

SENATE COMMITTEE ON EDUCATION

March 21, 1991 Hearing Room 343 3:00 p.m. Tapes 44 - 45
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice-Chair
Sen. Joan Dukes Sen. Peter Brockman Sen. Ron Grensky Sen. Paul Phillips
Sen. Cliff Trow VISITING MEMBER: Sen. Jeannette Hamby STAFF
PRESENT: Jan Barga, Committee Administrator Angela Muniz, Committee
Assistant MEASURES HEARD: SB 121 - Minority Teacher Program - WS SB
122 - Minority Teacher Recruitment - WS SB 123 - Minority Teacher Task
Force - WS SB 124 - Reporting Graduation Characteristics - WS SB 516 -
Higher Education Report Card - PH

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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 44, SIDE A

005 CHAIR GOLD: Calls the hearing to order at 3:15 p.m.

JAN BARGA, Committee Administrator: Presents information about SB
121-124, the Minority Teacher Task Force package. Presents the SB 122-2
amendments (EXHIBIT A) which clarify language. Legislative Counsel has
drafted a letter stating that SB 122 is not a quota bill (EXHIBIT B).
Presents letter from the Confederation of Oregon School Administrators
supporting the package of bills (EXHIBIT C). Presents testimony from the
Oregon School Boards Association supporting the goals of the Minority
Teacher Task Force (EXHIBIT D). The subsequent referral to Rules for SB
122 and SB 124 may be rescinded because of this support. Presents SB
123-2 amendments (EXHIBIT E). Presents SB 121-1 amendments that
essentially replace the bill (EXHIBIT F). Presents testimony from Oregon
Education Association in support of the bill (EXHIBIT G).

SB 121 - MINORITY TEACHER PROGRAM - WORK SESSION:

090 MOTION: Chair Gold moves adoption of the SB 121-1 amendments
(EXHIBIT F).

SEN. GRENSKY: Does this go to Ways and Means? Senate Committee on
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CHAIR GOLD: Yes. In the original bill, the Department of Education would
have funded the minority teacher programs. The amendments move that
responsibility to the State System of Higher Education.

BARGA: The amount of money is still blank. The proponents have reduced
the amount of money they are asking for to \$75,000.

VOTE: In a voice vote there were no objections.

130 MOTION: Sen. Phillips moves for passage of SB 121 as amended with
a subsequent referral to Ways and Means by prior reference. CHAIR GOLD:
The reason for Section 2 in the bill is in case it does not get funded
in Ways and Means. That would allow funds to be gathered from outside
sources. VOTE: In a roll call vote the motion carries 443. Voting AYE:
Sen. Brockman, Sen. Grensky, Sen. Phillips and Chair Gold. Excused: Sen.
Dukes, Sen. Trow and Sen. McCoy. (Sen. McCoy casts his AYE vote later on
page #.)

SB 122 - MINORITY TEACHER RECRUITMENT - WORK SESSION: 149 MOTION:
Chair Gold moves adoption of the SB 122-2 amendments (EXHIBIT A).

BARGEN: Explains the amendments.

SEN. BROCKMAN: On line 6 of the hand-engrossed version (EXHIBIT H) it says "teachers, including administrators." On line 23, page 2 it says "teacher includes administrator." Is there a reason for that?

BARGEN: Had asked LC to use one phrase that would establish that teacher includes administrator in the bill and they provided this language.

SEN. BROCKMAN: Is it standard that teacher includes administrator? Thought they were two different classifications.

BARGEN: It has been used before.

SEN. GRENSKY: It seems superfluous.

CHAIR GOLD: Sometimes uses the word educator. Apparently LC thought it was the appropriate phrase.

VOTE: In a voice vote there were no objections.

188 MOTION: Sen. Grensky moves for passage of SB 122 as amended and requests that the subsequent referral to Rules be rescinded. VOTE: In a voice vote the motion carries 5-0-2. Voting AYE: Sen. Brockman, Sen. Senate Co littee on Education March 21, 1991 - Page 3

Grensky, Sen. Phillips, Sen. McCoy and Chair Gold. Excused: Sen. Dukes and Sen. Trow. Chair Gold will lead the floor discussion.

CHAIR GOLD: Asks Sen. McCoy if he would like to record his vote on SB 121.

SEN. MCCOY: Casts an AYE vote on SB 121.

SB 123 - MINORITY TEACHER TASK FORCE - WORK SESSION:

225 MOTION: Chair Gold moves SB 123-2 amendments (EXHIBIT E).

BARGEN: Explains the amendments.

CHAIR GOLD: There is a fiscal impact of about \$25,000 for the next biennium.

VOTE: In a voice vote there were no objections. MOTION: Chair Gold moves for passage of SB 123 as amended to Ways and Means by prior reference. VOTE: In a roll call vote the motion carries 542. Voting AYE: Sen. Brockman, Sen. Grensky, Sen. Phillips, Sen. McCoy and Chair Gold. Excused: Sen. Dukes and Sen. Trow.

SB 124 - REPORTING GRADUATION CHARACTERISTICS - WORK SESSION:

CHAIR GOLD: There are no amendments to this bill.

BARGEN: No. Explains the bill.

285 MOTION: Sen. McCoy moves for passage of SB 124 and requests

that the subsequent referral to Rules be rescinded. , VOTE: In a roll call vote the motion carries 5-0-2. Voting AYE: Sen. Brockman, Sen. Gensky, Sen. Phillips, Sen. McCoy and Chair Gold. Excused: Sen. Dukes and Sen. Trow. Sen. McCoy will lead the floor discussion.

SB 516 - HIGHER EDUCATION REPORT CARD - PUBLIC HEARING: Witnesses: Sen. Jeannette Hamby, District 5 Tom Lynch, Employment Division Sue Violette, Employment Division Roger Bassett, State System of Higher Education Karen Garst, Oregon Community Colleges Association

337 SEN. JEANNETTE HAMBY, District 5: Presents a memo answering questions raised in the March 12 hearing on SB 515 (EXHIBIT I). Presents and explains amendments and information on SB 516 (EXHIBIT J). Only one other state, New Mexico, has a report card for community colleges. Time is short. Is concerned that at the K-12 level and higher education levels we need Senate Committee on Education March 21, 1991 ~ e 4

to establish a level quality if we're going to be successful finding alternative funds. Refers to testimony from John Danielson of OEA at the March 12 hearing. Need to establish accountability now. Is confident the Legislature will find funds to replace revenue. Will survive the cuts and Oregonians will feel comfortable. There are bigger cuts coming in higher education in the next biennium.

122 SEN. TROW: what leads you to think that we have a credibility problem in higher education that requires this action and what makes you think that this is likely to cure it? SEN. HAMBY: Refers to the data being collected by the community colleges (EXHIBIT J). It is information that is currently collected.

SEN. TROW: How do we know that making this information available will cure a credibility problem? Doesn't think Measure 5 was in response to a credibility problem in higher education.

SEN. HAMBY: Doesn't think Measure 5 was passed because of higher education. There is a perception that when one unit of government shows it is not cost effective, all are inefficient. Has heard criticisms of higher education. A report card would allow higher education and community colleges to show they are doing well.

SEN. TROW: Is not convinced of that. Thinks it will be additional work and expense. There is a report card in some states? Is there a track record to see if it is doing any good?

SEN. HAMBY: New Mexico has found positive outcomes in the higher education report card. Not all voters are directly involved with higher education. Need to keep the issue in the forefront. Will hear testimony from the Employment Department in regards to the Workforce 2000 issue. Supports the Oregon Benchmarks. They are an aggregate of goals and not like the report card.

194 SEN. MCCOY: Do you have any information about what happened during the interim with the Workforce 2000.

SEN. HAMBY: Have divided the Trade and Economic Development Committee to work on the issue and will have a report for the Legislature soon.

CHAIR GOLD: SB 516 has a subsequent referral to Rules and has a fiscal analysis of \$54,000 because of the need for a FTE research assistant.

209 TOM LYNCH, Employment Division: Presents and explains a progress report on the Occupational Program Planning System (EXHIBIT K). The information has been gathered in conjunction with Workforce 2000. OPPS provides a database of information about jobs in Oregon and training needed. Can identify where students from community colleges are in the labor market. Can identify long-term occupational forecasts which community colleges can use in training students.

370 CHAIR GOLD: The kind of work you are describing forms the beginnings of what SB 516 asks for. Senate Committee on Education March 21, 1991- Page S

LYNCH: Yes, especially in the areas of how well people are doing in the labor market.

CHAIR GOLD: The data base you are developing could be a central location for information including the information Sen. Hamby is asking for?

LYNCH: Yes, hopes the system will become the state depository for employment information of that kind for all organizations that need it. Is moving toward a standardized system of definitions.

SEN. MCCOY: What do you mean by 'systems'?

LYNCH: A system is an automated, computerized data system.

SEN. MCCOY: What could you get from the system? LYNCH: For example, if a community college entered information about its students into the system, it could get information about those students' employment after graduation. It can provide demographics about the students.

454 SEN MCCOY: How did you select the occupations listed in the progress report? How far into the future do you group the occupations?

LYNCH: The Employment Division selects the occupations from a survey it conducts every year. Can identify the changing needs of the employers with that information. Groups the occupations for up to five years. If you develop a plan over the five year period, could adjust it with this information.

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032 SEN. MCCOY: That would mean your occupational code would change frequently.

LYNCH: Have extensively identified the occupations in the Oregon workplace and supplied occupational job description to employers. They are general, not specific, to an occupation.

SEN. MCCOY: For example, the aircraft mechanics listed in the report. Is that a certified journeyman, or is it a temporary position?

056 SUE VIOLETTE, Employment Division: These are actual results from students who have graduated from community college programs. The person is a graduate from a community college, not an apprentice.

SEN. MCCOY: Many people come out of a program like that, but they are not qualified to do the overall job that is required. May be arguing against this type of program such as the aircraft mechanic and carpentry.

VIOLETTE: The beauty of the system is that we will be able to see what happens to these people over time and answer your question.

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083 LYNCH: If the community college has an agreement with an apprenticeship program they would be included in the count. Will be adding apprenticeship to this information and will be able to identify how they are doing in the labor market. Offers examples of how the information can be used in the labor market.

CHAIR GOLD: It is great to have this depository of information.

149 ROGER BASSETT, Oregon State System of Higher Education: Presents written testimony in opposition to SB 516 (EXHIBIT L). The fact book that Sen. Hamby displayed (EXHIBIT J) is a management summary but would be a poor document for the public. Does have an interest in how the public perceives higher education. That interest is reflected in the Oregon Benchmarks project. Sees the Benchmarks as the appropriate accountability in higher education. Hopes the committee encourages the Benchmarks. The report card proposal is a distraction to that effort.

218 CHAIR GOLD: Will be having a informational meeting on the Benchmarks soon.

SEN. GRENSKY: Are the Benchmarks published?

BASSETT: Yes, their purpose is to reflect the changes in time and the interests of the public.

SEN. GRENSKY: Does the public have access to this information?

BASSETT: The Benchmarks have been given wide distribution. It is used for communication between the public and government. The fact book is made available to the public but it is not widely distributed.

SEN. GRENSKY: Why do you object to SB 516 if you are already collecting the information? BASSETT: It's not that it is difficult to do. It's that it is a distraction from what really matters.

SEN. GRENSKY: Could you be more specific. Why don't you want to do it?

BASSETT: It is the wrong kind of information to engage the public in discussions about higher education. The Benchmarks is the right information and is already underway.

268 SEN. GRENSKY: Sounds like you are not collecting the data in SB 516 and are not interested in collecting it. It is the Benchmarks you want to rest on.

BASSETT: Are collecting the data suggested in the bill, but the data in the bill and in the fact book is geared to internal policy decision. It is not geared to for the public to see if we're making any difference. The Benchmarks are geared for that.

CHAIR GOLD: Perhaps we should reserve judgement until we are better informed about the Benchmarks.

SEN. GRENSKY: Doesn't see why the public can't be served by the information in SB 516? To boil your opposition down, it is that you do not think the public would be served with this

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information and they would be with the Benchmarks?

BASSETT: Correct.

CHAIR GOLD: The Benchmarks are more in terms of goals and use simplistic language.

BASSETT: Yes, and they have to do with what the public and government wants to do to make the state successful in various areas.

SEN. TROW: Would support the bill if there was an indication that it will do what it says it will do. The problem with the statistics is that they don't tell you anything without analysis. It is not the way to measure performance.

365 KAREN GARST, Executive Director, Oregon Community College Association: Presents written testimony (EXHIBIT M). The Benchmarlcs are going in the right direction. Need to look at outcomes, and need to look at students' goals. The report card doesn't address the role of the community colleges. It is difficult to compare them because they provide programs to meet the needs of the community. Most community colleges do not have the facilities to collect the data asked for in the bill.

483 SEN. GRENSKY: Would like a copy of the Benchmarks.

BARGEN: The Benchmarks director is scheduled to present information during the April 4 hearing.

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032 SEN. GRENSKY: Thinks the idea for a report card is good. Only hears people saying it isn't good because of this or that.

CHAIR GOLD: We are all striving for accountability. The problem is do you just report statistics or do you report goals. The Benchmarks are mentioned because they address the outcomes.

SEN. GRENSKY: The Benchmarks sound good. Wants to see them and will go from there.

SEN. TROW: The report card is just a list of statistics that don't' tell you anything. The purpose is noble, but what is presented in the bill doesn't serve that purpose.

SEN. GRENSKY: But it is better than nothing which is what we have now.

SEN. TROW: Not if it claims to be something it's not.

CHAIR GOLD: The debate is on how to do this.

SEN. TROW: The debate is also on if we want to do it.

BARGEN: Presents a profile on community college services for Mike Holland (EXHIBIT N).

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066 CHAIR GOLD: Adjourns the hearing at 4:40 p.m. Submitted by:
Reviewed by: Angela Muniz Jan Barga Assistant
Administrator

EXHIBIT LOG:

A - Amendments to SB 122 - Staff- 1 page B - Legislative Counsel memo regarding SB 122 - Kathleen Beaufait - 1 page C - Testimony on SB 121-124 - Marvin Evans - 1 page D - Testimony on SB 121-124 - Karen Hafner - 1 page E - Amendments to SB 123 - Staff - 1 page F - Amendments to SB 121 - Staff- 2 pages G - Testimony on SB 121-124 - Karen Famous - 1 page H - Hand-engrossed version of SB 122 - Staff - 2 pages I - Memo regarding SB 515 - Sen. Jeannette Hamby - 13 pages J - Testimony and amendments to SB 516 - Sen. Jeannette Hamby - 12 pages K - Occupational Program Planning System progress report - Tom Lynch - 5 pages L - Testimony on SB 516 - Roger Bassett - 1 page M - Testimony on SB 516 - Karen Garst - 2 pages N - Office of Community College Services profile - Milce Holland - 70 pages

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