Email Testimony *(received at education.investment@state.or.us)*

I have a child with developmental delays.

We had him evaluated w/ the school district, as he was not talking, and having lots of tantrums, when he was not quite 3yrs old.
He was enrolled in early intervention, and Susie Crowell came to our house, sat on the floor and worked with him until he was 3.
Then he was placed in special preschool, with Mary Trosper for 3 years.
The teachers and special ed folks have all been wonderful, and taught us all kinds of things, skills, techniques, shared books to help us learn "how" to teach him, work with his disabilities, how to work around limitations. They know "how to get through" to their little worlds.
Things were going so good at this point, we had him evaluated at Legacy Children's Hospital, thru our ins.
He was diagnosed as being on the Autism spectrum.
The school has worked diligently, and consistently with our son, to figure out ways to teach him, work around, over come some of his challenges. They have been amazing.

He is in 3rd grade now, and in a regular class room, with special ed support- constantly. He has now been diagnosed with ADHD, and we have started treating that with medication, but the special ed support, being on the IEP is vital to his getting an education. With out all the support we have been getting from the schools, it is doubtful we would have made it this far.

I have to work, full time, and my husband works part time, to survive financially, and take care of our son. Without the help of the school specialist, who are highly trained, and excel at working with these special needs kids, I can not even imagine my son's future. He might never have even reached a regular class room, and while we are making good progress, these specialist are VITAL to these kids making it.

Please fund the schools, and SPECIAL ED. It is so very important. Spend one day in our shoes, and you will know why.

Cindy Hanks, mother of child with Autism, and ADHD
503-522-7048

……

Thank you for the opportunity for input. I work at Mt Hood Community College. Currently we have about 12,000 students enrolled. About 6,000 students are here with the intention of completing a degree or certificate. What are the other 6,000 students doing? An entire array of activities involving a variety of goals. If funding is based on "completion rates" we are ignoring 50% of our clients.
This is a very bad idea.

Accountability is great; but if done incorrectly it is incredibly destructive, and doesn't make the situation any better.
Thank you.
PS: A statistical profile is available at mhcc.edu "Factbook"
Sincerely,
Carol Rathbun
Cosmetology Instructor be|beautiful Carol.Rathbun@mhcc.edu 503.491.7499
…….

TO: Education.Investment@state.or.us

FROM: Traci Price, Statewide Coordinator – *Oregon Environmental Literacy Initiative* at The Oregon Community Foundation (tp@traciprice.net)

Thank you for this opportunity to provide public comment to the Education Funding Team's recommendations to the OEIB. Please find my comments both pasted below and attached. Do not hesitate to contact me with any questions.

General information about the Oregon Environmental Literacy Plan

In 2009, the Oregon Legislature passed the No Oregon Child Left Inside (NOCLI) Act, a state policy set to provide students with a continuum of place-based, outdoor, environmental education learning opportunities from K-12. An eleven-member Environmental Literacy Task Force representative of education, environment and natural resource interests was established by the NOCLI Act and charged with developing *The Oregon Environmental Literacy Plan: Toward a Sustainable Future*[1] (OELP). The OELP, completed and accepted by the Oregon Legislature on October 1, 2010, articulates a vision for education for environmental literacy in Oregon schools, particularly as it relates to K-12 education. The plan includes content standards, recommendations for graduation requirements, a roadmap for teacher professional development and a strategy for assessment and implementation. Implementation of the plan will ensure that every student in Oregon becomes a lifelong steward of their environment and community, willing and able to exercise the rights and responsibilities of environmental citizenship, choosing to interact frequently with the outdoor environment, equipped with multifaceted knowledge of our relationship to the environment and its resources, and prepared to address challenges with sound decisions for our future.

There is an expansive network of education for environmental literacy providers across Oregon who are committed to engaging youth in meaningful, outdoor and hands-on learning experiences. Where environmental literacy is already integrated into classrooms, students are not only benefitting from an integrated curriculum but establishing a sense of place and stewardship for Oregon.

Key implementation strategies for the OELP and comments for the Education Funding Team Recommendations follow:

- **Launch Regional "Student Achievement Centers"** – *the OELP calls for the creation of "regional hubs" to facilitate integration of the OELP on a local level. Regional hubs will be defined by a number of contributing factors including: ESD, watershed and governance boundaries; partnership support to schools/districts, community organizations, businesses and government*

agencies; lending libraries, and opportunities for coordinated teacher professional development.

- **Create a culture of continuous learning across the continuum** – *the OELP promotes the use of the local environment and community as an integrated context for learning.*

- **Support educators in implementing rigorous curriculum** – *the OELP has been comprehensively aligned with Oregon academic standards and diploma requirements.**[2***

- **Provide collaborative, relevant professional development opportunities** – *an OELP work group is further refining recommendations from the plan to coordinate teacher professional development opportunities around: standards and essential skills, personal and civic responsibility, community partnerships, and tools and techniques for indoor-outdoor learning.*

- **Research, develop and disseminate best practices and models** - *the OELP recommends compiling case studies of environmental literacy programs that demonstrate student achievement and best teacher professional development practices; it also supports existing educational requirements.*

- **OregonReads** - *using the environment as an integrating context for learning has been shown to provide benefits to students including:*
    - *Improved performance on standardized measures of academic achievement in reading, writing, math, science, and social studies.*
    - *Reduced discipline and classroom management problems.*
    - *Greater enthusiasm for language arts, math, science, and social studies.*
    - *Better ability to apply science to real-world situations.*
    - *Greater proficiency in solving problems and thinking strategically.*
    - *Better application of systems thinking and increased ability to think creatively.*
    - *More advanced skills in applying civic processes to real-life situations.*[3]

- **Individualized learning and proficiency based advancements** – *the OELP supports getting students involved in field-based projects, out-of-seat time.*

- **Education that keeps up with our changing world (innovative); College, career and community readiness** – *Oregon youth are disconnected from the natural world and their home community, the OELP reconnects them and prepares students for the growing green jobs economy and civic engagement; the OELP is included as part of a "Well Rounded Education" in the draft reauthorization of the Elementary & Secondary Education Act.*

- **Enriches our culture and advances civic life** – *when Davis, Hibbits and Midghall (http://www.dhmresearch.com/) asked Oregonians what they value most about living in the state, the top mentions are the natural beauty, the proximity and variety of outdoor recreation opportunities, and the environmental quality (air and water). Along with these three are a sense of community and the climate. These are the top common statements that cut across demographic, geographic and political party lines all supported by the experiences encouraged through the OELP.*

- **Pioneering new practices that contribute to our economic and civic life**; **Challenge for our entire community; Encouragement to think outside the box** – *From Al Kennedy High School's (Cottage Grove) bee keeping program to Hood River Middle School students raising tilapia for local restaurants – schools across Oregon are supporting a thriving economic and civic life, encouraged by the OELP.*

- **Alternative programs to engage youth and spark interest; Learning that motivates and engages students** - *While education for environmental literacy helps develop the knowledge and skills necessary to address complex environmental issues, it also contributes to academic achievement. Additionally, studies show that time spent outdoors for learning during the school day is critical to the intellectual, emotional and physical health of students. Providing students with quality opportunities to directly experience the natural world can improve students' overall academic performance, self-esteem, personal responsibility, community involvement, personal health and understanding of nature.*

- **Bridges gaps between classrooms and community providers including government –** *the OELP has already demonstrated the ability to bring stakeholders together across political, geographic and conceptual lines. It is also demonstrating the power of nonformal networks as they collaborate to support schools.*

In closing, I look forward to continue working with the OEIB in pursuit of an educational system that honors existing partnerships and initiatives while advancing the role of the OELP in providing a continuum of quality educational opportunities and helping our students graduate as critical thinkers, ecological problem solvers and engaged citizens.

Best regards,
Traci Price

[1] www.ode.state.or.us/gradelevel/hs/oregon-environmental-literacy-plan.pdf

[2] http://www.ode.state.or.us/search/page/?id=2886

[3] 1998 & 2002. Lieberman, G.A. & Hoody, L.L. Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning. State Education and Environment Roundtable. www.seer.org.

Traci Price
State Coordinator, Environmental Literacy Initiative
The Oregon Community Foundation
www.traciprice.net
503.896.8755
Restoring shared identity through our unique and universal relationships.

……

TALKING POINTS Testimony to State Oregon Education Investment Board: October 23, 2012
Presented by: Kyle K. Walker – Parent & School Board Member, North Clackamas School District

Finding a **manageable framework** to move through the web of education transformation while grappling with day to day service delivery is officially overwhelming for school districts – especially in this economically constrained environment with multiple competing priorities.

We recognize and support the vision for education transformation in Oregon but we need time, immediate funding relief and an opportunity for substantive involvement to move through this transition together.

Significant cuts over the last three years in student learning days, closing schools, cutting teacher and staff resulting in increased class sizes limits our ability to thoughtfully plan and prepare. It is difficult to communicate to our consitutents the value of a $3 million dollar investment in state education positions to frame and manage education reform, while we have had to make these heartbreaking reductions and add stress to the education environment.

The myriad of strategies, reports, concept and templates presented in varying formats by multiple state entities, with shifting achievement deadlines, no integrated framework, **lack of substantive local involvement** and mixed messages from key agencies and professional associations is not helpful for local school boards, who by law are responsible and accountable for educating children residing in the district.

We are at the tipping point. This latest set of funding recommendations feels incomplete and vague, without a business plan, introducing new strategies without consideration of local context, and does not address immediate funding needs to relief classroom compression. It does not present a complete financial investment plan addressing what is the return of investment, net benefit, level of difficulty, risk impacts and so forth. The investment strategies are not any different than what we are doing at the local level with the exception of framing a Pre-K model. We would like to share our experiences and best practices to create models that other districts might benefit from. One glaring omission: there is no mention of all day Kindergarten or how that will be funded or structured.

Let me read the following paragraph from the report:

"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

I wonder what does this mean? How does this complement or is in conflict with current district priorities and student needs? How will I translate and articulate this at the grassroots level to parents and educators?

One size does not fit all. Adding new layers of guidelines, multiple governance structures, new funding restrictions, and no immediate relief is the barrier to meeting our primary mission of ensuring students are engaged, inspired and ready. We dropped everything to meet the intent of the Achievement Compacts and received a passing grade. However, **we will not be able to meet these targets if there is no relief in the classroom**. We need to catch our breath to transition and adapt and not feel that we are putting daily education services at risk.

It's okay to stop and reframe this process. Please invest more time involving local districts to test and see how these education reform and funding policies can be integrated and personalized. Send out multidisciplinary teams to conduct pilot projects with districts and community service providers to understand the impacts and develop best practice models for others. 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 who is trying to find an inspiring path for the future. 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.**
The report I submit to you today offers a view from the local level and a visual map suggesting a phased, deliberative path which moves from political protocols with soft detail to a collaborative approach and polished actions. Let's work together on this meaningful, worthwhile work and build a **stable funding plan and sustainable framework** which supports student learning and achievement and the intent of the 40/40/20 vision.
Thank you for your time and leadership.

…….

Dear OEIB Members,

Although I could not be at the meeting in person tonight, I appreciate this opportunity to share comments with you regarding education investments. Thank you. My son attends Llewellyn Elementary School in the Sellwood neighborhood of Portland. In the Portland Public Schools District, he will next attend Sellwood Middle School and then Cleveland High School.

I strongly urge you to do all you can to direct investments to our students, teachers and facilities. School spending per student is high, but that has not translated to adequate programming or adequate facilities. We not only need more funding, but more efficient investments if Oregon students are going to succeed.

When I see the building at my child's school, I am worried about seismic safety and thankful that my son is actually spending 1 of the 6 years in one of our many portable classrooms. Our school is also severely overcrowded and we are coping with annual juggling of space and increase of class sizes. I am thankful that our community is engaged and involved, but our students' safety and ability to learn are threatened. Just 6 years ago, the school was proposed for a shut-down; community involvement helped prevent that, but now we are overcrowded and still projected to grow. District lines were redrawn and are now proposed to be put back to where they were, which has impacts to the fabric of community in our neighborhood as things get repeatedly shifted around. Even with the instability and shifts, the overcrowding is not likely to be solved in a timely fashion by the district, despite years of activism in the community and participation in the redistricting process. Our children and teachers are the ones directly impacted by this.

When I see the lack of programming in the arts, I am profoundly worried about the lack of preparation children of all backgrounds and income levels will have for life in our rapidly changing world that depends on creativity and adaptability. Today I am volunteering in the classroom teaching Parent Led Art, knowing little more than the 7 and 8-year olds about my topic, but desperate to expose them to more creative projects. Studies show that music and art benefit students across disciplines and socio-economic backgrounds.

I know it is impossible to provide everything every student needs, but I see some of our brightest students leaving despite parents being very reluctant to exit the public neighborhood school. Their children's needs are not being met. If this is happening to the brightest, what is happening with the kids in the middle and the kids who need the most help to meet minimum benchmarks?

Thank you for your efforts and taking the time to listen tonight.

Sincerely,

Heather Nelson Koch
1326 SE Tenino Street
Portland, OR
503.539.4208 mobile
heatherk100@aol.com

……

Thank you for this opportunity to speak out. I am an instructor at Mt Hood Community College. Currently we have about 12,000 students enrolled. Of those, about 6,000 students are here with the intention of completing a degree or certificate. What are the other 6,000 students doing? They are taking a broad spectrum of classes representing a variety of goals. If funding is based on "completion rates" we are ignoring fully half of our students.

This is a hideous notion.

Accountability is great; but if done incorrectly it is incredibly destructive. Please do not follow a pathway to destruction of our college.

Thank you for considering my thoughts.

PS: A statistical profile is available at mhcc.edu "Factbook"

Sincerely,
Rick Walters
Instructor/Coordinator
Integrated Metals-Welding Technology
Industrial Technology Division
Mt. Hood Community College
be | certified
richard.walters@mhcc.edu
503.491.7209 OFFICE
……

Ed. Investment Board;

I teach English as a Non-native Language at Mt. Hood C. C. Many of our students in this area have a goal to continue their education in a major area of study at Mt. Hood C.C., but some simply want to improve their English to further their employment chances. Since there is no declared completion such as a diploma of English as a Second Language or English as a Non-native Language for students, this subject area may become a target of administrators to be cut. Can you imagine our state with fewer English speakers and more unemployed or underemployed people? Let's not encourage the colleges to lessen English language instruction with the idea of money for education dependent on completion rates.

Currently we have about 12,000 students enrolled at Mt. Hood C.C. About 6,000 students are here with the intention of completing a degree or certificate. What are the other 6,000 students doing? Clearly, they are engaged in an entire array of activities involving a variety of goals. If funding is based on "completion rates," we are ignoring 50% of our clients.

This is a very bad idea.

Accountability is great, but if it is done incorrectly, it is incredibly destructive and doesn't make the situation any better.

Thank you for this opportunity to offer my feedback.

Perry Rikli

ENL Instructor
MHCC

PS: A statistical profile is available at mhcc.edu "Factbook"

……

To Whom It May Concern:

I have just come from attending the Education Funding Team Meeting at North Medford High School. I am a retired educator who worked in the Southern Oregon Education Service District Migrant Education/English Language Learner Program for 27 years. I am now retired and still working. One of my roles these days is as a Leadership Coach with the School Improvement Effort. I have worked in school improvement for 13 years now—since Comprehensive School Reform Grants back in 2000. I have also participated in monitoring visits for the Oregon Department of Education Title III Program. I have been in many schools around the state of Oregon and have worked with several schools in school improvement to help them improve programs and instruction and increase student achievement.

After sitting and listening to the testimonies tonight, I would like to share the following thoughts with you about the OEIB Objectives and Initiatives and the Education Funding Teams proposals:

- I was struck by the lack of testimony from the K-12 community. Higher education and the community colleges were well represented. There were some school districts represented and high school counselors made a good showing. Not many from the K-6 community though.
- I was very happy that some minority parents finally spoke. I had sat there the whole night wondering what effort the OEIB was making to hear the voices of the minority groups you refer to in your documents. Are you having special meetings with parents to get their ideas and opinions? Are these meetings being held in the parents' native languages with interpretation so they can freely express themselves? Your plan won't get much traction unless you do sit and listen as you did tonight while they share with you their thoughts and solutions. I would hope you would solicit more of their ideas about solutions and not just have them repeat the sad state of education for their students in the state of Oregon. I hope you have special meetings just for them. It is very difficult for language minority parents to convey their ideas and

opinions in a meeting such as the one tonight. You mention interacting with parents in "culturally appropriate ways" in your document. This would be a great time to start doing that.

- That brings me to the role of bilingual education in solving some of the educational problems of the language minority students. You mention that you want to hire more "educators of color". If some of these "educators of color" could be bilingual and we could implement bilingual education programs in our schools where the students' native languages are valued and utilized to help them be successful and achieve to the same high standards in their native language while at the same time acquiring the English language. Who is more valuable these days than a bilingual person with work place skills? We would have to commit to high quality bilingual programs with highly qualified staff and effective curriculum and materials to teach content to students in their native language. We have some good models in the state. We could have more with a commitment to providing bilingual education. When I read the part about Oregon Reads, using students' native language to teach them to read can be one of the best and most effective tools we have in our toolbox to teach them to read, but it is one of the least used. We need to change that!
- I wholly support the notion that the extra .5 "weight" for English language learners (ELL) should come to the school districts with "strings" attached. Districts have gotten better about spending the "weighted" funding on their ELL students but there are still too many who don't. I am a little concerned about the statement "Research and experience within our best schools and classrooms demonstrates that if ELL students are served well, they can achieve English proficiency within a period of time that is shorter than the average they experience today." I would want to make sure your sources for this statement are reliable. I hope you are using the experienced and knowledgeable resources you have at ODE in the Title III program in determining how you will "operationalize this recommendation." Please make sure you use the most experienced and knowledgeable persons who have the best interests of the whole state of Oregon in mind and not just the bigger districts who it sometimes appears have their own best interests in mind. !
- There are many references to Response To Intervention (RTI) in your documents. Remember there are three tiers to RTI: Tier One—core content instruction; Tier Two—interventions; Tier Three—interventions in the Special Education realm. My concern is that most of the time when RTI is mentioned in your documents it is in relation to interventions! The premise of RTI is that 80% of the students in a class should score 80% on a classroom assessment. This is where the real work needs to be done!! In most schools I have contact with the core content is very weak! Nowhere near 80% of the class is scoring 80% on the end of unit assessment. This leads to a much more prominent role being played by the Tier Two interventions. More time gets put into planning and teaching the interventions and the core content continues to lag in quality and effectiveness. We continue to perpetuate the situation where too much effort and energy is being put in interventions and not in core content instruction. Students are never going to catch up if we don't strengthen core instruction in the classrooms. That is why I encourage you to focus on classroom instruction. If we improve the quality of core instruction we will take care of many of the problems we have today. Having 4 students who need intervention in a class of 20 where 80% of the students score 80% on the unit test is a lot different than having 16 students needing intervention because 20% scored 80% on the unit test. Unfortunately, we have the latter situation in many of our schools.
- Based on the previous bullet, please focus your efforts on reinstating baseline funding for education with a focus on improving core content classroom instruction. We don't need Student Achievement Centers, lab schools or longitudinal data systems. We need schools funded to a level where they can reduce class size and provide a longer school year and work

internally to improve teachers' instructional practices with an impact on student achievement. What I see time and time again is that teachers know what to do but they don't do it. They need time to plan together and to support each other in improving their instruction. They need support from their instructional leader (the principal) and they need to be held accountable in a positive way for the good instruction they know they should and could be providing. They need training done within the walls of the school. They don't need to be running off to a conference or two day training. Improvement needs to be focused within the walls of the school with purposeful and intentional changes in instruction that will result in 80% of the students scoring 80% on the test!

Thank you for coming to Medford to listen to our opinions. Thank you for taking time to read mine. I think we need to make changes. I hope we go slower rather than faster so our efforts truly result in effective change that results in increased student achievement for all students in Oregon.

Sincerely,

Carol Holm

……

OEIB General

Dear OEIB General,

I recently lost my instructional position at Clatsop Community College in Astoria, Oregon. The college found itself $1 million short on a $10 million budget, so five instructors were laid off, three retired, and several others' workloads were reduced. At an institution that had only 39 faculty members, that was a significant blow to programs, students' opportunities, and personal lives. Because there are now fewer course offerings available (programs were cut or truncated), some students are forced to attend for four years to obtain a 2-year Associates Degree.

I hear a lot of talk about the importance of education, the value Americans place upon competitiveness, the requirement that an electorate be informed for democracy to flourish, and how our country's national security would be compromised by an uneducated citizenry; however, I have never heard of a workable Oregon plan to fund education according to its importance.

For the price of keeping one U.S. soldier in Afghanistan (approximately $1 million), our college could have avoided this train wreck. Whose interests are being served by that $1 million?

Sincerely,

Perry Callas
1418 Commercial
Apt. P1
Astoria, OR 97103-3816

…….

INVESTMENT IN A HOLISTIC AND SUSTAINABLE EDUCATION

By Gloria Campuzano

Our government may wish to consider integrated unifying policy reform for education, justice, and healthcare. It's time that the three systems have a common vision and link to benefit students to remain in school, remain free of the criminal justice system and lead healthier lives. Lowering truancy and dropout rates, reducing crime and violence and improving the health of our most vulnerable communities have significant social and economic implications, saving untold millions of dollars in annual expenditures. Oregon needs to continue to integrate food systems to bring economic development to urban and rural Oregon.

VISION: Healthy communities where everyone is secure with a feeling of well-being of body, mind, and spirit.

Secure: The basic needs (food, shelter, and clothing), health, safe environment, public safety, food safety, and so on.

Solutions would focus on food, nutrition, and diet related conditions such as food insecurity, hunger, obesity, chronic diseases, eating disorders, mental health (alcoholism, drug abuse), and food-drug interactions.

"*Let food be your medicine and your medicine be your food*." Hippocrates

GOAL: Cultivate a holistic and sustainable education honoring our planet earth and its inhabitants with integrated food systems, healthy and secure communities.

OBJECTIVES: By the end of year 2020 our three systems will:

Foster sustainable communities bringing economic development to urban and rural Oregon by cultivating a strong food system.

Decrease school dropout rate, juvenile delinquency cases, chronic diseases, and mental health cases. This would greatly reduce burdensome expenses.

Have established integrated curriculums (reading and writing, mathematics, science, wellness, culture, arts, and so on) for each grade in elementary schools.

Have established career and college oriented curriculums in secondary schools.

Have established life-transition skills curriculums in the juvenile justice system.

Have a common social policy tool addressing the risk behaviors in the youth that the Center for Disease Control calls upon. This tool should have an ethics focus:

Social Ethics that allow coexisting peacefully in community:

* Do no harm, non-violence, thus promoting self-esteem.
* Truthfulness.
* Honesty and integrity.
* Accountability and responsibility in sexual ethics.
* Balance and moderation.

Personal ethics in order to live a balanced life, promoting:

* Good health, good hygiene, good nutrition, and healthy living.
* Contentment.
* Mental strength, perception, self-discipline, being positive, and

transforming internal change to be manifested positively in the world.
* Self-study and self observation.
* Peace and spirituality.

STEPS AND CONTINUED SUPPORT:

1. Farms to school, school gardens and green houses to laboratory school kitchens (to strengthen science, mathematics, culture, and health curriculum).
2. Include the garden in all the Kindergarten (kind children's gardens). Children taking care of nature take care of themselves.
3. Nutrition and wellness education by well-trained professionals to positively impact problemsolving skills, test scores, school attendance rates, and overall sense of well-being: healthy and active bodies = creative minds = successful + secure + harmonious communities.
4. Provide a coordinated school health approach with meaningful family and community partnerships addressing the School Health Index in all districts to identify specific needs.
5. The common link that consciously unifies education, justice, and healthcare system is yoga. Begin teaching do no harm and the practice of contentment and make a big issue of them from Kindergarten (and even better in preschool programs such as Early Head Start, Head Start, Family Relief Nurseries, Birth to Three, Primary Connection, and Child Care Centers).
6. Support OSU Extension Service programs to nurture healthy children. Both SNAP (Supplemental Nutrition Assistance Program and State Nutrition Action Plan) plus both NEP (Nutrition Education Programs): EFNEP (Expanded Food and Nutrition Education Program) and OFNP (Oregon Family Nutrition Program) are essential education programs for the growing number of children in child-care settings and schools due to the decreasing family incomes. The ODE is a partner with NEP: http://extension.oregonstate.edu/nep/

WHY A UNIFYING POLICY REFORM TOOL? *** Yoga teaches us positive values and ethics that are part of its philosophy such as honesty, integrity, accountability, responsibility, sexual ethics, self-discipline, healthy and mindful eating, happiness, contentment, and non-violence. Yoga offers a unique way to bring people to a deeper understanding of themselves and others. The resulting selfawareness
combined with concrete tools and life skills gives them what they need to change selfdestructive behaviors into productive, healthy life-style choices. Through breathing techniques, asanas (postures), meditation and practicing personal and social ethics, the goals are to achieve peace in our communities and union with body-mind-spirit.

Research has shown that people benefit from yoga. Evidence-base studies indicate yoga may be a useful tool for social policy and is preventive medicine. The National Center for Alternative and Complementary Medicine provide the status on yoga research suggesting that yoga improves mood and a sense of well-being, counteracts stress, reduces heart rate and blood pressure, increases lung capacity, improves muscle relaxation and body composition, helps with conditions such as anxiety, depression, and insomnia, improves overall physical fitness, strength, and flexibility, and positively affects levels of certain brain or blood chemicals.

CONCLUSIONS:

1. Since yoga philosophy teaches personal and social ethics, our schools and communities will have to deal less with risky behaviors in the youth, mental diseases and lifestyle related diseases such as diabetes, hypertension and obesity. The savings in the preventive healthcare, education and judicial systems will benefit us all. Our government should consider yoga as a conscious unifying policy reform.
2. Let nourishment be the recipe for peace. Cultivate the root (children first) to grow healthy branches. Children need strong nutrition programs to thrive physically and mentally to learn.
3. "*Let food be your medicine and your medicine be your food*." Hippocrates

*** **FEDERAL AND STATE ECONOMIC DATA**:

1. Oregon is the second hungriest state in the nation. A 2007 report estimated that hunger in OR costs $ 1.2 billion each year (U.S. Department of Agriculture. www.oregonhunger.org)
2. Nationwide, each high school dropout costs nearly $154 billion in additional income over the course of his/her lifetime (All 4 Education Org., 2011).
3. In 2008, over 93,000 juveniles were incarcerated in the U.S.A. The cost was about $5.7 billion per year, even though majorities were held for nonviolent offenses (Justice Policy Institute, 2009).
4. Over the last three decades in Oregon the spending on the State Prison increased 1,331% while it was only 95% for higher education spending. In the current two year budget, Oregon spends more on prisons that colleges; $1.36 billion for prisons and $ 691 million for seven-school years at the University System (Debt by Degree – The Register Guard, September 25, 2012).
5. The Center for Disease Control estimates that homicides among youths age 10-24 years had a total combined medical and work loss cost of $7.7 billion in 2005.
6. The estimated prevention federal budget for 2012, for example is $10 million for alcohol-abuse prevention, $8 million for gang and youth violence prevention, $8 million for the Community-Based Violence Prevention Initiative, plus $100 million for grants (Youth Today Org., 2011).
7. Chronic conditions account for more than 75% of the $2.6 Trillion annual medical care cost in the U.S.A (CDC, 2009). The annual medical care cost in 2005 was $1.4 Trillion.

SUGGESTED WEBSITES AND READING:

Nationwide, yoga is being accepted in many wellness centers, the juvenile justice system, and schools. It is promoting healthy behaviors for young people suffering from unhealthy eating, stress, drug use, and poor academic performance:

1. www.yogaservicecouncil.org
2. www.streetyoga.org
3. www.theartofyogaproject.org
4. www.niroga.org
5. www.yogaed.org
6. www.yogacalm.org
7. www.yogakids.com
8. www.yogaintheshadows.com

Yoga for people with PTSD:

9. www.irest.us

Yoga Therapy:

10. www.IAYT.org
11. http://nccam.nih.gov
12. Hedge SV, Adhikari P, et al. *Effect of three-month yoga on oxidative stress in type 2 diabetes with or without complications: a control clinical trial*. Diabetes Care. 2011; 34 (10):2208-2210.

Social policy articles: "*Federal Programs for Youth More of the same won't Work"* by Baron and Sawhill:

13. www.youthtoday.org

Healthy, Safe Youth and Coordinated School Health:

14. www.safeyouth.gov
15. www.cdc.gov/HealthyYouth

Yoga, nutrition, risk behaviors in the youth, sample integrated curriculum, and environmental and social change: This booklet is a message for leaders to promote healthy communities:

16. Campuzano G. *Traveling into the Light: A Mystical Nourishing Journey*. *Includes: Teenage*

Wellness and Prevention Objectives, Yoga Resource Guide, and Food for Thought. OR, 2011. ISBN: 978-0-0615-42234-3.
17. Campuzano G. *The Healing Power of Yoga*. Oregon Live Guest Columnist: http://www.oregonlive.com/opinion/index.ssf/2012/01/yoga_a_conscious_unifying_poli.html
Gloria Campuzano, MS, RD, LD, CYT.
CampuzanoG@msn.com
Prepared for OEIB and Community Leaders... March 2012. Revised October 2012

……

With the reduction of funding there is, of course, a necessary reduction in services, staff, etc. My concern is where those reductions are made. I see in our economy a shortage of people trained or eligible for training in trades and important skills, yet at our school I see an emphasis on preparing for college (for which some are not interested nor capable) while there is a complete welding shop and machine shop sitting idle for lack of teachers. These skilled jobs and trade jobs are the ones that will never be outsourced, whereas those positions with some college or community college training are the ones we see being outsourced. College graduates are unable to find jobs!
I know there is a federal job program available for training in the trades, etc., but it is full, and there is a waiting list to enter.
Please help our high school kids have a better opportunity to become employed by looking at your funding to re-install those programs back into our high schools which can lead to employment.
Thank you
Henry Schmidt
……
OEIB General

Dear OEIB General,

Dear OEIB Board:
I have been monitoring your public hearings about investment in education. It's disappointing that so few of the Board members actually attend these meetings. I'm hoping to see a summary of these meetings posted from which you have been universally receiving negative feedback about many provisions of the funding plan for which you will probably move forward despite the fact of complete lack of transparency and public support.

You eloquently state that we will no longer have an achievement gap, yet your proposal only serves to reduce the funding necessary to provide services to special education students and English language learners. While class size increases across the state, expenditures increase for data collection, high-stakes testing, and new regional centers where mentors will show teachers how they can work even harder with fewer resources and achieve even better results.

English Language Learner (ELL) funding
We have come a long way from the days when anyone with an Hispanic surname was classified as ELL and funds dispersed to districts. We now have procedures for identifying ELL students and monitoring them throughout the process.
What is still lacking is accountability for how this money is spent. The money should be spent exclusively on services that directly benefit ELLs. Examples include: ELL specialists, ELL teaching assistants,

professional development, intervention staff, translation services (to be supplemented from the general fund for students not classified as ELL but whose parents need services), ELL TOSAs to assist general education teachers in meeting the needs of ELLs outside of ELD class, and district office support for ELL staff.
ELL money should not be spent on anything that should be funded out of the general fund, including Spanish instruction for English speakers in dual immersion programs.
Before we throw the baby out with the bathwater, we need a reporting method where districts are responsible to show that the money is being spent for its intended purpose. Only then, and with a transparent public process, should we look at how to more effectively fund and manage this budget.

The majority of districts are not meeting AMAO which has targets for: percentage of students moving up one proficiency level, percentage of students exiting the program, percentage of long term (>5 yrs) who are exiting the program, and percentage of students passing the OAKS reading and writing. Why is this happening? It is happening because the targets are not research-based and unattainable. And from this, we will be labeled as a failure.

The proposed ELL block funding will harm students. Districts will be pressured to exit students before they are ready as general fund resources diminish. Students on the margin of any exiting decision will also be exited.

You can't claim we are over serving students. If that were true, our achievement numbers would look drastically different. Many students come to kindergarten speaking no English. So let's say we are given 5 years of funding. Students would have to be exited before they enter middle school. Looking at the statewide achievement of ELLs at the middle and high school levels (dismal), we will no longer have funding for a program at those levels. And since they will have been exited and are no longer classified as ELL, then VOILA!! We will have no achievement gap because the students will have been classified as general population! Good job Oregon!

Both middle and high school ELL programs would cease to exist under the proposal, except for a skeleton program for newcomers. Districts would retain the responsibility after the funding has run out, yet another unfunded mandate. In the middle of a school financial crisis across the state, this is the wrong time to reduce funding for our at-risk students.

The proposal states that there are places where students are exiting faster than the state average, implying that this could happen everywhere. Where exactly are these places and how did they do it? Would they be able to continue to do it under the new funding formula proposed? If you were disappointed with the number of sick people in a hospital, then pushing them out the door would not help. Saying that students who previously had to jump four feet now have to jump five feet doesn't do a thing to get them over the bar.

I am an ELL teacher in a model elementary school. I guess that makes my testimony suspect as my job probably wouldn't exist under the new funding proposal. I could always get another job, maybe working for the high-stakes testing industry, where there seems to be a large influx of money. But in the meantime, don't mess with my students' opportunity for a future, because this won't happen on my watch.

Pat Muller
Oregon Save Our Schools

McMinnville Education Assocation.

Sincerely,

PATRICIA MULLER
3855 SW Fir Grove Rd
Wilsonville, OR 97070-6883

……

Hi.

Thank you for the opportunity for input. I work at Mt Hood Community College. Currently we have about 12,000 students enrolled. About 6,000 students are here with the intention of completing a degree or certificate. What are the other 6,000 students doing? An entire array of activities involving a variety of goals. If funding is based on "completion rates" we are ignoring 50% of our clents.

This is a very bad idea.

If you want help, please contact me. I used to do policy research for the State of Washington. Accountability is great; but if done incorrectly it is incredibly destructive, and doesn't make the situation any better.

Thank you.

PS: A statistical profile is available at mhcc.edu "Factbook"

Sincerely,
Janet Campbell
Janet Campbell
P O Box 551
Stevenson WA 98648
(509) 637-4077

……

OEIB General

Dear OEIB General,

Thank you for the opportunity for input. I work at Mt Hood Community College. Currently we have about 12,000 students enrolled. About 6,000 students are here with the intention of completing a degree or certificate. What are the other 6,000 students doing? An entire array of activities involving a variety of goals. If funding is based on "completion rates" we are ignoring 50% of our clents.

This is a very bad idea.

If you want help, please contact me. I used to do policy research for the State of Washington. Accountability is great; but if done incorrectly it is incredibly destructive, and doesn't make the situation any better.

Thank you.

PS: A statistical profile is available at mhcc.edu "Factbook"

Sincerely,

Janet Campbell
Box 551
Stevenson, WA 98648-0551

……

OEIB General

Dear OEIB General,

Dear OEIB,

As a mom who also works with educators, I see personally and professionally children struggle to be perceived as great learners. They don't fit into the traditional education box (despite the fact that traditional education is out of date and doesn't fit the needs of modern society). When those same students get up out of their desk and experience quality, hands-on, accessible environmental education and arts education, they are suddenly transformed into the perfect student - excited about learning and discovering, making progress, grasping concepts.

Outdoor School takes this educational experience to the next level - giving kids a chance to separate from the confines of the classroom, free from the restrictions of their schools and neighborhoods, and to be their authentic selves where they can shine and grown and learn. Most children have never had that chance before Outdoor School, nor will never have that chance again, so Outdoor School is critical to the intellectual, academic, emotional, and social development of children helping them to become better citizens and better students.

Unfortunately, these experiences are woefully lacking in Oregon. The community has demonstrated over and over again with their generosity of money, time and talents, their commitment to this type of education, but Oregon decision-makers have continuously failed to acknowledge the benefits to students and made decisions not to fund these less traditional models, although these models change students' lives for the better.

I believe that the Oregon Environmental Literacy Plan needs to be fully funded and implemented, using Outdoor School (an already established, outstanding, community-supported program) as the first step to this implementation.

I also believe that arts education does the same thing for students. Both approaches give students the freedom to learn from their own strengths, and help students to feel smart, creative, and successful. Both approaches are also proved to be effective at teaching many different subjects and bolster learning and retention of core subjects, yet teachers are prevented from using these methods.

As a parent of a 4 year old, I'm looking for these options for my child, but I'm not seeing them available at my neighborhood school. My son learns better when he can touch, feel, and experience his education. I would love to find those opportunities in our public education system.

Thank you for asking for our stories.

Sincerely,

Kim Silva-DuBose
7735 SW Burlingame Ave
Portland, OR 97219-4441

……

I would like to contribute anonymously to your survey on education funding. I will not attend any of the community forums or participate in the webinar so as to stay anonymous.

As a principal in an Oregon public school, I have been listening with eagerness to the comments of Rob Saxton that equity will be a big part of the educational focus in Oregon going forward. I would like to ask that you figure out a way to ensure that school districts apply equity between their schools and not just that Oregon apply equity at the district level. In our district, the topic of equity between schools is avoided by always using district averages for achievement data - for example, subgroup data is always published in district averages only. If it were looked at between buildings, the huge imbalance would be evident.

Our district uses an antiquated budget allocation process that gives "equal" amounts of revenue to schools per pupil, regardless of the size of the school or the special needs of those populations. K-8 schools range in size from 80 to 500. Percentages of economically disadvantaged students in each of our schools range from 3% to 73%. Our larger schools have many more services available to students because they have economy of scale: lower student to teacher ratio, more specialists (librarians, PE teachers, music teachers), ability to purchase textbooks and materials with new adoptions, more technology, etc. In our smaller schools, we have barely enough money to scrape by in funding classroom teachers. We then have to scramble to raise funds or beg from our parent organizations to purchase technology, buy textbooks, etc.

To compound things further, the district has an open enrollment policy that allows parents to request whichever school they want IF they transport their own children. The pattern over the past 13 years has been that parents who have the resources to provide transportation (affluent parents) choose to transfer their children to schools with more resources or fewer high needs and minority students. This has lead to a vicious cycle of fewer funds because of fewer students, therefore fewer resources, and then more students transfer, etc. As a result, our school with the highest number of ELL, minority and economically disadvantaged students reached enrollment levels so low that the board closed that school. Now the cycle of declining enrollment, declining services and declining revenue is beginning at two other schools where the highest percentages of high needs students are enrolled. My school is one of them.

I have been working for the past five years with our administrative team to address this disparity, but with little success. I believe our system is unconstitutional based on the Brown vs. Board of Education III case, which was settled in 1999 in Kansas. However, unless I am willing to file a civil rights complaint, our

district will not be held accountable for this practice. I cannot file such a complaint without losing my job.

Please do something to protect all schools in Oregon from funding and enrollment practices within our own districts that create a disparate impact on our protected classes.
Please protect my anonymity. Thank you.

……

Comments for Community Forum 10/18/12 – Marshall High School

As a parent of two children at Llewellyn Elementary School, I am invested in our public school system here in Portland and throughout the State of Oregon and the education funding, or lack thereof. It is unacceptable that student: teacher ratio has risen to 34:1 in my son's 4th grade classroom, that we are over-capacity in the school building to the point of losing access for special education students (including TAG), short-changing technology education by dropping funding for a teacher and relocating to the library (which harms both technology and library time), losing dedicated art educators requiring "parent-led art" instead, and sacrificing healthy eating habits by providing 15 minute lunch periods to accommodate a cafetorium that is bulging at the seams with growing students.

Llewellyn Elementary is a community school with tremendous parental and neighborhood support. Meetings with PPS last school year to address the over-crowding were extremely disheartening, including hearing a representative of PPS state "I understand your concerns. My child was at an over-crowded school, as well." Repeating inadequacies in the system from the past is no reassurance to those who are struggling in the current system. The Llewellyn community provided several viable options to the PPS representatives regarding the overcrowding. In turn, those suggestions were largely dismissed and, instead, a plan was brought forward by PPS that has resulted in no change in enrollment or available space – nor projected change for 3+ years.

US statistics for the 2010-2011 school year were the following:
Public school systems will employ about 3.3 million full-time-equivalent (FTE) teachers this fall, such that the number of pupils per FTE teacher—that is, the pupil/teacher ratio—will be 15.2. This ratio is lower than the 2000 ratio of 16.0. A projected 0.4 million FTE teachers will be working in private schools this fall, resulting in an estimated pupil/teacher ratio of 12.3, which is also lower than the 2000 ratio of 14.5. There is irrefutable evidence via a multitude of studies that smaller class size increases student learning and productivity. Why is Portland lagging behind? Why are our children and our future not worth the investment?

Susan Lattimore
Concerned Parent – Portland Public Schools
Proud Llewellyn Elementary Parent, Grades 3 and 4

……

OEIB General

Dear OEIB General,

Members of the OEIB Board,

I am a public school teacher. I am also a Portland Public parent. Last Thursday, I answered the call to give public testimony on the topic of the Education Funding team's investment recommendations to the Board. I took the time to look up the 15 page document, read it and use portions of it in my testimony. I edited my speech a number of times so that it would not exceed two minutes. On the morning of October 18, I awoke at 5:30 am, taught all day and then drove to Marshall High School. I was excited to give testimony -- excited that the Board was interested in my opinion.

Imagine my disappoinment when the only member of the Board who showed up was TEACHER Hanna Vaandering. She already knows everything I had to say. Had the rest of you been there, you would have heard from scores of passionate and well-informed teacher, counselors, parents, students and even an administrator or two. You would have heard well-reasoned arguments against virtually all the proposals.

A main argument against the proposal is that the Funding team's plan would do nothing to alleviate crowded classrooms (in the 50s in Beaverton), but would instead suck more public school dollars in the creation of a whole new bureaucracy. The 6 regional centers, for instance. Part of their mission seems to be teacher training (implying that the current Education schools are not doing their jobs????) I'd like one of the team to tell that to the professors at Lewis and Clark, PSU, Pacific University, George Fox and all the other institutions of higher learning that do a bang up job on teacher training. (Very rigorous training, it is, too.)Apparently teacher would also go there to be "refreshed and rejuvenated." Those exact words were used to describe the centers (by a hapless staff person.) How does the Board imagine that will occur? Teachers go on their own time? Pulling teachers out of classrooms for in services?

Also proposed were online classes (all the online programs I previewed for the ODE summer have been substandard.) I also have reviewed a number on my own. They are NOT innovative. Online classes, of course, replace a more expensive teacher in the classroom. Proficiency-based learning is merely code for pass-a-test-and-replace-a-teacher.

And speaking of tests -- the investment proposals pushing for all 3rd grade students to pass reading tests is ridiculous and flies in the face of what we know about students learning at their pace. And a kindergarden readiness exam!!!! All those tests are extremely expensive to create (and very lucrative for parasitic testmakers).

Nineteen years ago, I did my student teaching at Marshall High School. The irony of giving testimony about investment at a school that had been closed due to disinvestment was not lost on me.

Class sizes and loads matter. I have 178 students and I can't begin to give every student essay quality feedback, not to mention, every wonderful quirky teenager the time he/she needs. I receive multiple parent and student emails on a regular basis. I have ELL students with whom I spend time after school on a regular basis. My prep time has been eroded by all the demands of the job. I still have a file of college applications that I must get to this week. Then there's my autistic student, my 504s and IEPs. There are my chronically ill students. There are the kids who are struggling to overcome the deficits of their freshman years. Each and every student needs time and care and I simply cannot give them what they deserve.

Back to time. Without having any time in my schedule, I made the time to answer the call to give public testimony because I was assured that the Board wanted to hear from me. I read the documents and respond appropriately at the OEIB Public meeting at Marshall High School on October 18. I did NOT have the time. But I did it. Members of the Board did a disservice to every citizen who showed up to speak and to witness the event. New standards in teacher accountability is all the buzz now. Would that our elected and unelected leaders were held to the same standard.

Sincerely,

Laura Paxson Kluthe
2000 NW 28th Place
Portland, OR 97210-5331

……

Dear Oregon Education Investment Board

I am a 3/4 time faculty member at Oregon Coast Community College. Briefly, I have over 25 years of full time teaching experience in the biological sciences at 5 different community colleges around the country.

I'd like to submit for your consideration the idea of merging several community colleges within the State of Oregon. For example, there are four coastal community colleges separated by a total of 310 miles, north to south along Highway 101, from Coos Bay to Astoria. Each college has a full set of administrators and director positions, which amounts to a sizable dollar figure in salaries. My suggestion is to combine all four community colleges into some type of Coastal Community College Consortium where there is a main campus, likely Southwestern Oregon CC, with the other three, Oregon Coast CC, Tillamook Bay CC, and Clatsop CC being branch campuses. The advances in communications, both audio and video, if implemented at all four colleges, would allow for efficient communication, but with a significant reduction in high-salary administration and director positions, hence saving hundreds of thousands of dollars... and maybe more, at least some of which would be "recycled" back into the academic areas which, as we all know, is the reason we exist: to provide higher educational opportunities to our communities.

Such a move could also be implemented in other areas of the state where there are several community colleges within close proximity to each other. While this idea would likely not be acceptable to administrators and directors at the community colleges, it would save huge amounts of money and at the same time improve our academic endeavors.

North Carolina has been considering doing this very thing. Below are internet links about the efforts in North Carolina to merge colleges. No colleges will be closed and each retains a decent amount of autonomy and local control. I have even included a link discussing pros and cons of such a move. In reviewing these articles, I think that this is a viable way of saving money for Oregon and improving academic endeavors at our community colleges. I really think this is worth your consideration. The North Carolina proposal is said to be able to save $26 million by combining schools.

Thank you for the opportunity to make suggestions.

http://www.starnewsonline.com/article/20110718/ARTICLES/110719676?p=2&tc=pg

http://www.newsobserver.com/2011/07/12/1337264/community-colleges-can-combine.html

http://www.blueridgenow.com/article/20110629/ARTICLES/106291008

Sincerely,

Hal Nash

Hal Nash
Life Science Instructor
Oregon Coast Community College
400 SE College Way
Newport OR 97366

……

Hello, thank you for this opportunity to email you today!

My name is Val Ellett, and I am a general music teacher K through 5 in the David Douglas school district. I have been teaching music for 16 years. I am also on the board of the Oregon Music Education Association and a performing member of The Portland Wind Symphony.

David Douglas school district is located in southeast Portland and serves over 10,000 students in grades K through 12. Of these students, nearly 24 percent are English language learners. At last count, our district had about 76 different languages spoken. We also have a very high population of students who receive free or reduced lunch, title one services, and other medical and social services.

David Douglas has always maintained a strong commitment to music education. We've created and maintained a district-wide common music curriculum and assessments, which hold true to the National Association for Music Education's guidelines that music education is a CORE SUBJECT AREA… not… "an extra".

In my OWN school, there is a very diverse population of student-needs. We have students who are learning the English language and students who function in music classes despite facing challenging issues like as autism, spinal injuries, birth defects, diabetes, attention deficit disorder, depression, blindness, … and even homelessness. Yet, every single day I get the joy of seeing these students come into my classroom and all of the world fades away while they get to experience, and learn, and DO MUSIC. Music is the great equalizer.

Every child in every elementary school in Portland can be ENGAGED in this same way. They can be singing, playing instruments, moving to music, reading and writing music, composing and arranging music (yes, even in kindergarten!), analyzing and critiquing music, and experiencing music from many

different cultures and time periods. It seems the only "culture" we have nowadays is Facebook and Xbox. We've got to give children the chance to create and develop their own culture.

What I teach is not the music class from *your* childhood… it's so much more. As I plan my lessons every day, I insure daily opportunities for students to reinforce language and literacy skills and reinforce basic math skills. My music lessons often help connect the two sides of the brain and provides sensory experiences to help improve both fine and gross motor control. I offer opportunities to increase listening skills, develop historical and cultural background knowledge, and foster cooperation and teamwork.

Two months ago, I had a mom email me, telling me that her son (who was new to our school) was struggling with wanting to go to school. She told me something amazing… on the days that he had music class, he LIT UP, and jumped out of bed, and was delighted to GO TO SCHOOL that day. For certain, music class helps provide disconnected kids get a connection to school and learning because elementary music teachers are the WHOLE school's teacher.

Over the years, I figure I've taught music to over 10 thousand students. If it weren't for the continued funding to keep music education a part of their core curriculum, that would be ten thousand kids who may never have found their voice through music education.

There are about that same amount of students in Portland who would so greatly benefit from having music taught to them as part of their core curriculum.

We need to teach to the whole child.

We need to think about our future, and we need to catch up with what the rest of the world already knows.

Music and the Arts are the most powerful force a community can invest in.

Thank you for your time!
Val Ellett

Val Ellett
Gilbert Park Elementary, Music Teacher

OMEA Music Advocacy Committee
val_ellett@ddouglas.k12.or.us

……

Dear Mr. Crew,

Welcome to Oregon and to Oregon Education! I am a life-long educator. I wanted to be at the meeting here in Salem, this evening, 10/23/12 at McKay High School. I was tied up in some activity at my school and so am writing to you instead.

I want to be sure that School Counselors are included in Oregon's PK-20 plan for education. We are educators and advocates for Oregon's students. If you'd like to see what our national association has to say about the role of counselors, at all levels, I highly suggest looking at their site: http://www.schoolcounselor.org.

I am going to share my own data from last school year with you. It will give you the perspective of an elementary school counselor. Last year I was in one elementary school, full-time, working with 620 students. It was a Title I school. The school counselors in Salem-Keizer keep track of their work through a computer program called Counselor Tracker. We mark the kind of activity we do and if it serves more than one student, we mark the number served. Last year I was an educator and child advocate as I did the following:

Guidance lessons in the classroom:
Career/College 977 (so that translates to about 33 classroom visits with approximately 30 kids in each class to teach about College and Career readiness.)
Personal/Social 5304 (Personal/Social is about getting along with others, social skills, personal safety—child abuse/stranger danger/safety issues, and more—this equals about 175 classroom lessons)

Individual Planning for students:

504—11 contacts
Academic—18
IEP—12
Personal/Social-62

SST student referral-89 (In SK district, we facilitate the student team that determines who should be evaluated for
Special Education and 504 plans)

Responsive Services:

650 contacts for Child Abuse calls to DHS hotline, Community Referrals, Crisis Responses, School Supply help,
Clothing help, SST pre-referrals, Student specific responses, and more.

In Small Groups, I had 370 contacts with students throughout the year.

I had 201 parent consultations and 1141 staff consultations.

I wanted this to give you a picture of how closely tied the school counselors in our state are tied to the success of the students of this state. I love my job. I love working with students, families, staffs and the community. It is too bad that economics have taken school counselors out of so many schools, or have

greatly reduced their time. This year I am in two schools, both about 43% low income/poverty rates, and a combined total of 800 students. I am not going to have as many guidance lessons to count as contacts, but I will have some. I will have many chances to advocate for students' education. I will have many chances to help students feel more comfortable or deal with their feelings so they can get on with that all-important education. I am a part of Oregon students' education. I'd like School Counselors to be named as one of the many educators that will shape students' lives in Oregon. Please include the school counselors in the language of your education plan for Oregon's children/youth.
Respectfully submitted,
Linda Lockwood Geissler
Salem, OR
Linda Lockwood Geissler, M.Ed.
Chapman Hill and Brush College School Counselor
503-399-3195 Chapman Hill
503-933-3132 Brush College

……

I was unable to attend the community forum in Hermiston on Monday evening but did want to get my two cents in on the need to support arts education in the State of Oregon. Particularly in rural areas on the east side where cultural resources are more limited and art specialists in the schools have pretty much become a thing of the past. We make a huge effort, through our artist-in-residence program, to make up for the short fall and to help schools make a small dent in their arts curriculum requirements. It's not enough and my greatest hope would be for more resources to be directed to this critical part of our children's educations.

Thank you,
Deena

--
Deena Heath, Executive Director
ArtsEast
PO Box 541
La Grande, OR 97850

541-962-3624
dheath@eou.edu
www.artseast.org

……

Dear OEIB Board,

I was in the audience at your forum at the U of O last night (Oct. 17).

SMART is an early literacy program in the state of Oregon. We are excited about Strategic investment #2 *Oregon Reads* because it is in direct alignment with our work.

Strategic Investment #2 states: "For disadvantaged students and those at risk, Oregon must provide: (1) more opportunities for practice, with individual support from an adult; and (2) more access to books, computers, online curriculum, etc."

For more than 20 years, SMART has been doing exactly this – providing opportunities for students in Title 1 schools to practice reading one-on-one with adult volunteers, and has given 2 million books to children to take home and keep.

We think that our program can partner with your efforts to ensure every Oregon student will read in the primary grades.

We will be meeting with Nancy Golden on December 7 to further investigate ways SMART can partner with your efforts.

We applaud your hard work to put strategies in place that will take our state's educational system from where it is today to greatness. And, SMART has a key role to play –and stands ready and eager to help – in achieving that.

About SMART® (Start Making A Reader Today)

SMART is a statewide nonprofit organization that envisions an Oregon where every child can read and is empowered to succeed. We partner with schools around the state and engage community volunteers to read one-on-one with PreK-3rd grade children, helping strengthen literacy skills and encourage a love of reading. In 2011-12, we served more than 8,500 children statewide with the help of 5,000 community volunteers. Children in the program receive 14 new books throughout the school year to keep and read with their families. Together, with support from communities and schools around the state, SMART is improving the reading capacity of Oregon's children. Visit www.getSMARToregon.org or call 877-598-4633 to learn more about SMART.

Sincerely, Liz Degner

Liz Degner, South Valley Area Manager *(Lane, Linn and Benton Counties)*
SMART (Start Making A Reader Today)
525 Mill Street
Springfield, OR 97477
541.726.3302 Office | 541.915.1608 Cell | 541.726.3393 Fax

S M A R T
START MAKING A READER TODAY®

Imagine An Oregon Where Every Child Can Read

SMART has a new website! Check it out at www.getSMARToregon.org.

Volunteer or donate today!

……

My name is Deanna Murphy and I am a mathematics instructor at Lane Community College. My 21 years of community college service have included teaching and tutoring part time, directing a math tutoring center (at PCC, Sylvania), teaching full time and serving as the interim dean of the LCC math division for the three plus years of the enrollment surge (Summer 2008 through Summer 2011). I also currently serve as the Secretary of the LCCEA Board. I attended the meeting last evening at the UO Alumni Forum, to hear the concerns of other community members related to the OEIB recommendations for Oregon schools. Below is my feedback about the proposal linking budgetary stability of schools to "completion."

Reading the EFT recommendations to the Governor through the filter of my community college teaching and administrative experience, leaves me concerned about the welfare of students and schools in Oregon. A statement, on page 1 is particularly troubling to me.

"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 the appropriate roles for the state and other organizations to play."

This statement, which is the premise for the document, begs a number of questions. The idea is to improve student outcomes by altering the delivery of education with a budget? Is there research to support that this is productive? Where does learning fit in? I could not find reference to learning in the document. As an instructor, my primary concern is for student learning, which I know leads to success. Is there an assumption that a system of punishment by further budget cutting will whip schools into shape, and that students will be more likely to learn if there is less money? Will schools that are defunded will be publicly condemned and closed? Is there an assumption that all adult students need to be brought into line and given goals involving degrees if they take a community college course?

What is the roll of the State? The students I work with are already as stressed as they can be with school, work and family commitments, not to mention credit limits tied to financial aid and limited resources over all. This plan will further burden them with a threat of tuition increases due to potential further under-funding. They will also be pressured to fabricate plans they may not want or be ready for. I don't support the state of Oregon imposing educational goals on citizens. Instructors will be burdened as well. There will most certainly be pressure to make completion a higher priority than learning. This is detrimental to morale and comes at a time when most community college employees have managed to do extraordinary work under the extreme circumstances created by unprecedented enrollment combined with severe underfunding.

The fundamental question I am asking here is whether this endeavor would improve student learning, which leads to success. I do not believe so. There are wonderful professional organizations that provide leadership in the areas of teaching and learning. In my field, AMATYC and the Oregon chapter, ORMATYC, are great resources for community college math instructors. NCTM is another. And of course there is important research out there. It's a joy to think of ways to improve teaching and learning. Instructors do it now, and will continue to engage in discussion and action. It's what keeps many of us in this profession. The best way for OEIB and other groups at the state level to help ensure student learning (and therefore success) is to facilitate proper education funding. It is the moral and ethical direction to take.

Thanks for reading.

……

I attended the Southwestern Oregon Community College forum last week and did not sign up to speak, but instead listened to a variety of comments made by stakeholders in our region.
My comments would be that I am excited about the direction we are headed in Oregon in regards to B-20 education. It is the first time in my 35 years of service to students in this state that we have a concerted effort to coordinate services, map out educational priorities and ensure that each and every student we serve is ready for employment, post-secondary education or enlistment to the armed services. I believe that Dr. Crew and Rob Saxton are the right leaders at the right time to move our state forward. Like everyone else, I am concerned about the funding issues that go along with change. However, I also know that we can make significant changes in our classrooms without infusion of large dollars. Teachers and administrators need to be able to work together to improve curriculum and instruction. This can be accomplished if administrators are trained in observation techniques and evaluation procedures that ensure quality instruction is taking place in our classrooms.
I applaud your efforts and thank you for taking this leap of faith in improving education for future generations of students in our state.

Jeff Davis
Superintendent/High School Principal
Central Curry School District #1
Gold Beach, Oregon

……

OEIB General

Dear OEIB General,

Core curriculum are important, but equally if not more so are experiential learning that compliments

and enhances the core classes. Specifically, I'm referring to site-based outdoor and hands on learning. FFA has to be the best model out there for this -- application of many skill areas to projects, leadership, and real life skills. At lower levels, Agriculture in the Classroom, 4-H, school gardens, and other hands-on learning lasts a life time.

There are many other good programs around as well. They all share the important aspect of applying classroom learning to real life projects, not just routine stuff that kids can fake, but problem solving, real world business, environmental, or community solutions.

Music programs are another key focus for investment. Don't underestimate the impact that music has on kids, at all levels. It can change lives and bring out hidden abilities, assist with math and other left/right brain thinking skills, etc.

That's where I'd like to see my money spent!
Thanks.

Sincerely,

Brent Searle
2783 NE Kimberly Crt
McMinnville, OR 97128-2363
……
Attention Oregon Education Investment Board (OEIB) Members:

As a community advocate and native of Portland, Oregon, I can't express my sincere appreciation for the opportunity to provide public comment to help direct the course of funding for the success of all students in Oregon. I earned both my high school diploma and colllege degree in the city of Portland and I work tirelessly with youth across the Metro area daily.

I can't begin to express the true value community organizations added to my personal and academic success as a graduate of James Madison High School and Portland State University Having a broader support system was essential to my success as an african american male. As an adult professional, I want to strongly encourage the OEIB to direct funding specifically to community organizations that provide direct services to students that benefit both the students and the culture of the school.

There is a great opportunity to elevate the importance of community organizations and increase their capacity to serve students that often fall through the cracks. In reviewing the ten funding priorities of the OEIB, I believe their needs to be clear and precise language that includes funding community based organizations that have a track record of helping middle to high school students (not just elementary students) achieve personal and academic success. There is mention of parent and family outreach as goal which I believe is important. However, there needs to be a clear message that includes funding programs that provide DIRECT SERVICES to students. Otherwise, we lose the value of student voice.
Thank you for your consideration.

Best,
Mark Jackson
Citizen
……

When I read about education reform, I read goals for test taking and completion of degrees. In my experience, students learn what you teach. So, in this instance they learn to take tests and go to school. I still ask "What is the goal of education and how does this help students reach that goal." It has been my understanding the ultimate goal of education is for students to become functional adults who positively contribute to society by holding jobs, making good decisions in various facets of their lives, being good parents if they make that choice, participating in society in a positive manner and independently continuing to learn throughout life to adapt to changes and meet challenges. We want them to be successful in a workplace where they can discuss and problem solve with a group, and successful in their personal lives with healthy choices and fiscal responsibility. I don't hear how taking tests and completing higher education levels contribute to this goal. Conversations with college professors indicate they have concluded often students pursue a higher degree, not because they're working towards a goal for their adult life, but because going to school is what they know how to do.

It has also been my experience that to reach a goal, I first have to create the environment and use a strategy conducive to fostering that goal. If I want to grow a plant, I need to focus on the temperature, soil, exposure, water, etc., not on the ultimate height of the plant. If I want to build something, I have to focus on the space, a solid base, materials, process and sequence of putting it together if the finished product is meet the purpose I have for it. If I want children to learn something, I first need to know if its appropriate to their level of development and knowledge, what motivates, interests, how to make it relevant, and identify the best strategy to start where students are and build the steps to learn. For them to successfully take a test on it, may tell me something of their learning but does not ensure they can apply it effectively. Application is the ultimate test.

In education reform I hear nothing about appropriateness, motivation, interest, relevance and application. The concept of "Developmentally Appropriate Practice" that comprehensively identified young children's concept development, knowledge base, skill level and appropriate activities to facilitate learning has been booted out of our school system. Interactive skills are supposed to be learned at home, not school, ignoring that frequently a lack of appropriate interactive skills often dooms a child's school experience and spending some time on the skills would enhance rather than detract from learning, and work towards developing important life skills. I repeatedly hear about classes and activities that would address motivation, interest, relevance, show function and allow application being deleted from curriculums and classrooms as frivolous. Teacher education has shifted focus from developing teachers who understand children's development and learning to producing teachers that show superior skills and knowledge in some area -- the children's development and learning tacked onto the end and is not as comprehensive as it once was. The last time I looked at the makeup of the OEIB board, I noted that there was no one who obviously had any knowledge of these concepts, especially for young children in education, to discuss or evaluate the relevance.

It leaves the impression that students are expected to sit in class, sop up knowledge that is imparted to them, spew it out on a test, keep doing that until they reach a PhD, then miraculously emerge as a totally functional adult. Years ago in reading education, it was learned that teaching phonics alone taught children to decode, it did not ensure they could develop meaning from what they decoded. In math it was learned that knowing how to add, subtract, multiply and divide, did not mean a child knew when to apply each strategy. Meaning and application had to be included in the teaching. Yet, we are repeating the same mistake with the whole educational system. Teach so a test can be passed -- meaning and application not necessary. The goal of passing the test is so important, that it encourages excluding children with behavioral challenges and disabilities from the regular classroom and curriculum because of concern about bringing down test scores. Special education support and

relevance is rapidly eroding, being shoved back towards the janitor's closet because these children don't measure up.

With this emphasis, we shouldn't be surprised with statistics that show more and more young adults are graduating from college then moving back home to live because they don't independent living skills, that students graduate from college and then have to go back to the local community college to get the skills required to do the job, that even with the high jobless rate, many jobs are unfilled because no applicants have been found that have the necessary skills.

If you are going to convince me that the proposed goals will be effective, don't tell me about test scores and higher level degrees. Those do not measure ability and good judgment. I need to hear about goals to create the environment and use the strategies to facilitate students' learning and the measurement that shows they can apply what they've learned in an effective and productive manner to create the healthy, positive adult life we want for them.

Marilyn Patterson, Retired Special Education teacher, mother of two adult children
408 Waterbury Way
Medford, OR 97504

……

Dear Seth, Here is the complete text of my comments to the Committee. Thanks for the opportunity to post them. Please let me know if you have questions. Tim Mabry

OEIB mtg--Hermiston, OR 10-15-12

Welcome to Eastern Oregon.

My name is Tim Mabry, I am a life long resident of this area and a local business owner.

Thank you for your service and taking the time to come to Hermiston

I applaud and endorse the Summary Recommendations of the Education Funding Team to the Governor on October 4, of this year.

It is obviously the product of lots of thought and discussion.

I agree with the Team that the basis of this overhaul has to start with "Developing a Representative Corps of Professional Educators."

We need to support our teachers .

We need to incentivize their measurable performance.

And we need to create education environments where everyone thrives.

Student Achievement Centers look like a promising idea, provided they can be provided on a wide enough basis to provide accessibility to all the teachers in the state in some form.

Accessibility is a huge issue in rural Oregon.

Access to those Student Achievement Centers, Community Colleges and to regional State Universities is critical the success in human terms of the statewide educational overhaul you seek to craft.

We need those resources to be as close by as possible and available on-line to meet the myriad circumstances student face in trying to further their education.

Strategic Investment #3 highlights the need of supporting Students and Families'

As part of the investment, I hope funding to develop or continue Community Schools, to improve K-12 success will be included in the mix. Locally, at McNary Heights Elementary, an after school program has had phenomenal success engaging parents and community members at the school and improving student attendance by offering all kinds of programs before and after school. It also helps keeps students out of trouble.

I understand there are similar success stories at four Community Schools in central Oregon.

- The Education Funding Team's post-secondary recommendation of moving away from enrollment based funding to outcome based funding is a bold proposal.

- As an alum of the U of O, I am supportive of outcome based measurements, particularly those that take into account mission differentiation, i.e. number of baccalaureate degrees, number of graduate degrees, research.

- The "stop-loss" provisions to ensure that institutions do not experience dramatic changes in funding upon implementation of the new formulas are also prudent approach.

Thank you again for your time, and your work in this process.

Tim Mabry
78891 Doherty Rd.
Hermiston, OR 97838

541-379-4012

Sent from my iPad

……

Testimony for Oregon Education Investment Board

I would like to share regarding special education in Oregon. First, I want to say that this process of statewide community forums is important but that you must also go to the parent communities that are underrepresented here tonight. It is very difficult for parents of kids with disabilities to find childcare and being a minority those families do not always feel comfortable in these forums. I also want to add that the rating list the OEIB distributed is good because special education is actually represented with language around achievement but it also feels like we are voting on my kids civil and federally mandated rights to be educated equitably. Please ensure that you make the effort to engage the disability community directly on these issues. You need to go to them and hear their stories.

My daughter receives special education services and I have the blessing of knowing how to advocate for my child and a flexible schedule to make things happen. Many families do not have this privilege and their kids are not being supported and this is contributing to the lowest graduation rate and highest unemployment rate of a minority population. Much of what I learned about how to advocate for my child happened in the wonderful EI/ECSE programs that have been cut dramatically. There has been a 57% decline in level of services to children with identified disabilities ages birth to 2 and a 34% decline in services to children with identified disabilities 3 to 5. Thanks to early childhood special education my daughter entered school ready to learn and succeed. Those early years are the most crucial for keeping kids in school. We must not only adequately fund early childhood education because it is the right thing to do but also because it keeps kids in school when they can enter Kindergarten with school skills already in hand.

We started Kindergarten at what was termed a "failing" school. What we found was a wonderful and diverse community rich in social culture and my daughter thrived. The teacher worked with Libby and her challenges and communicated with me about how to support Libby. One day she asked me, "The kids want to know why Libby is not in trouble when she hides under the table. What should I tell them?" I said, "Tell the kids that they know the rules and you expect them to follow the rules but that Libby is still learning the rules and needs their help to learn how." Instantly the kids took charge in showing Libby how to follow the rules and why it was important. They competed to be her "buddy" and relationships blossomed. Libby did not need expensive services in her IEP, she just needed a general education teacher with the willingness to understand how to guide the kids to provide natural supports to my daughter. Everyone benefited from this but especially my daughter.

Fast forward to 4th grade and we had to leave this wonderful social environment because she was indeed being failed academically due to poor leadership in the building and the district. My daughter is now struggling in school because of the move and I recently asked her if she could have 3 wishes to help her in the classroom what would they be. She told me, "I wish I had a better brain that was good at thinking." I hope this makes you feel as distraught as it made me feel; it is not OK for our kids to ever think they are not excellent learners every single day with or without a disability. Her teacher is great but in nearly 30 years she has never had any autism training provided to her. I talked to an administrator about getting her help and this person coached me to ask for a paraeducator and to be demanding about it. I am not going to play games and I do not think it is fair that I am being told the only way to get my daughter the help she needs is to play into the stereotype of the "angry special ed parent" demanding the sun and the moon for my kid. My daughter does not need really need a paraeducator; her disability is viewed as a golden ticket so they get another adult in the building. I should not have to play those games and neither should they. At the same time so many other kids can't get the support they need because they do not have "enough" disability to get help in time and they become another drop out statistic. It all comes down to how special education is funded and what we are spending the money on. We could pay for an extra adult my kid does not need or just provide her teacher with some autism training and consultation before there are challenges. Universal Design for Learning or UDL is the future I hope this board considers for all learners in Oregon schools as a solution to funding and achievement challenges for special education. UDL is crucial for kids with disabilities and enhances the education of their peers. UDL is student-centered and is only as much support as the child needs for academic achievement. You can learn more about UDL at www.cast.org and will close by thanking you for your time and hope you consider these recommendations.

Stephanie Hunter
Stephanie.c.hunter@gmail.com
503-810-5192

……

OEIB General

Dear OEIB General,

I am an Engineering Instructor and advisor at Mt. Hood Community College. As Engineers, my students go on to become essential members of society and make a significant income, out of which they pay taxes. My engineering students prefer not to start their engineering educations at universities, but at our community college for reasons such as cost, class-size, short distance from home, and the engaging, hands-on nature of our program. However, my students don't seek a degree from Mt. Hood Community College, they seek to complete courses that will progress them toward a Bachelors Degree in Engineering once they transfer to a University. If Mt. Hood Community College's funding is based on giving students degrees, it will be tempting to cut the Engineering Transfer Program. Please don't tempt the college to cut this crucial and necessary program. Thank you.
Sincerely,
Michael Woodburn
70 NE 19th St.
Gresham, OR 97030-2708
……
Attn: Oregon Education Investment Board

Re: Funding Priorities
Attachments: $283,061.09 in TAG funds that didn't go to PPS kids as intended

Thank you for inviting opinions on priorities for education funding in Oregon.

I am the mother of a curious, sweet, funny 1st grade girl who loves to learn and was TAG-identified in Portland Public Schools last year. She still loves school & her classmates and adores her teacher, but it's clear that most standard grade-level curriculum is not challenging enough to teach her proper study skills, address her perfectionist streak or spark her love of learning. I am deeply worried about her future within the Oregon public school system.

I have been saddened to find that Portland Public Schools does not nurture highly inquisitive, sensitive, gifted students like mine. In fact, I have come to realize that gifted and academically talented kids are viewed as just a paperwork headache for administrators – outliers whose needs simply don't count within the current system.

The needs of high-ability students have been routinely ignored or neglected by PPS. I was a product of public schools, and still remember the MGM and GATE services I received as the best part of my early education. These groups let me work on projects with academic peers, taught me proper study habits, and made it ok for me to 'not be perfect' (because they were truly challenging & I actually had to work on new concepts). Those programs ignited a lifelong love of learning for which I am so grateful. I realize that TAG services in PPS are not supposed to resemble the 'pull-out' programs of the 1970s, and I appreciate that budgets are tight, but it's been devastating to see that no effort is made to serve these kids at all. These are true academic and emotional needs – not a luxury or an 'extra' for kids who will score well on standardized tests no matter what. TAG services should be offered consistently within

Oregon Public Schools so that all kids – not just the ones whose parents can afford private school – have a chance to reach their potential.

The TAG services kids like mine are supposed to receive look good on PowerPoint slides, but they are often offered grudgingly, if at all. Most PPS parents do not even realize they can request an individual TAG plan, and it serves PPS well to keep them ignorant of this fact or to discourage individual plans. The standard curriculum often translates into pure review for most of a TAG student's day. While some heroic teachers try to keep rapid learners engaged when they can, this is extremely rare.

The PPS TAG Dept. has been guilty of years of pitiful communication with parents, a website that is almost never updated, and TAG budget neglect. There is inconsistent TAG support from school principals and TAG Coordinators, who often have a superficial understanding of the needs of talented & gifted kids – and absolutely no incentive to make sure these kids are really learning.

Here are just a few facts that illustrate a systemic problem –

I recently discovered that my daughter's school, Alameda Elementary, barely touched its TAG budget last year. In fact, 86 percent of the school's TAG money was unspent and forfeited, even though many stressed-out working parents had previously presented the principal ideas about raising money for TAG enrichment activities – Robotics camp, Saturday Academy, etc. - and offered to volunteer to set them up. At our fall parent TAG meeting on Oct. 16, the principal suggested that the school's demographic could afford to pay for enrichment (not the case in our household!) and would not even discuss the issue with parents or explain what happened or how we can try to work together to use the budget more fully in the future.

The problem seems to be a chronic one; in looking over the Alameda budget spreadsheets, I learned that in two other years within the past four, my daughter's school used only half of its available TAG budget. The vast majority of parents of PPS TAG kids do not even know there is a budget, but I know they would love to make strategic, transparent and complete use of these modest funds.

Alameda is far from alone. As you will see in the attached spreadsheets, at some schools, not one dollar of the TAG budget gets used. Across PPS, $92,259.67 of our taxpayer dollars – specifically earmarked for TAG-identified children – was not used on TAG last year because schools either weren't aware of the funds or could not manage to make them a priority. The money was forfeited at the end of the fiscal year and returned to the general PPS fund. In the past four years, $283,061.09 of school TAG budgets simply was not used.

It broke my heart to open up these spreadsheets, which I requested from the PPS budget office out of curiosity, and find that money that could have helped our kids was not used – especially during a crushing recession and at many Title I schools. Does anyone in the district have enough concern for PPS TAG students to make sure these funds are used as intended? $283K could have paid for many needy kids to go to science camp, or for small group aides in large classes, or math software for the computer lab, or for deeper teacher training on differentiating instruction. Kids deserve better.

This negligence also sends the message to the state that we don't need every penny and more, which is far from the truth. The TAG budget mess is just one symptom of a broader problem. Just take a look at the mile-long waiting list for the tiny PPS Access Academy highly gifted school, and you'll see pent-up need for real TAG services at neighborhood schools. At our neighborhood high school, students can't

even take all of the AP classes they want to, which affects their college admissions chances and sends the clear signal to these students that they are not a priority.

It is clear that TAG has long been a confusing afterthought, at best, within Oregon's largest school district. This cannot all be blamed on past No Child Left Behind testing rigidity or on budget crises.

However, I have high hopes after reading the suggested plans in the Oct. 1 "Quiet Crisis" ODE report on TAG education. PPS has a brand-new TAG Director, Dr. Kimberly Matier, who seems to want to effect change and address these problems collaboratively. Now is the time to finally fund Oregon's TAG Mandate and create clear, consistent services or risk crushing the futures of hundreds of thousands of bright, hardworking children.

Please make every effort to support the Oregon State Plan for TAG Education so that these kids – who have all the potential in the world – stay engaged, stay in school and go on to become amazing scientists, business leaders and artists. This plan is long overdue and will reward the state for generations to come.

Thank you for your time & hard work on this issue,

Amy Mason Doan
PPS Parent
amasondoan@gmail.com
503-915-4562
……

OEIB General

Dear OEIB General,

The current conditions for educators teaching and students learning are unsustainable. I am being pushed near burn out and am considering, after 13 years in the district, whether i can continue.

In Portland Public Schools, we are robbing our students of a full day of education, since we moved to a 6/8 high school schedule, with most kids having early release and late arrival, the total learning day has shrunk for them, while the teaching load for educators has increased to unsustainable levels. We cannot, make connections to students, help individual students, carefully assess student work, give helpful feedback, contact parents, or write thoughtful college recommendations with such a load. Also, the schedule change has taken almost 3 weeks of teaching and learning time away, having to cut more from our curriculum and expect kids to be able to do more on their own.

On top of this, it make me angry that educators are told that we aren't doing a good job and that we need to improve achievement for every single student. You come into my classroom and try under these conditions. It makes me really wonder if you care at all about education, when you keep pushing such rhetoric and increasingly move toward bad policy like the NCLB waiver which plans on evaluating us using student test scores. This is inequitable for our students and harmful. How do you even know if these tests are valid? Do you think that that would attract teachers to work with our most struggling students? In the interest of equity for our students we need to think about the potential consequences

of such a policy. We need to think about equity beyond getting test scores of normed test scores.
"“Much of the discussion about the use of student standardized test scores to evaluate teachers has centered on how unfair the “value-added” method is to teachers because it is unreliable and can — and does — label effective teachers as ineffective too often. But there are consequences for the students too, and they are just starting to be seen. This is explained by in this post by Carol Burris, the award-winning principal of South Side High School in Rockville Centre, New York. She is the co-author of the New York Principals letter of concern regarding the evaluation of teachers by student test scores, which has been signed by more than 1,500 New York principals and more than 5,400 teachers, parents, professors, administrators and citizens" http://www.washingtonpost.com/blogs/answer-sheet/post/new-teacher-evaluations-start-to-hurt-students/2012/09/29/f6d1b038-0aa6-11e2-afff-d6c7f20a83bf_blog.html#pagebreak

Furthermore, as far as the 80% post-secondary education goes, i've criticized members of OEIB and Ben Canon at public meetings for misrepresenting economic data about education requirements for employment. Most jobs will not require post-secondary education, however, that should not be why we encourage kids to get or not get higher ed. One major obstacle for getting higher ed is the cost and that is one, they are not addressing, even as they acknowledge that state funding has been decreasing and costs and debt for students have been increasing, especially for low income and students of color. These are equity issues, they just neglect. I think other equity data, like classroom grades, discipline rates, graduation rates, etc. are important, but many of these other targets that they plan on judging us by, are problematic. How do we know if students don't attend college or finish within 4 years, whether that is because of finances or their academic learning in k12 ed?
http://ouroregon.org/sockeye/blog/shifting-costs-higher-education

I am distrustful of OEIB, after having attended several meetings and corresponding with OEIB members. Rudy Crew, will continue to work in for profit business in education consulting while he serves as the unelected education czar. His business, has not had a good track record.
"Paying Outsiders
Faced with the technical and logistical challenges of putting $3 billion in SIG money to use on a tight deadline, states have enlisted an array of consultants, including for-profit companies, nonprofit turnaround specialists and postsecondary institutions.
But tracking that cash — and determining whether schools have gotten their money’s worth — remains daunting. The federal government does not tally how private educational consultants have benefited from the turnaround windfall, nor do most states, according to an analysis published by The Denver Post in February. In about 15 states that agreed to tally such spending, an average of roughly 25 percent of all SIG money went to private consultants.
In Colorado — one of the few states willing to do such a tally — consultants took home $9.4 million, or 35 percent of the state’s $26.6 million in SIG money in the past two years. That’s paid for instructional coaches for teachers, leadership coaches for principals, analysts to pore over student data, and pricey professional-development seminars on changing school culture.
Even some contractors who offer services to SIG schools have raised alarm bells about the lack of accountability for outside groups.
“These schools require truly comprehensive services, from instructional to operational support,” said Jennifer Shea, a senior program manager at the School Turnaround Group, part of the Boston-based Mass Insight Education, which is working with six states on turnarounds. “Very few organizations currently have the capacity do this work. … I don’t think these types of providers necessarily have the wrong intentions, but we need stricter standards for how partners are being selected and monitored.”
The program has seen some well-publicized stumbles along the way. Several news organizations, for

example, have looked at the experience of one consultant working in SIG schools in Colorado, the New York City-based Global Partnership Schools.
GPS was founded by Rudy Crew, a former head of the New York City and Miami school systems, and by Manuel Rivera, a former superintendent of the Rochester, N.Y., schools. (Mr. Crew left the company last fall.) The company operates SIG schools in Baltimore; Bridgeport, Conn.; and Pueblo, Colo.
In Pueblo, for example, where GPS has a $7.4 million contract, student performance slipped further at five of the six schools the company operates, The Denver Post reported.
At the GPS-operated school in Baltimore, Garrison Middle School, nearly every indicator of quality has dropped since GPS took over in 2010, The Baltimore Sun found." http://fcir.org/2012/04/20/in-expensive-school-turnaround-project-questions-about-effectiveness/

Sincerely,

Hyung Nam
1820 SE 44th
Portland, OR 97215-3127
……
Dear OEIBB members,
I am writing to protest the recommendation to tie funding to student "performance," which seems to be understood primarily as achievement of degrees and certificates.

Such a move will not improve student educational attainment; it most likely will lead to grade, degree, and certificate inflation and increasing pressure to pass students who complete substandard work. Already, as a faculty member, I feel increasing pressure to retain students in class, even when such students do not and are not working to meet course standards (this despite the fact that I am considered am effective teacher by most students and by peers). These impacts will most likely be felt immediately. Another, more sinister effect that very well may play out in the long term is limiting access to students who we know are more likely to graduate.

Community college students often live very complicated lives, and many enter college somewhat or vastly under-prepared both for the academic work and the kinds of behaviors and practices that lead to college success.

Since we are an open-door institution, we teach students with myriad challenges, many of whom will not be successful on any initial foray into school. Others may be successful, but not on the time line established by educational reformers as sufficient to complete academic work.

I realize that we live in a time of data collection and analysis and that anecdote does not count for much, but let me describe the demographics of my first-term college writing course: I have two students with documented disabilities and four more who have self-identified as having ADD; I have a homeless vet; a woman with heart problems and a newish baby; a young man who seems to be suffering from anxiety; five additional students are first-generation, which leaves five who are college-ready academically and socially and not facing achievement challenges in any way. I have already lost several students: one had six children and was a single parent, another appeared to be unsure what he was doing in college. I don't know about the others.

What I described above is not anomalous. Last spring, in one class, my student writers included three undocumented immigrants, a woman with a severe anxiety disorder, a student recently recovered from

lymphoma, a man in the midst of house foreclosure, and a young man who had been homeless for most of his adult life. I'm happy to report that all of the above completed the course except for one young woman who abruptly left the country, but their efforts and mine were herculean.

When these students drop out, as they sometimes do, it is not for want of effort from their teachers or from them. Life gets in the way of their progress (and sometimes lack of preparation for college prevents them from being successful). They endure burdens and suffer setbacks that their more middle-class peers do not.

I understand many of the complaints about enrollment-based funding (I have many myself), but the solution is not to rush to an outcomes-based funding model determined by narrow definitions of student success (completion of certificates and degrees).

If the OEIB is serious about increasing student completion, they should work to bring down tuition and provide reasonably priced housing for community college students instead of developing and enforcing a punitive completion-based funding formula. Supporting faculty would be nice, too (teaching today is increasingly challenging as our student demographic widens and shifts).

Sincerely,
Kate Sullivan

PS, I am grateful for and supportive of all the efforts to improve early childhood education and parenting practices.

……

I am unable to attend a public forum but I wanted to take this opportunity to submit my comment regarding the state's P-20 education initiative. I fully support this initiative but I would like to ask how exactly you imagine this plan will be executed?

To that end, I am disappointed to have learned that so far there has been no discussion on how school counselors are a part of this plan. How will professional school counselors be recognized and funded through this initiative? Need I remind you, professional school counselors are providers of the key priority services this initiative supports. Professional school counselors are trained to do the following:
engage and support families and students
bridge transitions
develop goals for college and career readiness
strengthen Oregon Diplomas attainment through a focus on students' academic, career, and personal/social development
equip students with essential skills for global success
provide for each and every student and each and every school: guidance and curriculum, individual planning, responsive services, system support and integration, student advocacy, and program planning and evaluation
Are there other school staff members who specialize in this type of training? If you can identify another dedicated profession that can effectively provide these services, I would like to hear your take. Without funding for professional school counselors I am left to wonder just how effective your P-20 education initiative will be. For the sake of all Oregonians, I am asking you to please consider the impact professional school counselors will make on this initiative, one way or another.

Best regards,

Jessica Winfrey
jessicaklaux@gmail.com
541-914-0425
……
Oregon Education Investment Board:

I cannot attend the meeting at Marshall High this evening, but wanted to take this opportunity to submit my thoughts about education funding in Oregon.

After careful thought, my husband and I decided to send our son to our neighborhood school, Llewellyn, where he started Kindergarten this year. We want to support the public schools, and take full advantage of the community benefits of a neighborhood school, but it's clear something needs to change statewide or our children will not be prepared for the world they will grow up to live in. Llewellyn has almost 600 students with only two school secretaries. After only a few weeks, it's clear to me that teachers literally would not be able to do their jobs without significant parent support. I imagine receiving adequate parent support is more difficult in areas with higher concentrations of poverty.

*The schools need stable and adequate funding.
*All of our children need access to a well-rounded education, including the arts and physical education. These should be taught by subject-matter experts.
*Our class sizes need to be reasonable, so our children can reach their full potential.
*Our school buildings should be comfortable and safe places to learn. I live in fear my son's school will be his grave if there is an earthquake during school hours.

Thank you,

Tanya Schaefer
7425 SE 18th Ave
Portland, OR 97202
Parent of Llewellyn Kinder
……
Dear Sir,
I am the Director of the Central Oregon Parenting Education Collaborative (OPEC), one of 12 statewide "HUBs" supported by The Oregon Community Foundation, The Ford Family Foundation, Meyer Memorial Trust, and The Collins Foundation. Evaluation and technical assistance is provided by Oregon State University.
The Central Oregon Parenting "HUB" is a collaboration of 14 different organizations, programs and nonprofits united around the proactive strategy of parenting education. Our collaboration members include representatives from county health departments, Head Start and Healthy Start programs, local Commissions on Children and Families, and nonprofits who have long standing reputations for community engagement and involvement.
Parenting education is a strategy that yields high social and economic benefits for both individuals and families, and communities at large. Parenting Education "HUBS" are demonstrating the ability to deliver evidence based parenting programs and significantly leverage multiple funding streams. Community based parenting education provides families with skills that can increase school readiness, school success and school retention, decrease juvenile crime and child abuse and neglect, and develop and support a parent population engaged in their children's education.

The OPEC Parenting Education HUBs are in place to support the Oregon Education Investment Board's vision. To do so, we believe that core public funding for parenting education is necessary for the goals of OEIB and the Early Learning Centers to be achieved.
Thank you.
Vicki Ertle

Vicki Ertle
Executive Director
Central Oregon Family Resource Center
1130 NW Harriman Street, Suite B
Bend, Oregon 97701
(541) 389-5468 Phone
(541) 389-8327 FAX

Because Kids Don't Come With Instructions
……..
I work in the area of workforce development and continually hear that employers cannot find skilled employees. Since we know our public education system is directly tied to our economy, it is in everyone's interest to give priority to providing more money to public education. We also need to deal with PERS more effectively. I think that a sales tax (with exemptions for food & medicine) and reforming PERS would provide us with more adequate funding.

Alisa Blum

Alisa Blum & Associates
(503) 524-3470
www.developtopemployees.com
……
Greetings. My name is Bruce Harrell. You can reach me at bbh@mind.net.

I noted with interest the article yesterday in the Medford Mail Tribune,
http://www.mailtribune.com/apps/pbcs.dll/article?AID=/20121025/NEWS/210250330,
and I remembered an earlier article discussing the benefit of front end year bonuses for teachers given on condition that they have to pay it back at the end of the school year if they don't meet certain achievement levels. The article discussed the psychology involved and how it yields much higher results than year end achievement bonuses.

Please consider recommending such a front year bonus system conditioned on year end payback if achievement levels aren't met.

Thank you.
……

Thursday evening I attended a public meeting in Portland at Marshall H.S. One thing that disappointed me was that I came prepared to discuss issues. That's why I go to these meetings. I saw most speakers, preaching to a choir which was as far as I could tell was negative in their reactions to what's happening in this process. To make it a more worthwhile forum I would suggest that board members present break

speakers up. In this case since there were three board members each would probably have had a meaningful discussion with 20 or so citizens who are very invested in Oregon schools. The board members could then meet and discuss the info they gather. That's a much better practice than what you did. If I had to venture a guess at this point I would say your plan is headed for trouble after seeing the public outrage and concern of last night. I would say that you do need to include and get together with more invested groups in the process who give a lot support to students and were well represented last and who I feel approached the board in the right manner. You seem to have left groups such as librarians and the highly needed support staff out.
That being said I can help you, design a system which will support students and adults as they get older, but you have to ask me for help. My emphasis would be to immediately infuse school with more support by paying tuition for future teachers who in return would spend time helping address classroom issues and lessening the burden of teachers who have classes that are to big.
I really want to talk to people about this approach. It well help every fragmented part of this quagmire we are all in. Please get me an appointment with Rudy Crew, John Kitzhaber or a member of your board. Thank you, William Glenn 503-254-2583. Also please acknowledge that you received this email. My return email is bellglen@teleport.com
……
To Ben Cannon and OEIB members,
I'm deeply troubled that our state claims that it cares about education and more Oregonians completing higher education, yet they treat our graduate teachers and researchers at our universities with so little regard. If we want high quality education at the highest levels, we can't exploit the faculty. How can I encourage my students to continue their education to the highest levels, if they are to only end up in debt and to work for universities as low paid workers without benefits?

Coalition of Graduate Employees (CGE) (AFT Local 6069) is a union of graduate teaching assistants and research assistants at Oregon State University. Right now OSU admin recognizes CGE as the collective bargaining agent for the teaching assistants but not the research assistants, and CGE research assistants have been struggling for more than seven months to get recognition for themselves too. CGE demands full recognition of all graduate employees.

If you really care about education and 40 40 20, I urge you to intervene and make sure that graduate employees and adjuncts who do invaluable work for our public universities are treated with respect and paid living wages and benefits. We need to resist the casualization of academic labor in public higher education. All university workers deserve respect, and decent pay and conditions. Students deserve the respect of affordable tuition and teachers with the time and energy to fully devote themselves to education.
Thank you,
Hyung Nam
Portland educator
……
I have read the "Education Funding Team's Summary Recommendations to the Governor." I just wanted to remind the EFT that school counselors have specialized training to address many of the specific goals of this initiative:

- Engage and support families and students (including crisis intervention and referral for services)
- Bridge transitions between elementary/middle and middle/high school as well as life after graduation
- Help students develop goals for college/career readiness and assist them in developing a meaningful Student Education Plan and Profile.

- Strengthen Oregon Diploma attainment through a focus on students' academic, career, and personal/social development (through classroom guidance, individual/group advising/counseling, parent communication, consultation/collaboration with parents, teachers, and administrators, etc.).

Even though school counselors are not mentioned by name in your report, I hope the EFT values the contributions made by school counselors on behalf of our students, parents, teachers, and administrators.

Thank you for the important work you are doing to help our students and staff achieve greater outcomes.
Sincerely,
Tony Manetti

Tony Manetti ● School Counselor ● Woodburn Academy of Art, Sci, & Tech ● (503) 980-6204
……
Greetings!

I am excited to hear that there is vital work occurring to examine education in Oregon and ways that it can be restructured to ensure that we seek to develop the academic achievement and college/career readiness for all students.

I want to express a desire to include School Counselors as a part of the solutions that are generated. We are trained professionals who work specifically in both large and small groups as well as with individual students to ensure that they have information regarding Academic Success, College and Career readiness as well as Personal/Social development. These are outlined in the ASCA National Model as well as the Oregon Comprehensive Guidance and Counseling Framework.

I would like to give you a small sample of the work that I have done already this year with students and families in these realms:

1) Held: 2 student and parent workshops regarding the Private College Admissions process.
2) Held: 2 student and parent workshops regarding the Public College Admissions process.
3) Written: 2 National Merit Scholarship Semi-finalist recommendation letters.
4) Written: multiple college recommendation letters for students applying to private colleges and scholarships including the Act Six Leadership and Scholarship Initiative (for underrepresented college bound students).
5) Held: multiple family meetings on the progress of their students thus far in the year.
6) Held: multiple student meetings to discuss individual progress in classes and school overall.
7) Held: multiple student meetings to discuss post-high school planning options.
8) Referrals: multiple referrals made to community partners to seek basic need, health or safety support for families.

This is just a small sampling of the work that I do as a school counselor to support the academic success of students and to ensure that all students aim for the opportunity of college.

Please feel free to contact me if you wish to hear more about the vital work that school counselors do.

Sincerely,

Emily O'Quinn
oquinnem@gmail.com

……

Do you know what has happened to recreational and informational books and resources in our schools that have lost their library programs? Please inform yourselves. I have retired from thirty years of teaching in low-income, multilingual, multicultural elementary schools. The losses I have seen are devastating, especially in very needy schools. Once such programs are non-existent for several years the staff and students no longer are familiar with what they should have. They don't know what they are missing.

Please reinvest in school libraries with certified librarians who can develop and maintain excellent resources and programs. And yes, the studies show it improves test scores.

Sincerely,
Hope Crandall
755 West 27th Avenue
Eugene, Oregon 97405

……

Dear Dr. Crew and the OEIB members,
My name is Carol Dennis. I currently serve as the Board Chair for the Lane ESD. I attended the OEIB meeting that took place earlier this week on the U of O campus and was very glad to hear Dr. Crew speak so passionately about adding the "A" to STEM to make STEAM. I was very excited to hear his understanding of the importance of the arts in creating an exciting environment in which students want to learn.

I am writing to share an interim report on the Full STEAM Ahead program here in Lane County. Bob Curtis, Lane ESD's Mathematics and Science Specialist, is coordinating this program which connects school districts and the Lane Arts Council. The report talks about the preliminary activities of the new program and delineates some of the challenges they face.

If Dr. Crew or any of the OEIB members would like to come for a visit and see the program in action, you can contact Bob at bcurtis@lesd.k12.or.us. He would love to show you around and tell you about the Full STEAM Ahead program.

Thanks for making the time to come go around the state to hear from the folks in the classrooms; teachers, parents, and students.

Respectfully,
Carol Dennis
Lane ESD Board Chair

***Attachment: Full STEAM Interim Report
Lane ESD Full STEAM Ahead Professional Development Grant
Interim Progress Report to ODE: October 18, 2012
Project Director: Bob Curtis: bcurtis@lesd.k12.or.us

Project Support: Kathy Mayer: kmayer@lesd.k12.or.us
Website: http://www.lesd.k12.or.us/projectact

Sites served: Oaklea Middle School, McKenzie Elementary school, Oakridge Elementary School

Project Teachers: [After School "Project ACT" Site Coordinator]
McKenzie: Pam Fallon, Mary Lipp, Connie Richardson [Lacey Joy]
Oaklea Middle School: Carly Albert, Mary Jo Huisman, Linda Lund, Laura Larsen [Kelly Patterson]
Oakridge: Jill Tomchak,Tina Maher,Laura Jacobsma [Sharon Garrick]

Artists: Lane Arts Council: Liora Sponko (Executive Director), Yvonne Manipon,
Samuel Becerra, Andrea DiPalma Yansane; http://www.lanearts.org/

The 2012-2013 Full STEAM Ahead project is well under way with Lane Arts Council artists working with students at three rural sites in Lane County. Full STEAM Ahead's goal to improve student learning through improved instructional tasks is gaining traction and artists, teachers and students are all benefitting. Ten teachers, three artists and two hundred-thirty students are participating.

The project kicked off in May 2012 with a curriculum summit at Lane ESD attended by elementary teachers , a few high school teachers (from the after school "STEM Accelerate" Project), three artists, a physics PhD candidate from the UO (our resident "STEM Expert"), the Director of Lane Arts Council and a guest graduate student working on a dissertation on "creativity". Participant teams explored STEM and elicited STEAM from activities. Scoring guides and grade level content standards guided the day. A second Curriculum Summit in June 2012 had artists presenting and participants weaving STEAM through engineering lessons around sound and color.

The project focus at the sites includes: Exploring Time, Ocean Environments, and Mapping; and two nine week "Engines" were modified to include three six-week "Engines" to allow each artist a residency at each site. The artists came to Lane ESD October 11, 2012 for a half day planning session to share STEAM explorations and investigate work samples and integrating tasks.

Challenges: Distance and communication between artists and teachers in rural districts; face to face planning time; coordination of site purchases; alignment and articulation of art with science, math, technology, engineering curriculum – curriculum gaps. In addition: after school site coordinators time; business office impact; stipend budget not matching up with extended contract costs.

The project feels strong and student response to arts integration around STEM is invigorating. Artists are wrapping up the first "Engines" in the next few weeks and will schedule face to face meetings with all the teachers at their next "Engine" site soon to coordinate and plan. The Project Director and Lane Arts Council Executive Director will continue site visits and planning conversations to further project goals.

……

Hi,
My name is Daryl Harrison Carson, and I teach theatre at Mt Hood Community College. Our students are varied in their needs, their means to pay for an education and their educational goals. Some come from the community, and they wish to gain some new skills or a new hobby. They have no intention of completing a degree, but these students add to the depth and richness of our program and allow us to produce plays that challenge the students and audiences on many more levels than traditional colleges

do. Some students are working towards a different degree, but their interest in theatre keeps them in school by giving them an outlet. Arts programs like theatre serve more than just the students who ultimately complete a theatre degree; the same can be said for many of the programs on community college campuses. If the focus is solely on students completing degrees, the result will be to take the community out of community colleges. Completion data should be just one factor in measuring a college's success.

Daryl Harrison Carson
Theatre Technical Director, Designer and Instructor Mt Hood Community College
……

Testimony for the Oregon Investment Board meeting October 17, 2012, in Eugene, Oregon

-- Dennis Gilbert*

In carrying out your responsibilities for the transformation of education in Oregon, I suggest you bring key paradigmatic assumptions into the open. This action can set the tone for productive discussion, provide a vision that people can align with, and inspire the confidence of education professionals, students and the citizenry of Oregon. Here is my suggestion for five assumptions that should underlie this education reform:

1. **Education in Oregon is actually in trouble.** One proof of this is that education is demonstrably much better in many places in a world that is increasingly interconnected. Let's not be in denial about this fact. Our regional future is at stake. The OEIB will not be fulfilling its responsibilities to the people of Oregon by allowing this profound need to be used to merely accomplish small tasks of small agendas.

2. **Education is under-funded, but the problem is also deeper than lack of funding**. This means the solution will take more funding at the same time that solving the deeper problems is in sight and progressing. This funding is best viewed as an investment because the education of people is an investment and improving education is an investment. You are a crucial public body, with the appropriate name, to facilitate this structure of investment.

3. **Making the necessary improvements in education in Oregon is a systemic undertaking.** The many parts are interconnected, and the current structure of connection and the infrastructure of funding, control and culture of education in Oregon is demonstrably inadequate, however well intentioned it came to be that way. Interconnected political-historical misalignments, perverse funding processes and ineffective management systems will need to be undone while new ones are established. Failing to take a systemic approach will be problematic and even counterproductive.

4. **Systemic improvements will be based on engaging existing, real strategic opportunities;** and efficient and effective mobilization of resources to make major improvements will require working agreements on identifying and understanding these opportunities. While the 40-40-20 goal is a valuable point of reference, it is no substitute for a plan of strategic investment based on identifying and understanding strategic opportunities to transform Oregon's educational

system. I have briefly identified such strategic opportunities in previous testimony, particularly on March 9 and March 27.

5. **A necessary element of successful investment will be the leading role played by teachers and professors throughout the system.** While the need for financial resources is necessary and large, the largest and most critical resource is the expertise and commitment of the many people closest to educational process. Without the support and initiative of tens of thousands of education professionals, it is naive to think that major progress will be made. An approach that relies on and supports the leadership of these professionals will engage their expertise and their deep commitment to the highest quality education possible in Oregon.

I hope in the future you will clearly articulate a vision that is explicitly aligned with assumptions like those above. There is a lot at stake for the educational system, for the state infrastructure, and the future of our region.

_____

* Gilbert is a faculty member at Lane Community College. Until this fall term he served as a Co-Chair of the LCC Faculty Council, sat on the LCC College Council, and previously on the LCC Learning Council. He is currently a member of the Committee on Research in Physics Education, a governance group of the American Association of Physics Teachers, and also a member of an AAPT Task Force to define undergraduate physics education nationally. During his 20-year employment at LCC, Gilbert's service included Vice-President, President, and Past-President on the LCC faculty union Executive Board; Vice-President, President, and Past-President of the OEA Community College UniServ Council (currently the Oregon Community College Council); OEA Liaison to the Office of Community College Services (precursor to the CCWD); and faculty leader in systemic college innovation efforts including Lane's Strategic Learning Initiative, and its Vanguard Learning Colleges Project Leadership Team. In the late 90s Gilbert participated in the multi-year Oregon Collaborative for Excellence in the Preparation of Teachers. Before coming to Lane, for nine years Gilbert was a Visiting Assistant Professor at the University of Oregon.

……

Hello,
I am an elementary principal with many concerns about budget cuts. My district has cut:
-Teachers & administrators, creating larger class size and excluding physical education, and decreasing reading specialists' times -Library specialists, eliminating extra literacy support -Educational assistants, decreasing opportunities for students to receive extra academic and behavioral supports -Office staff, resulting in frustrated parents & teachers
-8 school days each year for the past 4 years (this is a total of a month and a half of missed school days) -Summer school for elementary students

My question: What is meant by "Base Funding"? Funding needs to be able to restore the above programs that we have cut.

Block Grant Funding for special education and ESL will not cover our needs Believe me, we DO NOT over-identify students for these programs! As a former Speech-Language Pathologist, in the past I was able to serve children in special education when they tested below the 15th percentile on standardized tests. We now only serve students below the 7th percentile. MANY children between the 7th % 15th percentile desperately need services and are not receiving them.

My school is a model of the Professional Learning Community structure. We work together to make sure every penny is spent to the very best learning advantage for our students. I currently serve a population with 75% of our students qualifying for free or reduced lunch. Since the beginning of the 2012-2013 school year I have spent at least 50% of my time doing social work to meet the basic survival needs of my families. I have no vice principal or counselors. I am trying to support a staff of 55 and a student population of 515 single-handedly. I need help!

Please do the right thing by provide for the needs of our children and families.
Jackie Lester, Principal
Bohemia Elementary, Cottage Grove

……

October 29, 2012

To Whom It May Concern:

I would like to express my concerns regarding the lack of funding in our school systems in Oregon and how it is and has impacted my life and the lives of my coworkers.

I am a Clerical Specialist (Secretary) in the Dallas School District and have been employed there for the past 22 years. I am a single woman and every year it becomes harder and harder to survive and make ends meet. At one point I had to take a second job for 1 year to keep be able to make the payments on my modest home. I could not send any of my children to college to college and have struggled just to survive. I have not had a COLA since July 2009 and have not had a step or range increase since 2006. As I contemplate retirement, it would sure be nice to end making more than I did over 6 years ago. I know that some of this is due to bargaining with our union but I know for a fact that they get us the most increase they possibly can during the bargaining process.

The lack of funding from the state has made it impossible for our district to keep our medical insurance premiums down and I have had to drop my insurance down to the coverage that takes no out of pocket expense and it has the highest deductible because I cannot afford to make any further payments or will not be able to pay my day to day expenses. If I were to have a major medical crisis it would be devastating to my life as I could not find the funds to pay for it.

In my many years of service I have witnessed the increase of class size and decrease of teachers and support staff. More than half of our students are unable to learn in such a crowded, often noisy, environment. I know for a fact that our teachers are over worked and underpaid. Because of less prep time they spend hours and hours in the school on weekends or at home after school and weekends just to prepare the materials and lesson plans to meet the state mandated grade requirements.

All of these factors lead to my opinion that the wonderful State of Oregon does not take care of those persons who create the future leaders of our state, as they should.

As you are trying to reach your decisions regarding State School Funding, please realize that you are decimating the very core of our existence and the support system for the young people of our state. Without proper education our children something have nothing to strive for except minimum paying jobs and drug dealing to exist.

Please find a way to give more state money to the Educational Fund and therefore keep our state strong and confident.
Sincerely,

Sherri Gallino
Attendance Secretary
LaCreole Middle School

…….

Based on experience from our Project LAUNCH early childhood wellness demonstration grant, I highly recommend that the board include base funding for:
1) Parenting Education
2) Mental health consultation in child care

Maggi Machala, MPH, RN
Launch Coordinator
Deschutes County Health Services
2577 Courtney Drive,Bend,OR 97701
(541)322-7420
(541)306-8820 Cell
email: MaggiM@deschutes.org

……

Dear Taskforce Members:
I am Paul Hillyer, Superintendent of the Klamath Falls City Schools, a rural district with about 3300 students. I appreciate the tough job you have in making financial recommendations to the governor during this extremely difficult economic time. I thought I would share some information with you from the front line to help you know what school districts are facing today.
Some of the challenges that our district and virtually every other district in the state have faced for the last four years include a reduction in basic programming for students (including remediation services, elementary physical education, art, music, and after school programs), high class sizes that make it extremely difficult to know let alone meet student needs, accelerating family poverty and dysfunction, an explosion in student drug use, shortened school years due to furlough days, decaying facilities, devastating PERS and early retirement obligations, and countless unfunded mandates -- from pest management coordinators to implementation of new standards and assessments.
These challenges are either caused by or exacerbated by the under funding of K-12 education over the last two bienniums. The Quality Education Commission recommends a $2,439 increase per ADM in order to accomplish the 40/40/20 agenda set by the governor and legislature. This would be a 43% increase in our base funding formula. This is one of the fixes necessary to make it possible for schools to accomplish state mandates.
A second step essential to accomplishing what the state requires of them is to reform PERS. Our district was fortunate enough to pass a $.50 per 1000 operating levy last spring. This is the first passed levy or bond in Klamath County in over 40 years. The reason it was passed was to lower class sizes and provide money for textbooks. Since its passing, we have been told that our PERS obligation for the next biennium has gone up 7% or $972,000. This is roughly equivalent to the amount we will receive through the approved levy. About 17% of our general fund budget will need to be dedicated to PERS. This represents about 24% of our payroll costs. We have had to close an elementary school for next year to help cover these increases.

In conclusion, we cannot accomplish what Oregon wants from schools without increasing the basic funding formula and avoiding more unfunded mandates. We cannot possibly accomplish the laudable goals of the state without funding commensurate with the loftiness of the expectations.

Paul Hillyer

Superintendent of the Klamath Falls City Schools
1336 Avalon Street
Klamath Falls, OR 97603

Phone: 541-883-4700

……

Re: OEIB Public Input

Dear Oregon Education Investment Board,
Over the last 7 years, state support to Oregon's community colleges has declined 23% from $510 million to $395 million in the current biennium. Such a prolong decline has resulted in program closures, staff reductions, furlough days, less course offerings and cancelled classes. These necessary actions negatively impacts student's options and ability to progress through their course of study, to transfer into the OUS, to earn 15 or 30 credits in a year, or to fulfill their aspirations of degree or certificate attainment.
Restoring an adequate level of base funding is crucial for community colleges to achieve 40/40/20. All community colleges, and in particular those that serve rural communities, cannot sustain higher cost career and technical programs, even though these programs contribute significantly to the economic and quality of life in these regions of the state. With adequate funding Oregon's community colleges are well equipped and capable to creatively, and collaboratively increase capacity to help achieve the 40/40/20. As a new community college president, I am in awe of the leadership and collaborative work that these community college presidents exhibit. Investing in this high quality of leadership that is responsible for the "middle 40" will return a significant benefit for the additional investment.
In closing, I urge the OEIB to support an urgent recommendation that the Community College Student Support Fund budget request of $S10 million be forwarded to Governor Kitzhaber for his proposed budget. This Student Flow Model designed by NCHEMS (National Center for Higher Education Management Systems) demonstrates the capacity and resources needed for Oregon to meet the 40-40-20 goal by 2025.
Again, thank you for considering the importance of reinvesting in Oregon's 17 community colleges so that the state's goal of greater educational attainment can be achieved,

Sincerely,
Bruce Koike Interim President Oregon Coast Community College

From: Kristine Napper [Kristine_Napper@beaverton.k12.or.us]
Sent: Saturday, October 27, 2012 4:35 PM
To: candace.granfelt@state.or.us
Subject: Re: Your voice on ESL funding

Ms. Granfelt,

I'm a middle school ELD teacher in the Beaverton School District, and I'm told that you're the person to address with concerns about recommendations for ESL funding. From what I've read and understand, I have some large concerns...

Please correct me if my understanding is wrong: It's recommended that the schools receive funding based on a student's initial English proficiency level, regardless of how quickly they actually end up progressing in the language. The idea is that this will give an incentive to teach kids English faster. Is that correct?

To me, this feels like a misguided effort to fix the wrong problem. Does anybody REALLY think that ELL students struggle with language proficiency and achievement gaps because of lacking incentive for their teachers?? That we just don't *want* to teach them badly enough?? That we'd teach better, if we were properly motivated by diminishing funds??

If decreasing our funding were going to help us teach better, then we'd already be seeing stellar results. In the midst of dealing with this year's budget cuts, I assure you that decreased staff and resources make me *less* able to properly support the students who struggle the most, *not* more able.

I also assure you that there's *no* widespread lack of motivation on the teachers' part. While I'm sure you can find the odd counterexample, I feel that the vast majority of teachers/schools are already highly motivated, throwing their full heart and soul's worth of effort into their work. And that motivation doesn't come from numbers, dollars, charts, or graphs; it comes from the kids and families that we work with every day. We do the very best we can, with the time and resources we're given, to help our students be successful in our ELD classes, in school, and in life. If anyone thinks it's their job to motivate us to work harder and better, then that should just be crossed off the to-do list. We're already as motivated as we're going to get.

This "evidence-based period of time" idea supposes that all students at a given proficiency level are more or less equal. It doesn't take much time in the classroom, however, to realize that's not the case. Treating students as *equals* is not *equitable*. Some students come to us with a strong academic background, high literacy in their native language, professional class families, etc. Those students may start as beginners, but they'll quickly gain English proficiency. Such students tend to make up those "best classrooms and schools" that the research favors. At my particular school, I get a small handful of those students, and, sure, watching them learn English practically overnight makes me feel great as a

teacher. But their success really doesn't indicate that I've served them any better than my many other students who struggle.

My school has a somewhat larger handful of kids who come to us from refugee camps, with zero academic background in any language. They have a LOT more ground to cover than other "beginners," so with a few prodigious exceptions, they'll obviously take much longer to gain English proficiency. If the state is truly interested in better serving kids, not just in cutting dollars, they would create a formula that took into account a student's background, and weight funding accordingly.

My school also has a large population of dual-identified kids, who are in ESL and Special Education. Now, I'm not talking about the problem of kids being inappropriately identified for SpEd, just because they're ELLs. I'm talking about ELLs with legitimate learning or cognitive disabilities. These students *can* and *do* learn and progress, but it's at a very slow pace. They process slower. They absorb and are able to apply information slower. And trying to do it all in a second language is harder and slower still. These students make up a very large portion of the "long-term ELLs" that the state is frowning on. However, no matter how many dollar signs you threaten with, you can't push kids to a faster pace than they're capable of. Again, if the state is interested in kids over dollars, then these kids would be receiving the most funds. They take the most time, resources, and attention to educate. When the stars align and allow me to shower such a student in attention, I see great results--not by the state's standard, but by their individual standard. Currently, the school gets funding for SpEd kids, but that funds the SpEd program. The ESL program doesn't receive additional funds for having more SpEd students in our classes.

I feel like there are completely different questions we need to be asking. This whole proposal is written with the idea that ELPA determines English proficiency. I seriously question that assumption. In the years I've been teaching, it feels like the bar continues to drop on what we expect from students before they exit the ESL program. Students determined "proficient" by ELPA today never would have been deemed such even five years ago. I watch students leave my ELD class, but almost always go right back into RTI classes, because they still aren't meeting state reading standards. I would like to see more data on students' academic success after exiting ESL, to help determine whether we're exiting them too early. The state can set the ELPA cut scores wherever they want, and they can determine kids are "English proficient" at any point they choose, but is the goal to simply get them out of the ESL program, justifying less funding for ESL? Or is the real goal to have academically successful ELLs who graduate from high school and college? It's certainly possible that my gut feeling is wrong, and that exiting kids from ESL earlier is ok, and they'll make the rest of the progress on their own after a certain point. However, I'm going to need to see some pretty convincing data to believe that.

Thank you for taking the time to read my letter. I hope you don't see me as complaining and making excuses, but as a passionate educator who's constantly frustrated by the desire to give my kids the very best, while being stretched too thin for that to happen. That's a problem, of course, across the educational system, but this is the area I work with most directly.

Sincerely,
Kristine Napper