee on Ways and Means will be focused on certain goals.

WYSE: You have to look at investing in high payoff areas.

103 CHAIR PICKARD: Are other committees requesting this presentation?

WYSE: The bill that passed last session requires the Progress Board to bring the benchmarks to the Legislature for review and adoption. The only sensible way to do that is to ask the substantive policy committees to look at the benchmarks that relate to their issue areas. >
Legislative Counsel is drafting a bill for the Progress Committee.

127 WYSE: An important element of this is to make decisions concerning infrastructure that channel economic growth throughout the state. There is wide consensus throughout the state on that issue.

148 CHAIR PICKARD: Expresses enthusiasm for the benchmarks and encourages other members of the Legislature to avail themselves of the Oregon Progress Board staff expertise.

REP. FORD: Does the reference to mentally disabled on page 20 of the report also relate to disabled?

WYSE: That is an area where we could not identify what the benchmarks ought to be. Recommends the issue be mentioned in the legislation for adopting the benchmarks.

185 TIM HOUCHEN, staff to the Oregon Progress Board: We met with the Oregon Disability Commission and will be working with select commission members on a variety of issues.

REP. FORD: My concern is that everything of fiscal concern does not have to be listed in this document in order to be recognized.

HOUCHEN: Without specific benchmarks to be measured, some subjects were not included in the report. We did not have enough time to develop benchmarks in every area.

215 CHAIR PICKARD: Adjourns the meeting at 3:55 p.m.

Submitted by: Reviewed by:

Carolynn Gillson Lee Penny Assistant Administrator

EXHIBIT LOG:

- A - Oregon Benchmarks Report - Duncan Wyse - 66 pages
- B - Testimony - Duncan Wyse - 77 pages