

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 HUMAN RESOURCES

March 11, 1991Hearing Room D 1:30 p.m.Tapes 73 - 76

MEMBERS PRESENT:Rep. Mary Alice Ford, Chair Rep. Beverly Stein, Vice-Chair Rep. Jerry Barnes Rep. Cedric Hayden Rep. John Meek Rep. Hedy Rijken Rep. Jackie Taylor

VISITING MEMBERS: Sen. Scott Duff Sen. Jeannette Hamby Sen. Jim Hill Sen. Wayne Fawbush Sen. Gene Timms Sen. Peg Jolin Rep. Margaret Carter

STAFF PRESENT: Melanie Zermer, Committee Administrator Pamela Berger, Committee Assistant

MEASURES CONSIDERED: HB 2961 - Prohibits unlicensed person from administering or interpreting psychological test - PH Benchmarks for Exceptional People - Inf. Human Investment Policy - Inf.

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TAPE 73, SIDE A

010 CHAIR FORD: Calls the meeting to order at 1:32 p.m.

PUBLIC HEARING: HB 2961 - Prohibits unlicensed person from administering or interpreting psychological test Witnesses: Chuck Bennett, Oregon Psychological Association Dr. Bill McConochue, Psychologist

012 CHUCK BENNETT, OREGON PSYCHOLOGICAL ASSOCIATION: Testifies in favor of HB 2961. - Submits and explains proposed amendments to HB 2961 which are from the Oregon Psychological Association (OPA) and Oregon School Boards' Association (EXHIBIT A). - Bill originated because of some problems found in administering psychological tests. - The amendment defines "clinical psychological test". - Section 5 addresses concerns from the Oregon School Boards' Association.

075 DR. BILL McCONOCHUE, PSYCHOLOGIST: Submits and expands "Standards for Educational and Psychological Testing" (EXHIBIT B). - Describes several psychological tests.

170 CHAIR FORD: Is the problem giving the test or reading the results?

McCONOCHUE: The problem is, if one of these tests were given or analyzed by an untrained person, the interpretation may be inaccurate.

BENNETT: Would like to guarantee the quality of the tests given and analyzed.

CHAIR FORD: Could you cite some situations where there have been inaccuracies?

BENNETT: Am waiting for examples from members of OPA to give those examples to me. 200 - Explains language in the proposed amendments.

REPRESENTATIVE HAYDEN: Because I'm in the health care profession, on the House floor, I would need to declare a conflict of interest if this bill were heard. Would any member of the Oregon Psychological Association have a financial or other benefit from this bill?

McCONOCHUE: This bill is not designed to limit the use of these tests. It would limit the number of professions screened by the state, there would be a financial interest to those; don't think the intention is the create a closed shop.

CHAIR FORD: What is the problem you are trying to solve; why is this bill necessary?

McCONOCHUE: Don't know.

303 Discussion on criteria. General discussion.

400 CHAIR FORD: Still don't know what the problem is.

BENNETT: We are trying to be pro-active, trying to define who administers the tests.

CHAIR FORD: If others who signed up to testify want to, they may. - Closes public hearing on HB 2961.

TAPE 74, SIDE A

INFORMATIONAL HEARING: Benchmarks for Exceptional People
Witness: Duncan Wyse, Oregon Progress Board

010 DUNCAN WYSE, OREGON PROGRESS BOARD: Submits and explains a report "Human Investment Partnership - Achieving Benchmarks for Exceptional People" (EXHIBIT C). - Uses slides to explain trends in employment and education. 200 - Explains measurable goals (See: Exhibit C, pages 18-27).

240 CHAIR FORD: In view of Measure 5, it may be difficult to reach these goals.

WYSE: Submits and explains of summary of critical benchmarks.

TAPE 73, SIDE B

- Discusses the need for providing a skilled labor force. 074 - In setting goals, we are looking at what the payoffs will bill as one the criteria for prioritizing the goals. 090 - A number of tests could be given to a percentage of school children to find out if they are at their standard for their age level.

112 REPRESENTATIVE HAYDEN: The Trade and Economic committee concurred that we're not where we want to be in reaching the benchmarks, we have a long way to go. Have you researched where we were 50 years ago? Also, have you looked at other countries to find out what they are doing?

140 WYSE: That is the point of the benchmarks is to look at where we are and how we compare to other countries; tried to look in the past - could go back further.

150 REPRESENTATIVE STEIN: In pursuing this effort, we cannot continue to do business as we currently do. The only way to make changes is to use fundamental re-thinking for the educational system.

CHAIR FORD: Recesses the meeting at 2:45 p.m. - Re-convenes at 3:08 p.m.

INFORMATIONAL HEARING: Human Investment Policy Witnesses: Rep. Beverly Stein, District 14 Rep. Vera Katz, District 10 Sen. Wayne Fawbush, District 28 Duncan Wyse, Oregon Progress Board Gary Weeks, Chair, Coordinating Council on Families and Children Ray Ramsey, Director, Housing Agency

191 REPRESENTATIVE STEIN: Testifies on the Human Investment Policy. - Submits an Executive Summary on Investing in the Common Genius - The State Human Investment Policy (SHIP) Demonstration (EXHIBIT F). - Submits a brochure describing the Corporation for Enterprise Development (CfED) (EXHIBIT G). - Tells of work done by Social Service Planning Interim Committee. - Stresses the importance of merging social and economic policy; including legislative committees. - There will be a workers shortage in the future. - We need to wage of confidence in government to do things differently in the future. - This will be a long term project. - This proposed project will take 10-20 years to reach the challenges. - Important to have new visions for education, drug addicted babies, teen pregnancy, etc. - Measure 5 is undermining our efforts - therefore we need a new way of looking at things. - The Human Investment Strategy is an extension of the Oregon Progress Board's work. 237 - Mentions bills aimed at meeting these goals (EXHIBIT E). - Government must invest and must be accountable for a high return on investment. Instead of spending money, we must invest. The G.I. bill got \$5-12 for every \$1 invested; investment for education, housing, and peoples futures. - Smart investments need to be based on accountability - where we want to go, what are our outcomes, and how to get them. Also allow providers in the community based system to design the service systems. - We need to cut government bureaucracy and overcome fragmentation through a customer centered system. This system recognizes the way we are going to be able to organize the education, economic, and human service which rely on an empowered work force and client responsibility and choice. 282 - More decision making and power will need to be at the local level - in the hands of the community and the workers. - A public/private partnership essential to make necessary changes. - Business communities will have to have an interest in every displaced

homemaker, disabled person, social service recipient, and unemployed person. They also need to be partners in sharing information for high performance organizations; adopting the most advanced management techniques from the private sector that recognize empowered workers, innovation, risk taking, and lowering leadership. - Our competition in world economy is based on that. 315 - Discusses the philosophy incorporated (Refers to EXHIBIT E). - Oregon has the opportunity to become one out of three demonstration states, nationally, from the Corporation for Enterprise Development (CfED) (EXHIBIT G.) - As a result, we will be able to draw from the best minds in the country in developing strategies (i.e. individual development account). - OPB benchmarks called for partners of human investment and the implementation of a human investment strategy, requiring a mobilization of many throughout the state who subscribe to the values of partnership, investment, accountability, and who are willing to educate other people and transform the agencies at the local level that touch people's lives. - We are currently offering a variety of programs which would link to the Human Investment Strategy.

360 REPRESENTATIVE VERA KATZ, DISTRICT 10: Discusses the education reform package currently being developed. - Reads quote from article from Katz: "Our future as Oregonians will depend on our quality of our education, the level of our skills, and the productivity of our citizens. Oregon workers and employers must be able to respond to global markets and technologies that make new demands on high performance workplace organizations and employee skills. New technologies participatory management, sophisticated quality controls, and customer service are changing the work place and the skills that employees must have in order to change with it. Workers who cannot adapt to the changing work place and employers who do not recognize and respond to changing technologies and competition will be at risk of failure. Our ability to educate and train talented and productive people will make us economically viable for the 1990's and beyond." - The workplace was described as a school. We have to empower the professionals, in that school, to make major decisions about curriculum, financing, and organization to improve student performance. - The educational reform program began four years ago.

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- We asked the education system if there were any barriers that the state is putting on them. We told them that we will waive them, if so. This is the first time government gave up authority on state law. - Benchmarks say we are to be the best educated and trained citizens in America by the year 2000 and equal to any in the world by 2010. - Now we need to change our whole system of education. - We must re-design our academic and technical curriculum to meet higher and rigorous standards for every child. - Currently we are not trained or educated enough the first time around, without being trained over and over. 040 - We will be giving a certificate of initial mastery. - We will ask business and others to develop a curriculum that meets global standards of quality for those who do not plan on going to college. 055 - For those who cannot make it we will provide social services for every child in communities, located at schools, which is a community location for the people living in that community. - Every child who is eligible for Head Start, will be enrolled in the program by 1999. - We plan to phase in an extended school year from 175 days a year to 200 -220 days a year in order to achieve goals and raise standards. - We will adopt Sen. Hamby's

concept of an Oregon report card which holds schools accountable to their performance. - We will assess youngsters in grades 3, 5, 8, and 11. - We will try to provide financial incentives to the schools. - We will try to develop education of choice - after grade 10 have ability to move in our district to get necessary course work accomplished. - Convinced that Human Investment Strategy starts early. - Recommends K-3 ungraded programs - encourage team teaching. - If we have the political will, we can in fact have the best educated and trained work force in American by the year 2000 and the best in the world by 2010. - We will begin implementing right now. 110 - The reality is, by 1995, (assuming that we have the resources) we will be off and running. - A lot of what we just described is not going to cost addition funds, but if we provide learning centers, extended school years, additional responsibilities for teachers, innovative assessment techniques (i.e. student portfolios) additional resources will be needed.

140 SENATOR JOLIN: Do the educators support the concept of extending the school year?

KATZ: That is the last item on our agenda to be phased in.

154 REPRESENTATIVE HAYDEN: Will there be compulsory enrollment for kindergarten age children?

KATZ: Research shows the sooner the entrance, the more learned.

REPRESENTATIVE HAYDEN: Concerned about the extended school year not leaving enough time for family summer vacations.

KATZ: Schools are currently adjusting to vacations - still can be done with additional days. Youngsters loose so much because of the long summer break. There are some tradeoffs that we will be facing but if we are going to meet these goals will need to trade off.

215 SEN. FAWBUSH, DISTRICT 28: Testifies on the work force. - We will have comprehensive guidelines and goals - attempting to bring together on-going work force through training. - Markets we are interested in (the advanced countries) are our direct competitors. - Currently (only in America) an employer's view of a good employee consists of one who shows up on time, is drug free, and doesn't get hurt on the job. - We need to find managers who understand and develop their own work format. - We are quite a ways behind rest of the world. - This concept includes a state wide council - with active involvement. - Would like to hear from the private sector on what they would like to do as a major player of the work force council - Propose dedicating a portion of unemployment funds to the council for training those who are hard to train and the under-productive person. - Most countries spend 2-3% gross employment wages on training - - the U.S. spends only .08% - Propose dedicating a portion of the unemployment tax to provide housing. - What matters is who is coming through the gate.

360 GARY WEEKS, CHAIR, COORDINATING COUNCIL ON FAMILIES AND CHILDREN: The council has always been in the direction for the family to become self sufficient - Never did we consider higher dependency on the state. - Need to recognize that in order for families and individuals to become self sufficient there must be an infrastructure (housing, jobs, medical care, child care, educational opportunities, transitional services). - This can be achieved by treating families - can't take a individual out of dysfunctional family treat them and return them to dysfunctional family. - Alcohol problems can lead to employment problems; employment

problems may lead to housing problems. Need to stop the circle.

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- Suggests that one caseworker (broker) works on issues for the family.
- Describes Lincoln Counties intra-graded coordinated system. -
Describes Hermiston's multi-social service center including services from the state, city, private organizations, and county. 070 - Our goal is to have a self sufficient families who are to make decisions on their own, without depending on the system.

080 REPRESENTATIVE CARTER: Reads quote from William Raspberry "the more successful the social service is in empowering its consumers, the less likely they are to remain dependent on the system. The fewer co-dependents we have, the more difficult it will be to finesse an expansion of the system. And systems that don't expand tend to lose credibility and power and ultimately receive a smaller proportion of the service dollars."

096 STEIN: Disturbed by the article. Article did not include recommendations for change. Change of culture and government changing workers attitude is necessary. We must recognize that clients in social or educational or training systems should be viewed at their capacity instead of what they cannot do.

WEEKS: Our goal is for social services not to grow - that would measure success.

133 CHAIR FORD: Where do the working poor fit in? What about the families caring for their mentally ill family members? How do they fit into this high skilled work force?

STEIN: Society has to commit to taking care of those individuals at the best of our ability.

REPRESENTATIVE CARTER: The Trade and Economic Committee passed legislation which would provide lottery money for disabled entrepreneurs.

REPRESENTATIVE HAYDEN: Empowering families is a good idea - agree that we need good housing, medical care, and education. Taking them away from families to attend more school days does not empower the family.

WEEKS: We did not address that.

SENATOR HAMBY: Still would allow family summer vacation time.

192 RAY RAMSEY, DIRECTOR, HOUSING AGENCY: We have embarked on a new course - - looking at a variety of problems (housing crisis, vacancy rate) have not always been tied in with the system - We have never received general funds - been using bonds, which are insufficient to deal with the current problems. - The Human Investment Policy, and HB 3188, would be first step by enabling service grants. - The housing agenda in the state is to develop a trust fund, coordinate state services, and provide technical assistance. - The state has not responded to the federal housing budget cuts. - It is difficult to deal with housing projects, so many people to work with to get one going. - We worry too much about categorizing poor people which limits our social

obligation. - We struggle with issues of empowerment instead of real issues. - Am glad to have housing included in the social service loop. - The Human Investment Strategy is an important vehicle to move in the right direction. - HB 3188 would not require general funds; special grants could be made available through the existing community development corporation program in the Housing Agency. - Discusses private sector's involvement in Community Development Corporations (CDC).

330 DUNCAN WYSE, OREGON PROGRESS BOARD: Describes merging of efforts. - Stein and I were coming from the same direction and have been working together for past year to merge our efforts. - Important to nurture during early childhood years. - Need world class education, health improvement, and adequate budget. - Putting all the pieces together of this enormous agenda will take at least a decade - can't take it lightly

400 REPRESENTATIVE STEIN: We need to cross lines - housing, economic development, etc. Can't look at individual pieces any longer.

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- Change will only happen if taken to the community level - statewide. - In order to become champions, government will need to do things differently; hope you will join me in these efforts.

010 CHAIR FORD: Thanks REPRESENTATIVE STEIN for work done.

020 SEN. DUFF: As a former exchange student in Japan, we need to remember not to compete among ourselves. The Japanese and Europeans are our competition. The Japanese children have longer school days, an evening academic program, and attend schools for longer time periods.

CHAIR FORD: Adjourns the meeting at 4:20 p.m.

Submitted by,

Reviewed by,

Pamela Berger

Melanie Zermer

EXHIBIT LOG: A - HB 2961 - Proposed Amendments - Bennett - 1 p. B - HB 2961 - Standards for Educational and Psychological Testing - McConochue - 10 pp. C - Oregon Benchmarks - Wyse - 41 pp. D - Oregon Benchmarks, Summary - Wyse - 1 p. E - Human Investment Policy "Oregonians Investing in Oregonians" - Stein - 3 pp. F - Human Investment Policy, Executive Summary - SHIP - Stein - 4 pp. G - Human Investment Policy, CfED Brochure - Stein - 4 pp.