OREGON EDUCATION INVESTMENT BOARD

Community Forum Briefing

DRAFT

775 Court Street NE
Salem, OR 97301
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@ORLearns

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Overview

The Oregon Education Investment Board (OEIB) has hosted seven community forums and a webinar with stakeholders to gather input and feedback on the Education Funding Team recommendations, as well as hear from them about their own expectations and priorities. More than 750 Oregonians have attended the meetings in Hermiston, Eugene, Portland, Salem, Medford and Coos Bay. A welcoming environment has greeted the attendees. Resources, light snacks and a family-friendly zone have been provided.

Many teachers, parents, community members, counselors, librarians, school psychologists and other educators have attended the forums. The key concerns expressed include inadequate funding, too much testing, class size, follow QEM, local control, quality facilities, early childhood education training and materials, as well as Special Education, ELL, and support for librarians and counselors.

College students, professors and administrators have been well-represented at the forums. Two key concerns are rising tuition costs and the EFT recommendation that 30 percent of the post-secondary formula be allocated on the basis of each institution's success at achieving outcomes.

An underlying theme at several meetings is the perception that the EFT met in "secret" and the OEIB is pushing top-down initiatives.

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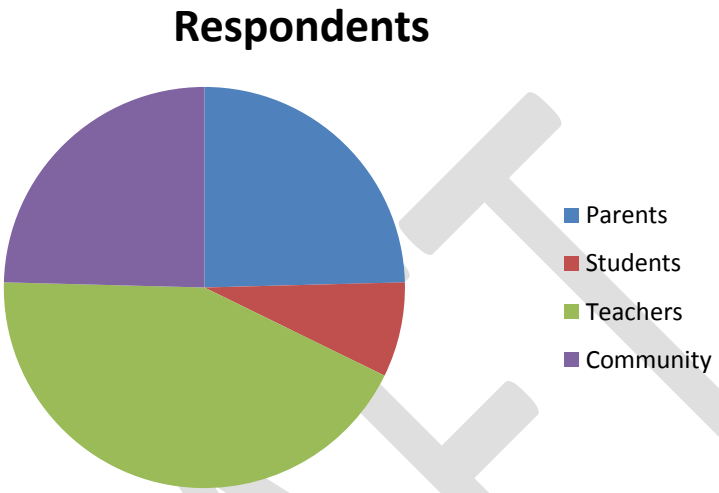
Top 10 List Responses

Forum attendees were asked to rank the Education Funding Team (EFT) recommendations as well as provide their own priority list and share their vision for ideal learning environments. The form evolved with the EFT list moving to the end of the form, hence the variance in responses and fewer rankings of the EFT list.

The response rate to date is approximately 21 percent. A breakdown is as follows:



The ranking of the EFT recommendations is as follows:

1. ELEMENTARY AND SECONDARY EDUCATION

All students are ready to apply math and reading skills, on track to earn a high school diploma, and ready for college and/or career training.

2. OREGON READS

Strategies to engage communities around language and literacy, and ensure that parents, educators and caregivers of young Oregonians can support children's early and continued literacy skills.

3. EARLY LEARNING

All children enter school ready to learn. Early learning "hubs" would be accountable to the state for improving outcomes (child/family, service, and system) in exchange for state investment.

4. SUPPORTING STUDENTS AND FAMILIES

Stakeholder collaboration to engage in culturally appropriate, proven programs of parent empowerment and engagement for underrepresented families.

5. DEVELOPING A REPRESENTATIVE CORPS OF PROFESSIONAL EDUCATORS

Regional Centers for Excellent Education will focus on promoting quality teaching and learning.

6. SPECIAL EDUCATION

Commitment to investing in and holding districts accountable for providing, high quality services to those students with disabilities and appropriately identified as in need of special education.

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7. COLLEGE CREDIT BEFORE HIGH SCHOOL COMPLETION
Incentives for schools and colleges to provide more opportunities for students to receive college credit before they graduate from high school.

8. ENGLISH LANGUAGE LEARNERS
Commitment to language acquisition for all students, as well as the particular urgency and challenge of that task for students who arrive at school with limited or no English language proficiency.

9. POST-SECONDARY EDUCATION
All students are ready to contribute in career and community. Outcomes-based funding for community colleges and universities and priority given to expanding need-based aid.

10. LONGITUDINAL DATA SYSTEM
Ensure that student information and outcome data is available at the provider and policy-maker level and will support teaching and learning and the dissemination of best practices across outcomes.

Written Comments:
Hermiston
Response 3-54

#3: Teacher
I am a third grade teacher working in a priority school. A few years ago we had funding from a reading program. The extra funds provided extra help and amazingly students showed great gains working in smaller groups with more help. Then the money went away and we did a back slide. When there are 30+ kids in a classroom it is hard to give them the extra help they need. Teachers are becoming exhausted yet continue to take on more paperwork and more requirements. This is the way we are wired. We want our students to succeed and we work hard towards that goal. I hope to see the solution to poverty. It will surly improve our situation.

#4: Teacher
I agree whole-heartedly that students must be proficient in reading by third grade in order to have any chance at future success. I am concerned that we see even more clearly the need for well-developed reading skills; we have drastically reduced the number of certified library/media specialists. As both a classroom teacher (1st, 2nd, 3rd, 4th & 6th) and a media specialist (30+ years total) I have observed first-hand the challenges of keeping students actively engaged in the reading process. We must insist on media and specialists that reach out to the reluctant reader and support these students. I know from personal experience, that when I read one on one with a student who finds reading to be one of his/her most frustrating activities, through encouragement and support, I can make that experience a positive activity that will result in great motivation to learn. We *must* maximize all learning opportunities!! Skilled media specialists can connect students with appropriate reading materials that will increase the success rate of the student to have a positive engagement with text. Many times the media specialist has a better understanding of the student's reading needs than the classroom teachers! Although classified employees can do a wonderful job of checking out materials, they are not equipped with the skills necessary to support learners of all levels and abilities. Thank you!

#5: School Counselor
Education needs to be funded at an appropriate level.

#6: School Counselor
All education needs to be funded at an appropriate level.

#7: School Counselor
All education needs to be funded at an appropriate level.

#14: Teacher
Exercise leadership in getting additional (tax) revenue targeted specifically (and exclusively) for education… use all means available to eliminate student debt. Cannot possibly develop their potential or contribute to the economy and community at the level of citizens without that financial burden.

#15: Community Member
I believe there is a real need for CTE!!! It should be easy to engage students with relevance to create the rigor!

#16: Teacher/Parent/Community Member
Fully fund, no merit pay and no testing tied to teacher evaluations
Notes:
- *Developing Professional Educators*: need our ESO's for more than teaching assistance
- *Elementary & Secondary Education*: and science and arts, etc…
- *ELL*: funding for ELL teachers
- *College Credit*: this is difficult for a college educated parent, simplifying the system is needed!
- *Post-Secondary*: need the jobs out here

#17: Teacher
Notes:
- *OregonReads* & *Early Learning*: same focus
- *Special Education*: already a strong focus…
- ELL: I look at all kids equally—a good program should work for all
- *College Credit*: combined 9-20
- *Post-Secondary*: focus on vocational at community college level

#20: Parent/Teacher/Community Member
Education funding *is* a priority. I have great concerns in many areas. The block grants for special education are particularly troubling. The funding document suggests that our school is currently over-identifying special education students in an effort to maximize funding for these students. In reality, identified special education is on the low side. These students are appropriately identified but underserved. Secondly, community colleges. Under this formula will become diploma mills. No longer will community members be able to afford to take classes at the community college for self-improvement. College professors will feel pressure to pass students through the system so that a degree will be earned. The elimination of ESD's will result in many rural students failing to get necessary services as well.

#21: Teacher/Community Member
We need to find a way to do all of this! We cannot do this piecemeal; it is either all or nothing- QEM would be a good start. We have cut education with a 1,000 cuts—there is nothing left but bone. I guess if you truly wanted my top 3- they would be Early Learning- Developing Educators and ELL (at least out here). We are dying a slow death- please get us some help- soon before it is too late.

#22: Teacher/Community Member
We have to *fund* everything for 40-40-20 to even have a chance.

#26:

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If you really want to fix schools, fix poverty

#27: Parent/Teacher
There is no way to place one investment over another: they are all equally important. Note: college ready academically does not mean college for everybody. Some very academically capable students have interests in other paths to their career readiness. We must identify their needs in high school and start preparing them for their alternate path

#28: Parent/Student
Understand that all 10 should be priorities. Thank you.

#30: Community Member
Notes:
- *Early Learning*: hubs, what does this look like?
- *Elementary & Secondary Education*: structure evaluation that gage learning *not* tests.
- *ELL*: honor bilingual and promote multilingual. It is a global economy.

#31: Community Member
Notes:
1. I think that a salary of $280,000 per year for the Chief Education Officer is an obscene amount to pay him when we are asking schools to cut classroom teachers and classified staff as well as entire agencies that provide funding for parent support.
2. This meeting was pretty worthless to me. I thought that I might be able to learn something new from you tonight. Your white paper only seemed to provide information about your decided priorities, so are you expecting the community to support them?

#38: Student
Stopping slowing funding cuts for college tuition

#40: Teacher
Top priorities:
1. As a teacher I know that we are in desperate need of more teachers. Smaller class sizes will induce more effective teaching
2. We must have more Special Education teachers. The children in Special Ed are in need of the most intensive instruction. I have high hopes for the LANGUAGE program being implemented. Having more Special Ed teachers and more time for students to work in the SpEd room would be helpful.
3. I also have high needs kids that need more one-on-one attention. The teacher alone cannot attend to these kids all day while ignoring the rest of the class. We need more available aides for the classroom to meet these students' needs.
   Thank you

#46: Teacher
Every one of these need to be *fully* funded! Although I agree with education reform, and I commend you on taking this aggressive stance, it is not feasible to expect teachers to implement unfunded mandates. I expect high levels of learning from *all* my students! The notion that I will teach better or give more than 110%, or more than I am giving now is ridiculous! Suggesting that because most of/all of *my* students show growth is solely the classroom teachers' effectiveness is anything but understand what *really* happens in the schools in Oregon. It takes us ALL to guide, teach, encourage, and nurture students year to year.

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#48: Teacher
Fund our education system! Our kids are important. Our teachers are stretched- reaching deep into their own pockets that are already stretched too- all in order to help pick up the slack that the state is failing our education system.
Notes:
- *College Credit*: This will also reduce the increasing costs of higher education which is enormously important.

Eugene
Response 55-74

#55: Parent/Teacher
Fund community colleges; at least at the level they are currently funded. To propose a 30% cut to community colleges is especially ludicrous in light of the recent national call to see that community colleges step up to provide post-secondary students the skills they need to serve our society… It is time for our state to step up and support our entire educational systems with the financial resources it so desperately needs to become the excellent institution Oregon citizens deserve. I am an educator who will settle for less than the ideal learning environment but I will not settle for underfunded, unsupported learning environments where educators are expected to produce educated products! Our students cannot ever be viewed as a product or widget that can be identically manipulated to reach an artificial goal. To believe that educators, to even consider, that educators should be expected to reach artificial product goals is both unbelievable and inhumane! What is the governor and OEIB thinking?? signed, educator since 1971

#56: Board Member
Top priorities:
1. Special Ed- if SpEd is adequately funded, getting the fair 40% share from IDEA (feds) the rest will take care of itself.
2. Don't separate school funding from child welfare funding- schools are our most constant social service provider in a child's life and should be included in the system funding!
3. Make post-secondary free!

We must understand that critical thinking, problem solving in collaborative environments will/must be what we provide to today's and tomorrow's students. The jobs they will have/create do not yet exist. The learning environment must prepare them for agility and creativity. With this in mind- 80% of students going to college (post-secondary) may become an old idea as students are leaving HS with the skills to create web-based professions, for example. Many students may want to be in the world for a while before continuing in education.

#57: Teacher
Top priorities:
1. Class size: kids *lose* at 30+
2. Parent: education, pre-K
3. Parent involvement through school
4. Mentor teachers
5. STABLE funding

Share your vision:
Smaller classes, good leaders, research-based curriculum, esp. reading and math

#58: Parent/Teacher/Community Member

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Top priorities:
1. Fully school year
2. Class sizes lower than 30
3. Full day kindergarten
4. Reading and math specialists
5. After school and summer school programs

Notes:
- *Longitudinal Data System*- already invested millions in the Kids Project

#59:
Top priorities:
1. Deal with state revenue problem
2. Eliminate standardized tests
3. Restore/Enhance non-STEM subjects
4. Stop trying to make everyone fit Kitzhaber's vision of what is best

#61: Teacher/Community member
Top priorities:
1. Use the QEM- that's why it was developed
2. Reach ALL student: equal opportunities
3. Make education your priority so that we don't have to take $ from one program to fund another
4. Respect the hard-working educators that you already have- instead of seeing them as a drain on the system

Share your vision:
Small classes, hands-on activities- in all subjects including tech, ag, arts, etc. Educators that have ample time to prepare and offer feedback to students. Support systems hat address the achievement gap. Professionals that are treated as such- w/mentoring, a voice in their professional growth, and adequate compensation. These educators will craft an ideal learning environment because they are the experts!
Notes:
This is the wrong question to ask… FUND EDUCATION!

#62:
Top priorities:
1. Lowering class sizes, K-12
2. Funding counselors K-12 and mandating that they have 1 counselor per 250 students

#63: Parent/Community Member
Top priorities:
1. My top priority would be to close the achievement gap
2. To provide a clearer path to ensuring we have only high quality teachers in a classroom
3. High focus on early readers and learning success. Language learning
4. A means of checking special education referrals to make sure we are not mistaking lack of learning stimulation for slow learning
5. Early intervention for at risk students

Share your vision:
In my ideal learning environment I would not be creating a top 10 list out of things that are all vital to the learning environment. We would provide an environment where each student would feel valued and stimulated.

Class size would be appropriate size to allow a teacher to work with individual students. We would have more pathways for students to learn the trades while still in the K-12 system. Not every child is a book learner

#67:
Top priorities:
I cannot prioritize the items listed on the front. We need it all. We need funding solutions to address all of these aspects. We want state-of-the-art, cutting edge education for all Oregonians. Also, please keep in mind the growing number of homeless students resulting in high mobility a challenge to schools and those students.
Share your vision:
Learning labs where students can access their curricula at varying times of the day. Participating learning. Some modeled after the Experience Museum in Seattle.

#68: Parent
Top priorities:
1. Smaller class sizes
2. Expanding educational opportunities for high school students
3. Parent involvement
4. More teacher support and involvement in curriculum
5. Again, smaller class sizes

Share your vision:
Smaller class sizes so that it is possible for a learner centered educational priority is even possible. Incentivizing parent involvement, asking parents to volunteer a small amount of hours per year so that the school is supported and parents are kept aware of their child's learning environment. K.I.T's Kindergarteners in Transition by O.C.P. Oregon Communities Program really helped prepare my daughter for kindergarten as she learned in a class type environment that had a high teacher to child ratio. It prepared her for reading and handling her emotions. K.I.T's also has a parent involvement component as there was a parent group-meeting held every other week. This program or something very similar should be expanded for all children entering kindergarten in the state.

#69:
Notes:
- *Supporting Students & Families*- ensure Aspire is in every school district throughout Oregon- and encourage students to plan for their futures.

#70: Teacher/Board Member
Top priorities:
1. Take a hard look at gear up paradigm, I took it better with OSAC/ASPIRE infrastructure
2. Pay realistic attention to the interface between citizens and their schools- *measure*, track, and above all incorporate these citizens
3. Build better infrastructure to support collaboration among stakeholders and educators (chambers, citizen council, business
4. Seriously consider a modified form of universal service for high school students- elaborating on current community volunteer expectations to build the *habit* of citizens/students always working together

#71: Community Member
Top priorities:
1. Early learning- increases kindergarten hours and emphasis on reading in *kindergarten*.

2. Increased teacher education, training, technology training, efforts to reduce incompetent teachers by evaluation- I cannot imagine that there needs to be more *research* on best practices. Eliminate further *research*!
3. More money for schools directly!
4. ESD funding seems like a waste

Share your vision:
What I see most lacking in this regarding #3: supporting students & families- I do not see the sense of enlisting the (under) community as partners in this process- that means business, civic organizations, community leaders, etc. I think of the SMART reading program in Eugene- staffed by elderly volunteers. Without the connection and support of the local communities and dollars of local necessities, schools are (siloed is/ends). This must be the vision and the effort of the schools in order to ensure enlarged funding opportunities and humor capitol investment in a time of (minimum) resources. I see this vision utterly lacking in this report's priorities. The business leaders of Oregon must be targeted for involvement and support of schools.

#72:
Top priorities:
1. Reduction of class size
2. Increase length of school year, including programs that provide extra time for children who need it (after school for example)
3. Higher Ed funding. UO is below 10% state funding *and* student aid is lower than in other states. This is extraordinarily disinvestment. A strong university system with at least an institution or two that can compete in the open market is critical to providing education and ensuring some of our best students stay in the state.
4. Restoration of arts education

#73: Teacher
Top priorities:
1. Fund local districts. Stop building a state empire in the OEIB
2. Fund early childhood education for *all* Oregon students- public preschool.
3. Stop asking educators to do more with less

#74: Teacher
Top priorities:
1. Family liaisons/family resource centers in all title 1 and schools with significant numbers of high risk students
2. Restoration of funding to lower class size, provide a full year of instruction, and provide a full range of curriculum
3. Support for full-day kindergarten and extended day and extended year programs for at risk students
4. Health centers and nurses in schools

Portland
Response 75-110

#75: Community Member
Top priorities:
1. Eliminate OEIB
2. Eliminate West

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3. Get strong on education for global enlightenment
4. Superintendent of Education Department to work and focus on education

Share your vision:
Clean schools, warm school= custodians, children delivered to school= bus drivers, and hot meals for all children= kitchen host, teachers assistants=who explain what some of what teachers say for assignments, all of these great folk are classified and great importance to the education of all children
Notes:
- *Developing Professional Educators*- QEM is in place
- *Longitudinal Data System*- approved if deletion of crossed out (sent/cent)

#76: Teacher/Community Member
Top priorities:
1. Cap secondary teacher loads at 100 students, less for writing teachers- writing across the curriculum!
2. Cap teacher loads for elementary school teachers according to best practices
3. 1, 2, or 3 on one teaching for kids without support at home
4. Have enough nurses, counselors, psychologists and other professionals to deal with student issues.
5. Comfortable and welcoming work spaces? Adequate technology to make lessons today's youth can relate to?

Share your vision:
The ideal learning environment let kids choose what to learn, why, and when- but staffed by a diverse and talented staff- well-trained professionals. The technology resources must compete with the global entertainment/consumer juggernaut, that teach children what our society values. Children need training in music, art, PE- they aren't specials. They are integrated into the school day and the curriculum and are strategically used to enhance cognitive development and higher levels of critical thinking skills. Learning by teaching is a vital part of the school day!

Notes:
- *Developing Professional Educators*- is it possible to know: how to teach 40 first graders? 200 high school students?
- *OregonReads*- only students with education-savvy parents have the necessary support
- *Supporting students and families*- I support this!
- *Early learning*- fully bi-lingual in 150 languages by the end of kindergarten?
- *Elementary & Secondary Education*- Even those whose parents both (if there are two) work two jobs?
- *Special Ed/ELL/College Credit*- I support this
- *Post Secondary*- Do we teach construction, plumbing, HVAC, electrician, etc. ink-16?
- *Longitudinal Data System*- If teachers have no time to compile and use information, what is it for?

Please note: I am not intending to be cynical- just realistic

#77: Teacher/Community member
Top priorities:
Get rid of extreme top-down decision makers.
Share your vision:
One that is not predicted on failure via standardized tests designed to ensure that some children fail.
Notes:
Why do we have to rob Peter to pay Paul?
- *Developing Professional Educators*- Who decides who represents whom?
- *OregonReads*- what about smaller classes for more one-one-one reading instruction?

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- *Supporting Students and Families*- This costs money and is more effective through wrap-around services in schools
- *Early Learning*- What doesn't the state *fund* full-day kindergarten?
- *Elementary & Secondary Education*- What about science? The arts? Foreign languages?
- *Special Education*- Most schools here *cut* Special Ed stuff. New state policy- hurry up here faster!
- *ELL*- we can't even get interpreters for families in my district. Research on ELL's reading 5-10 years to reach 50th percentile on tests is being *ignored*
- *College Credit*- What about *funding* colleges?
- *Post Secondary*- Funding on outcomes are excuses for stinginess
- *Longitudinal Data System*- NO MORE BUREAUCRACY!! Standardized test data doesn't tell us what we need to know

#78: Student
Top priorities:
- The arts
- Physical education
- Sexual education
- TEACHERS
- Racial education & equality
- Counselors & nurses
- Young parent education
- Librarians

Share your vision:
In my schools we had between 25-35 students in each class. This is a lot. Others have MORE. Smaller class sizes, better education- don't focus on testing, it doesn't help *anyone*, testing distracts teachers from TEACHING. Individualized learning. I AM A COLLEGE STUDENT.
Notes: you can't really prioritize education

#79: Student
Top priorities:
- Basic funding for P-20
- Arts, music, drama, art, sports, electives
- After school activities- outdoor school

Share your vision:
- Smaller classes in K-12
- More schools
- More extra curricular activities
- Mandatory funding for outdoor school
- Involve the community, bring them, the students, to our community
- Social & familial education

Notes:
Stop putting one need in front of another. I am no more important than you are. Is one of these (priorities) really more important than another one?!

#80: Parent/student
Share your vision:
To get a subsidized rate at a *private* institution, you volunteer. Look into integrating such a system into our *public* schools.

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Notes:
Ever heard of the holistic approach- Google it!

#81: Parent
Top priorities:
1. Smaller class sizes- way smaller
2. Music- fund it, PE- fund it, Art- fund it
3. library media specialists with updated technology and keep it current and reopen our libraries
4. Science labs for all
5. Outdoor school for all
6. If we have smaller class sizes, we can better serve all students

Share your vision:
Ideal learning environments meet the needs of all children and are engaging places students, and teachers want to be. To do this: reduce class sizes significantly! Teachers need to meet the needs of all students, which they can't with the large classes. Trust teachers and parents and students. We know what we need, what our kids need. We should have relevant hands-on engaging curriculum. Teachers, students, and parents should have freedom with this so it is not the canned curriculum push by the glossiest vendor. Eliminate high stakes testing. We do no what widgets- we have children.
Notes:
- *Supporting Students & Families*- evidence based programs that empower parents

I refuse to have YOU put words in my mouth. Do you really want to put each of these against each other?

#82:
Top priorities:
Try again OEIB. Maintain funding for at-risk middle and high school youth
Share your vision:
Look to private schools for spending guidance

#83: Teacher
Top priorities:
1. The whole spectrum- not just 0-5!!
2. Maintain funding for the middle percent

#85: Student
1. Teachers/counselors
2. Art & music department
3. Colleges
4. Students
5. Schools

#86: School Counselor
Notes:
- *Developing Professional Educators*- professionally trained= school counselors
- *OregonReads*- systems 44 and relish
- *Supporting Students and Families*- school counselors
- *Early Learning*- School counselors- food, shelter, health, *mental health*
- *Elementary & Secondary Education*- school counselors
- *Special Education*- 504-school counselors

- *ELL*- limited food, housing, healthcare, homelessness- school counselors
- *College Credit*- school counselors
- *Post-Secondary*- school counselors
- *Longitudinal Data System*- parents often filter through *counselors* before approaching teachers

Figures in many pies (principals seek advice): a little bit of everything.

#87:
Here's the deal: my friend, a middle school teacher, has 247 students. At 5 minutes per student per week that is 20+ hours per week of unpaid work. Until this is CHANGED, anything else is a WASTE of valuable public education money. End of story.

#88: Teacher
Top priorities:
Q.E.M
Share your vision:
Fund education to the QEM level, then we can talk about minutiae.

#89: Teacher/Community Member
Share your vision:
Basically, more teachers = smaller class sizes + additional programs = desired outcomes. We don't need anything but well-funded schools. Cut ALL bureaucracy and fund teachers for our kids.

#90: Parent
Top priorities:

1. Music, arts, actual literature
2. Creativity, problem solving

Notes:

- *OregonReads*- love of literature
- *Supporting Students and Families*- recognize poverty as a major obstacle for learning
- *Early Learning*- give access to all kids not just the kids that can afford it!
- *Elementary & Secondary Educat*ion- teach problem solving, creative thinking, working with others, helping kids love learning.
- *Special Education*- meeting the needs of kids on an individual basis. Hold the state accountable to fund the needs of the child.
- *College Credit*- incentives - really?
- *Post-Secondary*- how about happiness! Outcome-based: no way!
- *Longitudinal Data System*- teachers make decision what they need to inform discussion and instruction

#92: Parent
Top priorities:

1. Teach our children to think
2. Pay our teachers fairly
3. Get the state () payers to pay their share
4. Make our schools safe
5. Slough off the unnecessary layers of specialized new ideas!

Share your vision:
Safe, not over crowded, creative, inspired

#94: Teacher
Top priorities:

1. TAG support- state mandated we support TAG students and their giving no money to teachers/districts to actually provide that support
2. Professional Development of teachers to support newly adopted curriculum material- we just got a new adoption and funding to train teacher is being cut, and cut and cut. If you want to have good, trained teachers, you need to five them the materials and training support to do so.

#95: Parent/teacher/community member
Top priorities:

1. Smaller classroom sizes
2. *Fully funded education- QEM*
3. Diverse programming- libraries, certified librarians, music, art, PE, quality technology, enrichment wrap around services…
4. Address poverty- fund adequately
5. Local control- *bottom up* reforms- not top down administration

Notes:

- *OregonReads*: funded librarians and libraries at every school
- *Supporting Students and Families*- where is this happening????
- *Early Learning*: YES- tied to schools NOT government
- *Elementary & Secondary Education*- well-rounded, fully-funded education. Music, Arts, PE, Soc. Studies- project based
- *ELL*: Fund it! Welcome centers, bilingual schools
- *College Credit*: okay
- *Longitudinal Data System*: NO!

#96: Teacher
Top priorities:

1. Fund lower class sizes!!!
2. Find *stable* funding- fight for it, legislate it
3. Sales Tax!
4. Decrease Rudy Crew's office
5. Put money in the *schools*!

Share your vision:
Less standardized testing- less dependency on their outcomes. Quality Education Model. No more asking us teachers to do more with less. Make sure districts (PPS) through financial auditors, spend their money wisely, not on the latest educational fad.

Notes:

- *Developing Professional Educators*- NO
- *OregonReads*: not a reading first model- a good program but we cant afford more 'programs' but less teachers
- *Special Education*: Federally funded
- *Post-Secondary*: PCC, CCC
- *Longitudinal Data System*: NO

#97: Teacher

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Top priorities:

1. Create an inclusive process: your board should have five teachers and six parents. And *zero* administrators
2. Have an *open* process: community forums do not make an open process
3. Lower class size: *no* larger than 20 students
4. Bring back all cut positions (teachers, etc.) from the last ten years: Yes, ten years
5. Fund all parts of school & education: art, health, PE

#98: Parent/Teacher/Community Member
Top priorities:

1. Reduce class sizes, especially in high-poverty schools.
2. Spending on materials and programs that support and enrich student learning: books, art, music, PE, vocational programs, libraries, science labs, environmental education.
3. Early education- preschool & free full-day kindergarten
4. Site-based professional development for teachers
5. Community college funding

Share your vision:
15 students in a class, vocational educational opportunities at all high schools, assessments that are meaningful, teacher-driven and not corporate.

Notes:

- *Developing Professional Educators*: No. Misallocation of PD dollars
- *Longitudinal Data System*: waste of funds

#99: Parent
Top priorities:
Adequately fund schools: not consultants. Money to classrooms!
Notes:

- *Developing Professional Educators*: ?? Teachers need to be in *classrooms*. Not at a regional center
- *Longitudinal Data System*: corporate dollars?

#100: Parent
Top priorities:

1. More funding
2. More funding
3. More funding

#101: Parent/Teacher/Community Member
Share your vision:
My vision for an ideal learning environment is to honor the whole child. Every student deserves a reasonable class size, art, PE, music, along with core curriculum subjects. Learning is *not* about test scores. I am tired of so much time and money being spent on data collection. We need to fund a QEM. Our kids deserve it.

#102: Teacher
Notes:
Keep the basics and fund them… Fund the basics that we've already got- smaller class sizes, less formal testing; support music, art, and listen to *teachers* not high, wealthy administrators.

DRAFT

#103: Parent/teacher/community member
Top priorities:
1. Smaller classes
2. Less testing
3. Supporting students and families
4. Less bureaucracy

#104:
Reduce class size

#105: Parent
Top priorities:
1. Smaller class sizes
2. PE. Daily—all grades
3. Librarians—kids like books, need access to read!
4. Art in the classroom!
5. Reinstate drama, art, music

Share your vision:
Smaller classrooms are key. I am disgusted that my 4th grader is in a classroom of 36 kids. And my high school student has 62 kids in PE and 46 in Spanish. That is obscene. There is no room to explore innovative ideas until we master the basics. Currently Oregon can't even deliver the fundamentals—sometimes the best solution is the simplest.

#106:
Top priorities:
1. Smaller class size
2. PE every day
3. Librarians
4. Art literacy
5. Reinstate drama, music and art

#107: Teacher
Top priorities:
- Reasonable class sizes in *every* school!
- Teacher-librarians in *every* school!
- Arts in *every* school!
- PE in *every* school!
- Sufficient support staff in *every* school!

Share your vision:
Basic funding for basics! You can't replace people (teachers, support staff) with buzzwords and programs. I had great hopes for Governor Kitzhaber and for the leadership we desperately need in this state. Now I hope he has the reflective wisdom I believe he is capable of to turn this around, respond to what we are saying and find a way to fund Oregon education again.
Notes:
- *Developing Professional Educators*: Not until class sizes are reasonable
- *OregonReads*: Not until there is a librarian in every school and a certified media specialist full-time, for every student
- *Longitudinal Data System*: Not until the QEM is fully funded at its most basic level

DRAFT

#108: Community College professor
Share your vision:
- More dual credit!!
- Get kids in middle school interested in/involved in CTE programs
- Get kids engaged by using/paying attention to learning styles
- Less layers of bureaucracy
- I liked the idea of ways to share best practices around the state/among instructors
- Upgrade technology
- Lower class size

#109: Teacher
Top priorities:
1. Less money on research, NCLB, analysis; more funding to front lines (the classrooms, students, and teachers).

#110: Teacher
Top priorities:
1. Do not tie Higher Ed funding to achievement compacts
2. Include faculty in all decision making involving student outcomes
3. Keep red tape out of our schools- it costs a lot, too much!
4. Eliminate the Oregon Education Investment Board and the bureaucracy it has created
5. Fund the Quality Education Model (QEM)

Notes:
I'm not voting on this because I disagree with the assumption it is based on.

Salem

Response 111-125

#111:
Top priorities:
1. Reading Specialists, interventions- reading, reading, reading: for ALL (ELD too)
2. Support for arts: tying arts learning and appreciation to improvements in core learning skills and life skills
3. Reduced class sizes: whether it's by funding additional teachers or lengthening the school day
4. Streamline reporting requirements. We spend too much valuable time in our district collecting data, supporting systems and reporting different variations of the same statistics to ODE and Fed. Department of Education. Help educators spend more time providing direct service. Districts cannot afford admin support staffs to do their work, so it falls upon those who should be focused on kids. So, whatever comes of this process- streamline the evaluation process, reduce duplication, and STICK WITH IT- changing the system every few years only adds to the burden.

Most other issues that seem to place financial burdens and reduce flexibility on public schools are not within state control. PERS, Union resistance to flexible schools, federal requirements, requirement to education EVERYONE who comes to the same standards.

#112: Parent/Teacher/Community Member
Top priorities:
1. State funding for immediate needs and long term practices

2. Fund personnel needs- provide enough teachers, aides, administrators, specialists, support personnel
3. Resources- materials that teachers need- order to deliver this curriculum
4. Teachers
5. Books
6. Programs and electives
7. Professional development funding and opportunities- there are many new education policies and practices that we need time and resources to explore
8. Colleges and career prep programs
9. Extended school year
10. Modern, safe, comfortable buildings

#113:
Top priorities:
1. Fully funded public education. Pre-K- 2 years of community college for every student
2. Increase funding for Special Ed & ELL

#114: Teacher
Top priorities:
1. Complete the unfinished work of identifying the true cost to adequately fund quality community college education now and in the future under 40-40-20 by finalizing the post-secondary Quality Education Model.
2. Research the impact of performance funding including unintended consequences and using current assessment process such as accreditation rather than achievement compacts.

#116: Community Member
Top priorities:
1. Explore the (-) Foundation Support Model in College Complete America. Innovative ideas and design.
2. Support young children by providing high-quality, low-cost preschool (state funding support)
3. Support programs that students enjoy and provide an outlet for creativity0 band, drama, orchestra, dance, etc.
4. Provide a personalized learning environment for all students- which (-) efficient financial resources for teachers to make this happen

#117:
Share your vision:
Reasonable class size so that individual student can get the attention they deserve so they can learn systems that are school and district-wide that allow teachers to meet the needs of diverse students
Notes:
They are *all* important

#118: Community Member
Top priorities:
1. Most STEM in informal settings- there is no acknowledgement of the tremendous work being done in the field of out of school time- just STEM schools for select students would make a big difference
2. The use of after school programs needs to be incorporated into the longitudinal data system
3. I like the emphasis on reading- ALL K-3 teachers need *intensive training* or reading strategies/also preschool

DRAFT

4. Books given away- is a critical component for children living in poverty. 1 in 5 homes have a book. Can't learn to read without books- FUND SMART program in all low income schools
5. *Digital learning opportunities*, especially rural schools
6. *Technology needs to be an investment* for all students
7. Build a fund for students to go to Oregon schools- create a bond- then a state foundation, make it real

#119: Teacher
Top priorities:
All of the investments on the back are important for our student pre-K-20 to achieve the 40-40-20 goals. Ranking these investments does not make any one less than the other. Please fund education in Oregon so that our class sizes can be reduced and our classrooms brought into the modern age of technology so that our students can succeed. Hire teachers!

#120: Teacher
Top priorities:
1. HIRE TEACHERS

Share your vision:
Local districts have flexibility to spend money that works for their students. 10-1 student-teacher ratio in Brick & Mortar Public K-12 Schools!
Notes:
Dear OEIB, Dr. Crew & Governor Kitzhaber especially,
You are cordially invited to come and meet my students at Chavez Elementary in Salem at any time.
S.black4477@gmail.com. - Sharlee Blackwell

#121: Student
Top priorities:
In no particular order…
- Reduced class sizes in K-12
- Reduced tuition in higher education
- Free, equitable access to services for all students (i.e. lunch, clubs, sports, the arts, etc.)
- Increased emphasis on CTE, bilingual education, and other alternative programs and career paths for students

Share your vision:
- Small class size
- Consistency of programs and instructors from year to year
- Diversity of curriculum offerings
- Large safety net for at-risk students
- Parent and Community involvement

Notes:
- *Developing Professional Educators* & *Longitudinal Data System*: Don't fund this
- All other categories: Fund these

#122: Student/Teacher/Community Member
Top priorities:
1. Social assistance programs in order to let the parents spend more time with their children
2. Update educational system as a whole
3. Have more opportunities for people who want to have more education
4. Education first

#123: Student
Top priorities:

1. Teaching is a noble profession. To me, it seems they are undervalued and underappreciated. Teachers are number one role models throughout my education experience (K-12) and have had a huge impact. We need to focus on recruiting somehow, someway, ways to lure people in the community into these roles.
2. The ability to experience life outside of the classroom. Maybe more field trips or activities that spark the creative juices/imagination, or inspire.
3. In higher education sector, I would like to see more community outreach and partnership. Like Sanyo.
4. Facilitate the transition from high school to college. What to expect, how to be involved, how to talk to your professor. Implement college success at an early age

#124: Former Teacher/Community Member
Top priorities:

1. Preserving ERDC program: making sure kids get off to a good start and that low-income families have viable options. These programs are needed to level the playing field.
2. Not adding fancy new teacher training facilities when there are already plenty of good teachers who can't find jobs.
3. Special Ed: people with disabilities need to have equal opportunities. It is a civil rights issue. Please don't cut these programs.
4. Elementary Ed class sizes must be reduced
5. Reading programs within schools
6. Community Colleges: again, to level the playing field and make education accessible to all.
7. School librarians, not new programs/centers- information literacy, so kids know how to do more than looking at Wikipedia for doing research.
8. Bilingual teachers rather than prioritizing English (diverse corps of professional educators?)
9. Stop focusing on testing at expense of quality programs that enrich students' lives.
10. Diverse programs- FFA, cultural programs, arts

Notes:
Former teacher (couldn't afford to keep teaching)

- *Developing Professional Educators*: Why?
- *College Credit*: Why?

#125: Teacher
Top priorities:

1. Support education of the WHOLE CHILD. Multiple-intelligence.
2. Support the teachers who are educated to teach and empower them
3. Smaller classes
4. Enough time per period to teach what needs to be taught
5. Prioritizing humanitarian efforts of teaching rather than the business of teaching
6. Give teachers more decision making in regard to professional planning and what to teach

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Medford

Response 126-146

#126:
Top priorities:
1. Fund money to reduce class sizes in K-3.
2. Give money to only reduce the 30-35 class sizes. This money would help reduce the huge gaps in abilities. My child is in a class size of 34. This class, having 61% of the class reading at pre-premier level. My child is a fluent reader. This high level numbers of below grade readers need interventions- and one way is to reduce class sizes, so that teachers can read all and to reach their needs.

#128: Parent
Top priorities:
1. Basic reading fluency by end of 2nd grade
2. Reduced class sizes to achieve above goal
3. Fully funded school year
4. Intensive reading education in early grades with a laser focus on basic skills

This board has dozens of laudable goals, but without a priority on basic primary-grade literacy, achieved by class-size reduction, our kids will not be able to utilize the broad range of programs you are trying so hard to provide.

#129:
Top priorities:
1. Increase K-Jump Start programs for all children of poverty.
2. Create partnerships and grants that will offer collaborations of nonprofits to provide early school experiences for underrepresented families of poverty.
3. Invest in nonprofits that focus on funding literature below 8th and 9th grades.
4. Reverse a historic pattern where students of poverty color and language, find themselves behind in school, perpetual disadvantage and drop outs.
5. Change priorities and incentives that our current budget establishes.

#130: Teacher
Top priorities:
1. Restore baseline funding to K-12 prior to investing in new initiatives. Many districts cannot afford a full year, class size is too large, and we lack essential support personnel. This must be done *first*.
2. Invest in a high quality, effective teacher in every Oregon classroom. We need funds to provide high quality, support, and professional development for teachers throughout their career.
3. Provide funds for extended day and extended year programs for students who simply need more time to master content and demonstrate proficiency.
4. Fund a full year kindergarten program. Do not simply add this to a stretched-thin state school fund.
5. Develop and fund an accessible, useful data system to provide information to every teacher and every school to support student learning.
6. Stop passing unfunded mandates. Common core standards, proficiency-based grading, performance-based evaluation systems- all are important but came with no funding.
7. Do not eliminate ESD's. We may need regional centers to support educators, but this will not provide the services currently provided by the ESD's. 70% of our local funds go towards Special Education- these costs will be passed onto local districts if ESD's go away.

#131: Parent/Community Member
It's already working! Don't break it, and start funding it.

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#132: Teacher
Top priorities:

1. Counsel prospective teachers: educate HS and undergrad students about the teaching profession BEFORE they make a career commitment. Help them decide whether teaching is a good career choice for them.
2. Mentor new teachers. CRITICAL.
3. Help older, burned-out teachers find honorable, gainful employment elsewhere. Don't allow administrators to railroad them out of the profession.
4. OregonReads: Involve teachers in decisions about programs and implementation. Don't just go by what the data says or what our consultants say. Many highly touted, highly-advocated reading programs fail for lack of teach buy-in.
5. Make higher education more affordable for Oregon families.

Notes:

- *Longitudinal Data System*: I have yet to see a promised data system be fully implemented to the point of being useful… waste of money.

#133:
Share your vision:
Small class sizes, current materials.
Notes:

- *College Credit*: No, they are not ready
- *Post-Secondary*: Outcome based is failure
- *Longitudinal Data System*: No priority at all

#134: Parent
Top priorities:

1. Early learning- starting at pre-K
2. Include parents/families in learning
3. Individual learning progress/style
4. Improve teacher effectiveness
5. Revitalization of STEM/vocational schools for those years that do not fit into traditional educational programs alternatives
6. Skill job readiness

#135: Teacher
Top priorities:

1. Early childhood/preschool education- serving all eligible children beginning with children living in poverty with comprehension services
2. Reduce K-12 class size so these children can learn and succeed in higher education and industrial/technical skills
3. Trade/technical industrial education for parenting with business in the creation of an apprenticeship program
4. Higher education costs are becoming a barrier to social mobility in our nation which is no longer the world leader in this measure. These must be better managed.
5. Special populations- the achievement gap between children of color must be narrowed

#136: Teacher
Top priorities:

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1. Smaller class sizes
2. More counselors K-12. 150-300 case load sizes, lower the better
3. Higher education funding so college is more affordable
4. More teachers, especially elective teachers, to help students find a passion/skill they can go into
5. Students actually meeting state standards before being promoted to the next grade
6. Reading- effectively make sure students are reading close or at grade level
7. More learning assistance to work with struggling students
8. Help for SpEd & ELL students
9. Fund higher education so it is affordable for the upper middle class who are not eligible for scholarships

Share your vision:
Class sizes at 20 in elementary schools, 25 in high schools. School counselors with caseloads of 300 or less. Elementary and middle school counselors.

#139: Teacher
Top priorities:

1. Match the expectation of increased early identification of children at risk or with disabilities with funding to support them once identified
2. Reduce burdensome paperwork requirements that take time away from direct service to children and families
3. Address the significant dilution of critical EI/ECSE services by: implementing the recommended legislative funding formula for EI/ECSE which adjusts per student funding according to intensity of need.
4. Reduce class sizes in K-3 classes
5. Support family literacy activities
6. Address unsubscribed transportation expenses/inequalities that penalize rural school districts
7. Include early childhood in school improvement funding initiatives
8. Fund model early childhood literacy practices

#140: Community Member
Top priorities:

1. Class size reduction/funding that will not allow 30+ in a kindergarten through 12 class.
2. Respect and a living wage for support staff. It is not a job so that people can buy a new TV, it is a profession and the jobs are helped by people who see themselves as professionals. Continuing to evolve hours and wages takes away the pride these people take in their jobs and make them leave jobs they love for jobs they can support themselves and their families

#141: Parent & School Board Chair
Top priorities:

1. Restore basic funding levels for K-12 education
2. Remove PERS shortfall burdens from small school districts- districts did not miss manage systems but must meet these obligations before we can put teachers in a classroom- our district has an additional $1 million burden next year.
3. No unfunded mandates- example: we would like full day kindergarten but would like the funds to support the program
4. Legislation which will allow districts to keep more revenues/tax raised locally to be used on local programs
5. Require school employees to do a percentage of PERS pickup a math program like private sector 401K's

RESTORE BASIC FUNDING LEVELS

DRAFT

#142: Parent
Top priorities:
Base:
1. A base level of funding that allows *every* school district in Oregon to run a full school year
2. A base level of funding that allows *every* school district in Oregon to offer K-3 class sizes of 25 to 1!!
3. A base level of funding that allows every school district in Oregon to offer 4-12 class sizes of 30 to 1.

Initiatives:
4. Funding for: reading 3rd grade readers a must!!
5. Early childhood preparation
6. Transition support into K, 6, 9, 13, 15
7. Funding for districts willing to invest in proficiency based learning
8. Funding for districts willing to build bridges with community colleges and universities for both high school and college credit
9. Special education support
10. Data support

Appropriate sized classes at all levels. Classrooms filed with engaged students, challenged by high quality teachers. Schools where kids have position, appropriate relationships with adults; opportunities to be engaged in areas of interest, help for students struggling! A place where every student graduates (too small a space for a big vision)

#143:
Share your vision:
Block grants to districts. No trade offs! Fund basic education first for *all* students.
Notes:
- *Longitude Data System*: just say no

#144: Student
Top priorities:
1. Oregon's investment in education
2. Oregon is prioritizing the wrong things
3. Student debt
4. K-12 and the continuous programs being cut
5. Cuts have to stop

#145: Community Member
Top priorities:
I would like to address special education specifically to say that the world may look different outside of Salem and Portland. In Southern Oregon the ESD has provided excellent resources for students with severe disabilities. I am concerned that OEIB will look at ESD's just through the northern-metro prism. I am very concerned that with the Student Achievement Centers funds for programs for students with disabilities will once again be used in ways that do not (directly) benefit children. Please do not neglect our voiceless students. One size does not fit all- please consider our differences. Please fund ESD's for rural communities/districts.

#146: Student
Top priorities:
1. More funding for higher education, and even K-12
2. Increase the Oregon Opportunity Grant budget.
3. Do not employ *any* NCLB models in *any* form

4. Do not waste money on a system that is known as the statewide longitudinal data system (SLDS)
5. We need to eliminate or lower interest rates on loans.
6. More grant money in general if possible

LOWER TUITION IN COLLEGE

Coos Bay

Response 147-155

#147: Parent

Top priorities:

1. TAG program/teachers at K-12 level
2. Decrease class size
3. Improve nutrition in school lunches
4. Create opportunities for high school students to achieve college level credits
5. Eliminate mandatory standardized testing prior to the high school level
6. Provide leadership opportunities to elementary school students
7. Improve bilingual education opportunities

#149:

Top priorities:

1. Funding
2. No more unfunded mandates- you're smart- figure out the cost- sent money!
3. Oregon has lived through CIM & CAM- what a waste of money- is this going to be more?
4. CC's should have separate funding for remedial and developmental

#150: Community Member

Top priorities:

1. Increase school funding. No K-3 class over 20 students, 3-6, 25 or less, 7-12 less than 28
2. Every school should have PE, music, art, and library time
3. Stop spending resources on state testing and put dollars back in the classroom
4. Support life-long learning by funding community college, community education, not solely for certification and degrees.
5. Two foreign languages in every high school
6. Update/new buildings- 50+ year old buildings cannot support 21st century education
7. Guidance counselor, licensed library and licensed nurse in *every* building funded by state not as part of formals.

#151: Teacher/Community Member

1. Class size!!!
2. Get rid of the excessive importance on tests- the money would be better spent on educating the children
3. Trust teachers
4. Get corporations out of our schools
5. Quit funding charter schools

Notes:

- *Longitudinal Data System*: in my experience, the current uninformative data collective by mandates do not lead to best practices

DRAFT

#152: Teacher
Top priorities:

1. Class size (this is one of four reforms backed by rigorous evidence according to the Institute of Educational Sciences (USDoED)
2. Elimination of high stakes tests: There is no research base to support high stakes testing, National Academy of Sciences
3. Early childhood support (NOT testing)
4. Keeping corporate interests out of public schools
5. Fund public schools, NOT charters
6. Investing in creating modern schools
7. Proper library funding

Notes:
These were created without public input

- *Development of Professional Educators*: not chosen by test scores

#153: Teacher
Top priorities:

1. Adequately fund school libraries
2. Invest in staff not test scores, including our classified work force
3. Lengthen the school year, 5 DAY WEEKS
4. Class size
5. Head start

Notes:

- *OregonReads*: strong library programs
- *Early Learning*: More funding for head start
- *Special Education*: including TAG

#154:
Top priorities:

1. Class size
2. Developmentally appropriate testing (*classroom* based) not high stakes!
3. Keep textbook companies and testing companies at bay!
4. Modernize schools
5. Increase support to libraries
6. Fund arts and PE
7. Fund public schools, not charter
8. Educators choice in professional development (not mandate one size fits all)

Notes:
Trade off of funds?... How can we trade these??

- *Developing Professional Educators*- Cost?
- *OregonReads*: ELA, ORA, OSTA
- *Early Learning*: Testing??
- *Longitudinal Data System*: Cost?

#155: Teacher
Top priorities:

Rather than ranking my priorities, I have a priority statement. We are trying to do more with less, but that is the new norm in education funding. It is not going to change much in the short-term. By doing more with less, we are just doing the same things over and over—just faster. It is like running faster on a treadmill. What we need to do is be visionary and get off the treadmill. We need to get outside the box. Education hasn't changed much in the last 100 years. We need to overhaul education.

- We need proficiency-based education. Get rid of the Carnegie Unit and let students move from subject to subject, as they are ready.
- Teach cross-curriculum. The traditional way of each secondary content teacher going into a classroom and marching through isolated content is outdated. Why can't language arts/writing and history be combined, for example. This would enhance education with fewer resources. Why can't math and science be combined in some areas?
- Breakdown classroom walls. Have open classrooms with teachers sharing students and classrooms and *RESOURCES*.
- Have active, student-centered learning. The future of education can be exciting with the new less funding. It will be different, but improve education.

These are a few ideas, but we can do with less/fewer resources if we are willing to radically rethink education. By the way, I am one of the few teachers who support accountability and state testing. We need to know if students are being educated and if they are learning.

#156: Teacher
Top priorities:

1. Adequate funding for K-12 to provide full school year, comprehensive education, and reasonable class sizes.
2. Targeted funding for K-3 literacy.
3. Extended school year support for disadvantaged students.
4. Support for OSU-cascades 4 year campus initiative.
5. Investment in career/technical education.
6. Financial support to make higher Ed an option for all students, guaranteed admission and financial aid for honor graduate.
7. The missing link in 40-40-20 is the middle 40. We must support community colleges.
8. Financial support for AP and IB.
9. Funding of ACT'S, EPA assessments, for ALL 8th to 12th graders, college readiness focus.
10. Teacher collaboration and professional development.

#157: Teacher
Top priorities:

1. Decrease class sizes
2. Stable funding
3. Keep the "extras" in the schools: music, art, second languages, etc.
4. Technology: more available for student research and teacher presentation
5. Parent and community engagement
6. Quality teacher in every classroom
7. Fix PERS so money is still there for those who have worked it, but so it will not pull money away from teachers in the classroom.

#158:
Top priorities:

1. Early childhood education and support, universal pre-K

#159:
Top priorities:
1. Parent education for parents of young children. Returning to investing together for children state legislation dollars of 1997-2003.
2. Pre head start dollars
3. Birth: these dollars so education gets started early
4. SMART reading programs

#160: Community Member
Top priorities:
1. Fund education appropriately
2. Stop expecting 100% of outcomes
3. Stop micromanaging teachers
4. Recognizing the artistic aspects related to teaching
5. Fund arts and a well-rounded education
6. Truly recognize that learners learn at different levels
7. Lower class size so teachers can differentiate for their learners

#162: Parent/Teacher/Community Member
Top priorities:
1. Fund electives and things that keep kids interested and teach creative thinking.
2. Fund public schools before charter schools.
3. Pay your staff people, otherwise the best will leave to find a living wage.
4. Create ways and time for collaboration among professionals.
5. Find a better measure for achievement, does not measure problem solving creative thinking or other skills employees want.
6. Teach teachers real skills… overhaul teacher education system.
7. Offer teachers ways to be involved in their local districts, career paths that are not administration.

#163: Parent
Top priorities:
1. Reform PERS so there will be money for education! THEN you can …
2. Smaller classes
3. More tag K-8
4. Educate kids: can they do multiplication in 4th grade or have they just been passed onto the next grade?
5. LESS technology for teachers. Every year they get new gadgets that they do not know how to use!!

#164:
Share your vision:
Thoughts to consider: anything more than three goals isn't something everyone many politically prudent but it will ensure failure. Until we proactively reverse the public's failure to adequately fund education, we are just applying band-aides… deal proactively with the continued erosion of funding, a lesson of the school bashing started by reason.

#165:
Top priorities:
1. Appropriate assessments that don't continue to marginalize our minority population.
2. Realistic language growth expectation.

DRAFT

3. Appropriate ECE programs with robust language development.

Public Testimony

Hermiston

Hermiston High School
Monday, October 15
95 Attendees

Businessman
- Access critical
- Online opportunities important

Teacher
- Continuous disinvestment in education
- QEM
- Strategic initiatives taking money from already stretched budget

Small Business Owner
- Applaud vision
- Employees not prepared; Need all skill levels
- Make deeper cuts at ODE
- CTE key – apply core curriculum to any path

Post-secondary Administrator
- Opportunity for all to work together P-20 system

Educator
- Many rural students below poverty level
- Birth to 5 key; foundation for learning

Former Teacher
- Applaud massive task
- Left education because of disinvestment
- PK-3 key; touch points for social services and schools
- Parents and grandparents must be involved in the discussion

Educator
- 40-40-20 vision exciting
- Messaging must include school counselors

Student
- Rising tuition costs
- Outcome-based

DRAFT

Eugene

University of Oregon
Wednesday, October 17
100 Attendees

Community Member

- invest in students wrap around programs,
- invest in teachers—initiated by teachers
- invest in schools—nurses, library, tech, remodel buildings

Community Member

- Educators are the heart of any effort
- Education should be localized, free
- Doubt ability to make more than minimal change
- Realistic goals set by teachers—what about Hannah

School psychologist

- Education funding has always been a challenge famine to famine
- Advocating for special needs students (referenced QEM model class size) Stable funding

Community College Administrator

- NCLB not the best endeavor; don't repeat NCLB

Community Leader

- Achievement gap— students graduates but not prepared to go to college
- every year hear more about plans to help this

Community Leader

- On the right track
- Supporting families and communities is key too
- Referenced wrap-around system

Community College Administrator

- Tuition costs: 2001 $38 now $90+
- Wants to see budget for CC to keep tuition low and will cut services and specialized supports.
- Concerned about 30% formula

Teacher and parent

- Read a job description-school counselor consider our voice and framework

Teacher

- Report from Distinguished council--Chalkboard.
  - More time for teachers in the classroom with strong mentors. 30 weeks clinical experience.
  - Teacher Evaluation needs to be strengthened--multiple measures
  - Professional development--mentors too

DRAFT

  - Career pathways for teachers to stay in the classroom
  - Address needs of diverse students --Promising practice archive

Childcare Provider
- ERDC and child care providers. Program has been cut.

Community College Administrator
- EFT recommendations fail in every manner
- Community colleges underfunded
- Single out CC for a funding scheme
- 30% of funding would be tied to gimmick or else despite performance-based funding
- Instead of thanking us, we're told do more with less

Student
- Concerned about 30% of formula
- Concerned about increase in loan
- Rising tuition
- Reinstate general operating budget

Community College Adjunct
- Tying the funding to graduating, considers students as inputs and ignores their situations
- Ignores dual-enrolled students and need for students to explore passion and creativity
- Puts pressure on students

Student
- Concern with 30% funding based on degree completion
- Rising costs – tuition has increased 70% at UO over the past few years
- Concerned about not having full professors
- Not enough funding in OOG
- Concerned about genuine disinvestment in higher ed
- Concerned that students cannot work their way through college with a part-time job

Student
- Cost of education is key
- Students can't afford books
- Concerned about faculty, advisors, financial aid advisors, etc.
- Should be supporting schools with achievement gaps
- Why does this feel like NCLB?
- Concerned this will impact students of color m

School Counselor
- Why not named as contributors in the implementation
- Gave example of helping students with study skills, bullying resources, family resources, etc.

High School Student/FFA officer
- Agricultural education is a high priority although these courses are not considered high priority
- Referenced supervised agricultural project

DRAFT

High School Student/FFA officer

- Emphasized leadership and career success as outcomes of FFA program

Professor

- Concerns:
  - Legislature should be thinking about increasing revenue stream
  - Outcome based measurements, reduced to statistics, related to NCLB and some of the OEIB proposals and perspectives.
  - Professional educators, but diminished focus on professionalism in their practice
  - Release control over curriculum (noted absence of social studies)
  - Social Needs of people—equity. Referenced Precious Knowledge example of an intervention that is not referenced yet.

Parent

- Class size, 36 students in child's class, teacher is amazing
- Incentivize parent involvement
- Really liked KITS summer program

Teacher

- Large Special Ed population—Not because we are over identified, but because families are moving for the quality service
- Concerned about block funding for SpEd impact on districts with larger numbers of students
- Concerned about Community College issues
- Most of SpEd students will earn modified diploma and may not be able to afford college--feels like this is condemning students who could go to community college

Teacher

- Measure 5 passed; Funding declined every year and people have become numb to it
- Class size—51 students in pre-calculus class; Calculus class has 60 students and a kindergarten class with 32
- High school had a partial PE teacher for 1300 students
- No librarians in lower schools; No full time librarian in high school
- For all of the talk about renovation, rings like a fantasy if not willing to commit resources

Portland

Marshall High School
Thursday, October 18
185 Attendees

Community Member

- improved funding for schools
- local control of schools
- secretive meetings
- drain money from local schools to establish agency

Community Member

DRAFT

- state buyer and local sellers of outcomes
- outcomes-based funding has not been proven

Community Member
- too much money on consultants
- comments on salaries of CEO and staff and the number of staff added

Retired Educator
- protest process
- comments about OEIB and CEO not being present
- narrowing of curriculum to only meet tests (reading/math focus)

Teacher
- negative comments about direction of OEIB and CEO
- lend support for QEM
- lower class size
- ELL support
- wants more collaboration time
- find adequate funding

Teacher
- teacher in a Focus school, 2nd Grade with 32 students
- propose funding focus on lowering class size

Board Member
- Many of the initiatives in PPS are in alignment
- Thanked the EFT for their work
- Early childhood focus: fund full-day Kindergarten
- talked about success of Jefferson HS Middle College initiative

Parent
- property tax reform
- more money for schools

Teacher
- crisis regarding funding
- student debt crisis: make college affordable
- data system should not be funded

Post-Secondary Educator
- 25% decrease in state funding for education; need to restore
- not every student is able to go to a four-year college
- continue supporting community colleges ($510 million)

Post-Secondary Educator
- funding the middle 40

DRAFT

- support initiatives like CLIMB Center for Advancement at Portland Community College - small business development center; CLIMB - Continuous Learning for Individuals, Management and Business

Post-Secondary Educator
- class size
- 40-40-20 lofty goal; community college faculty vital link
- relationship between teaching and learning is key
- "Economic First Responders" for Oregonians

Student
- student in poverty given a chance through grant funding
- consider low income families

Student
- support for community colleges
- believes in growing the community and making it better
- increase support for student aid, like Oregon Opportunity Grant
- supports 40-40-20

Parent
- class size
- against closure of neighborhood schools
- angry that communities did not have input into Top 10
- not sure how to prioritize

Teacher
- class size
- QEM not being met
- creating more bureaucracies, unfunded mandates
- invest in public education

Teacher
- Stone Soup metaphor
- fund technology

Parent/Teacher
- Anti-testing
- class size
- initiatives will not fix the problem

Parent/Teacher
- Utopian and negligent
- too many assessments for students
- replacing teachers with online education is wrong

Student
- first generation college graduate

DRAFT

- keep funding student grants
- concerned about not having received her financial aid yet

School Counselor
- counselors need to be included in the language, not listed in the generic category of educators

Parent
- special education - support for dyslexic students
- interventions needed
- train SpEd teachers

Community Member
- best ways to measure schools performance - should be based on needs of children
- focus on individual data
- dropout rate - provide transitions for students who are dropping out
- what are priorities for funding - if they choose education as a major, they get free tuition in exchange for two year apprenticeship

Student
- funding for Oregon Opportunity Grant
- investment in students past K-12

Retired Teacher
- F/R lunch in Oregon is highest in country
- poverty is a social issue - teachers and schools are being blamed

Parent
- importance of school counselors
- explained role she has in college and career readiness

School Counselor Intern
- support for counselors

Librarian
- information literacy skills
- support for librarians

Teacher
- tore up funding list
- wants more input into the list of priorities

School Psychologist
- teachers cuts
- importance of teacher relationships
- avoid siphoning funds to charter schools

Teacher

DRAFT

- class size; 50-60 students in math class
- noble goal but unrealistic - need to enact QEM recommendations
- educators losing their hope
- need significant increase in funding

Parent
- permanent funding for full-day K
- class size
- teachers have skills and best practices
- decisions should be made at level of impact

School Counselor
- specifically specify school counselors in funding initiative, not just a generic term like educators

Retired Educator
- no plan exists for quality facilities
- join task force to examine facilities PreK-20

Community Leader
- early learning strategic grant opportunity
- build multiple models to fit the different demographics

Teacher
- stable funding
- need tools to make sure students succeed
- every dollar needs to go to kids

Teacher
- never had a student pass a standardized test - teaches significantly disabled students
- concerned with teacher evaluation system and that it will not recognize him as achieving goals

Childcare Provider
- cuts of ERDC a concern
- materials training fund and tools for early childhood education

Teacher
- 87% F/R lunch
- Language coach because ELL program has been eliminated

Retired Educator
- applaud teachers in schools with significant poverty but now they cannot do their job because of funding
- class size
- advocate for music, art, PE, libraries

School Psychologist
- political - "split the baby" syndrome

DRAFT

- responding to right wing, Tea Party
- has misidentified the problem
- trying to dismantle public education

Data Scientist
- false data analysis
- need human to human contact
- reducing class size reduces education

Salem

McKay High School
Monday, October 22
165 Attendees

High School Student
- Class size—math with 52 kids, PE with 62 students
- Funding—loss of the arts, fees for athletics— why new items when existing don't have enough
- Public Ed is my right and not doing enough

Parent
- Class size—4th grade class with 45 students (1997 OR was 15th now 37th)
- Strategic initiatives—already have these things in place
- Adding layers of bureaucracy
- Don't need Student Achievement Centers

Community Member
- Zero funding for basic school
- 6 closed meetings of the Ed Funding Team
- $225,000 for contracts for EFT, $300 per hour for consultants, 2011 was written by EdLearns
- $100,000 of salaries of Rudy's staff

College Student
- Thank you for offering transparency
- 1st gen student, instructors really helped him continue on
- Valued smaller class sizes at LBCC
- Tuition increases creates a struggle

Teacher
- Block grant funding for special education—references her father to help special needs students—providing incentive payments for decreasing number of students will not work—could cause more legal issues
- Block funding could reduce services for students to achieve

College Student
- Student debt
- Need to support the teachers at community colleges

DRAFT

College Student/Parent

- Cost of tuition
- need flexibility, must work part-time
- sometimes can't afford the textbooks

School Administrator

- Goals is to have every student be successful:
  1. Need stable and adequate funding
  2. Curriculum and time to work together Invest in these
  3. Support reading, and parent engagement and quality educators

College Student

- Tuition—Come from a single parent working class household, $30,000 in debt
- Concerned about decreases in OOG

School Board

- $125 million cut over the past five years. Probably have two more years of cuts.
- Need to fund education adequately.

College Professor

- Scared that teachers and salaries are getting cuts
- Tuitions increases are causing people to drop out of schools which will impact 40/40/20

College Administrator

- Decrease of 23% reduction
- Canceled classes, higher costs, reverse the trend of divesting in CC
- $510 million requested and needed

College Student

- Got a job right away after high school—65 hrs a week, but barely making it.
- Call this the great reality check—lucky to get a second chance—has lots of opportunities at LBCC
- Higher tuition = less access, invest in second chances

High School Instructional Assistant

- Cost cutting has already hurt students, faculty and staff, Insurance costs--$700 now
- Districs are asking more time and energy to meet expectations
- Less coverage for students—need consistency of teachers in students' lives—autistic students have three people---restore funding then we can consider new programs

District Educational Assistant

- Overcrowding in classes
- We must have greater funding to put students first

Student, representing Veterans

- Two examples—disabilities services—dealing with mental health and other disabilities.
- Reduction in hours, and additional stress on students

DRAFT

- Budget cuts in Financial aid claims for the VA—more late fees, lack of stipends for needed supplies at beginning of term

College Administrator & Alumnus
- 1st generation students, excited by the 40/40/20 goals
- Troubled by funding for community colleges—process of institutional transformation is hard and slow work, serving historically high students and historically low levels of funding
- Students pay a big share of costs, seed money requested to transform students and programs.

College Student
- OOG, bringing back what was cut
- Veterans needs
- Disappointed that there is not reinvestment in community colleges
- Nothing keeping prices manageable
- Now is not the time to create enemies, need to work hard as a unified education lobbying

High School Student
- Arts is heavily effected by budget cuts
- Arts is critical and teaches a lot of other steps
- Orchestra class doesn't have a classroom.
- Arts more than extracurricular

Teacher
- Former Librarian which are no longer funded profession…no longer have teachers in the library
- These librarians help level the technology field
- Limited technology experience in Elementary.
- Class size—32 students in class, more than half are reading below reading level

High School Student
- Counselors, administrators at McKay—Likes the focus on post-secondary emphasis
- Although lots of resources at McKay, could serve as a model for other schools
- Noted that applying to college is a daunting task

Information Literacy Advisory Council Rep.
- Every school used to have a school library
- OregonReads librarians have all of the skills to teach reading
- Perhaps fund some of the librarians back in the schools
- Students at LBCC have experienced 260% increase of tuition

High School Student
- Need more AP and more honors courses at high school
- Tutors elementary students and sees low performance of students
- Likes the P-20 model but needs to raise the rigor earlier

President, Oregon Librarian Association
- Librarians are teachers teaching literacy skills
- Introduce students to technology

DRAFT

- CCC faculty member perspective—asking for Rudy to narrate where we want to be
- Support librarians to come back.

High School Students/FFA Members
- 75 students Supervised Agricultural Experience—restored a John Deer tractor—over three years—referenced Mr. Whitman, FAA faculty advisor

Teacher (spoke in Spanish)
- ELL—Kindergartners who go in speaking Spanish need more teachers and principals who speak Spanish

High School Student/FFA
- Career Development Events—she listed some great ones
- Also involved in service events—food collections and distributions in Sheridan
- Developed her speaking skills, leadership skills, Gives a purpose to being in school

High School Student/FFA member
- Started in 7th grade
- Relayed SEA experiences
- Got a job from doing the Ag sales

Retired Teacher
- English Language Learning student and teacher
- Brought a voice for parent advocacy development
- SK has learned how to do good things for ELLs
- Must engage parents in the educational plan for students
- Cuts happening in communities have pushed away development of parent advocacy

High School Student/FFA
- Program improved communication and leadership skills

Retired Teacher
- Emperor's New Clothes—exposed the main elements of the Governor's plans are harmful
- Doesn't like Achievement Compacts, proficiency-based education, $50 million on Longitudinal Data System
- Who will go to the Governor – will it be a revolt from the OEIB board, OEA?

High School Student/FFA
- Can earn college credits from Soils class

High School Student/FFA
- Learned leadership, friends
- Teacher, Mr. Whitman, referenced in all of the students from FFA

Middle School Student/FAA
- Listed ways he has learned from Soils Class

Teacher, Roy Whitman/FFA program

DRAFT

- OSU grad—was told to think about Agricultural education
- Relayed what teachers do on a daily basis.
- Teaches 6 different classes but has many preps to serve the range of kids.
- Would like to see career and technical classes continued

College Student

- Didn't think she would experience the same issues at OSU that she faced in middle and high school
- Students sometimes don't have enough money to buy textbooks
- Tuition costs are causing students to drop out
- There are homeless students at OSU
- Need to support operating general fund budget not just OOG

Principal

- 27 ELL coming through door every day
- Five proficiency levels of English in her classroom
- I am asked data to guide learning.
- Referenced Cumming's research—need time to collaborate—if really interested in improving students' English
- Invest in teachers, parents, and lower class sizes

College Student

- Primary concerns to allocate 40% of the general funding based on outcomes
- Mission of OSU is producing quality graduates
- Concern about losing sight of students' needs—caused him to take 5 years to graduate
- Can we place an equal emphasis on literacy arts, etc rather than just STEM

School Board Member

- Recognize the vision but need time, substantive involvement, funding
- No time to communicate to stakeholders, introducing vague concepts without ROI
- Tried to translate this report to parents—multiple layers—work together to manage transformational change
- Long term funding is the best entrepreneurial approach

Community Member

- Not sure why building new centers is more important
- Stop taking money and share best practices instead of what feels like a NCLB approach to post-secondary education

School Counselor Professor

- If you want to accomplish 40/40/20 will need more school counselors
- Best practices for College and Career Readiness is using school counselors
- Ratio now has realty increased 522 to 1 ratio and in some places 900 to 1 with 400 at risk.

College Student/Parent

- Change from Straub to Houck has not been positive
- Global skills—relayed the academies at West High School
- Need more funding for this

DRAFT

- Teachers will teach better without stress of outcomes

Parent/Bilingual Assistant
- Her child's class did quite well
- Need more rigor and opportunity—defined ingredients for excellent teaching, favors ability grouping, 45

College Student
- First generation low income student—referenced data on OOG
- Working with 3 jobs with over $20,000 in debt
- Commend the goals—Agrees on importance of 40/40/20
- Affordability is key
- Restore operating budget

Community College Educator
- CCC Reads program and Even Start Literacy grant
- EFT failed to address community college funding
- Complete the work of funding the QEM
- Fully research performance funding model including unintended consequences
- Read Courage to Teach

College Student/Tutor
- Recognize the importance of investing in cutting edge ideas
- Ask this question—what good does a quality system do if people can't access it?
- Remember frustration of folks—to see an educational plan that ignores that the funding model is on the brink of starvation

Teacher
- Increasing the AP classes from 2 to 8
- Dallas has cut up to 10 days
- Reduction of staff by 15%-mostly attrition and not replacing them
- Feeling the impact of less than adequate funding
- More teachers, up-to-date resources, economic stability

Student
- Noted that everyone is asking for more funding—wants to see an investment focus on education Extension programs have been cut at OSU
- Liked technology emphasis but also need continued funding so we don't lose what we have

College Student
- Restore base funding to Oregon's community colleges
- Can't help students complete an education unless they can begin it

School Counselor
- 58% students free or reduced lunch, cited a lot of stats from poverty backgrounds
- Classes have been reduced to provide more remedial classes
- Focus on testing, etc., has decreased students' creativity
- Raised concerns about OEIB salaries

DRAFT

Parent
- SK need to use 1991 legislated funds for ELL learners , bicultural and bilingual teachers and aides

Parent
- SK—since 1991 districts have been receiving extra funds and districts use the funds for savings and other expenses. Mandate that the districts use the money to help

Parent
- Stabilizing tuition for higher education is important
- Son will graduate from Sprague—tuition is high, her son wants to be a high school history teacher—Need a stop/loss provision—to prevent losses

Parent
- Concerns librarians, 36 in kindergarten class and cuts to counselors
- Looking at $40,000 in debt to send their son to go to college
- Don't need achievement centers

College Student
- Look at the community invest in education
- Concerns around the number of uneducated individuals in jails
- Families need to be supported

Medford

North Medford High School
Wednesday, October 24
150 Attendees

Student
- Concerns about higher education funding and student debt

Student
- Concerns about outcomes-based funding; higher ed tied to the economy
- Too many students when class offered only once
- Tuition and book costs

District Administrator
- Facilities—In 1950s OR led funding, now last

Student
- Reinvest in higher ed

College Administrator
- Ensure higher ed is in all
- Incentive for high school
- Internships
- Stacking credentials

DRAFT

Early Childhood Educator

- SpEd, EIEC
- Support initiative, all kids better prepared
- Services declined due to funding

Student

- Against performance-based funding—sounds like NCLB
- Education important—when schools close, kids turn to gangs

Student

- Invest wisely
- Against data system—money better spent elsewhere

Community Member

- Support focus on early learning, but OPK, Head Start not broken
- Concerns about non-neutral funding formula

Retired Professor

- Community college funding concerns
- Performance measures in achievement compacts, but 30% doesn't say to achievement compact

Student

- Funding concerns and future access
- As public funds decrease, tuition increases, and recruit out-of-state to pay

Student

- More funds—reinvestment in higher education
- OOG key to access

District Administrator

- Transportation reimbursement inadequate

Former Teacher

- Vouchers for college to honor students
- Sustainable standards
- Who is restructuring how we do education?

Student

- Higher education central pillar
- Invest to make higher ed accessible and attainable
- Student debt rising

Student

- Tuition costs too high – make it affordable so students don't have to rely on loans

Student

DRAFT

- Tuition costs too high—student debt a barrier

Student
- Tuition costs too high—met limits on loans

College Administrator
- Formula design for regional mission
- Design locally driven

Parent/Library Aide
- Class size a concern
- 2nd graders behind in reading
- Too few days due to budget cuts (money goes to transportation)

Student/Parent
- Make education funding a priority
- Student debt

Parent
- Promise Neighborhood model
- Holistic funding approach – cradle to college

District Administrator
- Baseline funding
- Unfunded mandates

Counselor
- Include in discussions
- Cited B3 intervention program—83% graduated

Counselor
- Need more to reach 40-40-20

Counselor
- Need more—work across the initiatives

District Administrator
- ESD funding concerns—transfer of costs to districts

Parent
- Myth that increase in tuition will balance budgets
- Invest in higher ed -- $510 million

Teacher
- College career ready

Community Member
- Lots of journeys—vital role for all exits/entries

DRAFT

Retired Teacher
- Supportive of recommendations—include writing too

Professor
- Do not support performance-based funding

College Administrator
- Lack of incentives
- Implementation of 30% formula funding incremental so all can adjust

Job Council Administrator
- Modeling system integration
- Funding an issue

Counselor
- Funding decrease a concern—bold dreams, bold investment

Parent
- Class size and funding first
- Data measure wrong
- Propose demands, no money

Parent
- Class size
- Parent-teacher conferences have been eliminated

Parent
- ELL achievement gap persists—what can we do?
- Concerns for all Latino students

Parent
- Need to verify academic achievement
- Need reform
- Future of Oregon depends on ELL students

Parent
- Math and science achievement gap worse for ELL students
- Kids can't be part of change

Teacher
- Class size
- Funding

Parent
- Support professionals missing—include and respect that part of system

DRAFT

Teacher
- Whole child—use language, no achievement scores
- Defund, but expect better outcomes—more money, fewer strings

Student
- Funding—buy down tuition, not just needs-based

Coos Bay

SW Oregon Community College
Thursday, October 25
55 Attendees

Student
- Do not support achievement-based funding—not all taking credits for degree
- Tuition costs rising

Student
- Funding concerns
- Funding degree programs—follow funds rather than passion
- Dual enrollment

School Psychologist
- ESD services—retain, in addition to PD
- Class size a concern

College Administrator
- Basic flaw in recommendations – ignores local needs
- Desperately underfunded—can't do more with less

College Board Member
- $510 million base funding

Professor
- Funding—fewer teachers, more students

Teacher
- Cited DEC report—teachers are number 1 factor in learning
- Programs for quality teachers

Retired Educator
- Facilities underfunded
- Governor should appointment task force

Professor
- Funding

Student
- Tuition increases causing a decline in enrollment—can't reach 40-40-20 on this path

DRAFT

Teacher
- Eliminate tests
- Decrease class size
- Assessment portfolio to inform instruction

School Board/Parent
- Three principles to inform decisions—stability, unity/equity, adequacy

College Board Member
- Provide a ramp to slowly progress to college

High School Counselor
- Make student needs a priority
- Counselors play key role and stability

Public Health Nurse
- Parent services
- Prioritize early learning, pre-natal care, home visits

Professor
- Get students excited through industry-level experience
- Budget barriers

Teacher
- Outcomes-based education can lead to tracking

Teacher/Parent
- Lack of trust
- Testing
- Lack of arts
- Mandated PD
- Increase libraries
- Modernize schools

Professor
- Funding—affordable access

College Board/Former Teacher
- Fund basic level
- Class size
- Not just about degrees and completion, but lifelong learning

Librarian
- Classified employees cuts
- PD funds down
- Fund and staff libraries—we are your program

DRAFT

Retired Teacher
- Many demoralized
- Expectations increased without adequate funding
- Need more support for students
- Get teachers involved

Teacher
- Increased demands
- Class size
- Testing
- Wages and benefits
- Students arrive not ready to learn

High School Counselor
- Missing in picture—critical in helping students overcome barriers

Webinar
ODE Studio
Monday, October 29
http://video.orvsd.org/ode/10-29-12-OEIBCommForum.mp4

Bend
Pilot Butte Middle School
Tuesday, October 30
100 Attendees

Community Member
- Funding—Ripping off taxpayers, salaries unjustified
- 40-40-20 "a joke" that won't work
- Vocational and academic divide messing up the system

School Counselors
- Support the initiatives
- Increase funding
- Counselors are integral to 40-40-20 vision

Teacher
- Support Distinguished Educator Council recommendation
- Invest in teachers

Community Member
- Facilities—recommend task force, database and investment in future

Community Member
- Early learning key to economic development
- Relief nursery important investment

DRAFT

- Leverage the funds; don't duplicate work

Community Member
- 1 in 5 students have vision problems—invest in screenings

Parent
- Class size
- Reform PERS

Professor/Counselor Coordinator
- Include counselors in the discussion
- Data shows positive impact counselors have on learning and social issues

Former Teacher
- Support for counselors
- Data shows impact on high school grad and college going rates

Board Member
- District investing in much of what's listed as initiatives
- Applaud mission, but grow investment in education
- Fix cost-riders and get money into the classrooms

Teacher
- Defunding programs, like art, that keep kids in school.

Board Member
- Great work; exciting conversation
- Class size does matter, especially middle and elementary
- Well-rounded education at risk

Former Teacher
- Research shows class size does not matter
- Must evaluate teachers
- AP/IB programs provide a good education, but that leaves out 85% of students

Teacher
- Dual-immersion program closes the achievement gap
- Concerns about 5-year block grant when research shows it takes 7 years
- ELL students start with less words
- Assessment and teacher education concerns

Student
- Funding post-secondary education
- Student debt increasing – grants needed for all students
- Campus in Bend is key

DRAFT