

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 COMMITTEE ON EDUCATION

May 1, 1991
p.m. Tapes 73-74

Hearing Room F 1:30

MEMBERS PRESENT: Rep. Carolyn Oakley, Chair Rep. Vera Katz,
Vice-Chair Rep. Bruce Hugo Rep. Delna Jones Rep. Mike Nelson Rep. Bob
Pickard Rep. Walt Schroeder

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

MEASURES CONSIDERED: HB 3469 - Estab. pre-apprenticeship
training program - PUB HB 2538 - Req's petition to lengthen course of
study in union high school district - PUB

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TAPE 73, SIDE A

006REP. CAROLYN OAKLEY, chair: Calls the meeting to order at 1:35 p.m.

HB 3469 - Estab. pre-apprenticeship training program for high school students
Public Hearing Witnesses: Kevin Leavitt, legislative assistant Glenn Welliver,
Welliver Metal Products Corporation Wayne Beckwith, North Salem High School
Irv Fletcher, Oregon AFL-CIO Gary Goodwin, Oregon Southwest Carpenter
Apprenticeship Program Bruce Cummings, Portland Carpenters Apprenticeship

015 KEITH LEAVITT, legislative assistant to Rep. Stan Bunn: Reads his testimony explaining what HB 3469 does (EXHIBIT A) and the purpose of the proposed HB 3469-1 amendments (EXHIBIT B). > The pilot program is limited to 100 high school students.

072 REP. MIKE NELSON: How will the students be chosen?

LEAVITT: Refers to the guidelines in the bill. > Any student around the state is eligible for the program. > Nothing in the bill would make the program inequitable because it is for a particular geographic area of the state.

099 REP. KATZ: Explains she and Rep. Bunn have companion bills that are linked to the Work Force Development Counsel. The goal is to make sure that young people are trained and can command decent salaries.

123 GLENN WELLIVER, president of Welliver Metal Products Corp.: Reads testimony in support of the bill (EXHIBIT C) and explaining why there is a need for qualified, skilled workers in the trades. > Describes the skills he needs people to have and how difficult it is to find young people who are trained in vocational education. \$25,000 to \$40,000 is not an unlikely wage for a good journeyman in the metals fabrication business. > Explains where he seeks employes from now.

183 WAYNE BECKWITH, vocational teacher, North Salem High School: Reads testimony explaining why the youth apprenticeship program will be effective (EXHIBIT D).

CHAIR OAKLEY: Are you able to bring any high school students who are not trained in to work in your business?

WELLIVER: The state and age limitations keep them way from working in an atmosphere where there is machinery. They can learn to use the machinery in school with supervision.

331 REP. KATZ: Is the liability and workers compensation issue considered in this bill?

WELLIVER: The employer in this program is required to cover the student with worker's compensation insurance.

363 IRV FLETCHER, Oregon AFL-CIO: Speaks in opposition to the bill and points out that the organized apprenticeship community was not involved in anyway with constructing the bill.

383 GARY GOODWIN, director of training, Oregon Southwest Carpenter Apprenticeship Program: Because of recent oral surgery, he has his assistant, Chuck Meeker, read his statement in opposition to HB 3469 because it encourages students to dropout of school in order to earn money and increases competition in the workplace (copy of testimony not provided). > Explains why the school system has a role to educate young people but not train them for their future occupation. > A recent report indicated 27 percent of our young people go on to higher education. Should the remain students be encouraged to drop out of school, take a part-time job, get farther way from their family unit and increase competition in the workplace.

TAPE 74, SIDE A

020 REP. BRUCE HUGO: I am having trouble following your logic here. What is your reference to dropouts?

GOODWIN: This bill proposes taking a student out of the educational process and put them into the working world in competition with apprentices who are already indentured in the workforce. There is no provision in this bill for any employer to even hire an apprentice. In my opinion, this could be a source of cheap labor for manufacturing and employers as well. > Leave the training of apprentices to industry. > The people I represent were not even considered or contacted when this bill was being drafted. Had they been contacted, their cooperation would have been evident in this bill. > The law does not provide for 16 year olds to work on the job site around equipment.

064 REP. KATZ: Do you have any problem with students in professional and technical programs becoming involved in school to work transition with employers while they are attending school?

GOODWIN: I have a slight disagreement if you are talking about construction workers.

REP. KATZ: Describes a work/study arrangement.

GOODWIN: History has shown us that once a young person in school starts working on the outside, they seem to have a tendency to drop out of the educational system. My main problem is with putting a 16 year old on a construction site in direct competition with an apprentice.

095 REP. DELNA JONES: Talks about a program in Washington county where the students have built a house and put the house on the market. Do you have a problem with that?

GOODWIN: These young people are working under direct supervision with a qualified instructor on a day-to-day basis to provide a product that is useful both to the community and to the school system.

REP. JONES: The problem comes when the student is allowed to go into the employer's work place?

GOODWIN: That is one of the main differences.

127 REP. KATZ: The goal is to give high school students the opportunity to experience a variety of professions and trades in school and out of school with the assumption they will continue other high school courses.

132 GOODWIN: Talks about people in their apprenticeship programs.

REP. KATZ: Help us design something where a student in a high school program can explore occupations before they make their decision.

171 BRUCE CUMMINGS, chair of the Portland Carpenters Apprenticeship: Speaks against the bill as it is written. Feels the average age of an apprentice should be 25 or older. A 16 year old is not capable of making that kind of career decision. > This bill assumes there is a need for more applicants. We have more people than we need in the construction business now. What we need are more qualified applicants. > For 100 years the construction industry has been training people without assistance from the state. > Talks about the costs involved in the bill and why the bill is not necessary. > Letting young people know about the jobs that are out there is a matter of public relations. We have done it well in the carpenter trade.

292 REP. HUGO: Kids drop out of school because they can't see a reason for being there. This bill is trying to give these kids an idea of what the real world is like so they will know certain classes are necessary to get into a job. We can't afford to lose any of the kids who drop out. We are trying to give kids some indication there is life other than going to college after high school.

338 GOODWIN: We need to help solve the problem and come up with a workable bill.

CUMMINGS: Talks about using people who are trained in trades to teach young people. There is nothing to keep young people out of the carpentry program now. It is a supply and demand situation.

REP. HUGO: You are being very protective of the apprenticeship program. The kids who are going to college will make it. It is the 15 or 16 year old who sees no reason to stay in school. How do we show them they can make a living without going to college?

CUMMINGS: We need to do a better job of making people in different trades available to the schools.

419 REP. BOB PICKARD: Talks about how the two-plus-two program works.

REP. JONES: The education system needs to be changed so students can have experiences that help them make decisions about their futures.

Testimony in support of the bill was submitted by the Department of Education (EXHIBIT E), the Bureau of Labor and Industries (EXHIBIT F), and Dan Faddis for Metro Electrical Trust (EXHIBIT G).

Testimony in opposition to the bill was submitted by Dan Campbell, Central Inside Electrical JATC (EXHIBIT H).

TAPE 73, SIDE B

HB 2538 - Requires petition of not less than six percent of electors in each affected component district to submit question of lengthening course of study in union high school district Public Hearing Witnesses: Rep. Dave McTeague Mary Sue Smith, Damascus-Union School Board of Directors Ozzie Rose, Confederation of Oregon School Administrators (COSA) John Marshall, Oregon School Boards Association (OSB A) Don Graber

060 REP. DAVE McTEAGUE: Reviews his testimony in support of HB 2538 (EXHIBIT I) which makes modest changes in the process for union school district consolidation, also know as "extending the course of study."

REP. HUGO: Talks about the difference between consolidation and

unification of school districts.

157 MARY SUE SMITH, chair of the Damascus-Union Grade School Board of Directors: Reads a letter she sent to the Oregon School Board's Association concerning a merger election the Damascus-Union School District was involved in and expresses support of HB 253 8 (EXHIBIT J). > Gives more details about the situation.

243 REP. HUGO: Why does Clackamas county have 34 school districts out of the 300 in the state? It is because you can have your neighborhood school. SB 917 says you can keep your small district, you just won't get any state money.

REP. KATZ: Why can't you keep your school the way you want it and still unify?

REP. HUGO: The public still runs their school district.

270 SMITH: The high school district would be responsible for the curriculum coming down to our district. It would change how the smaller school identifies program control such as textbook selection. > Our school district is doing better than the others around us.

REP. JONES: Talks about feeder school districts in her legislative district. Once unified, you will not have to give up what you have.

315 SMITH: Talks about where her school district is located.

REP. JONES: Talks more about small school districts and state funding.

SMITH: We are not against unification. We would like to see the choice to unify. We don't want to be forced by larger school districts. We disagreed with the way we were approached about unification.

392 REP. WALT SCHROEDER: Talks about a situation in Coos Bay where small school districts unified with the idea they would stay open. When the crunch came on the budgets, they stopped busing and they closed the outlying schools. Kids are traveling long distances into Coos Bay to go to school.

SMITH: Explains that it is a control and fairness issue.

TAPE 74, SIDE B

038 OZZIE ROSE, COSA: Our organization is opposed to HB 2538 because it would make it more difficult for unification elections to succeed. We support SB 917 because it addresses the issue of too many school districts in this state.

045 JOHN MARSHALL, OSB A: We are opposed to this bill because it would make it more difficult for discussions to take place concerning organization of local school districts.

REP. KATZ: If SB 917 fails to pass, would you still be opposed to this bill?

ROSE: Explains why they would still oppose the bill.

REP. JONES: Talks about the differences between the two bills.

REP. KATZ: Proposes looking at HB 2538 and SB 917 together.

120 DON GRABER: Explains why unifying the Damascus, Gresham and Orient elementary school districts would not be to their advantage. Unification alienates the community from the people. > Explains how size itself does not make it better.

REP. KATZ: Under our current system, you are probably right that you can't have the high performance organization you have now if you consolidate.

GRABER: This bill is only a small step. SB 917 would result in larger districts. A example of the failure of a large district would be the Portland School District.

REP. KATZ: It doesn't have to be a failure. The challenge is how we put it together so it works.

GRABER: Explains there is room for a K-12 high school district in the Damascus, Orient and Boring area. > What doesn't make sense is to force one county into another. > Need communication between the parents, teachers and community. There is more communication in the smaller districts than the larger districts. > Suggests the Legislature mandate a K-12 school district within walking distance of every student in the state of Oregon or provide buses. > Need cooperation and attitude changes.

201 REP. JONES: There are some larger districts in this state that are doing a good job of staying in contact with their communities. They can't give their students the opportunity they are getting without a consolidated effort.

GRABER: Explains the academic communication between Damascus, Gresham and Orient is good.

272 CHAIR OAKLEY: Adjourns meeting at 3:20 p.m.

Submitted by: Reviewed by:

Carolynn GillsonLee Penny Assistant Administrator

EXHIBIT LOG: A - Testimony on HB 3469 - Keith Leavitt - 2 pages
B - HB 3469-1 amendment - Rep. Burns - 13 pages
C - Testimony on HB 3469 - Glenn Welliver - 2 pages D-Testimony on
HB 3469 - Wayne Beckwith - 1 page E -Testimony on HB 3469 - Department
of Education 1 page F-Testimony on HB 3469 - Bureau of Labor &
Industries - 2 pages G-Testimony on HB 3469 - Dan Faddis - 6 pages
H-Testimony on HB 3469 - Dan Campbell - 2 pages I-Testimony on HB 2538 -
Rep. McTeague - 1 page J -Testimony on HB 2538 - Mary Sue Smith - 2
pages