

Measures Heard SB 181 (Public Hrg) SB 182 (Public Hrg) SB 117 (Public Hrg)

SENATE COMMITTEE ON EDUCATION

February 5, 1991 Hearing Room 343 3:00 p.m. Tapes 11-12
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice-Chair
Sen. Joan Dukes Sen. Ron Grensky Sen. Cliff Trow MEMBER EXCUSED: Sen.
Peter Brockman Sen. Paul Phillips STAFF PRESENT: Jan Barga, Committee Administrator
Angela Muniz, Committee Assistant
WITNESSES: MARILYNNE KEYSER, Senior Advisor on Workforce Development
in Education, Executive Department MIKE HOLLAND, Commissioner for
Community Colleges RUTH HEWETT, Member, State Board of Education SHARON
LITTLE, Member, State Board of Education DANA ANDERSON, President-Elect,
Oregon Community College Association

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.

TAPE 11, SIDE A

005 CHAIR GOLD: Calls the hearing to order at 3:05 p.m.

COMMITTEE INFORMATION: 017 MARILYNNE KEYSER, Senior Advisor on Workforce Development in Education, Senate Committee on Education
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Executive Department: Governor wants to look at education as part of a workforce development process. Past legislation shows the Legislature is interested in similar issues. There is a vision shared by government, business and labor around Oregon having the best workforce by the year 2000. Workforce would be high performance oriented characterized by high level of diversity, technical competence and self-sufficiency. Governor's priorities: > Finding replacement funds for schools. > Creating excellent workforce by the year 2000. > Creating livable communities. Initiatives underway: > Preparing youth for the workforce. Governor is committed to funding prekindergarten and expand number of children able to participate. > Restructuring of delivery in the public school system. Wants to reduce barriers to creativity in education of children. > School to work transition. It prepares kids by age 16 to be able to take advantage of real options such as community college or apprenticeships. Post-secondary arena: > Access is a concern. > Articulation between community colleges and higher ed. Have already done with community colleges and the public school system with the 2+2 program. The existing workforce and unemployed adults: > Retraining and training programs > Dislocated workers > Literacy of workforce. > Welfare reform is part of the strategy. Would refocus mission of Adult and Family Services to give people the training and support to get out of the system. Federal government has given its support to this. > Child care as part of the workforce strategy. Because programs are diverse, coordination is an important issue. Governor supports creation of a state Workforce Development Council. Bill is being drafted. > Would include: The governor, Commissioner of Labor, Superintendent of Public Instruction, Commissioner of Community Colleges, Chancellor of Higher Education, Director of Human Resources, and the Director of Economic Development. Also would incorporate about as many members of the private sector and labor representatives. Have to get everyone who is involved at the table, and it can't just be a group of government officials. >

Would develop state goals and measurable outcomes. Structural changes: Asks to abolish five other state councils that are currently doing pieces of the program. 235 SEN. MCCOY: What are those agencies or commissions?

KEYSER: The state Job Training Coordinating Council, the state Advisory Council on Career and Vocational Education, Oregon Occupational Information Coordinating Committee which are all federally required. The Workforce Advisory Council and the state Apprenticeship Council are created by state statute. It will be hard to do and people are reacting, but it's good to look at it. 275 CHAIR GOLD: Interim committee's world group looked at coordination issues. Do have a bill that begins to get at that (SB 113). Good luck.

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SEN. TROW: If state doesn't generate jobs, there won't be anything for workers after they're trained. Also, jobs that are generated are often technical and require expensive education or are service jobs that don't need formal training. Isn't that a reality we have to deal with?

KEYSER: The governor expects the Economic Development Department's primary mission to be job creation. Need a partnership with the business community when looking at what types of jobs and training can be provided. Continues with description of workforce development council. Staffing would be through Office of Educational Policy and Planning (OEPP). Some positions in the office will be cut but can redirect the energies of the office.

CHAIR GOLD: How many are on the OEPP staff now and what are the cuts? 420 KEYSER: There are eight positions now and will cut the supervisor position and she will be the director. Summarizes mission of Office of Education Policy and Planning: -Focus effort of state government to develop and maintain superior educational systems. -Assess public needs in educational arena. -Advising the governor on educational policies and planning efforts. -Assist governor to carry out educational initiatives and evaluate the results. Office is mostly an advising, policy group. Wants to continue to move in that direction and broaden the role to look at other workforce issues.

TAPE 12, SIDE A 030 SEN. TROW: Are the policy analysts in the office able to make the adjustment from one focus to the other?

KEYSER: Believes so. Is one vacant position so there are possibilities to create positions and other levels of staff. The statute for the office (ORS 348.705 to 348.890) contains provisions that currently are not done. SEN. TROW: Are you doing any planning for conventional education other than the workforce directions?

KEYSER: Right now OEPP has finished several projects related to traditional education planning. Staff has been working with other commissions and programs dealing with traditional education. Office can be in a position to respond to planning needs.

SEN. MCCOY: How many serve on the commissions you are eliminating?

KEYSER: Guesses at the numbers. There are overlaps so some people serve on several boards. It tells you something about the coordinating problem.

CHAIR GOLD: Moves to issue of community college governance area. 090
KEYSER: Clarifies some of the confusion created by testimony from
Executive Department about the Office of Community College Services
(Jan. 24, 1991 hearing). No substantial the Office of Community College
Services (Jan. 24, 1991 hearing). No substantial changes; it makes
permanent laws that were passed four years ago and sunset this year. The
governor is very supportive of this governance arrangement. Saute
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SEN. TROW: Would the commissioner be subject to the authority of the
board? Would the board be able to change the commissioner or is the
position appointed by the governor? KEYSER: The commissioner is
appointed by the board and serves at its pleasure.

PUBLIC HEARING ON SB 181: 128 MIKEHOLLAND, Commissioner for Community
Colleges: Provides background information about community colleges
(EXHIBIT A). SB 181 removes the sunset clause in the 1987 governance
legislation (ORS 326.041 to 341.655). Additional language in SB 181
cod)ifies existing practice. Bill is important to Office of Community
Colleges because the office is the recognized governance structure.
Apologizes for the confusion around the Executive Department's budget
presentation at the Jan. 24 hearing. SEN. DUKES: Is still furious at the
executive department, but was clear it has nothing to do with the
cornmunity college representatives.

200 RUTH HEWETT, Member, Oregon State Board of Education: Recaps
history of community colleges. SB 181 puts into statute what the board
has been working on for several years. 260 DANA ANDERSON,
President-elect, Oregon Community College Association: Presents written
testimony (EXHIBIT B). SB 181 is necessary to maintain a high level,
state advocacy for community colleges.

SEN. TROW: Likes the bill. Later it may be important to think about
whether the commissioner would need a different board other than the
Board of Education, such as one that serves both public schools and
community colleges. It is possible that the board may find itself in
conflict between the two systems. Because of Measure 5, community
colleges will be more self-financed. With state having more to say about
financing of community colleges, it may want more to say about the
governance.

318 HOLLAND: Correct about implications on governance from Measure S.
The state board could move from a coordinating board to a governing
role.

SHARON LITTLE, Member, State Board of Education: Is the board liaison
for community colleges. The board has worked hard to implement the 1987
governance program. Pleased with the progress and want to continue for
another two years. 375 CHAIR GOLD: Clarifies what the bill does. It
removes the sunset making the office of community colleges permanent.
For budgetary items, it separates out what might of been considered a
Department of Education request. HOLLAND: There are no new costs to the
state because there is a contracting back for services.

CHAIR GOLD: Has become more conservative about creating new state
entities. It would take convincing to change something that appears to
be working well when Measure S financially ties us closer together. But
values community colleges and realizes that can lead to a concern for a
separate identity. Asks representatives from the Department of Education
wish to comment on

the bill.

TAPE 11, SIDE B

PUBLIC HEARING ON SB 182: 021 MIKE HOLLAND: Response to two issues: district formation and name changes of community colleges. Explains district formation for community colleges. A feasibility studies is required and an initial tax levy must be presented to voters. Currently, there is no reference to a reasonable levy. Explains current process when a college district proposes a name change. A district must get state board approval when it changes its name but not when it chooses a name in the first place. Law is unclear about process. Presently a district must pass a resolution, conduct a public hearing, and receive approval of the name change from the state board. But 21 days after the hearing the name change becomes official. Bill would have board endorse the name change before the public hearing and the 21 day standard.

116 SEN. TROW: If the board endorses the name before the hearing what is the purpose? HOLLAND: The approval is simple to assure the name is not misleading, confusing or inappropriate. If the name is not objectionable, then the hearing takes place without any problems developing later. SEN. TROW: What if the board doesn't like the proposed name and wants to change it? HOLLAND: The board would be able to pass a supplemental resolution and starting with an additional name. DANA ANDERSON: Refers to written testimony (EXHIBIT B). OCCA supports the bill as written.

PUBLIC HEARING ON SB 117: 145 MIKE HOLLAND: SB 117 requires vocational education division be jointly managed between Superintendent of Public Instruction and Community College Commissioner. Provides background on vocational education. Are a variety of possibilities for coordination that are used in other states, but the bill proposes to do it in a unique, imaginative way. It is a charge by the state board requiring joint administration and management of the vocational education division. The amendment makes this more clear (EXHIBIT C).

210 SEN. TROW: Which of the two agencies would have the budget for vocational education. HOLLAND: It is represented in both budgets and the budgets have been submitted to Ways and Means. It commits us to blending those resources together.

SEN. TROW: So both would have an equal feeling on ownership and if it came to cutting budgets one wouldn't offer up the program while the other kept it. HOLLAND: The state board of education ultimately submits budgets. Senate Committee on Education Februar, S, 1991Page 6

CHAIR GOLD: Both SB 181 and SB 117 have subsequent referrals to Ways and Means even though they don't have money in them. Can consider that when the committee has a work session on the bills.

Sen. Trow and Sen. Dukes discuss why the bills were also referred to Ways and Means. DANA ANDERSON: Refers to written testimony about support of SB 117 (EXHIBIT B). This is a step toward the goal of visible leadership and coordination on state level. 270 JAN BARGEN, Committee Administrator: What is your interest in repealing the sunset clause in this bill repeating the language in 181?

HOLLAND: No explanation other than a good idea bears repeating. CHAIR GOLD: Did you want the proposed amendment drafted though Legislative Counsel? HOLLAND: The amendment is important to the State Superintendent. Would like it to go through Legislative Counsel. SEN. TROW: What happens if the two agencies can't agree? HOLLAND: The burden is on the administrator of Division of Vocational Education to bring us together. If that is impossible then decisions that cannot be negotiated or reconciled then we'd go to the state board for a decision.

300 CHAIR GOLD: Asks representatives from the Department of Education if they have any comments on behalf of the superintendent. There is a rumor about a desire to draw community colleges further away from the K-12 situation and into the higher ed arena. HOLLAND: Rumors regarding governance abound. Has heard discussions about folding into higher ed.

ANDERSON: The issue has been alluded to in discussions on the three bills. The strong, local board role with community colleges is still there and is important to maintain.

COMMITTEE INFORMATION:

360 CHAIR GOLD: There will be a joint meeting with the two education committees and Senate Revenue Committee on Feb. 6 to hear John Augenblick. Adjourns the hearing at 4:30 p.m.

Submitted by:	Reviewed by: Angela Muniz	Jan Bargaen
Assistant	Administrator Senate Committee on Education	
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EXHIBIT LOG: A - Testimony on SB 181 - Mike Holland - 2 pages B - Testimony on SB 181, SB 182, SB 117 - Dana Anderson - 1 page C - Amendment to SB 117 - Mike Holland - 1 page

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