

Testimony by Tim Rusk to Joint Way and Means on March 16, 2019

My name is Tim Rusk and since 2002 have been the Oregon Relief Nursery Director right here in Central Oregon. I am also the current chair of the Central Oregon Early Learning Hub.

As policy makers, making decisions on where to invest public dollars, I hope you have dug past a surface-level understanding of the importance of early childhood.

I am here today to express enthusiastic support for the proposals developed by the Early Childhood Coalition – well over \$400M. There are to innumerable studies documenting that the return on investments in early childhood are among the best possible and improve outcomes across the board.

“Raise Up Oregon” – the new strategic plan from the Early Learning Division – represents a dramatic new effort to improve the lives of Oregonians. Early childhood gets only 10% of public education dollars although children ages 0-5 have - by far -the most pliable arc to their lives.

Investments in the Oregon Relief Nursery system are particularly important and where \$1 of public money is matched with \$1.60 of private funding in addition to generating over 50,000 hours of volunteer time annually.

Oregon children 0-5 make up 45% of all child abuse and neglect victims and we need to do all that we can to keep them safely at home – this is exactly what Relief Nurseries are good at doing.

I urge you to take a few minutes and watch the video “Dr. Bruce Perry Explore Health”. You will be shocked by what you learn about impact of impact of trauma on young children.

Please make meaningful investments in Early Childhood – it could save us millions of dollars. And on behalf of the babies and toddlers that we could be helping right here in Redmond – invest in Oregon Relief Nurseries.

TESTIMONY

Cindy Holler, school counselor, Bend-LaPine Schools
Opportunity all grade levels

This week same as every other week:

- **Depression**
- **Suicidal Ideation**
- **Cutting**
- **Anxiety – social anxiety to school, crying in classes**
- **Eating Disorders – teacher refer student not eating**
- **ADHD – focus, attention, concentration**
- **Trauma – intrautero drug exposure, neurological damage impacting**
- **Executive function skills – frontal lobe ability to organize, regulate emotions, problems with self-control and difficulty with working memory**
- **Coordinating enrolling a homeless student with severe anxiety**
- **Helping a family transition between schools to better serve students' needs**

Huge caseloads:

- **Teachers differentiating curriculum and accommodating to meet huge number of students needs**
- **Lack of support staff – counselors, school psychologists, speech therapists, nurses**
- **Team – starts with bus driver! (lunch ladies, custodians etc.)**

My son's statement – Save us!
Hopeless, helpless, overwhelmed, unsupported

My own children not choosing a profession because they make more money with less stress out of college working in the restaurant industry!

Oregons students, staff and school system is in CRISIS!
Please help save us! FUND EDUCATION AND THE FUTURE!

State Ways and Means Committee Testimony 2019
School Funding

My name is Dean Prudhomme, and I've been teaching 6th grade in the Bend LaPine School district for 16 years. I'm here to urge you to make the choice to fully fund Oregon's public schools at the level our children deserve.

As I was putting together my thoughts for today, I realized that public school teachers and state legislatures have several things in common. We both likely entered into our respective endeavors in order to make a difference in this world. Additionally, just about everyone out there has an opinion on how we should do our jobs. It seems, since everyone was at one time a student in school, they know exactly how schools should be run. And I don't have to tell you that everyone also has their opinion on how the government should be run.

Looking around at the desperate needs of our education system today, it is easy for me to say that the legislature should simply raise revenue! But I'm sure you understand the complexities of that much better than I do. What I do understand, is how underfunded schools are impacting the children in our state.

Let me tell you a story of one student. He's a struggling student, English isn't his first language, he doesn't have much support at home, and he has F's in many of his classes. Most days, he is very difficult to engage in the lesson. He sits quietly, not talking to anyone, and not doing his work. But one day, I saw him completely excited about what we were doing. The reason why? We were building marble roller-coasters, and he was loving it! Using his limited English, he directed his group into building an amazing coaster. It was brilliant, and he was so proud of the "A" he earned for his group.

The problem is, due to a lack of funding, I can't do hands-on group projects like this nearly as often as I used to. Years ago, I would try to do these types of projects every few weeks. Now I can barely do them more than once a semester:

- With today's large class sizes, I don't have the physical space for all the groups
- With more disruptive learners, such projects become unmanageable
- With a lack of resources, I must spend my own money to purchase supplies

As these hurdles have increased over the years, the number of such projects I am able to do has drastically decreased. The result is that students which desperately need projects like this, students like the one I told you about and so many more, are not getting the chance to get engaged with their education. And we know that students that don't get engaged are much more likely to drop out of school.

So I'm not going to tell you how to do your job. I'll trust in you to handle the complexities of the state budget. I'll trust that you really do want to make a difference for the hundreds of thousands of children in our public schools. But you also need to trust in me. You need to believe me when I tell you that I can't do my job to the best of my abilities because of lack of funding. And when over 4,000 educators come to the capitol steps on their day off to tell you that education has a funding crisis, you need to trust us!

I really appreciate that you came here today to listen, and when you go back to Salem, please make the choice to fully fund education. Our children deserve it.

My name is Amy Sabbadini and one of my jobs is to teach social studies at Bend High School. Inadequate investment in elementary and middle school becomes very obvious by the time students reach high school. My students' vocabulary, reading comprehension, and writing skills are poorer than students I saw the generation before. How did this happen? Current students started their formal education during the Great Recession. Teacher workloads doubled and prep time was cut as school districts struggled with shrinking budgets. Our students suffered the consequences.

As the economy improved, the situation in our schools did not improve in kind. Today's high school students have consistently missed out on personal attention during their years in understaffed Oregon schools. Class sizes and caseloads for staff still are unacceptable. This year, 250 students were assigned to me. I can barely learn their names let alone their academic or emotional needs as individuals. Children are often suffering from anxiety and depression and yet our elementary schools rarely have counselors. These emotional needs magnify when kids hit adolescence but our counselor workloads is twice the QEM recommendations adopted years ago. I assure you that school safety is a product of human relationships and cannot be outsourced to for-profit security companies. School safety doesn't come from hardening our physical environment but from personal connections.

The public expects high standards of Oregon's teachers, but state budgets don't allow us the time or resources to meet increasing demands. Rising costs of housing without matching increases in wages leads some teachers to work multiple jobs. Many of our most talented just leave the profession. For one of my other jobs, I mentor graduate students in OSU Cascades' Masters of Teaching program. Tomorrow's teachers face a bleak future and I see it on their faces.

Our state has consistently avoided investing adequately in students. We cannot build an advanced society with marginally educated citizens and students won't get a globally competitive education with piss-poor budgets. Legislators should also take care not to treat public servants like disposable workers. It's time to fix a broken revenue system and put our priorities into the Oregonians of tomorrow.

My name is Cindi Krauger, I am a middle school special education teacher in Bend, and I am here to urge you to finally fund our public school at the level our students deserve and so desperately need.

Compounding budget cuts have resulted in not enough support staff, counselors and other services which equate to me spending the majority of days with one or two disruptive learners. I can't repeat here the things that myself and other staff are called. I can't begin to paint the picture of what it is like day after day dealing with the completely dysregulated students who need the programs and the support of those who are not available in our schools. We need counselors, we need support staff, we are being asked to do literally the impossible. I am in constant emotional burnout. I rarely even teach anymore. We are cussed at, hit, spit on, we clear rooms, we restrain students so they don't harm themselves or others, I could go on and on. I am not talking about a behavior program. I am talking about a typical middle school with typical students in regular classrooms.

If we were able to finally fully fund our schools, all students would get the support they need to be healthy and successful...We would have the support staff we need to support both the students who need counselors and social /emotional support, but it would be amazing to be able to also teach my students, not have to work 60+ hours a week, I would be able to stay in the profession I love. I am a dedicated teacher who knows loves and goes above and beyond for my students to try to compensate for what they need but we can no longer provide.

Thank for hearing my plea. I love teaching and am truly heartbroken that I feel left with no choice but to leave the classroom. This June will likely be the end of my public education career. I really have no choice, I can't mentally, physically or financially carry this burden. It's time all stakeholders truly see what impact this is having on everyone, these students' future is also our future. We must choose the decision to invest in education, it's all of Oregon's future too.

Good afternoon, my name is Sarah Huddart and I have been teaching for 18 years. I also have 3 children, therefore, I speak today as both an educator and as a parent, and I am here to urge the legislature to fund our public schools at a level that both our students and educators deserve.

In my 18 years of teaching I personally have watched districts cut or weaken the arts in the elementary level, cut or reduce the number of days for both staff and students, and increase class sizes. These cuts have all had lasting negative effects for our students and are a direct result of not funding education adequately.

My 22 year old daughter had math classes in high school that had 45 students in them. As an educator and a mom I can tell you that this is not ok. Teachers are not able to effectively teach with 45 students, instead they manage behavior more than they teach. My second grader currently struggles in reading and because his school is not a title one school they struggle to get him the support that he needs. We should be providing quality education for all of our students and at this point we are unable to do this due to a lack of appropriate funds. This also results in teachers having to do more as they need to meet all needs.

As a teacher I sit back and see my students struggling more than ever with anxiety, depression, being able to keep up and I am constantly wondering how we can best meet their needs. The state has come up with more and more mandates that make sense, however, the funding never seems to increase in order to meet these new mandates. The most current mandate for example deals with our students who are suicidal. I absolutely love the idea of having help for students with suicidal thoughts, however, how are we suppose to effectively do that when we are short in the area of counselors and mental help. These mandates cannot happen without more money, it is impossible. Just last week I had three students who came to me with suicidal thoughts. I walked down to the counselors office hoping that they would have the time to meet with these students, instead they were meeting discussing a threat at our school. This is a serious issue in not only Bend-Lapine schools but all over Oregon and we need to help our youth.

Our students need smaller class sizes, more counselors, a larger selection of classes, and overall teachers who are not burnt out. As a teacher, it is difficult to meet the everchanging demands within the classroom as our job expectations continue to increase, pay stays the same, and our students need more. As an educator it seems that we get the blame when our high school graduation rates are the one of the lowest in the nation. We get blamed for our students not doing well, when in all actuality we do everything in our power to provide our students the best education with what we have.

In order to keep highly qualified teachers we need to do more to keep those teachers. I came into education knowing that the pay would not be great, however, I figured my benefits would be good and ultimately I would be doing a job daily that I love. Yes, I still love my job even though it is getting more difficult. However, it is extremely difficult when my friends with less education than me make 2 to 3 times more than me. I am still 65k in debt from students loans,

pay more for my health insurance yearly, and often wonder what my retirement will look like since that is an unknown at this point, all the while hearing that as an educator we are failing our students. This is tough and only seems to be getting tougher. I urge you for the sake of our state, our students and our teachers, please do what is right and put the money where you will receive the largest return on your investment. Our kids deserve more! We voted for you all as you stated that education was priority, many of your constituents are wondering if that is actually the real truth.

BARRY BRANAUGH
TEACHER, REDMOND

Introduce self

My entire career has been spent while Oregon has disinvested in education. In the summer of 1991 after graduating there were no jobs to be found due to Measure 5 beginning to have an effect. Luckily I found a job in Redmond three weeks into the school year due to fast growing enrollment.

Ever since that time I have witnessed cut after cut due to lack of funding. This has led to absolutely unacceptable class sizes. When I began class sizes averaged in the low to mid 20's and now they are in the mid 30's.

My frustration is that with inadequate funding, the expectations on teachers continue to grow. Educators are constantly criticized for low graduation rates, when our graduation rates are far above what they should be, given the lack of resources we ~~are given~~ ^{receive}. We do an amazing job ~~in spite~~ ^{despite} the state's lack of support.

People will argue the problem is PERS. As you well know PERS is a TEMPORARY problem – when Tier 1 retirees leave the system, it will fix itself. You want the best and brightest to join this profession, and yet the starting pay is low, the benefits aren't great, and the retirement system is horrible. PERS has been reformed five times now; leave it alone.

As a native Oregonian, I went to school during a time that corporations contributed about a quarter of the state budget; now that number is less than 10%. Corporations in Oregon, many of whom demand an educated work force, do not pay their fair share. The time has come for that to change.

The State of Oregon has already let down two generations of students; without funding now, the next generation is at risk, too. In education you get what you pay for. For the last 25+ years you've received an incredible product from very dedicated people.

If you refuse again to adequately fund education, then any lack of educational success is on the shoulders of the legislature, not the teachers.

It's time for the state to put up or shut up.

Ways & Means,

Before I begin I want to formally thank everyone who gave up their Saturday in order be here today. I have been a COCC student for a year and a half now and I can only say that year and a half has been one of the best in my life. I am majoring in Pre-Law and am working on getting a transfer degree from COCC. When I became a student at our local community college in 2014 I was paying out of pocket for all the credits I was taking since I wasn't the best student in high school I didn't have an exemplary GPA that could get me scholarships to support my education. Financial aid was also out of the picture, not because my parents could afford to pay for a college education but because I am one of the 750,000 DACA recipients in the US. Paying for college was becoming a luxury for my family and being a college student became something I could no longer afford so I dropped out. I began working full time and began saving money to return to college until I met Evelia Sandoval, the Latinx Program Coordinator at COCC, who immediately offered to help find me scholarships to be able to attend COCC once again. The first scholarship that was awarded to me was from the COCC Latinx Program and it was for \$1200, that money covered most of my college tuition. The term after that, I was awarded the COCC Foundation Scholarship and I can only say it changed my life for good. I no longer have to work multiple jobs in order to pay for tuition and book. I have kept my grades up and have been on the dean's list three times now, I can only thank the free tutoring center for that and say that I am grateful they are there whenever needed. The Latino and DREAMers club at COCC has also provided me with security to be proud of who I am and where I come from. The instructors have ensured to be available whenever we need academic support and make a great effort in remembering their student's names and are all very approachable. COCC has not only become a great part of my life

but it has also become a home where I feel accepted for who I am and supported by every staff member and by the little incentives they provide for their students throughout every term. They work hard every single day to provide us with what we need in order to have a successful future. I want to once again thank everyone for being here and with all respect ask that you keep supporting this amazing educational facility. Thank you.

Lily Bernabe

* Please make the investment

Good day members of the ways and means committee,

My name is Phoenix Rosa, and I use She, Her, and Hers pronouns. I am the multi-campus Director of Campus Affairs within student government at Central Oregon Community College, and a full time student pursuing my degrees in Political Science and Engineering. I am here today to ask you all to urge your colleagues in the Joint Committee on Student Success to put together a sufficient revenue package to allow for enough general fund dollars to meet student's budget asks for higher education. Students want these budget levels allocated in a way that freezes tuition this biennium at all universities and community colleges.

Currently, I have about \$12,000 in student debt. Throughout my life, I have had to defer that student debt multiple times due to lack of access to employment, ultimately because of insufficient education credentials. Due to this, I have decided to go back to school to further my own education, in hopes that I can create opportunities for myself to pay off this student loan debt. However, from 2015 to the fall of 2018, while I was trying to access higher education, I found myself experiencing housing insecurity. This prevented me from pursuing higher education due to the high cost of tuition, that simply made it unaffordable to go to school during that time. Ultimately, I am choosing to pursue higher education to build my own credibility within the workforce, which is not something I feel can be done without a degree.

I am a non-traditional student coming back to college in my later years, and my daughter is also a college student. We both receive the Oregon Opportunity Grant, and neither of us could have been able to pursue higher education without this. We are both fortunate enough to receive this grant, however, there are many students in Oregon that do qualify for the Oregon Opportunity Grant, but are not able to receive because of the lack of funding for higher education

from the state. My daughter attended Eastern Oregon University, but unfortunately this term she was forced to transfer to the online college Full Sail University due to the recent tuition increase at EOU. After I complete my courses at COCC, I plan on transferring credits to OSU Cascades, then I will transfer onto the OSU main campus in Corvallis. However, I often find myself worrying that I will not be able to transfer to a university due to the rate at which tuition is increasing right now. If this is the case, I would have spent a significant portion of my life with no degree to show for it, and I will still be lacking the credentials necessary to meet the qualifications of the increasingly demanding workforce. The viability of Oregon's economy depends on people having access to higher education, and it is absolutely up to the state to make sure Oregonians have the capacity to pursue that education in an affordable manner.

Ultimately, building into the funding formula, the growth potential from early education to higher education is vital to Oregon's future and this can only happen if there is serious revenue reform in the state budget. It is time for the legislature to support access to necessary education for all Oregonians by putting 252 million dollars into the Oregon Opportunity Grant, 787 million dollars into the Community College Support Fund, and 1 billion dollars into the Public University Support Fund. Increasing these funds shows students that you believe in them, you are willing to invest in them and in Oregon's future. Thank you for your time.

Hello Ways and Means Committee,

My name is Amanda Blaeuer, I'm a the Clothing Stash Director at Lane Community College (LCC) that is ran by the Student Government. As a member of Student Government at LCC, I ask you to please consider giving your support of funding 787 million to the Community Colleges, and 1 billion to the Public Universities of Oregon. As well as your continued support of funding 252 million the Oregon Opportunity Grant.

I am asking your support because I have seen how this money can change people's plates of opportunities and transform their lives. I started college in 2006 in the same small town I graduated highschool from. I did not have the solid knowledge of what I was signing documents for in my summer before college, I just knew signing these documents would get me the money I needed to have the education for my future. There are no grant writing classes or scholarship writing classes in high school. At least not at mine. I didn't know these opportunities existed like students are slowly learning today. At my college, we all had a number. Mine was 64,000. Later on I realized that was the amount of my future, that I had to pay back. 64, 000 thousand dollars. I graduated with a degree in Fine Arts and became a Travel Photographer. In my adulthood I moved to Oregon, and I decided to go back to school to get education necessary for a more profitable career; Computer Programming, Web Design and Graphic Design. The starting salary is my college debt number per year; So, I think I'll finally be okay, hopefully. It took me nearly ten years of struggling, with tution loan repayment, and the cost of living, at a decent paying job at \$20,000 a year(Remember small town living) to get myself into a better situation. Due to the crippling repayments of about \$450 a month to Sallie Mae.

My first year of class at LCC, I started learning about the education system, budgets, program cuts and higher tuition costs pretty quickly. I was impressed at the autonomy that my fellow students had in wanting to see change in the way things were. I am now attending college on a full ride of scholarships made possible by the awareness of the ridiculously high numbers people like me have or could have had.

I joined Student Government to help drive this mission, and make sure our students have the knowledge before they sign the Subsidized and Unsubsidized Federal Student Loan papers to attend college. With your support we can continue seeing this change and give students to validation of knowing that they are worth it. Because they are. We are. We are not a number. We are the future. And from talking to fellow students we have pretty amazing ideas in how to make positive change in the world. Give us the opportunity to ask you "how we can effectively help you" rather than leaving our dreams behind as we struggle to pay for school and find adequate job security. Secondary education is necessary. Let us become people we were meant to be.

Again, I am asking for your support of funding 787 million to the Community Colleges, and 1 billion to the Public Universities of Oregon. As well as your support of funding 252 million the Oregon Opportunity Grant.

Thank you.

Hello Ways and Means committee,

I'm Samantha and I'm voicing my concern today in regards to tuition. We are the most expensive community college in the state (I go to Lane Community College), and I'm a local resident and non-traditional student. That makes this campus is accessible; however I'm afraid of being priced out.

As a student, I work 2 jobs in order to pay for my education. I'm caught in a bind because I have to make the decision between working more and not having time for my education OR working less to focus on classes and being financially unstable. This is not a fair decision for me to make. I'm afraid if tuition is increased then I will have to make even harder decisions or might not be able to continue my education. Just a little bit more about my background, I was a teacher's assistant for K-12 students with special needs. During my time teaching, I realized the power of providing quality education and resources for students. I have a passion to help students from all backgrounds succeed and overcome barriers-we need to inspire young minds.

This was an informative experience, but I also realized with resource cuts and lack of support services, students from diverse backgrounds are policed rather than educated. I have sacrificed my teaching position to come back to school in order to make more impacts on our education and work on policy to reform this broken system. I miss my students dearly, but I cannot be idle to their needs. I have seen children I taught on the streets. This is not OK. More so, I may be on the streets if I continue to deal with these tuition increases. We need to adequately fund K-20, cradle until career. Experiencing education on all parts of the timeline while teaching or personally, I know we need comprehensive revenue funding from the state in order to better serve everyone. It starts with our faculty and educators, but we can only do so much without support and funding.

Please do not forget college students when thinking about education funding. In order to better support my future career efforts, please fund community colleges at \$787 million. Also expand the Oregon Opportunity Grant by \$252 million. This will ensure that future educators and those with a fire to support are youth can do so effectively, without debt and to completion. Thank you for your time.

Hello Ways and Means Members,

The statement and testimony being given comes from a father. My name is Michael Gillette and I'm the Pro Tempore for The associated Students of Lane Community College (ASLCC) senate. I'm a veteran and student. Our state needs to help set a precedent that shows support and care for the people seeking more education; because it's those same people seeking that education that plan to pay it forward to the community afterwards. We owe it to the students to give them what they need to succeed, because them succeeding means we all succeed. With this, I urge you to support our budget asks of \$787 million for community colleges and \$252 million for the Oregon Opportunity Grant.

The goals I am out to accomplish aren't individualistic. They are collective. What I am hoping to accomplish with my education is to help bring us all together and to help those that need help, specifically in the communities that have language barriers. What's more, what I am hoping to provide is helping connect everyone together, in an effort of support and nurturing compassion, that will extend both forwards and backwards; I want to help the generations that came before me as they get older as well as the generations that will come after me by ensuring they have the resources and funding they need to seek their own knowledge pursuits.

By funding colleges at less than \$787 million dollars, you are forcing tuition increases, which means you are pushing more students out of reach from these goals. You are pushing me out of these goals. I want to help you, and I want to help all of us. I want to see us help each other to better and greater things. Just because someone is not privileged into wealth does not mean they don't deserve the chance to better educate themselves or that they don't have that potential to give so much to our community and society. If we don't see an emphasis with more funds towards education, that ability for me to give back to our community and country, even

after having served it in our Army, is gone. The example I want to set for my children and their own dreams, is gone.

Don't push us, the students, away. Again, help us so that one day we can help you too. That's what we want. That's what I want. I personally have seen the dwindling of the Communications discipline, and perhaps that is being reflected in what we see happening now. We see two sides not listening; not communicating. Continuing to underfund higher education, and therefore forcing institutions like LCC to raise tuition, is only going to broaden that divide and make us out of ear's reach from one another. What good does that do any of us? What good does that do for our country? What message does that give to the children who will one day have their own goals and dreams?

Please, let's set an example. Let's make history by setting a nationwide example of how we need to treat the education system and the students looking to make a difference in the world. Pay it forward, so that we can do the same. Invest in our present, so that it can benefit our future. Things such as the Oregon Opportunity Grant mean just that; an opportunity. This is your opportunity to affect the outcome of so many students, myself included, that otherwise won't be able to be there for you or those you love and care for need it most. Please fund community colleges at 787 million, universities at 1 billion, and the Oregon Opportunity Grant at 252 million.

Dear members for the ways and means committee,

My name is Ozmund Smith, and I use they/them pronouns. I am the Student Body President at Central Oregon Community College, and a full time student. I am here today to ask you all to urge your colleagues in the Joint Committee on Student Success to put together a big enough revenue package to allow for enough general fund dollars to be available to meet our budget asks for higher education. Students want these budget levels to be allocated in a way that freezes tuition this biennium at all universities and community colleges.

I am here today to share the story of many Central Oregon Community College Students, particularly those who struggle with the financial hardships of paying for higher education. These are folks who have been priced out of their opportunities for a better future. It's not for a lack of drive or commitment that they are unable to reach their academic goals, but because of financial barriers at the state funding level that have limited their chances for a prosperous future.

I, along with numerous others attending community colleges in Oregon, am pursuing an Associates of Oregon Transfer degree, something that is designed to make the transition process between community college and university accessible and affordable. But many students are now dealing with the stark reality of university tuition prices, and often choose to not pursue their education past an associates level. Currently, I have been fortunate enough to not accumulate any student debt while being a student at COCC, though that sets me apart from the vast majority of COCC students. When I transfer to the University of Oregon in the fall, however, I am not sure if this can continue to be a reality for me. I have witnessed my family become increasingly nervous in anticipation of this massive financial impact in tuition cost and have become more concerned about the effect this will have on them, as well as my own financial future.

With this in mind, the legislature cannot continue to turn its back on low income Oregonians, and must fully fund the entire education spectrum, from cradle to career. The fact that tuition is increasing every year is a crisis, not a norm. We are disenfranchising our young people from building an affordable, sustainable long term vision for themselves here in Oregon, and our state has and will suffer for it. When we drive away young Oregonians, we lose a part of our identity as a state. Our shared dreams of prosperity and pride in living, working, and thriving in Oregon are crushed under the weight of loan debt, tuition prices, and unsustainable costs of living. If we want to make Oregon a place where everyone, including born and raised Oregonians, can live and thrive here, we need help from our state. Our ask as students is for 1 billion dollars in state funding be allocated to the Public University Support Fund, with 787 million going to support the Community College Support Fund, and 252 million for the Oregon Opportunity Grant.

Thank you for your time, and your consideration.

Dear members for the ways and means committee,

My name is Rowan Matthews, and I use they/them/theirs pronouns. I am the Director of Legislative Affairs in the student government at Central Oregon Community College, and a full time student. I am here today to ask you all to urge your colleagues in the Joint Committee on Student Success to put together a big enough revenue package to allow for enough general fund dollars to be available to meet our budget asks for higher education. Students want these budget levels to be allocated in a way that freezes tuition this biennium at all universities and community colleges.

I began school at Central Oregon Community College in the fall of 2017, right after I graduated from Bend Senior High School. I chose to attend COCC because it provided me with the opportunity to keep the cost of living expenses low and live with my parents. While this has allowed me the opportunity to save up for my future, there have often been times when myself or my parents have become concerned with the cost of tuition we are charged at the beginning of each term. Additionally, I plan on transferring to the University of Oregon this upcoming fall. However, with the rising cost of tuition we are experiencing across the state of Oregon, I am unsure if this will even be a possibility for me. In order to alleviate the costs I will be burdened with, I am seeking out scholarships wherever I can find them. Unfortunately, if I am not able to find enough resources through scholarships to pay for my tuition, I will have no other choice then to put myself into student debt. This causes me a lot of stress and anxiety, specifically because my own mother is well into her 50's and she is still paying off her own student debt, which is over \$20,000.

It is completely unacceptable that we have students dropping out of community colleges because they are being priced out. The state's lack of investment into higher education is forcing students out of school, and into low paying jobs that do not allow a strong, living wage.

Ultimately, the state is not prioritizing the success of Oregon students, but the success of higher education institutions dragging more and more students into debt each year. We have seen the state often prioritize funding for new buildings on campuses across Oregon to attract new students, but no efforts to support current students who are struggling to even stay at their institution because of the rising cost of tuition. It is time for the state to show that it cares about Oregon students and their future. Please support Oregon students by allocating 1 billion to the public university fund, 787 million for the community college support fund, and 252 million to the Oregon Opportunity Grant. Thank you for your time.



TECHNOLOGY ASSOCIATION OF OREGON

CTE ed funding with a total ask of \$787 million for the 2019-21 biennium for the Community College Support Fund.

Three parts for CTE ed funding include:

1. Maintain existing academic programs with a modest tuition increase: \$647 million
2. Supports expansion of CTE per Measure 98: \$70 million
3. Allows critical investment in wrap-around services for first-generation and under-represented student populations: \$70 million.

Why is Career & Technical Education so critical, particularly in Central Oregon?

130 plus tech companies have 500 plus job openings. TAO in collaboration with OSU-Cascades, COCC, East Cascade Works, Economic Development of Central Oregon, Bend Chamber and other stakeholders are working to build capacity to close the skill gap for high wage jobs in tech with the following programs:

- Launch of Apprenti
- Spearheaded Tech Workforce Marketing <https://edcoinfo.com/tech/>
- K-16 Computer Science Pathways Task Force
- Tech Connect, a monthly meeting as a resource for those looking for tech jobs
- OSU-Cascades has increased their Computer Science students by 50% - to 80

But it is just a start. If our companies can not find the talent they need for continued success, they will move out of Oregon.

DEVELOPING THE FUTURE WORKFORCE IS PARAMOUNT

Our members, Oregon's nine Local Workforce Development Boards, are the brokers and coordinators of local workforce development programs and services across the state. They convene local elected officials, public agencies, labor, education, economic development, community-based organizations and almost 1,000 private-sector businesses to develop effective strategies that solve local and regional challenges.

We rely on strong state leaders to support our efforts, and invest in the existing system to ensure Oregon maintains a nationally recognized public workforce development system.

INCREASE INCOME ABILITY

Oregon must support programs and strategies that increase the skills and abilities of Oregonians to earn higher wages and advance along career pathways by increasing funding for training programs.

While the unemployment rate for Oregon is at a record low 3.9%; Oregon's rate of labor underutilization is at 8.1%.¹

Many Oregonians engaged in full-time work have insufficient skills for higher-wage jobs. At the same time, employers offering high-quality jobs are facing a shortage of skilled workers capable of filling those jobs.

In Oregon, there are 63,478 job vacancies and 60% of those are difficult to fill and 29% require education beyond high school.²

PREPARE YOUTH FOR WORK

Investing in internships and work-based learning for youth is essential to connecting low-income and underserved young people to work.

Youth employment increases likelihood of school completion, while lowering risks for crime and public assistance needs.

About 48% of unemployed teens and 14% of unemployed young adults have no work experience compared with 3 percent of unemployed adults ages 25 and over.³



**OREGON WORKFORCE
PARTNERSHIP**

**Providing Leadership that
Promotes and Advances
Oregon's Workforce
System.**

www.oregonworkforcepartnership.org



@oregonworkforce



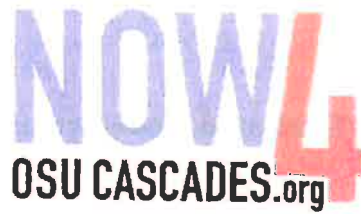
@oregonworkforcepartnership

503-551-8888

¹ Alternative measure of labor underutilization U-6 includes marginally attached workers, and those employed part-time for economic reasons, in addition to total unemployed.
(Bureau of Labor and Statistics 10/26/18)

² Qualityinfo.org Oregon Employment Department 3rd quarter 2018 and Summer 2018 Job Vacancy Survey

³ Qualityinfo.org Unemployment Rates for Oregon's Youth – Lowest on Record (07/16/18)



March 16, 2019

Sen. Betsy Johnson, Co-Chair
Sen. Elizabeth Steiner Hayward, Co-Chair
Rep. Dan Rayfield, Co-Chair
Joint Ways & Means Committee
900 Court St. NE, Room H-178
Salem OR 97301

Dear Co-Chairs,

We appreciate this opportunity to comment as the Joint Ways & Means Committee considers the multitude of priorities for Oregon. The investments the Oregon Legislature has made in Central Oregon, combined with the industriousness of our residents, have fueled a strong, vibrant economy in recent years. Yet, like the rest of the state, we also face growing challenges.

Over the last two decades the Joint Ways and Means Committee has approved appropriations and made investments in the OSU-Cascades campus. **These dollars have been leveraged by the community to get the campus built and serving an increasing number of students.** Here are a few highlights:

- **Enrollment is growing and underrepresented populations are being served:** OSU-Cascades' students have enrolled in increasing numbers to make the campus steadiest and fastest growing among Oregon's public universities. The students overwhelmingly come from within the region and are characterized as among the state's most diverse by such measures as race, ethnicity, age, and first-generation status. A vast majority of these students are place-bound and have limited options to earn a four-year or graduate degree;
- **Widespread financial support and solutions assist in on-time graduation:** Central Oregon has contributed its own resources to match state investments. These include contributions from major philanthropic donors who care about the region's future. These local stakeholders have contributed \$15 million to match state bonds for the academic buildings and another \$750,000 to provide scholarships and other support for students and faculty. OSU-Cascades students themselves are paying-it-forward; in 2016 they voted to increase their fees by \$79 per quarter (a 40% increase) to raise \$5 million to help fund a Student Success Center. Here, students can receive services to assist in on-time graduation and gain internship and employment opportunities. To date students have secured over \$500,000 in student fees for a building that is waiting for legislative approval;

As you know, Central Oregon is a net positive contributor to the state coffers. Our burgeoning economy, which ranks among the nation's fastest growing, has contributed over \$2.78 billion in personal income tax revenues to Oregon's general fund over the last decade, a 50% increase over the prior 10 years. These revenues do not stay in Central Oregon, they flow across the state through Oregon's general fund expenditures.

We appreciate the challenges you face in making difficult decisions about how to invest limited resources against the backdrop of increasing need. Similarly, as our communities and businesses grow we are presented with changing economic, demographic, and technological conditions, requiring tough decisions to meet complex needs. The due care and consideration these decisions require whether in

the legislature, or in the communities and businesses across Oregon, are fundamental to the state's future.

Studies show that a four-year college degree does more to change the economic future for underrepresented families than any other investment. In this moment, when the state faces a strong yet flattening growth curve and seemingly intractable cost pressures, we urge you put resources where they matter most—by investing in youth through higher education opportunities.

1. **Keep a college degree affordable:** We support all seven universities as they seek at least a **\$120 million increase** in operating funds to avoid steep tuition hikes and debilitating reductions to university programs. Ultimately, we believe the increase of \$186 million recommended by the governor-appointed Higher Education Coordinating Commission will create significant dividends for the people of Oregon.
2. **Help students graduate on-time and connect with employment:** The Student Success Center will be the hub in the wheel of supporting students in their quest to graduate on time and find employment. Three-years ago OSU-Cascades students voted to create a \$5 million match through an increase in student fees to secure \$12 million in state bonds to construct the **Student Success Center**. For the 2019-21 biennium, we join with students in urging the legislature to approve the bonding needed to construct this building. We have attached a brief description of this project and the benefits it will bring to students, business, and the state.

Thank you for coming to Central Oregon today to hear from us. Your investments in this region accrue to the entire state of Oregon and we are proud to do our part. Thank you for your service to our great state.

Sincerely,




Amy Tykeson

Now 4 OSU-Cascades, Co-Founder



Janie Teater

Now 4 OSU-Cascades, Co-Founder



Oran Teater
CHAIR, OSU-CASCADIES
ADVISORY AND ADVOCACY BOARD

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Alan Unger Alan Unger

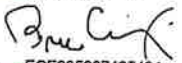
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COCC Board member

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Rebecca Johnson Rebecca Johnson

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Vice President

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Bruce Cummings

Bruce M. Cummings □ OSU-Cascades Advocacy and Advisory Board

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Charles Miller

The Miller Lumber Company

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Christy McLeod

Consultant & OSU-Cascades Supporter

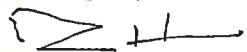
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Clella Thomas

Retired COCC instructor and major OSU-C supporter and donor


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Daniel Hobin

CEO, G5


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David Ford

VP of Real Estate Development, Brooks Resources Corporation

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Doug Layman

River Bend Capital, LLC

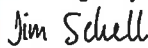
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Harold Ashford

Certified Public Accountant

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Jim Schell

Jim Schell

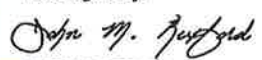
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Jodi Delahunt Hubbell

Chief Operating Officer

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John M. Rexford

Superintendent-Retired □ High Desert ESD

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Katy Brooks Katy Brooks

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Katy Brooks, Bend Chamber CEO

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Kelly Sparks Kelly Sparks

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AVP Finance Kelly sparks, OSU-Cascades

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Joseph Sluka Joseph Sluka

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President & CEO

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Mark Kralj Mark Kralj

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Director, Ferguson Wellman Capital Management

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Melanie Widmer Melanie Widmer

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President, Madras Sanitary Service and OSU-Cascad

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Michael LaLonde Michael LaLonde

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President and CEO, Deschutes Brewery

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Mike Hollern Mike Hollern

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Chairman, Brooks Resources Corporation

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Molly Foerster Molly Foerster

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Manager, Foerster Family LLC Ron Foerster Ron

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Reilly King Reilly King

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ASCC President

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Rita Hansen Rita Hansen

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CEO, Onboard Dynamics, Inc.

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Rad Ray Rad Ray

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OSU Cascades supporter

Advisory and Advocacy Board


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Roger Lee Roger Lee

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CEO, Economic Dev. for Central Oregon

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Ron Fritz

CEO, Tech Soft 3D

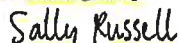
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SJ Camarata

Owner/CEO

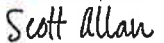
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Sally Russell

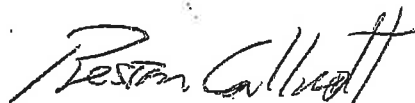
Mayor, City of Bend

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Scott Allan

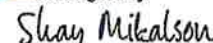
Global General Manager



Preston Callicott

CEO, Five Talent Software, Inc.

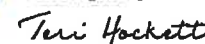
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Shay Mikalson

Superintendent Bend-La Pine Schools

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Teri Hockett

VP, Technology Association of Oregon

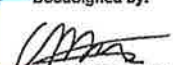


Bruce Abernethy

Bend City Council

Former Mayor of Bend

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Wade J. Westhoff

OSU Cascades Supporter


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Brittany Preston

Director of Admissions & Recruitment

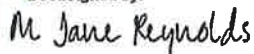
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Blair Garland

Senior Director of Community Relations and Marketing, OSU-Cascades

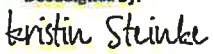
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M. Jane Reynolds

Director of Enrollment Services & Student Success

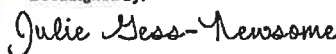
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Kristin Steinke

Executive Assist to Vice President, OSU-Cascades

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Julie Gess-Newsome

Dean of Academic Affairs

Hello Ways and Means Committee, my name is Alona Arneson. I am here as not only a constituent but also as a transfer student at the University of Oregon, studying as a major in Political Science, with a double minor in Nonprofit Administration and Spanish. I actively urge this committee to fund the Public University Support Fund at 1 billion dollars.

The primary purpose of my testimony today is due to the adverse circumstances that my family and I have faced, leading me to be the first member of my family to attend higher education. The fact that I am here today, speaking to all of you, is an opportunity that has been manifested through hard work, countless hours of scholarship applications and substantial loans. That being said, the cycle of poverty that has consumed my family still consumes me today.

I take out over \$8,000 dollars a year---just to simply maintain my position as a student at the University of Oregon. Though this may seem minuscule in comparison to the loan burden of others, I suffer long term financial consequences so my family can sustain short term survival. I have no familial support. I have no money to put towards these loans. I will likely walk out of this collegiate experience with over \$40,000 in loans, with no ability to pay them back.

My family of six has gone two weeks without toilet paper, on multiple accounts. We no longer have the "luxury" of garbage disposal services because that is how much weight \$100 has to us. They are unable to offer any contribution to my educational pursuits and are often shamefully forced to ask me for financial assistance to cover basic living costs. With that context in mind: fall term of this year I was forced to take out an emergency loan for \$300 worth of textbooks, just so I could eat. I have had to pass on the purchase of supplementary class materials, just so I could pay my rent. I consistently have to carve time out of both my work and school schedule to access pantry services off campus. I work 25 hours a week, on top of a

full-time school schedule, on top of extracurricular activities, on top of debilitating mental health issues. I do not have the time or financial stability to miss work or school to be here, yet I am still here. I contribute and participate in my surrounding academic community despite these obstacles, as I am committed and passionate about the optimization of myself and my peer's education.

Though I am fairly new to the University, my experience has been delineated by my involvement in various classes, ASUO, two nonprofit organizations and contributing to campus publications/forums, all of these being fulfilling outlets of education that I will not be able to continue if this board chooses to vote no. This same experience of higher education that I so gratefully operate in today is in complete jeopardy if this bill fails to pass. So I respectfully pose this question to the voting committee: how can one expect a student to optimize their education if they cannot afford the simple materials that act as a vehicle to that same learning? We want to contribute, we want to curate, we want to optimize this opportunity---but we cannot do so without the proper funding. Thank you for the time, please take this testimony into acute consideration when coming to a decision and most importantly, to approve the necessary ask of \$1 billion for higher education funding.

Dear members of the Ways and Means Committee, my name is Jonathan Arachikavitz and I am a non traditional student at the University of Oregon majoring in Cinema Studies. I am speaking here today to encourage everyone to fund the Public University Support Fund at 1 billion dollars.

I started at Florida State University in 2009 and due to unforeseen circumstances I was forced to drop out the end of my sophomore year. I worked countless jobs since then -- I was a line cook at a Tex-Mex restaurant, an organizer with the Fight for 15, and a shop steward at UPS. My partner was offered a job in Portland and I was able to continue my education at PCC in 2018. Fall of 2018 I was able to enroll in the University of Oregon and I am set to graduate Spring of 2020 more than 10 years since I graduated high school.

Although I am grateful for the opportunity to continue my education every term I take out the maximum number of loans allotted to me every term while working 30 hours every week and filling any gaps by working as a Lyft driver. I hardly have any time to participate in activities on campus and rarely get the full college experience -- while my peers attend football and basketball games I uber them back to their homes. I read for my classes as I wait for my next ride to better maximize my time. I will graduate with my degree with almost 50,000 dollars in debt. It is imperative that we fund higher education because every year tuition continues to rise and it makes it more and more likely that I and nontraditional students such as myself will get priced out.

I do not have the capacity or financial means to miss work or school to be here, but I believe in the importance of sharing my voice. While we emphasize the importance of college

degrees in this country it's not always accessible reality for the majority and for this reason I ask you fund the Public University Support Fund at 1 billion dollars.

Higher Education Funding

Hello Ways and Means Committee, my name is Bill Yang and I am currently a freshman at the University of Oregon. I am here to ask your support in funding the Public University Support Fund by 1 billion dollars. College is supposed to be a place where merit exists. Everybody is supposed to get an equal chance to succeed, but the sad truth is that it's far from it. College is supposed to be a place where no matter their financial background they get an equal chance to succeed. However today that simply is not the case. Many are not even able to afford college and their standard of living is dreadful, and those who can barely get by because of the extravagant costs. Some do not even attend college even if accepted just because the costs are too great and their family cannot afford it. Many college students are struggling with food every week because of the costs of college. That is why higher education needs to be funded to a greater extent.

After attending the Northwestern Student Leadership Conference, I got to hear the stories of so many students who are struggling just to get by, some are working an excess of three jobs just to feed themselves. This type of stress will no doubt hamper their academic success, and put them at a disadvantage. In addition it will affect their mental health. So many students I know personally suffer from depression and anxiety. College is no longer an enjoyable experience, but a challenge to get by. The students with privilege always have the advantage because they have less pressure on them and can just focus on their academic success. By funding Higher Education and making tuition stagnate it will no doubt help students with lower income thrive and reach their full potential. No student should be at a disadvantage because of how much money they have.

The costs of attending the University of Oregon are tremendous. If the tuition continues to rise it will further hamper me and financial strain I will face might be too great, and the worst thing is I know so many students who are struggling even more than me. By funding Higher Education with a billion dollars it shows an emphasis on the future of Oregon. It is no exaggeration to say that the students are the future of the state and the country. Students

enter college full of hope and aspirations. Hoping in the future to get a stable job and provide for themselves and maybe a family. Debt is a huge detriment to that and is a trend that needs to be fixed.

For the record my name is Ashley Cesario an SEIU 503 Homecare Worker from Klamath Falls.

I'm here to ask that you PLEASE not approve ANY cuts to the budgets of home care workers, child welfare or DHS. Do NOT hold the most vulnerable and their care providers responsible for the cost of the expanding home care needs of Oregon.

Whether by natural defect, accident, disease or age every Oregon family will need care services for at least one member at some point. Every VOTING family.

In 2011, my own family had to face the fact that my mom couldn't live safely on her own anymore. After decades of caring for others, it was her turn. I moved to provide care for her but was promptly informed by California DHS that I could not be paid for my services. "It is your job already, " She said. "Be a good daughter."

I asked if she could call PG&E to let them know I don't owe them any money because I am SUCH a good daughter and she hung up on me.

So I moved us here to earn a living wage under an SEIU negotiated contract because I can't keep a legally blind, functionally deaf, diabetic senior safe at home and work outside of it. I can't be in 2 places at once.

I provide 24/7 care and am paid for 82 hours a month. I am grateful for it but after being a care provider on and off for 30 years I have NO RETIREMENT SAVED. My mom's retirement fund was decimated in 2008 and I have been picking up the slack ever since. I am personally doing as much as I possibly can so I need YOU to embrace the reality that everyone needs us eventually. It is proactive and cost-effective for the state to ensure it has a well trained, quality educated and prepared CAREFORCE.

Expand our revenue and let us take care of Oregon properly.

I AM a good daughter.

It IS my job.

And a job deserves a living wage and reasonable path to a dignified retirement.

Thank you for your time.



Erik Horeis <horeise@seiu503.org>

Heidi Turner (Redmond Home Care Worker) Redmond Ways and Means Road Show Committee Hearing

Testimony

2 messages

Fri, Mar 15, 2019 at 6:16 PM

Erik Horeis <horeise@seiu503.org>

To: Elvyss Argueta <arguetae@seiu503.org>

Good afternoon. For the record, my name is Heidi Turner. I am a home care worker in Redmond. I started as a part-time paid caregiver thru the state for my son in 2011, earning only \$350.00 a month.

I am here with today, he has survived with brain cancer for the past thirteen years.

Just this year, he has completed his 13th brain surgery, followed by pneumonia and a pulmonary embolism. This past week, my son was diagnosed with a new inoperable brain tumor.

I am here to thank the legislature for making wise investments in OHP. Thanks to your actions, is still alive. I would encourage you to fully fund the Oregon Health Plan so that Oregonians—like my son—are able to continue to receive these life-saving benefits.

I am also testifying today to urge this committee to **NOT** make cuts to the home care program. With the increasing costs of living in Oregon, it is becoming difficult to survive. I now go to the food bank twice a week just to get the basics. My rent has increased by \$405.00 in the last two years, while at the same time my pay has only increased by \$.15 cents an hour.

My landlord has asked us to vacate our home by August so they can increase the rent even higher. The only option we have at this time is to relocate to John Day where it is more affordable, but it is 150 miles away from doctor's and the Hospital.

Oregon has a choice, please choose to make real investments in my son and people like him, so they can continue to receive the best possible medical treatments and in-home care.

Erik Horeis
Care Provider Organizer
SEIU Local 503, OPEU

1-844-503-SEIU (7348)
Direct Dial: 503-576-4413
Cell Phone: 541-601-8042



"SEIU 503 is a Union of 65,000 public services workers and care providers in Oregon. We envision a just and vibrant society where everyone is treated with dignity and respect, and where all people can provide for themselves and their families."



NeighborImpact

Supporting People, Strengthening Communities.

February 20, 2019

The Honorable Betsy Johnson
The Honorable Elizabeth Steiner Hayward
The Honorable Dan Rayfield
Co-Chairs of the Joint Ways & Means Committee
900 Court Street NE
Salem, OR 97301

Dear Co-Chairs:

REQUEST: ROLL-UP OF ONE TIME FUNDS IN HUNGER PROGRAMS FOR 2019-21

NeighborImpact is the regional food bank serving the counties of Crook, Deschutes, Jefferson and the Confederated Tribes of Warm Springs. At present, we cooperate with more than 50 partners to provide supplemental nutrition to between 22,000 and 24,000 Oregonians monthly. We do this using only six employees, and we fundraise most of the \$350,000 operating budget for the program. Last year, we distributed 4.1 million lbs. of food which translated to 3.28 million meals.

Food programs such as our support some of Oregon's highest priorities: Children who are adequately nourished make better progress in schools. By supplementing a household food budget, more resources are left in tight budgets to help cover high costs of housing. Food which is diverted from landfills reduces waste and associated greenhouse gasses.

The food which our program distributes comes from multiple sources. Local food drives contribute a fraction of the poundage which we move annually, but combined with salvage from local grocery stores, we are able to obtain more than half the food we need to feed our own community. The remainder comes from the Oregon Food Bank and federal commodity programs. Unfortunately, several trends are converging that leave us deeply concerned for the future of food supply in our region. Among those concerns are continued policy instability at the federal level, potential for the onset of another recession and improvements in the efficiency of the grocery industry itself, which, while laudable and beneficial for consumers, have the net effect of reducing supply available for redistribution.

2303 SW First Street Redmond, OR 97756 • tel 541.548.2380 • fax 541.548.6013 • www.neighborimpact.org.

United Way
of Deschutes County



If you require accommodation for impairment, disability, language barrier, etc., please contact NeighborImpact at 541-548-2380 or email: reception@neighborimpact.org

As we plan ahead for the coming biennium, we believe that three specific programs will be critical to stabilizing our ability to continue to provide for the nutrition of residents of Central Oregon. We are very concerned that the Oregon Legislature roll up funding in the Oregon Hunger Response Fund, Farm Direct Nutrition WIC, and Farm Direct Nutrition Seniors programs.

As we look to the biennium ahead, we see that current commodity purchases necessitated to offset the effects of federally guided trade policies on American farmers, may not be sustainable. This would leave us with a shortfall in commodity product available to distribute to those in need, just as demand begins to rise again due to a deteriorating economy.


The consequences of the recent partial federal government shut-down has shaken confidence in the federal government and raised the specter of more shut-downs in the future. Additionally, the federal administration's diminution of eligibility for SNAP due to the resurrection of Able-Bodied Adults without Dependents is already increasing the utilization of food pantries to fill the resulting gap. In early 2018, the federal government attempted to impose significant cuts on total SNAP funding levels. All of these plus other uncertainty in federal policy create concern for the continued viability of the well-established food network in Oregon that touches every corner of the state, leverages significant philanthropic and volunteer support and is a shining and much-beloved example of an efficient public-private partnership.

Federal nutrition programs are the single most effective bulwark against hunger, even slight shifts in eligibility will significantly impact hunger rates in Oregon communities. Given the increased pressures on the Oregon Food Bank Network to respond to these emergencies, please authorize the Joint Ways & Means Human Services Subcommittee to take the necessary actions to roll-up \$2.5 million in one-time funds when it considers the Dept. of Human Services and Oregon Health Authority 2019-21 base budgets.

There's more that can be done to contain hunger in Oregon. We are committed to weathering both the known and unknown repercussions of the current political and economic moment. We are committed to continuing to mobilize community resources to supplement public funding. We ask that you collaborate with us by continuing one-time funds to support these critical anti-hunger programs.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott R. Cooper". The signature is fluid and cursive, with a long horizontal stroke at the end.

Scott Cooper
Executive Director

Ways & Means, Redmond, 3-16-19

My name is Peggy Kinkade—I'm a twelve-year member of the Bend-La Pine School Board and a 26 year resident of Deschutes County. Thank you for coming to Redmond today, and for your service to the state of Oregon.

In preparing for today, I re-read testimony I gave at a Ways & Means hearing in 2011. We were slowing pulling out of that horrible recession, but the statement I wrote was full of hope. I have always been an optimist, but I find myself discouraged about what has happened in the intervening years. We still have students and staff earning awards for academics, leadership, athletics, the arts and community service. Our graduation rate is the highest it's ever been. But I sense that we're at a breaking point.

My district scrambled this summer to overhaul physical security at our school facilities. This past week, our school board sponsored an eye-opening community meeting about youth suicide prevention. I recently sat with a group of teachers who shared their astonishing, daily experiences with disruptive behaviors. They carried with them an air of desperation and exhausted determination. My optimism is waning.

As you consider how to allocate Oregon's budget, I implore you to invest in our greatest resource—in our future. The education of our children must be better funded. Our students are struggling mightily with behavioral health challenges, traumatic experiences, disconnection, and learning barriers. They need more adults to teach, inspire, and connect with them. Oregon will not thrive in the future if our children are continually under-served.

I know you understand that incremental increases in funding to education do not move us forward. Your proposed budget, while more money than allocated in the last biennium (and thank you for that), is a cuts budget for us, with most of the increase erased by costs we do not control.

Forgive me for taking you down this path of pessimism. The truth is that I'm still HOPEFUL. Every weekday I talk with high school students; their school experiences have prepared them well, and they have ambitious dreams. Yesterday while watching a talent show, I observed children confidently, boldly owning and sharing their gifts and passions. Not long after the disruptive behaviors conversation, I attended one of those teacher's kindergarten classes—a dual immersion classroom in which I comprehended little of what was said. But what I felt and saw was amazing as the teacher somehow deftly juggled the myriad needs of individual students while delivering her instructional objectives.

As you allocate resources, I expect that you will insist on high standards, efficiencies and results. We want that, too. Please help us out with the tools to make it happen. Please be bold in funding education. It's time for revenue reform. Thank you.

I am Charlotte Roe, a third grade teacher in Bend La Pine. I am here today to urge the legislature to fund our public schools at the level our students deserve.

Underfunding is affecting our schools in profound ways that will have long term consequences. This year, my third grade class includes three very low level readers with behavior issues. Outside of the 90 minutes of special education services they receive, these students require almost constant support and redirection which greatly reduces the amount of individual or small group work the other students receive. Every day I struggle with the division of my time between these three students who desperately need every minute and the rest of the students who also need and deserve the same.

With adequate resources such as a trained educational assistant, my lessons could be delivered with minimal interruption while an E.A. provides constant support and redirection. The presence of a paraprofessional allows a teacher to give individual instruction to the rest of the class. Every student will benefit from an educational assistant in every class for the majority of the school day.

Thank you for being here to listen to all of us. Corporate taxes must be increased to properly fund our schools. The future of our students and consequently all of us rests in the success of our schools. Take this message back to Salem – nothing is more important than education! Let's ask corporations to invest in their future employees and owners today. I believe the benefits will be far reaching.

To Whom It May Concern:

I got into teaching because I enjoy working with kids. Forming relationships with teens has always come naturally. But I am confused as to why I am dealing with so many behavioral and cognitive issues in the past few years. Every classroom management how-to book and training tip I have received begins with a quote similar or exact to this: "Students don't care how much you know until they know how much you care." If this is truly the case then why am I having such a difficult time?

Currently, the public school structure is flawed in relation to this notion and all of America is wondering how to fix the problem. The problem isn't gun control, the problem isn't racial discrimination, the problem isn't sleep schedules, the problem isn't parental involvement, the problem isn't behavioral intervention plans (or lack thereof). The root of the problem is that I do not have enough one-on-one student interactions within my classroom. When I am teaching a class of 18-20 kids I can deal with behavioral, emotional, and cognitive struggle. When I am teaching a class of 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 (and more???) students then I cannot form relationships. I can't check in with JL and see why he is emotionally distressed. I can't check in with FS and help him write down the question. I can't check in with WS and ask him how his dirt bike trip went over the weekend. I can't check in with VR to push her writing to the next level. I can't check in with KC and encourage his artistic talent. I can't check in with TS and ask him how his basketball game was. I can't talk to BJ and sympathize his mother's death. I can't check in with KM and begin to understand why she is so angry.

Student trauma and adverse childhood experiences are at an all-time high. Teen suicide attempts and success rates continue to climb. The mental and physical health of my students is at risk more than ever. When students with these issues are concentrated into a classroom of more than 24 then the negative effects compound exponentially. I am unable to reach these kids with the present conditions and demands placed on me as a public school educator.

If we truly care about the well-being of the kids in our nation then there needs to be a structural change to the educational institution. If we truly want the graduation rate in Oregon to climb then there must be support from above. If we truly want students to know that we care about them then there must be opportunity for teachers, administrators, and school faculty to do so. The current conditions of our schools do not offer this opportunity.

Zachary J. Webb

7th Grade Public School Education

From: [JK Jon](#)
To: [waysandmeans budget](#)
Subject: Fully Fund Our Schools
Date: Thursday, March 14, 2019 8:55:46 PM

Central Oregon teachers are appalled that this committee has decided to undermine Gov. Brown's proposed basic budget for school funding. However, providing these basic funds will not be enough. It's time to actually invest in our students by attaching revenue streams (from big businesses that operate in our state) to fund the Quality Education Model. Our students and families deserve this. Oregon deserves this. We know what to do. It's past time to fully fund education. It's time to invest in education!

I will see you on Saturday at the Deschutes Co Fair and Expo Center.

Michelle Auker-Winnenberg

Sent from my iPhone



777 NW Wall St. Ste. 200
Bend, OR 97703
www.bendchamber.org
(541) 382 - 3221

March 16, 2019

Joint Committee on Ways and Means

Sen. Betsy Johnson, Co-Chair; Sen. Elizabeth Steiner Hayward, Co-Chair; Sen. Jackie Winters, Co-Vice Chair; Sen. Lee Beyer; Sen. Lew Frederick; Sen. Fred Girod; Sen. Bill Hansell; Sen. Dallas Heard; Sen. James Manning Jr.; Sen. Arnie Roblan; Sen. Chuck Thomsen; Sen. Rob Wagner

Rep. Dan Rayfield, Co-Chair; Rep. David Gomberg, Co-Vice Chair; Rep. Greg Smith, Co-Vice Chair; Rep. Paul Holvey; Rep. Susan McLain; Rep. Mike McLane; Rep. Rob Nosse; Rep. Carla Piluso; Rep. Duane Stark

CC: Senator Tim Knopp, Representative Cheri Helt, Representative Jack Zika

RE: State Budget Community Hearing, Redmond, March 16, 2019

Senate Co-chairs Johnson, Steiner Hayward, Winters and House Co-chairs Rayfield, Gomberg, Smith and Joint Ways and Means Committee members:

The Bend Chamber of Commerce represents 1,300+ members employing 25,000 people in Central Oregon. Our members have voiced a great deal of anxiety related to the volume and speed that new taxes and additional requirements that are being overlaid onto our employers and business owners. Our members need time to absorb and adapt to these changes. As you work to achieve a balanced state budget that is future-ready, we have several significant concerns.

Our first concern with the state budget is the cumulative impacts of new revenue legislation that will add new business taxes, require additional overhead costs, and create new regulations, having an overall impact that will force many businesses to move, close, or reduce the number of employees they can sustain. We are a region of small businesses and we generate a significant portion of the state's job growth. We ask that your committee consider and prioritize the goals of this session with the reality of increased burden to smaller businesses.

The Bend Chamber understands that we need to prepare and save for the future, and we have long supported full funding for schools and higher education institutions. We will not support revenue generation, savings or diversion of funds, however, that will jeopardize our children's education—which jeopardizes the future of our workforce and the state as a whole.

Lastly, we have concerns that the structural issues around PERS and healthcare funding continue to get worse, yet this legislature is not focusing on this issue that threatens our very financial future as a state. The deficit grows with each passing year, and we believe we don't have time to waste in addressing this crisis.

Thank you for your service to our state.

Sincerely,

Katy Brooks, CEO

From: [Y Lind](#)
To: [waysandmeans budget](#)
Subject: POPs 123, 102, and 108
Date: Sunday, March 17, 2019 4:05:46 PM

To: Joint Committee on Ways and Means

Re: POPs 123, 102, and 108

3/17/19

I live in an unincorporated part of Deschutes County commonly called Tumalo, between Bend and Redmond. I serve on ODFW's Restoration & Enhancement Board and was a member of ODFW's most recent External Budget Advisory Committee. I am a long time fisheries advocate and blogger for which I was given the 2018 Award of Merit from the Oregon Chapter of the American Fisheries Society.

I don't envy the very difficult decisions you have to make, the needs of Oregon are great and funding is limited. One of the most fundamental needs for all Oregonians, however, is clean, plentiful water, a need that is endangered by our lack of attention.

As you know, much of Oregon has been in extreme drought for the past decade. The recent storms have brought some relief, but according to the National Drought Mitigation Center most of the state remains in a moderate drought (Deschutes County remains in severe drought). A couple of weeks of even record snowfall does not make up for years of dry conditions and over use of water.

Water is a requirement for life but Oregon lacks some basic understanding of how much we have and how much we need. ODFW's POP 123 along with OWRD's POP 102 and POP 108 would help answer some basic questions. How much groundwater do we have? How much are we extracting? What is a sustainable rate? How much water do our streams and rivers need to support viable ecosystems?

Most Oregonians I speak to are shocked that we don't already have this information. Without it we will not be able to plan for growth or warming. Without it we will face a crisis in the foreseeable future that will impact drinking water, industry, agriculture, recreation, and our environment.

Please help us plan for water security for Oregon by funding POPs 123, 102, and 108.

Thank you.

Yancy Lind
PO Box 633
Bend OR 97709



March 16, 2019

Joint Committee on Ways and Means
Oregon State Capitol
900 Court Street
Salem, OR 97301

RE: Please support funding for the OSU-Cascades Student Success Center

Dear Committee Members:

I'm writing to ask you to support funding for the construction of a Student Success Center on the OSU-Cascades Campus in Bend. OSU-Cascades is a vital resource for Central Oregon, serving as the region's only four-year university. We must ensure that it is able to continue its mission and serve the rapidly growing demand for higher education in the region.

The incredible growth in population and economic development in Central Oregon means that OSU-Cascades must serve a population of more than 200,000 people. The region will continue to grow and diversify and OSU-Cascades must be prepared to keep pace with the needs of the community. With the goal of accommodating 3000-5000 students by 2025, it will need to continue to grow and expand in order to support its students and faculty. This will require investment in facilities and infrastructure.

The Beaver Caucus urges you to support \$12 million in state bonding authority, matched by \$5 million in student fees – approved in a campus-wide vote – for the construction of the OSU-Cascades Student Success Center. This vital project will improve learning outcomes while facilitating student engagement.

A primary mission of Oregon State University is to expand access to education, and OSU-Cascades is one of the principal tools to achieve that goal. A vibrant university that delivers academic excellence and focuses on student retention and success can be one of the pillars of a strong economy. Investment in OSU-Cascades will make a difference for Central Oregon and our entire state. I urge you to support this important project.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Perry".

Bill Perry
President

The Beaver Caucus is an independent, alumni led organization. It is a 501(c)4 with an independent board of directors. The Caucus works closely with the OSU Foundation to engage alumni and supporters, giving them the opportunity to amplify their voice and have a substantive impact on state government. thebeavercaucus.org

From: [Lea Mathieu](#)
To: [waysandmeans budget](#)
Subject: From a Bend Teacher
Date: Monday, March 18, 2019 7:58:02 AM

Good morning,

I teach at Cascade Middle School in Bend, Oregon, and there are many things I love about my job, beginning with each of my students. However, I go home most nights knowing I have not met their individual needs, and the problem isn't them or me, but the system. The single change that would make the biggest impact in delivering meaningful, personalized instruction is class size. My largest class is currently at 33, and that includes some students who are on the cusp of being gifted, some who have learning disabilities, and others who present chronic behavioral challenges often linked to experiences of trauma. They all deserve and need one-on-one attention, and it isn't happening. Compare this to Finland, often lauded as the best educational system in the world, where class sizes average 21 at the middle school level; this was a concession won by the Finnish teachers' union after their government ended tracking (grouping by ability).

I do not speak as a novice – I've taught for over 20 years, hold three master's degrees and five endorsements on my license, and am involved in education at the state and national levels. We need to make education a priority for our students and our state, and that means – among so many other things - funding for effective class sizes.

Lea Mathieu
Reading and Humanities Teacher
Cascade Middle School
Bend, Oregon



March 15, 2019

To the Joint Committee on Ways and Means:

Sen. Betsy Johnson, Co-Chair; Sen. Elizabeth Steiner Howard, Co-Chair; Sen. Jackie Winters, Co-Vice Chair; Sen. Lee Beyer; Sen. Lew Frederick; Sen. Fred Girod; Sen. Bill Hansell; Sen. Dallas Heard; Sen. James Manning Jr.; Sen. Arnie Roblan; Chuck Thomsen; Sen. Rob Wagner

Rep. San Rayfield, Co-Chair; Rep. David Gomberg, Co-Chair; Rep. Greg Smith, Co-Vice Chair; Rep. Paul Holvey; Rep. Susan McClain; Rep. Mike McLane; Rep. Rob Nosse; Rep. Carla Piluso; Rep. Duane Stark

CC; Senator Tim Knopp, Representative Cheri Helt, Representative Jack Zika

REGARDING: State Budget Community Hearing, Redmond, March 16 2019

It has been my pleasure to serve as the Director of the Redmond Chamber of Commerce & CVB for 20 years. The Redmond Chamber represents over 800+ members, and in my tenure, I have never heard our members be more concerned about the decisions being made in Salem. There seems to be a rapid-fire implementation of new rules, regulations, taxes and fees, coming from Salem every year. Businesses are deeply concerned about the impacts and burdens being placed upon them each year.

As you work to achieve a balanced state budget, please consider the impact of new revenue legislation, which will add new business taxes, require additional overhead costs and the added burdens created by new regulations. Small businesses oftentimes do not have the luxury of cutting back or have the staff needed to comply with the new rules and regulation.

In your search for the balanced budget, we encourage full funding of schools, without diversion of funds, which only jeopardizes our children's education and the future of Oregon.

Lastly, the elephant in the room, PERS and healthcare funding needs to be addressed. Now is the time to have significant and meaningful discussions on these paramount issues, as the deficit continues to grow each year.

We thank you for holding community hearings and encourage you to work together to find meaningful solutions. It is important to remember Oregon's small businesses are the backbone of our economy. Thank you for your time and service to our state.

Sincerely,

Eric Sande

Executive Director
Redmond Chamber of Commerce & CVB

Thank you for allowing me to testify in person in Redmond on Saturday. My name is Erica Skatvold and I currently serve as a Central Oregon Community College board member representing Zone 4, which is most of the City of Bend. I am submitting written testimony because, as I mentioned, being an active COCC board member, a current nontraditional COCC student, managing a department at the health system, and being first time mother to a 3 month old daughter caught up with me, but I made it to the hearing because fully funding community colleges is that important.

I testified to the importance of the committee to fulfill OCCA's total ask of \$787 million for the Community College Support Fund for the 2019-20 biennium budget which allows tuition to stay affordable and supports much needed career and technical programs that support our community. Growing up in Bend as the daughter of a nurse and a general contractor, I was able to take classes at COCC that counted towards both credit for high school and would later contribute towards making the overall cost of my undergraduate degree attainable and more affordable. My education journey includes a Bachelors degree as well as a Masters degree that led me into a professional career back here in Central Oregon. I currently work at St. Charles Health System managing the Clinical Practice and Professional Development department, which places all the nursing and allied health students from COCC into clinical placements. Without the career programs that COCC and other community colleges provide, many of these students would not be able participate in advancing their careers, directly effecting the local healthcare industry and quality of care given to our community.

Additionally, I find myself back as COCC as a non-traditional student taking the prerequisite classes for a nursing degree and am only able to because it is flexible and affordable. I, like many people in Oregon, rely on community colleges to remain affordable with program options in career and technical fields so we can advance our careers while continuing to work and contribute to our communities.

Thank you again for your time and consideration in fully funding the Community College Support Fund.

From: [Megan Osullivan](#)
To: [waysandmeans budget](#)
Subject: education budget
Date: Monday, March 18, 2019 12:53:08 PM

I moved to Oregon two years ago from Texas. Where I happily taught for many years. I am a special education teacher and my school district had a cap on my case load of 20, though it never really got above 18. I taught middle school Special Education English. I had a two pull out labs, but the rest of my time was pushing into general education classrooms to be able to provide the legal requirement of a least restrictive environment. I owned my own home and had enough money to live happily. I moved to Oregon, not expecting education to be drastically different. Here, my school district does not have a cap on my case load. I am currently around 35 students though others at my campus and district are 40 or even 50! Most of our services are provided in pull out, because we don't have enough staff to push in to the classes. I studied special education law a lot during my masters, and honestly just don't feel comfortable with this. I am not providing the legal requirement of the least restrictive environment. After living here and teaching for 2 years I am finally able to afford my own rental, up till now I lived with two roommates. I can't imagine being able to even buy a fixer upper in my town on my teaching salary. Sadly, this is even with working another job. There is no way I could live here on a teaching salary with student loans without having a second job. This is honestly extremely sad and I am having to face decisions on if I can remain in Oregon for the long haul. I love it here, but to not be able to prosper with a degree and masters is not a realistic expectation for a professional. I do hope Oregon plans on changing how they fund education and will fund it to the degree that it should be.

Thank you

Megan O'Sullivan

From: [Douglas Bragg](#)
To: [waysandmeans budget](#)
Subject: Leaburg Hatchery support for funding testimony
Date: Wednesday, March 13, 2019 1:21:03 PM

Dear Legislatures,

I will keep my testimony for support for the funding of the Leaburg Hatchery short.

There are several reasons I believe this is a unique and vital part of the Oregon infrastructure. Our Steelhead, Salmon and trout fishing draws people to our state from every part of the globe. The fish raised in this hatchery provide fishing opportunities for people all the way to the mouth of the Columbia River, 287 miles of River Fishing, plus the marine zone. That is a lot of tourism, the fish are legendary outsourcing the brood stock does not offer the same opportunities for our fish acclimated at the hatchery.

I enjoy fishing our local rivers, I take pride in the fact that the fish I catch are part of our community.

The last point I would like to make is that hatcheries are a unique aspect of our local infrastructure, these are rare to have on hand. We should value the opportunity to grow fish on a mass scale, I do not want to rely on hatcheries outside of the local area. We need a hatchery if we want to grow our own fish.

Thank you for your time, and the opportunity to offer support for the continued funding of the Leaburg Hatchery.

Douglas Bragg
540 Lone Oak Ave.
Eugene, OR
541-513-0306

Members of the Ways and Means Committee,

Hello, my name is Cygnus Simpson-Tourgeman and my pronouns are they/them/theirs. I am a student at OSU-Cascades finishing up my Bachelor of Science in biology. My father is a veteran with 40 years of service in the U.S. Army; I was raised in many different places throughout his time serving, but I chose Oregon as the place that I wanted to pursue my higher education. My academics started at Central Oregon Community College, where I obtained a Associates of Oregon Transfers degree. This spring, I will be proudly graduating from the Cascades Campus of Oregon State University in Bend, Oregon.

While attending OSU-Cascades, I served my campus as a member of our student government. In my time on council, I was able to connect with students from all parts of our campus. Despite our differences in fields and studies, one thing remained consistent throughout students' testimony; the desperate need for student resources on campus. I am here today to uplift those student voices, and to testify for funding from the state for the OSU-Cascades Student Success Center.

At the present moment, OSU-Cascades has two on-campus counselors that serve over a thousand students, with enrollment increasing every term. We also lack a multicultural center, something that has been proven to help schools retain students by promoting diversity on campus, establishing intentional gathering spaces for students of color, and offering cross-cultural programming and events. Bend is a city that does not host or provide many of the resources that students are in critical need of, and when they do exist, they are largely inaccessible financially to students. I see the impacts of these disparities as a student leader of our LGBTQ+ club on campus, where we often struggle to find open spaces that are also private enough for students to feel comfortable sharing their experiences and being visible as an

LGBTQ+ student. I also see this reflect in my personal life, as a queer, trans, student of color who also battles with a debilitating mental illness every day.

Though I was able to make it through to the near completion of my degree, I missed so many of the integral support systems that are offered at most four-year institutions. My ability to thrive in my studies and on campus was compromised by the lack of resources that are currently able to be offered at OSU-Cascades. I know that this experience is not unique to me, and with consideration of our schools long term plan to expand and grow, these services are essential in that growth process.

Students like myself at OSU-Cascades have already invested over \$200,000 in additional student fees to help pay for the construction of this building. We voted a \$50 fee increase last Spring and have already paid forward over \$200 of our money to help fund the Student Success Building.

It is with all of this in mind, I ask for your consideration to allocate \$12 million in state bonds, in order to make our Student Success Center a reality for the students who desperately need it. We have the drive to succeed, but we need systems in place to support our mental and social wellbeing and sustain our long term success as Oregon students well past my class's graduation.

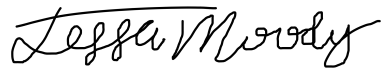
Tessa Moody

OSU-Cascades Testimony

The opportunities presented to me at OSU-Cascades since my time enrolled have changed my life. I grew up in Hillsboro, Oregon and attended my first year of college out of state in Montana. When I changed my major to something my college didn't offer, I started my journey of choosing a college all over again. After research and visits to State schools here in Oregon, I found OSU-Cascades and fell in love. The small class sizes and tight knit community are willing to advocate for each other and for our expansion.

We want higher education to be accessible to all students, especially in Central Oregon where up to this point higher education has been regionally inaccessible. In my time in college, I have learned how to advocate for myself and others and support others in their endeavors.

Thank you for your continued support for higher education.

A handwritten signature in black ink that reads "Tessa Moody". The script is cursive and fluid, with the first name "Tessa" and last name "Moody" clearly distinguishable.

-Tessa

Hello, My name is Lynnea Fredrickson and I am a senior at OSU-Cascades from Redmond, OR. I am in the first, 4-year graduating class at my campus, I work in the student life office and I am the director of legislative affairs for our ASCC student government team.

I have shared my story before to the Ways & Means committee before but today I am here to speak on behalf of a Cascades student and share how the rising cost of college is affecting our students in Central Oregon.

A second-year hospitality management major shares that growing up wasn't easy for her family. Her four sisters and she were homeless a lot of their childhood, moving from state to state staying in hotels. Some nights they even had to sleep in their car because we could not afford a room. She couldn't count the number of schools she's have attended. Her parents could not hold down a job due to health issues, further complicating our living and financial situation. Constantly moving around made it difficult to make friends and get the education of her sisters and herself needed.

One day she saw a man at a gas station in California eating out of a trash can because he was so hungry. She felt so heartbroken for the man and so grateful for her family and she that we did not have to eat from the trash and my parents managed most of the time to keep some kind of roof over their heads. At that moment when she saw the man, she knew what she wanted to do with her life. Make a difference for homeless people and try to help those in need. Her goal is to open a hotel for the homeless. She wants to give them a safe place to stay that is not a shelter. Life is hard but it is even harder when you are homeless.

She doesn't regret how she grew up anymore because it has made the person she is today. She is beyond passionate about helping people and has a strong work ethic and a greater appreciation for the things she has earned. Five years ago her family settled down in Central Oregon, she finished High school and she is now attending Oregon State University-Cascades. When she earns her degree, she will be the first person in her family to go to college and graduate from a four-year university. She works a full-time job while attending college full time. She tries her best to apply for scholarships and grants so she can attend college and accomplish her goals. She is constantly stressed because she supports herself fully as well as her family. She stresses because if she fails one class she could lose her financial aid and not be able to go back to school because she cannot afford it. The costs to attend school has been a struggle because just to keep financial aid I have to be a full-time student but in order to pay my bills, support her family and pay for college I also have to work full time.

We need a state budget that funds Oregon's education system from cradle to career because higher education delivers value for Oregonians in undeniable ways. With students concerned about the rising cost of their education and some students are unable to take on debt public universities need at least 120 million increase to keep delivering the same service level that all Oregonian students need. A 186 million increase would do even better by offering an expansion on services thus increasing our graduation rates. Without a rise in funding not only are the universities impacted but specific students are impacted as well making their desires to change the world into a better place diminished and forgotten.

Higher Education Alliance: Vision for Student Success

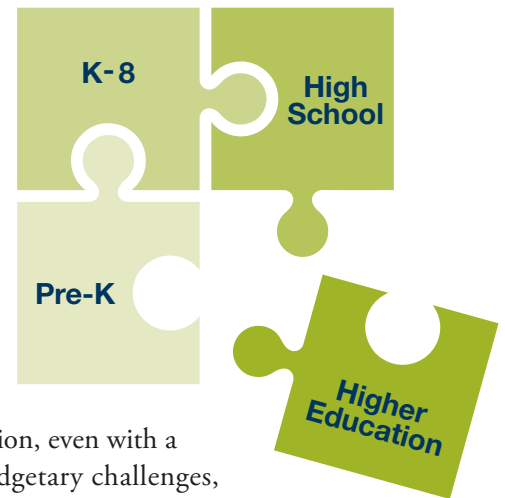
Community colleges, public universities, students, staff, and faculty are united in our support for a state budget that funds Oregon's education system, from **cradle to career**.

To achieve financial stability for students and schools, additional revenue is required. If Oregon is serious about addressing big challenges like improving our high school graduation rate, reducing student debt, achieving greater economic fairness, supporting classrooms, and creating better opportunities for businesses to flourish, we must increase the size of the pie.

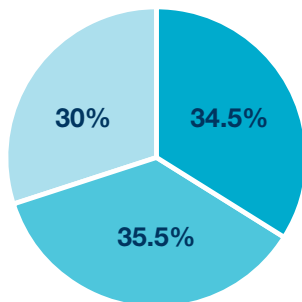
Our goal is simple: Any student, regardless of their background who wants to attend college has access to that opportunity, with the support required to succeed once they walk through our doors, and that they graduate in a timely manner, without taking on a lifetime of debt.

Each dollar allocated beyond above base funding will go directly toward further lowering tuition hikes, reducing student debt, enhancing academic and career advising. This will move the needle on raising graduation rates, expanding resources for underrepresented communities, and improving industry-driven CTE and STEM programs.

Education needs every piece of the puzzle to support Oregon families and our growing economy.



Oregon funding for higher education is still lower than it was before the Great Recession, even with a thriving economy. Notwithstanding failure to resolve the federal government's budgetary challenges, the U.S. economy will grow from 140 million to 165 million jobs by 2020.



In 2020 job openings will:

34.5% Require at least a bachelor's degree

35.5% Not require education beyond high school

30% Require some college or an associate's degree

Georgetown Job Growth Study



Higher education is a pathway out of poverty, especially for those who come from historically underrepresented backgrounds or are the first in their family to attend college.

What's at stake is simple: We need an additional \$120 million for public universities and \$77 million for community colleges (above the 2017-19 LAB). Without meeting basic CSL institutions will face a significant shortfall that can only be closed with a combination of huge tuition increases and cuts to services, programs, and faculty and staff. This will close the doors for our students across the state and hurt the economy. Alternatively, to truly curb tuition costs and focus on student success, institutions projected to the HECC last June that they would need allocations of **\$263.1 million for public universities and \$216.7 million for community colleges** above the 2017-19 LAB.

Higher Education Alliance: Vision for Student Success

Higher Education Alliance Members:



Good day members of the ways and means committee,

My name is Phoenix Rosa, and I use She, Her, and Hers pronouns. I am the multi-campus Director of Campus Affairs within student government at Central Oregon Community College, and a full-time student pursuing my triple major degrees in Political Science, Material Science and Mechanical Engineering. I am here today to ask you all to urge your colleagues in the Joint Committee on Student Success to develop an intelligent revenue package to allow for enough general fund dollars to sufficiently meet student's budget asks for higher education. Students want these budget levels allocated in a way that freezes tuition at all universities and community colleges this biennium.

Currently, I have about \$12,000 in student debt. Throughout my life, I have had to defer that student debt multiple times due to lack of access to employment, ultimately because of insufficient education credentials in a highly competitive workforce. Due to this, I have decided to go back to school to further my own education, in hopes that I can create opportunities for myself to pay back this student loan debt. However, from about 2015 to the fall of 2018, while I was trying to access higher education, I found myself experiencing housing insecurity. This prevented me from pursuing higher education due to the high cost of tuition, which simply made it unaffordable to go to school during that time.

Ultimately, I am choosing to pursue higher education to build my own credibility within the workforce, which is not something I feel can be done without a degree.

I am a non-traditional student coming back to college in my later years, and my daughter is also a college student. We both receive the Oregon Opportunity Grant, and neither of us would have been able to pursue higher education without this. We are both fortunate enough to receive this grant, however, there are many students in Oregon that do qualify for the Oregon

Opportunity Grant, but are not able to receive because of the lack of funding for higher education from the state.

My daughter attended Eastern Oregon University, but unfortunately this term she was forced to transfer to the online college Full Sail University due to the recent tuition increase at EOU. She is fortunate, some of her friends and fellow students had to drop out of school completely because of this tuition increase.

After I complete my courses at COCC, I plan to transfer credits to OSU Cascades, then I will transfer onto the OSU main campus in Corvallis. My intentions are to utilize my academic credibility, so I may pursue public service to ensure all Oregonians and Americans have opportunity to be active participants and contributors to a thriving society. However, I often find myself worrying that I will not be able to transfer to a university to pursue my triple majors and fulfill my commitment to change America for the better due to the rate at which tuition is increasing right now. If this is the case, I would have spent a significant portion of my life with no degree to show for it. I will still be lacking the credentials necessary to meet the qualifications of the increasingly demanding workforce. I will continue to be burdened by more student loan debt that I simply will not have the capacity to repay, thus further reducing my socio-economic standing in this dead-end society riddled with pitfalls such as the ones I have found myself in and held down by.

The viability of Oregon's economy and America's vitality depends on people having access to higher education, and it is absolutely, up to the state to take the initiative to make sure Oregonians have the capacity to pursue that education in an affordable manner.

Ultimately, building into the funding formula, the growth potential from early education into higher education is vital to Oregon's future. This can only happen if there is serious revenue reform in the state budget.

It is time for the legislature to support access to necessary education for all Oregonians by putting 252 million dollars into the Oregon Opportunity Grant, 787 million dollars into the Community College Support Fund, and 1 billion dollars into the Public University Support Fund.

Increasing these funds shows students that you believe in them, you are willing to invest in them and in turn, invest in Oregon's future.

Thank you for your time.

Be well,

Phoenix Rosa

From: [Jeff Baisch](#)
To: [waysandmeans budget](#)
Subject: La Pine Teacher
Date: Monday, March 18, 2019 8:15:58 PM

To Whom it May Concern:

As a current teacher in the Bend-La Pine School District I am being negatively impacted on multiple fronts due to our legislature. Most of all it is because the State of Oregon refuses to take our PERS crisis seriously and figure out how to lessen the burden on our public schools while also securing retirement for us young teachers. We are putting countless hours into the future of Oregon while not receiving the true support that we need and deserve.

While retiring or retired teachers reap the benefits of the PERS payouts, we are suffering in the classroom. Students are not receiving the mental health treatment, individual differentiation, or impactful learning that could take place in a well funded education system. My World History class has 9 IEP students, 2 on modified diplomas, and many that struggle to survive outside of school and carry this burden into the classroom. With large class sizes, the lack of appropriate counseling, and educational coaching, we are forced to give these students a subpar education.

Now I know that the PERS system is difficult to revamp and change, but the least your committee could do is increase the funding for public schools to help lessen this burden. We want PERS reform, but that is not possible in the moment. All you can do at this time is make sure that our education system is better funded for the future school year. As a democrat, politically active citizen, and hard working teacher, I ask that you **do your job!** Fund our educational system in Oregon so that we can give our students and teachers the support that they need!

Sincerely,

Jeff Baisch
Business Instruction
La Pine High School
Bend-La Pine Schools
[\(541\) 355-8546](tel:5413558546)

From: [Lisa Nye](#)
To: [waysandmeans budget](#)
Subject: Oregon School Funding
Date: Monday, March 18, 2019 8:38:55 PM

Thank you for the amazing contribution you make to our state by serving in the Oregon Legislature. As a lifelong Oregonian, I appreciate everything you do to keep Oregon a great place to live.

I am a teacher at Bend High School in Bend, Oregon. I have 181 students. I am not able to take care of and meet the educational needs of 181 students. Please increase school funding for the safety and effectiveness of our Oregon schools.

While I appreciate funding for CTE, I see our students preparing for college sitting in large classes and struggling to get the skills they need to succeed. We need to fund both CTE and college preparatory education.

At Bend High School counselors have 350 students each. The QEM shows 250 students per counselor.

I understand our elementary schools do not have counselors in the schools to invest in student education success and at an early age.

Please increase state funding for Oregon's schools. Thank you for helping our state and future citizens.

Lisa Nye 541-410-5361 nye_lisa@yahoo.com



Cherie Ferguson

Greater Oregon Behavioral Health, Inc.
P: 541-306-1310
E: cherie.ferguson@gobhi.net

Saturday, March 16, 2019

Via Email

Members of the Oregon Joint Committee on Ways and Means
900 Court St NE
Salem, OR 97301
waysandmeans.budget@oregonlegislature.gov

Re: 2019 Ways and Means Committee Budget Public Session

Good afternoon, my name is Cherie Ferguson, Community Resource Coordinator for Greater Oregon Behavioral Health, Inc. (GOBHI). As you may be aware, GOBHI is a Medicaid behavioral health administrator based in rural Oregon. We are also licensed by the state to certify foster homes for youth who are involved in the Child Welfare system or are receiving care from their local community mental health program.

I am here today to encourage you to support an increase in reimbursement rates across the state for all agencies that provide foster care.

As one of these agencies, GOBHI is the only private, nonprofit agency that provides therapeutic foster care in Central and Eastern Oregon, and the largest provider of these services for DHS in Oregon. We partner with DHS and 13 other non-profits in a collaboration called "Foster Plus." With these pooled efforts we have developed a statewide recruitment campaign for the purpose of increasing homes throughout the state.

Foster care helps break the cycle of barriers experienced by underserved youth, providing them with support and resources in an effort to help them become healthy, productive adults. However, we are facing a growing need for qualified foster parents, due in part to the high cost of raising a child. Most adults simply cannot afford to care for an additional youth without adequate financial assistance. In some cases, this presents a barrier to those who would otherwise become qualified foster parents. The need for foster parents has become so great that some foster youth are now being housed in former jails.¹

We respectfully ask that you prioritize funding for foster care reimbursements statewide. By supporting our collaborative effort, you are not only helping one piece of the solution — you are empowering communities to band together to form a network that will serve the needs of all foster youth in Oregon. Thank you for the opportunity to provide testimony concerning the state budget. If you have any questions, you are welcome to contact me.

Sincerely,

Cherie Ferguson

¹ <https://www.oregonlive.com/politics/2019/03/oregon-sends-hundreds-of-foster-kids-to-former-jails-institutions-not-families.html>

From: [Kristen Ball](#)
To: [waysandmeans budget](#)
Subject: Madras, Oregon
Date: Wednesday, March 20, 2019 11:26:51 AM

To Whom It May Concern: Without developmental Disability services I would not have been able to get things my son has needed. When our car broke down and we tried everything to save up to fix it while still paying bills and providing for our son, we still couldn't fix it. We tried fundraising and asking family for help and we still couldn't get enough. Central Oregon Disability Support Network helped get our car up and running. We were able to get Jackson to all of his appointments. When we needed a certain car seat for Jackson's safety, a camera monitor to monitor his seizures while he sleeps, and a medical ID bracelet; CODSN provided those for us. We still use them after 3 years of having them. They lessened the burden on us. They have helped me with great training that has not only helped me know more about my son and how to help him but also have helped me take care of other children. Our family is so grateful for all they've done.

-Kristen Ball

From: [Tasha McFarland](#)
To: [waysandmeans budget](#)
Subject: Budget Testimony
Date: Wednesday, March 20, 2019 4:40:35 PM

Good Afternoon,

My name is Tasha McFarland, and I live in Oregon House of Representatives District 53, represented by Jack Zika.

I am writing because I have 4 children in the Bend-La Pine School District, and I feel we can't wait any longer to have our schools fully funded. I don't believe that Quality Education Model is an ideal; I believe it is a necessity. I understand that we have many competing interests for our precious Oregon funds, and almost all of them are worthy, necessary, imperative. I believe we can find funding. I believe we can specifically earmark it for education. We are counting on you to fund our children's future.

Thank you so much for coming to Redmond last week. I was pleased to attend the "road show" and appreciate your presence there.

Sincerely,
Natasha McFarland

Dr. Shirley I. Metcalf Testimony

Joint Ways & Means Committee

Redmond Oregon

March 16, 2019

Good afternoon. I am Shirley Metcalf, the President of Central Oregon Community College.

COCC is the oldest 2-year college in Oregon, started 70 years ago in 1949 in the basement of Bend High School. We now have four campuses – Bend, Redmond, Prineville and Madras – serving nearly 16,000 students. Our district is 10,000 square miles of an urban and rural mix that includes all of Deschutes, Crook and Jefferson counties, and portions of Wasco, Klamath and Lake Counties. We also have exceedingly successful programs at Deer Ridge Correctional Institution in Madras, and offer more than 300 online courses.

Our partnerships with high schools in our district is long-standing and robust, with approximately 28% of local high school graduates enrolling in COCC the following year. Additionally, more than 1,500 current high school students enroll in one or more courses at the College through the College Now Accelerated Learning Program (Attachment A).

- Tuition rates for all Dual Credit/College Now classes are \$25 per credit as compared to \$99 per credit hour.
- In 2017 to 2018, 1,160 high school students earned 8,523 credits, saving them \$792,639 in tuition.

In addition, since 2014, COCC has worked with six of our school districts and OSU-Cascades on a unique partnership—the **Cascades Commitment Program**. This program defines a clear path for any high school student in Central Oregon (no matter what high school they attend) to earn 20 core credits

that meet foundational requirements for an associate or bachelor's degree after high school.

Specifically, all students will have the ability to earn credits in:

- Writing 121 (4 credits)
- Writing 122 (4 credits)
- Math 111 (4 credits)
- Math 112 (4 credits)
- History 202 (4 credits)

ALTERNATIVE HIGH SCHOOL INSTRUCTOR APPROVAL PROCESS: As part of the Cascades Commitment initiative, there is an alternative process for approving HS instructors who do not meet the minimum requirement for teaching a transfer community college course (a Master's degree in the field) teaching any of the five courses listed below. If a high school instructor wants to teach any of the 5 courses listed above and does not meet the minimum qualifications, they can participate in the following to become qualified to teach the college credit course:

1. A Summer Training workshop led by COCC faculty
2. Monthly Professional Learning Communities (POLCs) led by COCC faculty

This model informed the standards for Sponsored Dual Credit, which is now an option for dual credit approved by the Higher Education Coordinating Committee (HECC).

NUMBER OF HIGH SCHOOL INSTRUCTORS QUALIFIED: Since 2013, 127 high school instructors in Central Oregon have participated and been approved to teach the five courses (Attachment B). In fall 2018, OSU-Cascades offered an ENG 512 course for high school instructors to earn graduate credits through the Cascades Commitment program.

Successful Course Completion: Data illustrates that students who have taken Cascades Commitment courses and matriculate to COCC successfully complete their courses at an 81 to 85 percent rate. (Attachment C).

Attached is information on:

1. 2016 – 2017 College Now at Central Oregon Community College: 1,204 students and 116.4 FTE
2. 2017 – 2018 College Now at Central Oregon Community College: 1,232 students and 118.57 FTE
3. Cascades Commitment Teaching and Enrollment Report: 2014 to present: 127 teachers trained
4. Cascades Commitment to COCC: Matriculation and Comparison of Successful Course Completion

Central Oregon Community College's mission is to promote student success and community enrichment, and we do that as a comprehensive community college, like each of our 16 other sister colleges in the state.

Each year, meeting that expansive mission becomes more and more elusive. Budget challenges at the state are mirrored at community colleges, including COCC. As we are asked to be all things to all student sectors and all of our communities, we are confronted by reduced funding, increased expenses and expanding unfunded mandates. This is happening in a time when upgrading skills to maintain a well-paying job is mandatory.

As you know, the Higher Education Coordinating Commission (HECC) recommends a community college base funding level of \$647 million. At this level, colleges anticipate maintaining existing academic programs while incurring a tuition increase of about 3.5%.

At \$590 million, however, we would be forced to recommend to our Board a tuition increase of closer to 10% in order to continue to serve our students and our District.

HECC also recommends funding a \$70M CTE package and a \$70M package for student wrap-around services. The investment in CTE programs would allow COCC to consider meaningful investing in programs such as:

- Welding
- Manufacturing
- Aviation
- Nursing
- Medical assisting
- Hybrid automotive technology

- and others

These programs provide the workforce for core services to Central Oregon . . . the fastest growing region in the state.

Funding student wrap-around services -- especially for first-generation and under-represented student populations -- equates to greater student success, with shorter completion times, and more students transitioning to the workforce. With workforce perhaps the most critical component of Oregon's continued economic prosperity, the dividends from this investment to taxpayers, the community, and the state are fundamental to our future.

We recognize there are fiscal challenges across the state and you are being asked to make difficult decisions. As you approach those decisions, please keep community colleges in mind, and our ability to provide needed services in Central Oregon and across the state.

Thank you for your time.

High School			Term	CRN	Credits	Teacher	Enrollment	FTE	Department	
Bend	AUT 107	Mechanical Systems I	Spring	23118	3	Garcia	6	1.16	Natural & Industrial Resources	
	AUT 110	Small Gas Engines	Spring	22799	3	Garcia	6	1.16	Natural & Industrial Resources	
	AUT 114	Welding for the Auto	Spring	23471	3	Garcia	1	0.19	Natural & Industrial Resources	
	BA 101	Intro to Business	Spring	23089	4	Torkelson	3	0.26	Business	
	BI 121	Anatomy and Function I	Winter	12087	4	Bailey	8	1.04	Science	
	BI 121	Anatomy and Function I	Winter	12286	4	Bailey	7	0.91	Science	
	BI 122	Anatomy and Function II	Spring	23101	4	Bailey	7	0.91	Science	
	BI 122	Anatomy and Function II	Spring	22083	4	Bailey	8	1.04	Science	
	CUL 101	Intro to Culinary Arts	Spring	23418	4	Ziegler	2	0.35	Cascade Culinary Institute	
	MFG 101	Blueprint Reading	Spring	22621	2	Carter	2	0.26	Natural & Industrial Resources	
	MFG 115	Design Processes I	Spring	22629	2	Meyers	8	1.04	Natural & Industrial Resources	
	MFG 115	Design Processes I	Spring	22807	2	Meyers	5	0.65	Natural & Industrial Resources	
	MFG 115	Design Processes I	Spring	22806	2	Meyers	8	1.04	Natural & Industrial Resources	
	WR 121	English Composition	Winter	12306	4	Staudinger	23	1.98	Humanities	
	WR 122	English Composition	Spring	22118	4	Staudinger	23	1.98	Humanities	
	BEND SENIOR HIGH SCHOOL TOTALS:							117	13.97	
	Total Number of Courses:11									
LaPine	HST 202	19th Century US History	Winter	13597	4	Wieber	18	1.55	World Languages & Cultures	
	HST 203	20th Century US History	Spring	23424	4	Wieber	18	1.55	World Languages & Cultures	
	MTH 111	College Algebra	Winter	13596	4	Goodall	18	1.55	Mathematics	
	MTH 112	Trigonometry	Spring	23425	4	Goodall	17	1.47	Mathematics	
	WR 121	English Composition	Fall	42270	4	Parker	25	2.16	Humanities	
	LA PINE HIGH SCHOOL TOTALS:							96	8.28	
Total Number of Courses: 5										
Marshall	MTH 111	College Algebra	Spring	23115	4	Greenwood, A	8	0.69	Mathematics	
	MARSHALL HIGH SCHOOL TOTALS:							8	0.69	
Total Number of Courses: 1										

Mountain View	BA 111	Applied Accounting I	Spring	22628	3	Riper	2	0.13	Business
	BAK 101	Intro to Baking & Pastry	Spring	23428	4	Kimerling	3	0.52	Cascade Culinary Institute
	BI 121	Anatomy and Function I	Winter	12289	4	Leapaldt	20	2.59	Science
	BI 121	Anatomy and Function I	Winter	12288	4	Leapaldt	18	2.33	Science
	BI 122	Anatomy and Function II	Spring	22635	4	Leapaldt	13	1.68	Science
	BI 122	Anatomy and Function II	Spring	22634	4	Leapaldt	18	2.33	Science
	CIS 120	Computer Concepts	Spring	23429	4	Lyons	4	0.43	Computer Information Systems
	CJ 100	Survey Criminal Justice	Spring	22632	3	Taroli	13	0.84	Social Science
	CJ 100	Survey Criminal Justice	Winter	12908	3	Taroli	16	1.04	Social Science
	CJ 220	Intro to Substantive Law	Spring	23102	3	Taroli	10	0.65	Social Science
	CJ 220	Intro to Substantive Law	Winter	13558	3	Taroli	12	0.78	Social Science
	CUL 101	Intro to Culinary Arts	Spring	23430	4	Kimerling	3	0.52	Cascade Culinary Institute
	FA 101	Introduction to Film	Winter	12332	3	Clements, J	12	0.78	Humanities
	FA 101	Introduction to Film	Winter	12333	3	Clements, J	8	0.52	Humanities
	FA 101	Introduction to Film	Winter	12334	3	Clements, J	21	1.36	Humanities
	HHP 270	Sport and Exercise Psych.	Spring	22637	3	Chroninger	14	0.91	Health & Human Performance
	HHP 270	Sport and Exercise Psych.	Winter	12914	3	Chroninger	15	0.97	Health & Human Performance
	HHP 270	Sport and Exercise Psych.	Spring	22638	3	Chroninger	8	0.52	Health & Human Performance
	HHP 270	Sport and Exercise Psych.	Winter	12915	3	Chroninger	15	0.97	Health & Human Performance
	MFG 101	Blueprint Reading	Spring	23109	2	Schrader	3	0.39	Natural & Industrial Resources
	MTH 111	College Algebra	Fall	42563	4	Shore	18	1.55	Mathematics
	MTH 111	College Algebra	Fall	42562	4	Romero	19	1.64	Mathematics
	MTH 111	College Algebra	Fall	42262	4	Sieveking	24	2.07	Mathematics
	MTH 111	College Algebra	Fall	42561	4	Romero	24	2.07	Mathematics
	MTH 111	College Algebra	Fall	42564	4	Shore	16	1.38	Mathematics
	MTH 112	Trigonometry	Winter	12077	4	Romero	17	1.47	Mathematics
	MTH 112	Trigonometry	Winter	12074	4	Romero	14	1.21	Mathematics
	MTH 112	Trigonometry	Winter	12072	4	Shore	18	1.55	Mathematics
	MTH 112	Trigonometry	Winter	12073	4	Shore	12	1.04	Mathematics
	MTH 112	Trigonometry	Winter	12071	4	Sieveking	24	2.07	Mathematics
	MTH 113	Topics in Precalculus	Spring	22130	4	Shore	12	1.04	Mathematics
	MTH 113	Topics in Precalculus	Spring	22131	4	Sieveking	22	1.90	Mathematics
	MTH 113	Topics in Precalculus	Spring	21872	4	Shore	11	0.95	Mathematics

MTH 113	Topics in Precalculus	Spring	21870	4	Romero	14	1.21	Mathematics
MTH 113	Topics in Precalculus	Spring	21867	4	Romero	20	1.73	Mathematics
MTH 251	Calculus I	Winter	12373	4	Sieveking	33	4.27	Mathematics
MTH 251	Calculus I	Winter	12374	4	Sieveking	28	3.62	Mathematics
MTH 252	Calculus II	Spring	21868	4	Sieveking	22	2.85	Mathematics
MTH 252	Calculus II	Spring	23124	4	Sieveking	19	2.46	Mathematics
MTH 253	Calculus III	Spring	23125	4	Sieveking	11	1.42	Mathematics
PSY 201	Mind and Brain	Winter	12969	4	Vallerga	13	1.12	Social Science
PSY 201	Mind and Brain	Winter	13284	4	Vallerga	8	0.69	Social Science
PSY 202	Mind and Society	Spring	23110	4	Vallerga	10	0.86	Social Science
PSY 202	Mind and Society	Spring	22631	4	Vallerga	11	0.95	Social Science
WR 121	English Composition	Winter	12303	4	Suenaga	29	2.50	Humanities
WR 121	English Composition	Winter	12304	4	Clements, J	26	2.24	Humanities
WR 121	English Composition	Winter	12661	4	Clements, J	24	2.07	Humanities
WR 122	English Composition	Spring	22121	4	Clements, J	24	2.07	Humanities
WR 122	English Composition	Spring	22122	4	Clements, J	20	1.73	Humanities
WR 122	English Composition	Spring	22120	4	Suenaga	20	1.73	Humanities

MOUNTAIN VIEW HIGH SCHOOL TOTALS:

791 73.72

Total Number of Courses: 21

Summit	BI 121	Anatomy and Function I	Spring	22115	4	Colquhoun	11	1.42	Science
	BI 121	Anatomy and Function I	Spring	22591	4	Colquhoun	12	1.55	Science
	BI 121	Anatomy and Function I	Spring	22592	4	Colquhoun	11	1.42	Science
	BI 121	Anatomy and Function I	Spring	22593	4	Colquhoun	10	1.29	Science
	MTH 111	College Algebra	Fall	42266	4	Greenwood, J	16	1.38	Mathematics
	MTH 111	College Algebra	Fall	42560	4	Greenwood, J	10	0.86	Mathematics
	MTH 111	College Algebra	Fall	43551	4	Bussmann	7	0.60	Mathematics
	MTH 111	College Algebra	Fall	42283	4	Greenwood, J	10	0.86	Mathematics
	MTH 111	College Algebra	Fall	42607	4	Bussmann	5	0.43	Mathematics
	MTH 111	College Algebra	Fall	42267	4	Greenwood, J	10	0.86	Mathematics
	MTH 111	College Algebra	Fall	43550	4	Bussmann	10	0.86	Mathematics
	MTH 112	Trigonometry	Spring	23435	4	Bussmann	13	1.12	Mathematics
	MTH 112	Trigonometry	Spring	23438	4	Greenwood, J	9	0.78	Mathematics

MTH 112	Trigonometry	Spring	23439	4	Greenwood, J	9	0.78	Mathematics
MTH 112	Trigonometry	Spring	23436	4	Greenwood, J	7	0.60	Mathematics
MTH 112	Trigonometry	Spring	23433	4	Bussmann	6	0.52	Mathematics
MTH 112	Trigonometry	Spring	23434	4	Bussmann	4	0.35	Mathematics
MTH 112	Trigonometry	Spring	23437	4	Greenwood, J	6	0.52	Mathematics
MTH 251	Calculus I	Winter	12376	4	Quick	6	0.78	Mathematics
MTH 251	Calculus I	Winter	12377	4	Quick	7	0.91	Mathematics
MTH 252	Calculus II	Spring	22135	4	Quick	7	0.91	Mathematics
MTH 252	Calculus II	Spring	23145	4	Quick	6	0.78	Mathematics

SUMMIT HIGH SCHOOL TOTALS:

Total Number of Courses: 5

192 19.58

TOTALS

1204 116.24

College Now- Central Oregon Community College

2017-2018 Enrollment Bend LaPine High Schools

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
Bend Senior	AUT 107	Mechanical Systems I	Spring	23118	3	Garcia, J.	4	0.78	Natural & Industrial Resources
High School	AUT 110	Small Gas Engines	Spring	22799	3	Garcia, J.	4	0.78	Natural & Industrial Resources
	AUT 114	Welding for the Auto Trade	Winter	13825	3	Garcia, J.	1	0.19	Natural & Industrial Resources
	BAK 101	Intro to Baking & Pastry	Spring	23740	4	Ziegler, M.	2	0.35	Cascade Culinary Institute
	BI 121	Anatomy and Function I	Winter	12087	4	Bailey, B.	4	0.52	Science
	BI 121	Anatomy and Function I	Winter	12286	4	Bailey, B.	2	0.26	Science
	BI 122	Anatomy and Function II	Spring	22083	4	Bailey, B.	5	0.65	Science
	BI 122	Anatomy and Function II	Spring	23101	4	Bailey, B.	7	0.91	Science
	CUL 101	Introduction to Culinary Arts	Spring	23418	4	Ziegler, M.	2	0.35	Cascade Culinary Institute
	MFG 101	Blueprint Reading	Spring	22621	2	Carter, D.	5	0.65	Natural & Industrial Resources
	MFG 115	Design Processes I	Spring	22629	2	Meyers, G.	10	1.29	Natural & Industrial Resources
	MFG 115	Design Processes I	Spring	22806	2	Meyers, G.	18	2.33	Natural & Industrial Resources
	MFG 115	Design Processes I	Spring	22807	2	Meyers, G.	8	1.04	Natural & Industrial Resources
Total Number of Courses: 13			Bend Senior High School Totals:				72	10.10	
La Pine	HM 106	Lodging Management	Winter	13864	3	Baisch, J.	2	0.13	Cascade Culinary Institute
High School	HST 202	19th Century United States	Winter	13597	4	Wieber, K.	19	1.64	World Languages & Cultures
	HST 203	20th Century United States	Spring	23424	4	Wieber, K.	16	1.38	World Languages & Cultures
Total Number of Courses: 3			La Pine High School Totals:				37	3.15	
Marshall	MTH 111	College Algebra	Spring	23115	4	Greenwood, A.	4	0.35	Mathematics
High School	Total Number of Courses: 1		Marshall High School Totals:				4	0.35	
Mountain	BA 101	Intro to Business	Winter	12904	4	Lyons, G.	7	0.60	Business/Aviation
View High	BAK 101	Intro to Baking & Pastry	Spring	23428	4	Kimerling, S.	8	1.38	Cascade Culinary Institute
School	BI 121	Anatomy and Function I	Winter	12288	4	Leapaldt, S.	12	1.55	Science
	BI 121	Anatomy and Function I	Winter	12289	4	Leapaldt, S.	17	2.20	Science
	BI 122	Anatomy and Function II	Spring	22634	4	Leapaldt, S.	7	0.91	Science
	BI 122	Anatomy and Function II	Spring	22635	4	Leapaldt, S.	16	2.07	Science
	CJ 100	Survey Criminal Justice System	Winter	12908	3	Taroli, L.	23	1.49	Social Science
	CJ 220	Intro to Substantive Law	Winter	13558	3	Taroli, L.	19	1.23	Social Science
	CUL 101	Introduction to Culinary Arts	Spring	23430	4	Kimerling, S.	8	1.38	Cascade Culinary Institute

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	FA 101	Introduction to Film	Winter	12332	3	Clements, J.	8	0.52	Humanities
	FA 101	Introduction to Film	Winter	12333	3	Clements, J.	11	0.71	Humanities
	FA 101	Introduction to Film	Winter	12334	3	Clements, J.	10	0.65	Humanities
	HHP 270	Sport and Exercise Psychology	Winter	12914	3	Chroninger, R.	25	1.62	Health & Human Performance
	HHP 270	Sport and Exercise Psychology	Winter	12915	3	Chroninger, R.	18	1.16	Health & Human Performance
	HHP 270	Sport and Exercise Psychology	Spring	22637	3	Chroninger, R.	12	0.78	Health & Human Performance
	HHP 270	Sport and Exercise Psychology	Spring	22638	3	Chroninger, R.	13	0.84	Health & Human Performance
	MFG 101	Blueprint Reading	Spring	23109	2	Schrader, A.	5	0.65	Natural & Industrial Resources
	MTH 111	College Algebra	Fall	42562	4	Romero, A.	16	1.51	Mathematics
	MTH 111	College Algebra	Fall	42563	4	Romero, A.	22	2.07	Mathematics
	MTH 111	College Algebra	Fall	42564	4	Shore, L.	12	1.13	Mathematics
	MTH 111	College Algebra	Fall	42565	4	Shore, L.	18	1.69	Mathematics
	MTH 111	College Algebra	Fall	42606	4	Shore, L.	21	1.98	Mathematics
	MTH 111	College Algebra	Fall	42262	4	Sieveking, S.	25	2.35	Mathematics
	MTH 111	College Algebra	Fall	42561	4	Sieveking, S.	17	1.60	Mathematics
	MTH 112	Trigonometry	Winter	12071	4	Romero, A.	16	1.38	Mathematics
	MTH 112	Trigonometry	Winter	12072	4	Romero, A.	16	1.38	Mathematics
	MTH 112	Trigonometry	Winter	12073	4	Shore, L.	15	1.29	Mathematics
	MTH 112	Trigonometry	Winter	12074	4	Shore, L.	11	0.95	Mathematics
	MTH 112	Trigonometry	Winter	12077	4	Shore, L.	16	1.38	Mathematics
	MTH 112	Trigonometry	Winter	12078	4	Sieveking, S.	13	1.12	Mathematics
	MTH 112	Trigonometry	Winter	12379	4	Sieveking, S.	24	2.07	Mathematics
	MTH 113	Topics in Precalculus	Spring	21867	4	Romero, A.	3	0.26	Mathematics
	MTH 113	Topics in Precalculus	Spring	21870	4	Romero, A.	3	0.26	Mathematics
	MTH 113	Topics in Precalculus	Spring	21872	4	Shore, L.	6	0.52	Mathematics
	MTH 113	Topics in Precalculus	Spring	22130	4	Shore, L.	3	0.26	Mathematics
	MTH 113	Topics in Precalculus	Spring	22134	4	Shore, L.	1	0.09	Mathematics
	MTH 113	Topics in Precalculus	Spring	22128	4	Sieveking, S.	4	0.35	Mathematics
	MTH 113	Topics in Precalculus	Spring	22131	4	Sieveking, S.	8	0.69	Mathematics
	MTH 251	Calculus I	Winter	12373	4	Sieveking, S.	21	2.72	Mathematics
	MTH 251	Calculus I	Winter	12374	4	Sieveking, S.	19	2.46	Mathematics
	MTH 252	Calculus II	Spring	21868	4	Sieveking, S.	21	2.72	Mathematics

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	MTH 252	Calculus II	Spring	23124	4	Sieveking, S.	16	2.07	Mathematics
	MTH 253	Calculus III	Spring	23125	4	Sieveking, S.	8	1.04	Mathematics
	PSY 201	Mind and Brain	Winter	12969	4	Vallerga, T.	14	1.21	Social Science
	PSY 202	Mind and Society	Spring	22631	4	Vallerga, T.	10	0.86	Social Science
	WR 121	Academic Composition	Winter	12303	4	Clements, J.	23	1.98	Humanities
	WR 121	Academic Composition	Winter	12304	4	Clements, J.	26	2.24	Humanities
	WR 121	Academic Composition	Winter	12661	4	Suenaga, K.	25	2.16	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22121	4	Clements, J.	22	1.90	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22122	4	Clements, J.	19	1.64	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22120	4	Suenaga, K.	21	1.81	Humanities
Total Number of Courses: 51			Mountain View High School Totals:				734	68.88	
Summit	BI 121	Anatomy and Function I	Spring	22115	4	Colquhoun, J.	13	1.68	Science
High School	BI 121	Anatomy and Function I	Spring	22591	4	Colquhoun, J.	7	0.91	Science
	BI 121	Anatomy and Function I	Spring	22592	4	Colquhoun, J.	10	1.29	Science
	HST 202	19th Century United States	Winter	13833	4	Justema, E.	14	1.21	World Languages & Cultures
	HST 202	19th Century United States	Winter	13834	4	Justema, E.	11	0.95	World Languages & Cultures
	HST 203	20th Century United States	Spring	23738	4	Justema, E.	7	0.60	World Languages & Cultures
	HST 203	20th Century United States	Spring	23741	4	Justema, E.	9	0.78	World Languages & Cultures
	MTH 111	College Algebra	Winter	12991	4	Bussmann, H.	29	2.50	Mathematics
	MTH 111	College Algebra	Winter	12992	4	Bussmann, H.	21	1.81	Mathematics
	MTH 111	College Algebra	Winter	13604	4	Greenwood, J.	8	0.69	Mathematics
	MTH 111	College Algebra	Winter	13838	4	Greenwood, J.	15	1.29	Mathematics
	MTH 111	College Algebra	Winter	13839	4	Greenwood, J.	17	1.47	Mathematics
	MTH 112	Trigonometry	Spring	23433	4	Bussmann, H.	16	1.38	Mathematics
	MTH 112	Trigonometry	Spring	23434	4	Bussmann, H.	10	0.86	Mathematics
	MTH 112	Trigonometry	Spring	23436	4	Greenwood, J.	8	0.69	Mathematics
	MTH 112	Trigonometry	Spring	23437	4	Greenwood, J.	9	0.78	Mathematics
	MTH 112	Trigonometry	Spring	23438	4	Greenwood, J.	4	0.35	Mathematics
	MTH 251	Calculus I	Winter	12376	4	Quick, K.	12	1.55	Mathematics
	MTH 251	Calculus I	Winter	12377	4	Quick, K.	9	1.16	Mathematics
	MTH 251	Calculus I	Winter	13291	4	Quick, K.	2	0.26	Mathematics
	MTH 252	Calculus II	Spring	22135	4	Quick, K.	9	1.16	Mathematics

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	MTH 252	Calculus II	Spring	23145	4	Quick, K.	5	0.65	Mathematics
	WR 121	Academic Composition	Winter	12306	4	Holdredge, A.	23	1.98	Humanities
	WR 121	Academic Composition	Winter	12307	4	Holdredge, A.	27	2.33	Humanities
	WR 121	Academic Composition	Winter	13840	4	Holdredge, A.	30	2.59	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22124	4	Holdredge, A.	26	2.24	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22800	4	Holdredge, A.	19	1.64	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	23744	4	Holdredge, A.	15	1.29	Humanities
<i>Total Number of Courses: 28</i>			<i>Summit High School Totals:</i>				<i>385</i>	<i>36.09</i>	
<i>TOTALS:</i>							<i>1,232</i>	<i>118.57</i>	

Cascades Commitment Teacher Training and Enrollment Report - 2014-15 to Present								
March 20, 2019								
School	Course	Teachers Trained	Enrollment 2014-15	Enrollment 2015-16	Enrollment 2016-17	Enrollment 2017-18	Offering 2018-19	Total Enrollment
Bend High	WR 121 Academic Composition	1	65	53	23			141
	WR 122 Argument, Research, Multimodal Comp	1	49	40	23			112
Crook County High	HST 202 19th & Early 20th Century US History	1			41	43	X	84
	HST 203 20th & Early 21st Century US History	1			30	40	X	70
	WR 121 Academic Composition	3	17	17	21	20	X	75
	WR 122 Argument, Research, Multimodal Comp	3	14	15	17	19	X	65
Culver High	HST 202 19th & Early 20th Century US History	1				18	X	18
	HST 203 20th & Early 21st Century US History	1				15	X	15
	MTH 111 College Algebra	2	10	10	13	19	X	52
	MTH 112 Trigonometry	2			9	13	X	22
	WR 121 Academic Composition	1	15	25	19	24	X	83
	WR 122 Argument, Research, Multimodal Comp	1		22		17	X	39
La Pine High	HST 202 19th & Early 20th Century US History	1			18	19	X	37
	HST 203 20th & Early 21st Century US History	1			18	16	X	34
	MTH 111 College Algebra	2		12	18		X	30
	MTH 112 Trigonometry	2			17		X	17
	WR 121 Academic Composition	1	27	17	25			69
	WR 122 Argument, Research, Multimodal Comp	1	19	8				27
Madras High	MTH 111 College Algebra	3	14	14	24	33	X	85
	MTH 112 Trigonometry	3	14	12	19	30	X	75
	WR 121 Academic Composition	4	38	27	48	56	X	169
	WR 122 Argument, Research, Multimodal Comp	4	5	4	18	22	X	49
Marshall High	MTH 111 College Algebra	1			8	4	X	12
Mountain View High	MTH 111 College Algebra	4	89	92	83	90	X	354
	MTH 112 Trigonometry	4	75	83	55	69	X	282
	WR 121 Academic Composition	8	90	82	79	74	X	325
	WR 122 Argument, Research, Multimodal Comp	8	72	65	64	62	X	263

School	Course	Teachers Trained	Enrollment 2014-15	Enrollment 2015-16	Enrollment 2016-17	Enrollment 2017-18	Offering 2018-19	Total Enrollment
Redmond High	HST 202 19th & Early 20th Century US History	1	34	44	22	32	X	54
	HST 203 20th & Early 21st Century US History	1			10	22	X	32
	MTH 111 College Algebra	2			47	49	X	174
	MTH 112 Trigonometry	2			35	32	X	67
	WR 121 Academic Composition	4			27	31	X	58
	WR 122 Argument, Research, Multimodal Comp	4						
Ridgeview High	HST 202 19th & Early 20th Century US History	1	50	73	44			167
	HST 203 20th & Early 21st Century US History	1						
	MTH 111 College Algebra	4						
	MTH 112 Trigonometry	4			27			118
	WR 121 Academic Composition	3			40	54	X	94
	WR 122 Argument, Research, Multimodal Comp	3			36	32	X	68
Sisters High	HST 202 19th & Early 20th Century US History	1					X	Started 2018-19
	HST 203 20th & Early 21st Century US History	1					X	
	MTH 111 College Algebra	2			17	29	X	46
	MTH 112 Trigonometry	2			12	25	X	37
	WR 121 Academic Composition	1			21	22	X	43
	WR 122 Argument, Research, Multimodal Comp	1						
Summit High	HST 202 19th & Early 20th Century US History	2	62	99	68	25	X	25
	HST 203 20th & Early 21st Century US History	2				16	X	16
	MTH 111 College Algebra	4				90	X	319
	MTH 112 Trigonometry	4				54	X	101
	WR 121 Academic Composition	6				80	X	80
	WR 122 Argument, Research, Multimodal Comp	6				60	X	60
TOTALS		127	804	860	1150	1349		4163

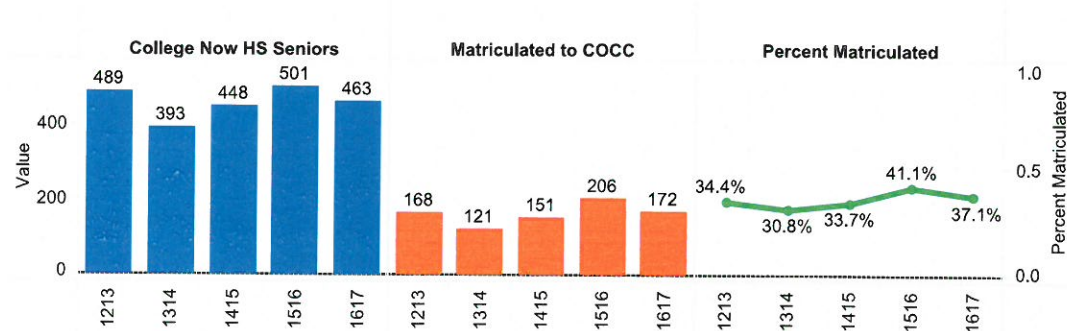
Cascades Commitment Matriculation and Comparison of Successful Course Completion

Select Program/Subject Area:

All

Matriculation of High School Seniors who Took Cascades Commitment courses, then enrolled at COCC the next year after graduation

The year represents student's high school senior year

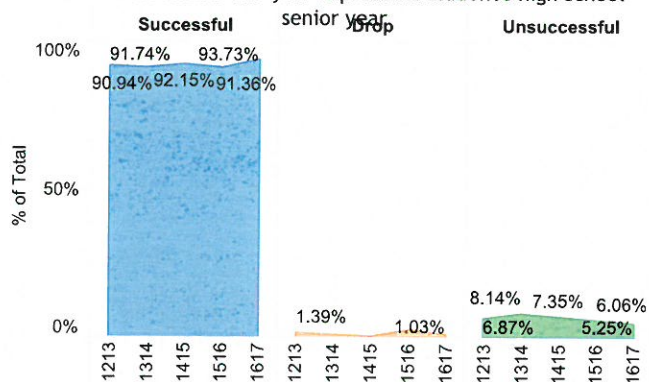


Comparison of Course Success Rates: How did the students who matriculated to COCC (in the chart above) do in their Cascades Commitment courses compared to their COCC courses?

Mouse over charts to see details.

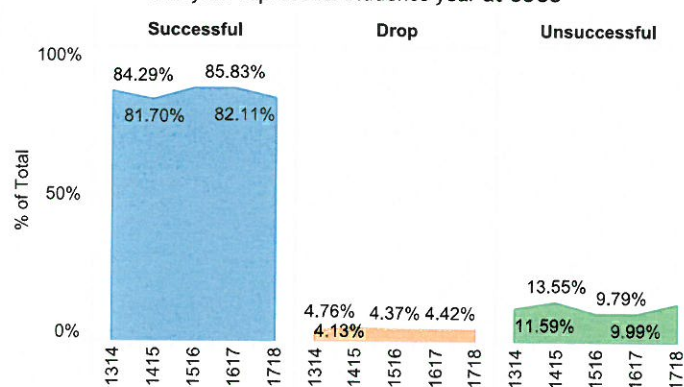
Cascades Commitment Course Success as High School Seniors

The year represents student's high school senior year



Course Success after Matriculating to COCC

The year represents student's year at COCC



169 SW COAST HWY
NEWPORT, OREGON 97365

COAST GUARD CITY, USA



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MOMBETSU, JAPAN, SISTER CITY

March 21, 2019

Joint Ways & Means Committee
State of Oregon Legislature
900 Court St. NE, Room H-178
Salem OR 97301

RE: 2019-2021 Budget Testimony & Funding for the City of Newport's Big Creek Dams

Dear Co-Chair Steiner Hayward, Co-Chair Johnson, Co-Chair Rayfield and Committee Members:

Please accept this written testimony to supplement information presented on behalf of the City of Newport (City) at the public budget hearing in Redmond, OR on March 16, 2019.

As was shared at the meeting, the Big Creek Dams hold the City's sole source of potable water serving 10,000 residents, 2.5 million visitors per year, and the Oregon Coast's largest fishing fleet. Those dams **face a threat of total failure** in the event of even a moderate earthquake of M3.0 or higher. Without action from the State of Oregon, the lives and livelihood of our community are at risk.

To ensure the safety of Newport's citizens, environment, and economy, the City respectfully requests a \$4M allocation from the State of Oregon during the 2019-21 biennium. This funding is necessary to continue to fund the design process, the next critical step in replacing the outdated and at-risk Big Creek Dams with a long-term sustainable and seismically-sound solution.

Because of the City's close proximity to numerous fault lines, the question of an earthquake affecting the community is more about *when* – than *if*. Because of the dams' high risk of failure during even a moderate seismic event, Oregon's Dam Safety Engineer has rated the Big Creek Dams as the 2nd and 3rd most structurally deficient dams in the state.

In the case of a moderate or severe earthquake in the region, the dams are vulnerable to complete failure — causing potential loss of life and devastating risks for the health and safety of Newport's citizens and visitors. The immediate life/safety threat of failure is compounded by the severe threat to the region's economy, primarily supported by commercial fishing and tourism, which depend upon consistent access to potable water. **Approximately 7,500 jobs would be impacted by the loss of water supply, and local healthcare facilities would be unable to operate. The total economic impact could reach \$1B in three years, and would grow to \$2B in five years following a dam failure.**

EST.

1882

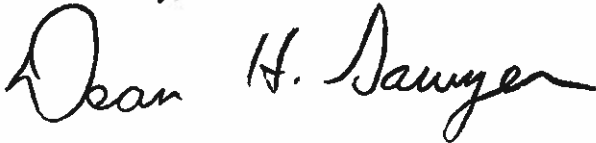
To avoid these types of catastrophic results, the time to act to protect the water infrastructure is now. Without immediate help from the state, the City is unable to adequately address one of the most critical infrastructure issues currently facing the Mid-Coast region.

An initial, up-front investment of \$4M from the State of Oregon to support the replacement of the Big Creek Dams will (1) provide necessary funding to complete the design of the preferred option, (2) provide match funding for prospective federal (FEMA) funding, and (3) demonstrate that elected officials consider the safety and livelihood of coastal citizens a priority of the state.

Feasibility and selection of the preferred option, a roller-compacted concrete dam, was thoroughly researched and discussed by City staff, local elected officials, and State regulatory agencies, and has undergone many rounds of expert review, including a value engineering assessment conducted by experts from across the nation. To date, the City has invested \$2.5 million in the project, and the total cost for the necessary dam replacement is estimate at nearly \$70 million. Senator Arnie Roblan and Representative David Gomborg have co-sponsored SB 894 to propose funding \$44M for the construction of the replacement dam. The City realizes that the success of such a large ask in the upcoming biennium is small, but commitment of financial support from the State of Oregon Legislature is essential now to avoid delays in design and permitting that put our community, residents, businesses, and environment at risk.

We thank you for your consideration and look forward to working with you to help ensure the health, safety, and economic resiliency of our community.

Sincerely,



Dean Sawyer
Mayor
d.sawyer@newportoregon.gov



Spencer Nebel
City Manager
s.nebel@newportoregon.gov



Timothy Gross
Director of Public Works/City Engineer
t.gross@newportoregon.gov



Ways and Means Committee

First, thank you for holding committee sessions in several areas of the state to glean public testimony about the budget issues facing the state.

Your task of finding solutions to funding shortfalls and allocating available resources is herculean as you consider Governor Brown's proposal, long-term budget stability and some of the needs within the state. There are several budget considerations impacting our region I hope you will examine:

K-12. While the commitment to education is paramount, and classroom crowding and relative constriction of classroom teachers may require additional emphasis and funding, the proposed budget does not seem to outline solutions to ongoing issues that plague the system.

- Oregon certainly did not adequately pay teachers for their services for a number of years, and the PERS tradeoff commitments should be honored to the degree practical. You are much more versed in the extreme examples and proposed remedies than I. But I hope the focus can be shifted back to actual classrooms rather than PERS and union activities and support.
- Throwing more money into the current system may not be the only choice: Madras High School (Jefferson County) had a 50% graduation rate several years ago. Enter two co-principals who helped change the educational approach, including creating an alternative school – Bridges – to give more attention to struggling youth. Over 4 years the graduation rate improved to over 80% last year, with the current year allegedly being on track for more than a 90% combined rate for the two schools – all without a large increase in cost per student.
- In addition to better funding, perhaps the State can become more flexible in allowing education innovation while still requiring accountability.

OHP. It is gratifying that there is still an effort to cover Oregon's population for many basic health needs. The "scarcity mindset" and negative dialog that has permeated our culture, particularly over the past several years, has an adverse effect on community health, abetting stress-related illnesses and mental and behavioral dysfunction. With the Federal Administration's parsimonious approach to anything it considers an "entitlement", Oregon will have to shoulder a larger share to keep even minimal services available.

The "Rest". I feel discouraged that many of the State service and regulatory arms are slated to be shortchanged. In face to the current federal philosophies of deregulation at all costs and deprecation of any inconvenient science, it is crucial for Oregon to ensure that its natural and population resources are protected. We seem to have returned to the age of the "robber barons" where any means are acceptable as long as business or a personal (or party) ideology is served. Besides improving the accountability and efficiencies of some of the agencies such as DHS and DOE, there are other areas worthy of specific consideration:

- **Water and Environment:** DEQ will need additional resources to compensate for the diminution of regulatory protections under the EPA. OWRD would benefit from some additional incentives for on-farm conservation projects and some administrative tweaks that would allow collaborative management solutions in specific basins; e.g. the collaborative solution that Rep Walden failed to support in the Klamath Basin and the incipient opportunity of sharing water resources among districts in the Deschutes Basin.

- **Wildlife and Forest:** Support for management and protections in face of biome changes from climate and fire will be needed, especially with the proposed decreases in funding for US Forest and Fish and Wildlife Services and diminution of the ESA protections.
- **Land use planning:** Whether one loves or hates Oregon's program, it is integral to community and environmental wellbeing. A frequent scapegoat by those wishing a more laissez faire approach, the program and philosophy has served Oregon well and deserves both legislative and financial support, particularly since the precepts sustain the values fueling Oregon's tourism. Underfunding or hobbling planning will not serve us. Deschutes County, for example, continues to seek solutions for problems from pre-SB100 decisions; Bend just incurred a large debt for infrastructure that had been "deferred" for decades in favor of "economic growth" or better developer margins.
- **Parks:** The State Parks system has long been a gem for us residents. Its major support has been skewed towards the Lottery Funds, where there is considerable competition for financial allocations. All socio-economic classes could access the system; but fees have risen considerably as general funding diminished. Residents and non-residents pay the same. Perhaps more of the tourist dollar potential could be captured and residence contribution acknowledged by a fee differential or residence credit.
- **Public Health Modernization:** This process is a key program for our area. A regionalized approach includes Jefferson, Deschutes and Crook Counties has developed to prevent unnecessary duplication of some types of services, share uniquely skilled personnel (e.g. an epidemiologist), collaborate with data and resource sharing and equilibrate some aspects of the socio-economic determinates of health risks and care delivery. Communicable disease prevention (including immunizations and STDs), food and water inspections, women's health, prenatal and early child care, addiction, mental health, and outreach efforts are more in need of support as the Federal Administration seeks cuts in safety-net programs and targets food assistance, addiction and reproductive health because of ideology. Deschutes County Public Health has a robust plan to meet its increasing population as well as OHA and partner county goals. It also addresses and seeks solutions to Central and Eastern Oregon's inadequate mental health needs, particularly for acute or crisis management (e.g. there is no facility except for the hospital for holding patients in the latter category). The modernization program needs sufficient financial support over time to address these concerns.
- **Marijuana:** Even before Oregon had completed its initial recreational marijuana state regulations, hedge funds with resident shills were buying land for marijuana production in Deschutes County. Recognizing that OLCC did not have the resources to meet the legislative requirements allotted to it nor the will to address land use issues, the County looked to local regulations, patterning some of its policies after Boulder County, CO, and utilizing information from Colorado and Washington about their experiences and changes in service requirements following legalization in their states. All faced the term "crop" as a definition that was designed to exclude marijuana production from any scrutiny additional to what would be given traditional farm production. The facts that the "crop" itself is a "controlled substance" without the need for additional processing (e.g. distilling, extraction, etc.) and its production practice impacts fell far beyond property lines, led to a complex set of sidebars at both the State and local levels. Now that the marijuana industry is an economic cash cow, it is lobbying like big tobacco and Perdu Pharmaceuticals to convince policymakers of the product's harmlessness and over-restricted status. However, we are not quite out of the woods. The NIH has long had rather damning evidence of negative developmental impacts on the adolescent brain – some alleged to be permanent. The hope is that additional research will clarify the risk-benefit profiles of marijuana and its compounds. In the meantime, State support to public

health entities to provide education allowing a more informed choice and to land use planning departments trying to balance opportunities for marijuana growth and processing against local resident's concerns would be extremely beneficial.

- **Emergency Management:** Because we cannot sense the seismologic processes or imagine the wildfire, storm, or tornado in our personal reality, preparedness is prone to be pushed to the back of the queue. While some NGOs are active in this arena, Oregon cannot afford to discount its importance and the need for ongoing support to infrastructure and resiliency.
- **OSP:** This agency has been understaffed for years. It deserves more support.
- **Voting:** While laudable, the goal of 100% election participation does not seem plausible. Oregon had a 60% turnout for this last election. How much of the 40% would have been captured by prepaid ballot return envelopes? Could those funds be more productive elsewhere?

Taxation.

- A number of us have consistently supported a selective sales tax, even on multi-state corporations, to help capture the heavily promoted tourism industry and have larger corporations pay somewhat more to support the state and offset some of the publicly-subsidized tax breaks they have received over time.
- Oregon is not particularly tax friendly in terms of its heavy dependence on personal income, property and estate taxes. I am not aware of any discussion about addressing the impacts of the recent federal tax reform, especially as it relates to SALT. Oregon was the 6th highest state impacted. Unlike the corporate rates which are permanent, SALT is slated to expire in 2023. In the likely event that they are extended, I hope Oregon will have a contingency plan.
- Lottery Funds have been a lifesaver for many programs. But it is becoming an easy target with the potential for inadequate program funding because of the number of programs claiming allocations.
- Perhaps tax payers could check a box in their returns to donate their "kicker" credit as a deduction back to a State rainy day pool or general fund "foundation". An option list of different programs may serve as a bellweather of what the population supports.

Pay raise. While Oregon legislators may be worth more than currently paid, in the absence of campaign finance reform and better accountability sidebars on professional legislators, a pay raise while this committee is struggling to find an additional \$3B to keep the State solvent seems disingenuous. It is more like Congress than Oregon. Perhaps a means test of determining who should be "living wage" eligible? And then there are the campaign costs.

Thank you for what you do in the legislature for all of us and for the opportunity to submit comments.

Jim Powell
Coventry Circle
Bend OR 97702

3/22/2019

From: [Jen Renzaglia](#)
To: [waysandmeans budget](#)
Subject: Educational funding
Date: Saturday, March 23, 2019 10:50:20 AM

Hello- Please fund Education appropriately and be mindful and courageous in doing so. Oregon has a reputation for NOT looking out for its children (class room sizes too large, not enough teachers, lack in support services like counselors and school nurses, etc.).

It takes a while to turn a sinking ship around and now is no time to slack off. The old meme of “throwing money at it won’t solve anything” is untrue and worn out; be brave and do the right thing for the whole state.

Sincerely,

Jennifer Renzaglia
Bend, OR

From: [Staci Fisher](#)
To: [waysandmeans budget](#)
Subject: Education Funding
Date: Saturday, March 23, 2019 10:50:46 AM

Dear Ways and Means Committee,

I am writing to ask you to consider funding education based on Governor Brown's recommendation.

My concerns are around that if you were to pass the current level of funding that we would lose important service and quality of care for Oregon's students. In the past seven years since joining education I have been ask to do more and to continue to go above and beyond and I have. Finding out about your proposed budget was a punch in the gut. I have shoved kids into closets for armed intruder drills, I have assisted in helping students work through mental illness, homelessness, pregnancy, gang affiliation and graduate from high school. To be told that I will now continue to do this but with less nurses, ELL liaisons, Educational Assistants, teachers and programming will make not only my job, but my desire to continue in this field harder.

Another thing I want to note is that educator training programs are declining due to the stress and strain of the job. I no longer advise my students to go into ANY part of education. I know that I am not the only educator who is doing this. In my current senior class of 80 Seniors, I have ONE who wants to be a teacher. Please let the weight of that sink in.

I am asking you to reconsider your proposed budget for K-12 education funding. If you have any questions or concerns, please feel free to contact me.

Sincerely,

Staci Fisher
Counselor
Bend Senior High School