

LC 4268  
2019 Regular Session  
PRIORITY  
3/25/19 (DFY/ps)

# D R A F T

## SUMMARY

Establishes Transformational Resilience Task Force. Directs task force to research psychological, emotional and psychosocial resilience education and skills training. Requires task force to submit report on findings to committees of Legislative Assembly no later than May 2, 2022.

Sunsets June 30, 2022.

## A BILL FOR AN ACT

1

2 Relating to resiliency education.

3 Whereas both natural and human-caused disasters and persistent over-  
4 whelming toxic stresses can generate significant mental health problems in-  
5 cluding, but not limited to, severe anxiety, depression, post-traumatic stress  
6 disorder and increased suicidal ideation; and

7 Whereas both natural and human-caused disasters and toxic stresses can  
8 generate psychosocial maladies such as increased aggression, spousal and  
9 child abuse and violence that adversely affect educational programs, neigh-  
10 borhoods and communities; and

11 Whereas the mental health and psychosocial problems resulting from  
12 disasters and toxic stresses can aggravate or directly cause many physical  
13 illnesses and diseases; and

14 Whereas the mental health and psychosocial problems resulting from  
15 disasters and toxic stresses can reduce worker productivity, increase em-  
16 ployee turnover rates and in other ways hinder Oregon businesses; and

17 Whereas the mental health and psychosocial problems resulting from  
18 disasters and toxic stresses can undermine efforts by disaster response,

**NOTE:** Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

1 mental health, physical health, education and other programs to adequately  
2 perform their jobs; and

3 Whereas psychological, emotional and psychosocial resilience education  
4 and skills training can prevent mental health and psychosocial problems  
5 within both adults and children and help adults and children recover more  
6 rapidly from problems when they do occur; and

7 Whereas psychological, emotional and psychosocial resilience education  
8 and skills training can motivate people to engage in prosocial activities that  
9 increase their own sense of well-being by assisting others or engaging in  
10 positive civic activities; now, therefore,

11 **Be It Enacted by the People of the State of Oregon:**

12 **SECTION 1. (1) The Transformational Resilience Task Force is es-**  
13 **tablished.**

14 **(2)(a) The task force consists of 18 members, appointed as follows:**

15 **(A) The Senate Majority Leader and the Speaker of the House of**  
16 **Representatives shall jointly appoint one member, who shall serve as**  
17 **cochair of the task force with the member appointed under subpara-**  
18 **graph (B) of this paragraph;**

19 **(B) The Senate Minority Leader and the House Minority Leader**  
20 **shall jointly appoint one member, who shall serve as cochair of the**  
21 **task force with the member appointed under subparagraph (A) of this**  
22 **paragraph;**

23 **(C) The Senate Majority Leader shall appoint four members;**

24 **(D) The Senate Minority Leader shall appoint four members;**

25 **(E) The Speaker of the House of Representatives shall appoint four**  
26 **members; and**

27 **(F) The House Minority Leader shall appoint four members.**

28 **(b) Each member appointed to the task force must have expertise**  
29 **in a field or policy area related to the purpose of the task force, or**  
30 **have experience with private, public or nonprofit programs related to**  
31 **the purpose of the task force.**

1 (c) Appointments to the task force must be made within 180 days  
2 of the effective date of this 2019 Act.

3 (3) The task force shall, using survey data, statistical data, testi-  
4 monies and anecdotal data:

5 (a) Evaluate and quantify, to the extent possible, the impacts and  
6 costs for adults and youths living in Oregon that a lack of psycholog-  
7 ical, emotional and psychosocial resilience education and skills train-  
8 ing have on individual and group responses to natural disasters,  
9 including earthquakes, tsunamis, wildfires, smoke intrusion, wind,  
10 rain and snow storms, floods, droughts, heat waves, sea level rise and  
11 storm surges, new illnesses and diseases and human-caused disasters,  
12 including community violence, school violence and family trauma, and  
13 the short- and long-term impacts on life and life outcomes, including:

14 (A) Mental health;

15 (B) Physical health;

16 (C) Education;

17 (D) Employment;

18 (E) Income;

19 (F) Nutrition;

20 (G) Rural and urban neighborhood and community stability;

21 (H) Emergency preparedness and response; and

22 (I) Environmental awareness;

23 (b) Evaluate and quantify, to the extent possible, the costs gener-  
24 ated by a lack of adult and youth psychological, emotional and  
25 psychosocial resilience education and skills training that are incurred  
26 by the disaster preparedness and response, mental health, physical  
27 health, social service, education, law enforcement, business and other  
28 sectors in Oregon;

29 (c) Evaluate and quantify, to the extent possible, the benefits of  
30 psychological, emotional and psychosocial resilience education and  
31 skills training with respect to:

1 (A) Individual and group responses to natural and human-caused  
2 disasters, including those described in paragraph (a) of this subsection;  
3 and

4 (B) Life outcomes for adults and youths living in Oregon, including  
5 those described in paragraph (a) of this subsection;

6 (d) Evaluate methods for strengthening and expanding existing  
7 psychological, emotional and psychosocial resilience education and  
8 skills training programs, and launching new ones, to ensure that all  
9 adults and youths living in Oregon have access to such programs by  
10 2025;

11 (e) Evaluate how making psychological, emotional and psychosocial  
12 resilience education and skills training available to all adults and  
13 youths in Oregon can complement existing private, nonprofit, local,  
14 county, state and federal programs, including programs focused on  
15 building external physical resilience for disasters, increasing mental  
16 and physical health and reducing carbon emissions; and

17 (f) Make recommendations on how to expand psychological, emo-  
18 tional and psychosocial resilience education and skills training to en-  
19 sure that all adults and youths living in Oregon have access to such  
20 education and training by 2025.

21 (4) The task force may, in carrying out its duties, consult with,  
22 obtain information from and receive assistance from any advisers or  
23 other persons or entities as the task force deems necessary or advis-  
24 able. The task force may use information obtained from any source  
25 to carry out its duties.

26 (5) A majority of the members of the task force constitutes a quo-  
27 rum for the transaction of business, but the task force may hold  
28 hearings with a lesser number of members present.

29 (6) Official action by the task force requires the approval of a ma-  
30 jority of the members of the task force.

31 (7) If there is a vacancy for any cause, the appointing authority of

1 the vacant position shall make an appointment to become immediately  
2 effective.

3 (8) The task force shall meet at times and places specified by the  
4 call of the cochairs of the task force. The initial meeting of the task  
5 force must take place no later than 30 days after the date that a ma-  
6 jority of the members of the task force have been appointed.

7 (9)(a) The task force may seek and accept funding, staff support and  
8 other resources for its operation from Trauma Informed Oregon at  
9 Portland State University and agree to conditions placed on such re-  
10 sources not inconsistent with the duties of the task force.

11 (b) The task force may not request or accept moneys directly from  
12 the State of Oregon for its operation.

13 (10) The task force may adopt rules necessary for the operation of  
14 the task force.

15 (11) The task force shall submit a report on its findings, which may  
16 include recommendations for legislation, to the standing or interim  
17 committees of the Legislative Assembly related to emergency  
18 preparedness no later than May 2, 2022. The task force shall make its  
19 report publicly available at the same time it submits the report to  
20 committees of the Legislative Assembly.

21 (12) Members of the task force who are not members of the Legis-  
22 lative Assembly are not entitled to compensation or reimbursement  
23 for expenses and serve as volunteers on the task force.

24 (13) All agencies of state government, as defined in ORS 174.111, are  
25 directed to assist the task force in the performance of the task force's  
26 duties and, to the extent permitted by laws relating to confidentiality,  
27 to furnish information and advice the members of the task force con-  
28 sider necessary to perform their duties.

29 SECTION 2. Section 1 of this 2019 Act is repealed on June 30, 2022.

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