Testimony on Oregon Education

James Fritz, Associate Professor of Art, Southwestern Oregon Community College.
I am the Core Team Leader for Achieving the Dream at Southwestern, a national initiative to improve student success and graduation rates at community colleges. We are participating with 7 other colleges in a consortium of Oregon community colleges working with Achieving the Dream.

We need a real, integrated system of higher education in the state of Oregon. Right now, there seems to be little or no system of education in this state.

Universities are not a system. They are independent schools fighting for market share. Community colleges are not a system. They are 2 separate classes of college: large urban colleges competing against small rural colleges for an ever shrinking slice of state funding. And none of them work and play well with each other. How can we fix the system?

We need to fix the state revenue system with a more stable tax base. I've been in Oregon for 12 years, and in that time we've had 3 recessions. The Oregon tax base is so unstable that every time the national economy sneezes, Oregon education goes on life-support.

- ***We need a sales tax.*** Having a 2-legged stool of only property and income tax means we always tip over in a recession.
- ***Eliminate the "Kicker" and create a Rainy Day Fund.*** In case you haven't been paying attention, it been a "rainy-day" economy in 6 of the last 12 years.
- ***Repeal Measure 5.*** The property tax revolt of the 1990's has placed a strangle-hold on education funding in the state. Current state revenues are not adequate to run all state services and the education system too.
- ***Fix the Tier I PERS problem.*** The Tier I PERS surcharges to local governments and institutions are killing us.

We've got to stop the erosion of state support for education at all levels and rededicate ourselves to funding education as a primary value of being an Oregonian.

We must create a unified governing board for education in Oregon. The State Board of Education and the State Board of Higher Education do not provide a seamless path for K-20 education. They are ineffective at lobbying for adequate education funding in the state.

Fix the transferability of courses. Community college students are still unable to transfer coursework seamlessly into Bachelor degree programs.

Students ***assume*** that college courses are the same everywhere and they can transfer credits within a ***functional and fair system*** of higher education. But when they transfer to a university they discover a dysfunctional system. Courses are only accepted as electives, not as satisfying

university lower division requirements. Students are infuriated that they are back to freshman status and retaking courses at their new school.

It used to be just an academic turf war between community colleges and universities. But now the transfer student to the university is treated both as a less worthy scholar, and as a shiny new revenue stream!

Fix developmental education at community colleges. 70% of our students test into developmental education. These students enroll without the college-level skills in Reading, Writing, and Math to succeed in college. Of these students, almost none graduate with a degree or certificate. We need to create a new mechanism for funding and delivery of developmental education so that students are not spending dollars meant for college tuition on courses that do not satisfy any college requirements. They spend as much as $10,000 of their tuition waivers, Pell Grants, student loans, and their savings on developmental courses before they ever take their first college–transfer course. After one or two years working at building their college level skills, many are too debt-ridden and demoralized to continue in higher education. If you want to fix community colleges and increase graduation rates, you have to fix developmental education.

Thank you for the opportunity to speak.

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Education Reform - 40/40/20 Vision
A Local Perspective

Testimony to State Oregon Education Investment Board: October 23, 2012

Presented by: Kyle K. Walker – Parent & School Board Member, North Clackamas School District

Setting the Scene

- 40/40/20 Vision
- Common Core Standards/Smarter Balanced Assessment
- State and Federal Law/Regulations/Statutes
- School District Operating Policies and Administrative Rules
- Annual Operating and Capital Budget Development
- Federal Evaluation of Teacher Certification Standards
- Long Term Financial Planning and Revenue Forecasts
- Achievement Compacts
- Federal Title I and Special Education Funding/Restrictions
- Strategic Education Funding Investment Recommendations
- Social Issues, Shifting Demographics and Enrollment
- Collective Bargaining Agreements
- Design of Traditional and Career Technical Curriculum
- Oregon Workforce Investment Board Strategic Plan

This is just a short list of what local school districts are trying to understand, translate, address, balance and integrate at the local level. Finding a manageable framework to move through the web of education transformation while grappling with day to day service delivery is officially overwhelming – especially in an economically constrained environment.

Let me give you a sampling of local issues addressed over the last 10 days seeks at the North Clackamas School District:

- Review/update of Human Resource policies and administrative rules
- Search for a new superintendent
- Collective bargaining with certified employees
- Annexation of school buildings by a local municipality
- Expulsion hearings
- Educator performance/development training
- Administration of PSAT exams
- Equity Training
- Parents request to fund more teachers in the second grade classroom
- Local sports organization compliance with district policies
- Design of traditional and career technical curriculum
- Partnering with community colleges to link K-12 learning with post graduate learning
- Capital/facility improvement projects
- Adoption of new health care plans/premiums

You can imagine how local district leaders might have reacted when they opened their email and read the latest OEIB Education Funding Recommendations. We recognize and support the vision for education transformation in Oregon but we need time, funding relief and an opportunity for substantive involvement to move through this transition together.

Significant cuts in student learning days, closing of facilities, increased class sizes, and workforce reductions over the last three years limit our ability to thoughtfully plan and prepare. The myriad of strategies and concepts presented in varying formats by multiple entities, no integrated planning framework or cohesive approach between agencies, immediate deadlines for evolving achievement requirements, lack of substantive local involvement, mixed messages from key agencies and professional associations and a leadership tone that talks down rather than inspires, is not helpful for local school boards who by law are responsible and accountable for educating children residing in the district.

Last May, I conducted telephone interviews with leaders and staff from COSA, OEA, OSBA, ODE and two Governor Policy staff to find a common understanding of the level of investment needed to address Achievement Compacts and Common Core Standards – what was mandatory, what was voluntary, what are the impacts on staff time, how much flexibility did we have at the local policy level? The response was unsettling. I heard a common message of this is a work in progress, and will continue to be developed, so do the best you can. I also heard an acknowledgement that local stakeholders have been left out of the process with a promise to do better.

Here is a sampling of some of those comments:

- "Suggest minimal effort at this point, import data you have and call it good"
- "Next year will look different, just use what you have"
- "There are many complaints from districts as stakeholders – have asked OEIB to slow down and get it right "
- "A pilot with districts was suggested but not accepted"
- "They don't understand local impact, just do your best"
- "They are still continuing to struggle with targets and will be for quite some time"
- "Will change and look different next year so just fluff and buff"
- "There is no risk of legislature withholding state funding is you don't participate, but don't expect any funding relief"
- "I defer that answer to ODE, I defer that answer to the Governor's Office, I defer that answer to OEIB staff"

How This Feels

We are at the tipping point. This latest set of funding recommendations feels incomplete and disconnected, introduces new strategies without local context, and does not address immediate needs. When I read the following paragraph from the report I wondered what is the red line, what is optional, what does this mean? How does this complement or is in conflict with our current district priorities and community partners? How will I translate and articulate this policy jargon at the grassroots level to parents and educators?

> *"Any budget that purports to affect the delivery of education in order to improve student outcomes has multiple assumptions embedded within it: what those optimal outcomes are, who they are for, what conditions will produce them, and what are appropriate roles for the state and other organizations to play."*

I have already experienced conflict and competition regarding report recommendations from a local education partner and a state policy spokesperson. As a key stakeholder, I feel isolated and alarmed that these concepts may be settings up new layers of governance structures and bureaucracy, pitting competition for funds and

services between districts, ESD's and non-profit/special interest groups. This is not a collaborative approach, it is confrontational.

One size does not fit all and adding new layers of guidelines, new governance structure, new funding restrictions, and no immediate relief during this period of revenue decline/stagnation is now a barrier to meeting our primary mission of ensuring students are engaged, inspired and ready.

Please consider that the most important strategic investment of funds moving into the next Legislative session should be legislation that frees up funds to provide stable funding relief to shore up basic services which will give districts room to move toward reform targets, in a collaborative fashion. Districts need to catch their breath to transition and adapt and not feel that they are putting daily education services at risk.

Please invest more time involving and participating at the local level to test and see how these education reform and funding policies can be integrated and personalized. One suggestion is to send out multidisciplinary teams to conduct pilot projects with districts to understand the impacts and see how reform can be effectively developed and integrated into local plans – establishing a best practice model for others. Support local capacity and ownership. We want to be partners, we support the vision, but it looks very different from here and we have not been asked to substantively participate.

I not only view these challenges from a policy leader and professional perspective. I also view them through the lens of a parent with a student with learning challenges, who is trying to find an inspiring path for the future. Parents need the resources, the guidance and training to be active and informed advocates. This report would be foreign to them. They just want to be assured that their child is getting the best education possible with choices and options that will challenge and inspire them to grow with enriching experiences – the accountability for this is at the local level.

Moving Forward

The diagram at the end of my testimony offers a view from the local level – a visual map linking components of state education reform with basic services. This view suggests a more deliberative path which moves away from political protocols with soft detail to a collaborative approach and polished strategies. The outcomes of this phased approach would result in more substantive outcomes utilizing principles of *Interest Based* dialogue:

- ✓ Collaborative evaluation of solutions and strategies
- ✓ Understanding of perspectives and local innovation
- ✓ Willingness to fully share and understand relevant information
- ✓ Willingness of partners to forgo power as the sole method of winning
- ✓ Builds understanding and acceptance of the process by all participants and constituents

Priorities

Priorities suggested in this model are diverse but are primarily focused on:

- ➢ Recognition of the dynamics of **Transformational Change** to manage through conflict and cultural/organizational development.
- ➢ Design and implement phased **Strategies Implementation Approach** involving local implementers to test and adapt.

- Establish a stable and sustainable **Funding Framework** which supports immediate baseline services *(without this, classroom size and lack of basic education tools will be the barrier to meet achievement targets),* while developing and testing long term investment models.
- Districts have already made a "leap of faith" regarding **Achievement Standards and Assessments** even though it has been a moving target. This work is underway and we need breathing room to fine tune and embed internal systems and structure to support these new standards.
- **On-Going Education Services and Business Operations** must be recognized as an important component in the support of student learning and achievement. Given reductions in the workforce, shifting and growing regulation, and local issues districts are being forced to prioritize and invest constrained fiscal and human resources to our local customers first before addressing broad state strategies– this creates tension and conflict with broader reform strategies.

Our district policy and administrative leaders are putting together a special work session late Fall to dialogue and sort through many of the issues I have presented today. I encourage you to do the same and hope you will join us. Let's work together to seek a manageable path we can all support. Let's craft a strong, collaborative legislative platform to shore up and fund basic education services, and bridge to long term investment concepts we can all support to meet the vision of 40/40/20.

Thank you for your consideration and thank you for your service.

Oregon Education Reform - 40/40/20 Vision
(A Local, Phased Approach)

VISION REALIZED

Jan-14 | Jan-15 | Jan-16 | Jan-17 | Jan-18 | Jan-19 | Jan-20 | Jan-21 | Jan-22 | Jan-23 | Jan-24 | Jan-25

1/1/2013 — 12/31/2025

PROVISIONAL – CURRENT MODEL *(resistance, negotiations)*

DECONSTRUCTION – DEVELOPMENTAL MODEL *(testing, learning)*

RECONSTRUCTION – TRANSITIONAL MODEL *(commitment)*

INTEGRATION – NEW MODEL *(acceptance, renewal)*

Transformational Change

PHASE ONE STRATEGY FOCUS: Funding Stabilization, Teacher Development and Effectiveness Evaluated, Affordable/Equitable Access Progress at the Local Level, Develop and Pilot Hub Concept, Develop/Test/Implement Longitudinal Data System, State Agency and Boards Consolidation/Streamlining; Develop and Pilot Long Term Investment Concepts; Frame Post Secondary/Career Technical Paths with K-12 and Workforce Development Strategies

PHASE TWO STRATEGY FOCUS: Long Term Investment Model in Place, Local Early Learning Models In Place, Measurable Post Secondary Motivation and Retention Achievement, Professional Development/Performance Model Implemented

PHASE THREE STRATEGY FOCUS: Achievement and Proficiency Targets and Outcomes Show Measurable Success and Progress; Review and Refine

Strategy Implementation

"The vast majority of the public sector cuts have occurred at the local government education level – K-12 and community colleges – and the economic outlook calls for another round of cuts this coming school year. —Similarly, the Office of Economic Analysis outlook reflects somewhat weaker expectations for growth over the next two years."

"A broad consensus of economic forecasters has become more pessimistic about future growth prospects. – Despite the revised growth rates, the general character of Oregon's lackluster economic outlook has not changed, with more of the same, slow improvement expected going forward."

"During the recovery so far, Oregon's employment Revenue growth in Oregon and other states will face considerable downward pressure over the 10-year extended forecast horizon. As the baby boom population cohort works less and spends less, traditional state tax instruments such as personal income taxes and general sales taxes will become less effective, and revenue growth will fail to match the pace seen in the past."

Funding Framework

Provide Stable/Sustainable Baseline Funding to Maintain Capacity of Schools; **Develop and Test Long Term Investment Models**

Long Term Investment Implementation: New Investments to Provide for Innovation, Encourage Adoption of Evidence-Based Best Practices and Support Higher Performance

Future Forecast: Adjustments Based on New Economy

COMMON CORE EDUCATION STANDARDS - *to be implemented by 2014/15*

SMARTER BALANCED ASSESSMENT – *to be implemented by 2014//2015*

ACHIEVEMENT COMPACTS – *school district/state agreements with achievement targets for reinventing the education system; sets goals and report results focused on common outcomes and measures of progress in all stages of learning and for all groups of learners*

Achievement Standards and Assessments

POLICY GOVERNANCE/ADMINISTRATION/ORGANIZATIONAL DEVELOPMENT →

CURRICULUM DEVELOPMENT AND DELIVERY →

BUDGET AND FINANCIAL PLANNING →

FACILITY AND TRANSPORTATION OPERATIONS →

HUMAN INFRASTRUCTURE AND PROFESSIONAL DEVELOPMENT →

On-Going Education Services and Business Operations

Walker – Copyright 2012

Professional School Counselors are ready, willing, and able to help the OEIB accomplish 40-40-20. Professional School Counselors can:

Provide leadership to - & collaborate with - building and district teams in increasing student academic achievement and post-secondary matriculation.

Counsel students and families on college and career readiness/planning k-12.

Utilize action research to identify those personal/social, career/educational, and academic interventions that engender significant change in student academic achievement and educational/career self-efficacy.

Utilize social justice strategies to address the systemic changes necessary so all students have access to the coursework pre-requisite to post-secondary educational opportunities and the full array of career choices.

Utilize motivational strategies with all students at each grade level to enhance their individual motivation for academic achievement and educational aspiration.

Utilize motivation, influence, and system change strategies to help create school/community cultures that support students' career and educational aspirations and their achievement of these aspirations.

Teach students about change and motivation so all students know how to motivate themselves and self-initiate change in behaviors that may be detrimental to self and others.

Utilize math anxiety reduction strategies with students so that math anxiety does not impair their math achievement or their subsequent avoidance of the math classes pre-requisite to successfully pursuing post-secondary education and STEM careers.

Work with all students in a culturally competent manner and provide leadership in their "family of school" in creating respect for all cultures.

Provide personal, emotional, social support to all students and particularly to that 40% of children born in Oregon identified as being exposed "to the socio-economic, physical, or relational risk factors that adversely impair their ability to develop the foundations of school success." (Oregon Learns: Executive Summary – OEIB Report to the Legislature |December, 2011.)

Deliver the comprehensive counseling and guidance services to all students as mandated in OAR 581-022-1510, provide leadership for the implementation of OAR 581-022-0405 mandating comprehensive career education k-12 as well as leadership for compliance with subsection (8) and (9) of OAR 581-022-1130 Diploma Requirements regarding the education plan and profile. You will note the relationship between each of these OARs and the goal of 40-40-20.

In conclusion, we assert that any discussion of 40/40/20 by the Legislature, the Oregon Education Investment Board, and/or the Oregon College Access Network must give full consideration to the role and function of school counselors in accomplishing this mission and engage members of the school counseling and school counselor educator professions in such discussions.

Respectfully Submitted,
Gene Eakin, PhD
School Counseling Program Lead: Oregon State University
Advocacy Chair: Oregon School Counselor Association

Good Evening…
First of all I would like to thank you for coming here to Medford to listen to our ideas and concerns.

We are part of a parent group Voces Unidas. We have been learning how, we as parents, can help support our children in their public education. We have the same dreams for our children: graduate from high school, a university degree and a career where they can share their knowledge for the well being of the community.

Frankly speaking, we are worried about the education that our children receive. For example, this year, in elementary and middle school parent-teacher conferences have been cancelled. Students in kindergarten only receive three hours of instruction even in the Title I Schools, where they is a high percentage of children living in poverty, whose families cannot afford private preschool. Many of these families, for various reasons, do not qualify for Head Start.

What can we do to remedy these policies? How can we confront these decisions? The data for Annual Yearly Progress continues to demonstrate that there exists an achievement gap for Ell and Latino students. In 2011-2012, only 44% could reach benchmarks in Math, 55% in reading, 37% in Science and 62% in writing. For those students still learning English as a learned language, 26% in Math, 29% in reading, 19% in science and only 6% I writing and half of these statistic show decline in numbers.

In every focus area, Latino students are at least 20% behind. For the coming school year the district is proposing eliminating kindergarten completely. If the statistics now are poor, one could only imagine how they will be for children living in poverty regardless all ethnic backgrounds. This is extremely worrisome.

The Latino community is growing faster than all of the other ethnic groups in this state. What this says is that the future of our state depends on the education of these children. They will no longer a small part of the system, rather a majority, and if they don't have the skills and knowledge they need how will they be able to compete??

What is even more concerning is that the worst statistics are in the area of math and science. As the world is changing and everything is run by technology, how is it that our children can be part of this change??

If the Department of Education does not implement programs that benefit all students we will find ourselves in a dangerous situation regarding the economic stability of the state.

Hi. My name is Anthony Medina and I am a student senator at WOU. I am a first generation, Latino and low-income student; in fact my Estimated Family Contribution (EFC) is $0; I have had no support. Your Education Funding Teams suggest a high tuition high aid model, but as of now 8 of 10 students who qualify for the Oregon Opportunity Grant don't receive this award. I am struggling to pay for school as it is and you are suggesting growing the gap between tuition and aid, if a student even receives aid.

It's tough to focus on coursework when paying for college is constantly on my mind. I've had many different jobs: student senator, multi-cultural student recruiter, executive officer, mentor, tutor, I believe in working hard, but even with working three jobs I will also graduate with over $20,000 in debt. I struggle each term to pay for school and provide for my family. Being here tonight only rekindles my resolve for higher education; I once walked these halls of McKay High School as a student. I am a product of Oregon's public education system and my story of struggling to afford school is not unique.

On a positive note, The Oregon Education Investment Board's goal is to increase degree completion and getting Oregon to 40-40-20 by 2025. I commend you for these goals, as decision makers, I'll tell you this:

We all see the importance of higher education. As degree completion would affect 100% of students in higher education and Oregon's 40-40-20 directly affects at least 80% of your target goal. Affordability for higher education should be second-to-none on your list of importance. We all want an efficient and effective system of higher education. But efficiency cannot possibly compensate for the increased demand and reduced general fund support for higher education. These goals and numbers are meaningless if they do not create change in resources as well.

I am a full-time student, parent, and worker.

I still do not have enough aid to meet my educational expenses. In fact--as I speak I do not have two of my required textbooks because an average textbook for me costs nearly $200. I received $45 back on a book-return program out of the $400 I spent on books spring term. That is roughly a 10% return, and a bad investment, but one I am forced to make in order to continue in higher education; students are no longer getting by, we are hardly getting anything.

I make economic decisions everyday; supporting my family is my priority, I hope you do the same and support your Oregonian family with an investment in our future. The future of Oregon is counting on you. Please, I ask you to reprioritize education in this state and reinstate our general operating budget for our universities and community colleges.

October 23, 2012

Good Evening Members of the Oregon Education Investment Board,

My name is Pete Teller. I reside at 305 Walnut Way, in Silverton, Oregon. I am a middle school counselor right here in the Salem-Keizer Public School District. I am also on the organizing committee for the Salem Keizer Education Association, a member of Social Equality Educators, and I belong to Oregon Save Our Schools.

Recent figures show that 58% of Salem-Keizer's students receive free or reduced lunches. The Marion County numbers show that 59.2% of all school-age children are eligible for free and reduced lunch. Marion Polk Food Share reports that in 2011, an average of **12,200 hungry children a month** relied on emergency food. What are the implications of these figures? Over half of our students are likely to arrive at school lethargic, withdrawn or agitated, anxious, easily frustrated, and unable to concentrate.

We then compress them into classrooms with class sizes of 36 or more when the Oregon Administrative Rules governing registered family child care homes *prevents* registered child care providers from caring for more than ten children ages 13 or under at one time. And to make matters worse, the classes that are available to our children siphon off any creativity or inspired thinking they might have because the elective choices have been lobotomized from the curriculum. Those classes that feed the spirit and nourish the soul have been replaced with the drudgery of remedial classes that given the opportunity would be totally unnecessary if there were smaller class sizes that offered more individualized attention.

An extremely rational question now presents itself. Why has the number of remedial classes spiked across the state? Is it because we have seen a drastic decline in the overall intelligence of our 21st century students? Has our students' ability to learn been so compromised that they can no longer master instruction at the same pace as their predecessors? I have not seen any literature to suggest that either of those two conclusions are correct but what I have seen is evidence that indicates that the over reliance on learning outcomes assessments generated by the insane emphasis on standardized testing has driven the miraculous desire to learn right out of the hearts of our kids!

Now think seriously for a moment, which students are likely to be the most impacted by this ridiculous emphasis on standardized tests that are written for the predominantly white affluent student? It is our students of poverty, our ELL students, our special needs students, and our students of color. These students are subjected to one intense class after another and required to go six straight hours or more minus a lunch break in our exaggerated attempts to get them to score acceptably on our OAKS test. How outrageous is that? Students who are no less creative, no less inspired, and no less competent are burned out before they finish eighth grade or act out just to get some relief!

We are failing our kids each and every day of the entire school year in this unrealistic quest for academic superiority! We are wasting the minds of this brilliant generation with the demands for conformity, unquestioning passivity, and the total disregard for any real critical thinking! And then the OEIB has the audacity to sit here after handing out salaries of $260,000 a year plus perks and not even suggest the need for more classroom teachers, school counselors and specialists, licensed librarians, and instructional assistants or paraprofessionals and expect us to believe that with your high powered salaries we should believe that you know what's best for our students; well I'm sorry but you've got another thing coming! Si Se Puede!

Agustin Vega-Peters
860 NW Van Buren#1
Corvallis, Oregon
Oregon State University
Director of Multicultural Affairs

Hello, my name is Agustin Vega-Peters and I am a senior at Oregon State University. My primary concern with the Post-Secondary Education Recommendations from the OEIB Education Funding team is their proposal to allocate 30% of the formula funding for community colleges and universities on the basis of institutions' success at achieving outcomes such as the amount of degrees that are given out.

Within our University's mission statement, we explicitly state that our "University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence." The emphasis here is producing well-trained graduates, not just degrees. In addition, if we shift our focus to an attempt to attain a certain numeric standard, then we begin to lose sight of all the other surprises that happen along the path to collegiate success: money problems, family issues, personal wellbeing, balancing work and school, quest for self-identity. All of these I can attest to having gone through and because of them I will complete my degree in 5 years, not 4. Though I am taking an extra year, I feel that it has more than adequately prepared me for my transition from school to life.

The other concern is the OEIB's PreK-20 Strategic Investment of placing a higher emphasis on Science, Technology, Engineering, and Math in Grades 9-14. Can we also place an equal emphasis on literature, history, and the arts? Our youth need to be able to understand the way our world works in not only a scientific way, which is still very important, but also in an artistic way. We want them to be able to have the ability to think on their own and the courage to question the oppressiveness that they may or may not live and function in. This could be done by not limiting our school materials to a specific scope, but diversifying it to reflect the students and all different paths of life that they come from.

Thank you Very Much.

ASOSU
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OEIB Roadshow, McKay High School
October 23, 2012

OSU Student Body President Amelia Harris Testimony

Thank you for allowing me the time to speak tonight. My name is Amelia Harris and I am the student body president at Oregon State University. When I entered higher education four years ago at OSU, I thought, I would not face the same struggles that my middle school and high school struggled with in Portland, as I was now paying tuition to help OSU stay afloat and educate students.

In high school, some of my classes did not have enough seats for everyone to sit in chairs, so people sat on the floor. Now at OSU, we have seats for everyone but at what expense? Often our educational options for required classes are to attend lecture-style classes that have over 300 people in them or classes without in-person professors but instead with prerecorded video lectures. Neither of these class formats support successful student learning, but there isn't enough funding entering the system to support students in smaller classes with in-person professors.

In middle school, my school district made sure that every morning we had access to a free breakfast before our first class, as many of us came from families without the resources to pay for breakfast. This was an incredible resource we all could rely on, as access to food is key to doing well in school. Here at OSU, we still face the same struggles of paying for breakfast each morning, but the universities do not have support networks built for us. I keep granola bars in my office every day for students dropping by, as I never know when their last meal was, but this isn't enough to solve the problem of students in poverty. We pay hundreds of dollars per term for textbooks, and some students are forced to spend upwards of $1,000 for textbooks each term. Paying for these comes out of our paychecks, and there goes our money for food and housing.

The cost of tuition and textbooks is making it harder and harder for us to pay and some students are choosing to drop out or stay away from higher education because they can't afford tuition, and because the gap between need based aid and tuition is growing all the time. At OSU, we have students homeless and living in their cars because the cost of housing, on top of tuition, textbooks, and food, is just too much. These are realities students are facing everyday, and these realities will not be changed through a high tuition high aid model. By only supporting the Oregon Opportunity Grant and not providing for our school's operating budgets you are forcing tuition prices up and the gap between aid and tuition will continue to grow.

We are here in higher education because it is the key to becoming financially stable, getting competitive jobs, and providing a future for ourselves and our families, but we cannot do this without having an affordable higher education. Please fund our university budgets and support our students through providing need-based aid. A high tuition, high aid model will not work for students at our public universities here in Oregon. Thank you for your time.

Celia Baculi

Comments for the Oregon Education Investment Board

My name is Celia Baculi and I am the mother of two TAG sons and a bilingual tutor and mentor. I am here today to urge the Oregon Education Investment Board to encourage rigor for our English Language Learners and for all our Talented and Gifted and highly capable students.

I have been a parent of a child in Salem's excellent bilingual programs for 5 years going on 6. My youngest son's Title I, bilingual third grade classroom achieved the highest scores of any 3rd grade classroom in the Salem-Keizer school district last year.

I am here today to share our recipe with you and to urge you to incent more rigor and more opportunity in all of Oregon's schools.

Our recipe for 3rd grade success:

- 4 years of extraordinary teachers with high expectations
- 32 weeks of homework each year
- 8 monthly family nights
- Several hundred books per classroom in classroom libraries
- 3 vacation reading incentives

Shake vigorously and ability group for 9 months. Baste generously with parent involvement. Serve with popcorn parties.

What I would like the OEIB to incent—

Every classroom deserves an effective teacher.

Districts need to ability group in elementary and middle school. It is wonderful that high schools are looking at PSAT results to find underserved kids to guide toward college—it is next to impossible to do well on the PSAT in the first place without a strong elementary and middle-school foundation. Schools who can say that they ability group for language arts, social studies and/or science should be rewarded.

Dual language programming or at least Spanish 3 needs to be offered at middle schools to graduates of elementary bilingual programs to improve reading, writing and vocabulary in students' first language. Salem has many ELL students 'accelerated' to Spanish 2, the highest level at most middle schools, when their true level is Spanish 3 or 4! Our kids are not learning and they are not receiving instruction in the high-level Spanish that would help them to be better readers and writers both in Spanish and in English.

Math acceleration should be a routine opportunity up to two years above grade level. Only past that should it become difficult to accelerate. We are very uneven in math opportunities between low-income and middle-class schools. Schools should get "extra credit" for successfully accelerating kids. Subject-accelerated kids should take the OAKS test for the grade they are studying and not the grade of the rest of their classes. As of now, there is no incentive to accelerate and schools have to worry about accelerated kids doing well on the OAKS test for their grade level. My eighth grader in Algebra 2 at some point will need to take a break and study for an OAKS test that is 3 years below his actual math level. What is even sadder than needing to study for a test 3 grade levels below you is that so many highly capable kids in Oregon don't even have the opportunity to take math at their level.

Finally, we need to implement an Oregon State Talented and Gifted Education Plan as outlined in the Talented and Gifted Education Task Force report published October 1.

Many thanks for your time and consideration.

Celia Baculi

Past president, Salem-Keizer Title I Parent Advisory Committee
Reading for All 2012 Award Nominee
Math 24 Coach

P.S. I have included these internet links for anyone who has not yet had an opportunity to read the following materials:

ODE October Education Update
http://www.ode.state.or.us/search/page/?id=3781
Alice Ott defies the odds, becomes model middle school for state
http://www.oregonlive.com/gresham/index.ssf/2012/08/alice_ott_defies_the_odds_beco.html
The Forgotten Middle Executive Summary
http://www.act.org/research/policymakers/pdf/ForgottenMiddleSummary.pdf
Talented and Gifted Education Task Force report
http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8585

Three Rivers School District

Quality Education Runs Deep

P.O. Box 160
Murphy, OR 97533
(541) 862-3110
Fax: (541) 862-3119

I have worked for the Three Rivers School District for 18 years and I must tell you I am so proud of our district! Of 14 schools, 5 of them were rated "Outstanding" by the Oregon Department of Education, and this year one of our elementary schools was named a "Model" school. There is a lot to be proud of in the Three Rivers School District, and I can tell you the success is due to amazing teachers, staff and administrators.

Today however, I would like to share my concern of the basic inequity of TRANSPORTATION REIMBURSEMENT and how it affects the Three Rivers School District:

(For this example, I will be using our neighboring district, Grants Pass, and 2011 figures from ODE)

If you compare total funding per student – Grants Pass receives $5,900 per student, while Three Rivers receives $6,200. You might assume that Three Rivers has more money to spend on students, but the reality is that our ***Unreimbursed Student Transportation*** costs were $1.278 million in 2011, while Grants Pass' were only $474,000.

That means - it costs our district $800,000 more EVERY year just to get our students to the front door.

What could $800,000 buy each year?

- 11 teaching positions
- 5 school days

Our teachers have not had a raise in 3 years, calendars have been reduced, and next year we will have an additional $2 million in costs for increasing PERS rates.

$800,000 for one year....imagine what the last 20 years would amount to!

I am requesting you look at this inequity and come up with a formula that eliminates the differences in ***Unreimbursed Student Transportation*** and gives district's like Three Rivers even footing for educating students.

Lisa Cross
Accounting Manager
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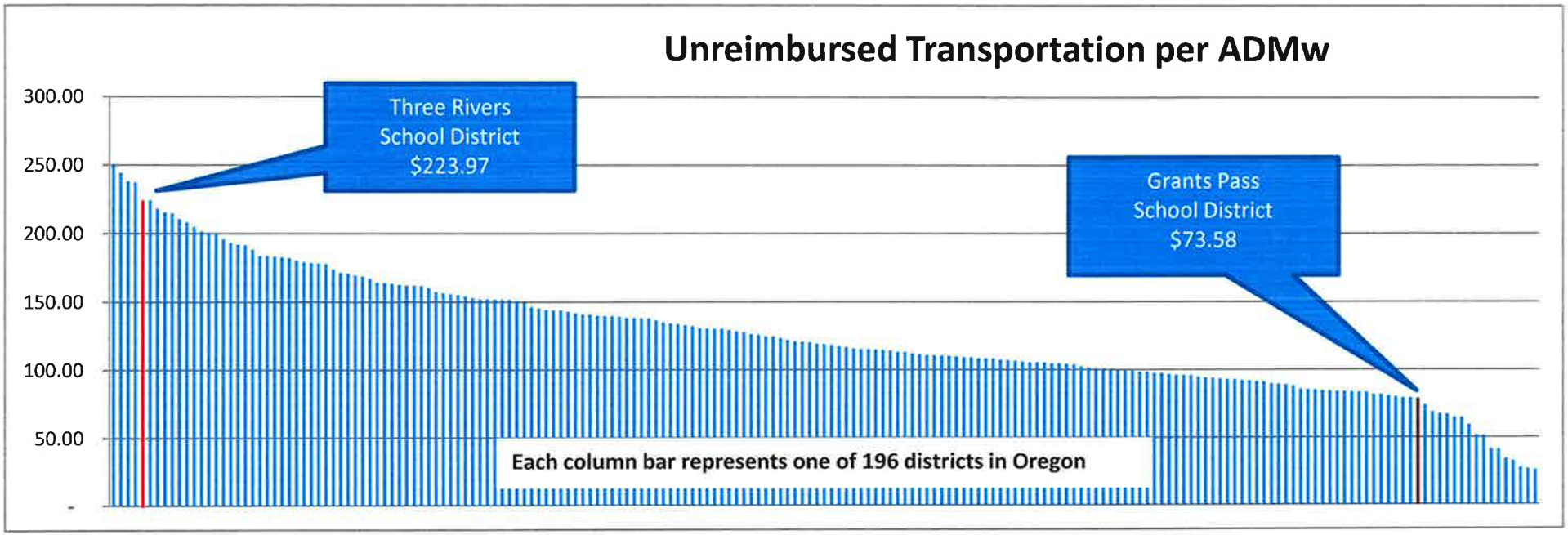

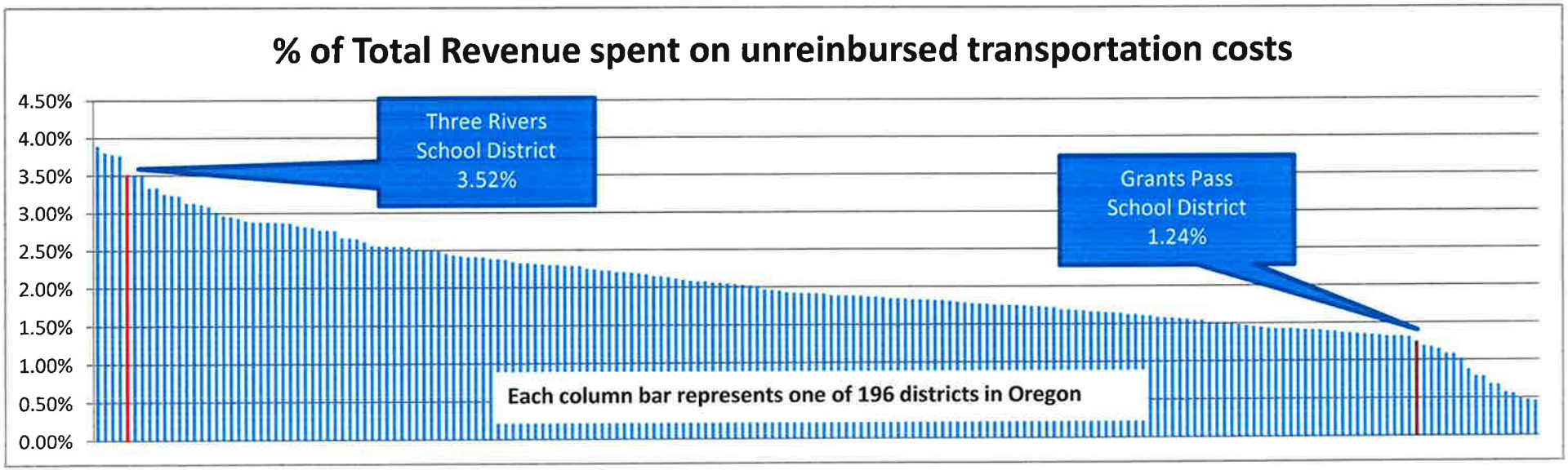

The 2.28% difference between our district and our neighboring district amounts to$803,930. That is equivalent to 11 teachers' salaries.

Oregon Education Investment Board
775 Court Street NE
Salem, OR 97301
seth.allen@state.or.us

Remarks given at community forum, Oct. 25 - Coos Bay:
David Bridgham, Board member - Southwestern Oregon Community College

Southwestern Oregon Community College has suffered a nearly 50% reduction in state funding since 2007 due to the severe recession.

We have had two regrettable reductions in force, have left positions unfilled, and our staff members have never worked harder with two sometimes three additional duties added to their primary job descriptions. Through this we have met the needs of our students by putting them first, but this cannot be sustained without an increase in funding.

I know you've probably already heard our carefully crafted budget request for this upcoming session for community colleges statewide is 510 million. What you may not know is that's the funding level Oregon community college's asked for in 2007 and didn't get!

We have a crisis in base funding. SWOCC has been working on preparedness - persistence - and completion for a number of years but with a base funding well below what we need. Our 50 year legacy of local control has served this rural CC well with signature programs and targeted initiatives that reflect South Coast needs.

Community colleges are rooted in their unique position of working closely with K-12 partners using programs like Duel-enrollment, 2+2, Talent searh/Upward bound, and Aspire.

Oregon community colleges have a long tradition of honoring access to both traditional and non-traditional students, fulfilling a promise unique to higher-ed, plainly stated; "Anyone, anytime, and for any reason."

In conclusion, we look forward to working with the OEIB on the important mandate to achieve 40-40-20 by 2025, but we need base funding that allows that.