Eugene School District 4J
Sustainable Budget Strategy Options
Web Survey Results – *Oct. 12–26, 2010*

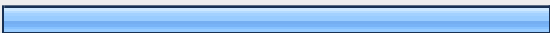**4J SUSTAINABLE BUDGET DEVELOPMENT**

Web Survey Results:

• **Parents/Students/Community Input**

• **4J Staff Input**

• **Summary of Responses to Open-Ended Questions:**

Question 14: Are there some other cost-reduction strategies that we should be considering?

Question 15: Are there some other revenue enhancement strategies that we should be considering?

Sustainable Budget Survey

1. Please indicate your status with the district

		Response Percent	Response Count
Student		5.7%	99
Parent or guardian of a current 4J student		**82.9%**	**1,438**
Community member (not a student or a parent of a current student)		11.6%	201
Staff member: Licensed		0.0%	0
Staff member: Classified		0.0%	0
Staff member: Building administrator		0.0%	0
Staff member: Central service administrator		0.0%	0
Other (please specify)			54
		answered question	1,734
		skipped question	32

2. If you are a 4J parent or student, please tell us where you or your student(s) attend school.

	Churchill region	North region	Sheldon region	South region	Response Count
Elementary School	20.9% (180)	17.0% (147)	27.8% (240)	**34.9% (301)**	863
K-8 School	**42.9% (54)**	13.5% (17)	13.5% (17)	30.2% (38)	126
Middle School	20.0% (114)	19.5% (111)	29.5% (168)	**30.9% (176)**	569
High School	24.3% (123)	11.7% (59)	30.2% (153)	**35.0% (177)**	506
Other (please specify)					42
				answered question	1,532
				skipped question	234

3. If you are a 4J staff member, please indicate the place of your primary assignment.

	Churchill region	North region	Sheldon region	South region	Central service location	Response Count
Elementary School	23.1% (3)	**46.2% (6)**	30.8% (4)	23.1% (3)	0.0% (0)	13
K-8 School	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0
Middle School	28.6% (2)	28.6% (2)	**42.9% (3)**	28.6% (2)	0.0% (0)	7
High School	**50.0% (3)**	0.0% (0)	**50.0% (3)**	0.0% (0)	0.0% (0)	6
Central service department	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (2)**	2
Other (please specify)						15
answered question						**26**
skipped question						**1,740**

4. Revenue Enhancement Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Add/increase community user fees for use of schools and facilities	32.2% (528)	**35.7% (586)**	15.0% (246)	10.2% (168)	6.9% (114)	3.76	1,642
Increase fundraising	**32.4% (532)**	29.7% (488)	20.7% (340)	12.1% (198)	5.2% (85)	3.72	1,643
Pursue more grant opportunities	**72.7% (1,202)**	17.9% (296)	6.5% (107)	1.3% (22)	1.6% (27)	4.59	1,654
New tax for school operations	**33.5% (551)**	22.8% (375)	14.7% (241)	13.4% (221)	15.6% (257)	3.45	1,645
Bond measure for new schools, facility improvements, technology	**35.4% (577)**	26.3% (428)	17.4% (283)	9.3% (152)	11.5% (188)	3.65	1,628
Sell or lease surplus properties	**60.0% (998)**	24.7% (411)	9.8% (163)	3.5% (59)	1.9% (32)	4.37	1,663
Construction Excise Tax (a local tax on the value of new construction to pay for school facility improvements and some equipment)	**29.4% (484)**	24.4% (401)	18.7% (307)	12.0% (198)	15.5% (255)	3.40	1,645
					answered question		1,683
					skipped question		83

5. Fewer School/Work Days Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce the school year (traditionally 176 days)	9.2% (153)	14.1% (236)	6.9% (116)	18.1% (302)	51.7% (863)	2.11	1,670
Reduce non-instructional days for school staff and central office staff	28.6% (478)	32.3% (540)	16.5% (276)	12.9% (215)	9.6% (161)	3.57	1,670
Close the central office during spring and winter break (for 8-12 days)	54.4% (919)	31.2% (526)	9.1% (153)	3.8% (64)	1.5% (26)	4.33	1,688
					answered question		1,690
					skipped question		76

6. Staff Reduction Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce central services staff	21.4% (352)	28.9% (476)	17.0% (280)	16.8% (277)	15.9% (262)	3.23	1,647
Reduce school staff	4.0% (65)	9.4% (154)	9.2% (152)	21.0% (346)	56.4% (927)	1.83	1,644
					answered question		1,678
					skipped question		88

7. School Closure and Consolidation Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Close three schools or more	9.6% (153)	13.3% (212)	14.2% (226)	20.2% (323)	**42.8% (683)**	2.27	1,597
Close one or more elementary schools	15.2% (251)	21.6% (357)	11.9% (197)	17.3% (285)	**33.9% (559)**	2.67	1,649
Close one or more middle schools	8.2% (134)	16.3% (266)	14.7% (240)	21.5% (351)	**39.4% (643)**	2.32	1,634
Close one high school	8.0% (130)	10.9% (177)	12.8% (209)	18.0% (293)	**50.3% (820)**	2.08	1,629
Close and consolidate schools after building new larger schools. (A bond measure would need to be approved by voters and could replace a bond measure that will be paid off this year.)	10.2% (165)	18.6% (302)	16.1% (261)	15.7% (255)	**39.5% (642)**	2.44	1,625
					answered question		1,667
					skipped question		99

8. Share Services or Contract Out Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
- Contract with Lane Education Service District for shared services	24.1% (395)	**38.1% (623)**	25.9% (423)	5.7% (94)	6.2% (101)	3.68	1,636
- Consolidate non-instructional functions with Springfield and/or Bethel school districts	31.4% (516)	**35.9% (589)**	19.8% (325)	6.9% (113)	6.0% (99)	3.80	1,642
- Contract out to outsource business and other operational functions	16.6% (271)	**27.6% (451)**	27.1% (444)	15.0% (246)	13.7% (225)	3.18	1,637
					answered question		1,648
					skipped question		118

9. Materials, Supplies and Discretionary Funds Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce spending and budgets for supplies, materials and services	17.8% (294)	**33.1% (546)**	15.0% (247)	20.3% (335)	13.7% (226)	3.21	1,648
					answered question		1,648
					skipped question		118

10. School and Instruction Redesign Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reconfigure schools in new or different grade configurations (such as grade K-6 schools, grade K-8 schools, grade 7-12 schools, etc.)	11.2% (182)	**28.7% (468)**	20.6% (336)	21.5% (351)	18.1% (295)	2.93	1,632
Online learning/use of technology	20.1% (327)	**31.3% (508)**	16.8% (273)	16.7% (272)	15.1% (245)	3.25	1,625
Larger lecture classes at middle or high school	7.3% (119)	20.9% (341)	13.3% (216)	27.0% (440)	**31.4% (512)**	2.46	1,628
Flexible credit options (different ways for students to earn credit outside a typical classroom experience)	27.0% (439)	**36.3% (590)**	15.3% (249)	12.9% (209)	8.4% (137)	3.61	1,624
Change to a program staffing model that centrally allocates staff to each school for certain programs/services such as music, physical education, art, counseling, librarians. This would not provide additional staff to schools, but would change the way staff is allocated. Currently, each school decides how to use the staff that is allocated to the school.	15.2% (247)	27.5% (447)	**29.9% (486)**	14.6% (238)	12.9% (210)	3.17	1,628
					answered question		1,643
					skipped question		123

11. Non-Instructional Programs Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce funding for athletics, extracurricular activities, field trips	11.8% (192)	21.3% (348)	8.2% (134)	24.5% (400)	**34.2% (558)**	2.52	1,632
Reduce equity and diversity initiatives	18.1% (293)	19.7% (319)	**21.7% (353)**	19.7% (319)	20.9% (339)	2.94	1,623
Reduce student support services (such as counselors, librarians, nurses)	5.2% (84)	10.3% (168)	10.4% (169)	33.0% (537)	**41.1% (668)**	2.05	1,626
Reduce professional development for teachers and other staff	13.0% (212)	21.7% (354)	17.1% (278)	**26.8% (437)**	21.4% (348)	2.78	1,629
					answered question		1,640
					skipped question		126

12. Reserves and One-Time Funds Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Use reserves to pay for staff and operating costs	10.0% (163)	23.6% (385)	22.4% (365)	**24.4% (398)**	19.6% (319)	2.80	1,630
					answered question		1,630
					skipped question		136

13. Compensation and Benefits for Staff

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Negotiate salary freezes or reductions	21.8% (354)	**23.9% (387)**	13.9% (226)	21.0% (340)	19.4% (315)	3.08	1,622
Negotiate benefits changes (health insurance, PERS retirement, etc.)	**28.6% (464)**	21.3% (346)	13.2% (214)	18.0% (293)	18.9% (307)	3.23	1,624
Negotiate workday reductions and furloughs	18.7% (303)	**24.5% (398)**	16.1% (262)	21.0% (341)	19.7% (320)	3.01	1,624
					answered question		1,629
					skipped question		137

14. Are there some other cost reduction strategies that we should be considering?

	Response Count
	675
answered question	675
skipped question	1,091

15. Are there some other revenue enhancement strategies that we should be considering?

	Response Count
	489
answered question	489
skipped question	1,277

Sustainable Budget Survey

1. Please indicate your status with the district

		Response Percent	Response Count
Student		0.2%	1
Parent or guardian of a current 4J student		18.5%	123
Community member (not a student or a parent of a current student)		0.3%	2
Staff member: Licensed		**56.7%**	**377**
Staff member: Classified		34.3%	228
Staff member: Building administrator		4.5%	30
Staff member: Central service administrator		4.8%	32
Other (please specify)			7
	answered question		665
	skipped question		0

2. If you are a 4J parent or student, please tell us where you or your student(s) attend school.

	Churchill region	North region	Sheldon region	South region	Response Count
Elementary School	26.5% (22)	22.9% (19)	21.7% (18)	**32.5% (27)**	83
K-8 School	**60.0% (6)**	0.0% (0)	0.0% (0)	40.0% (4)	10
Middle School	15.4% (8)	21.2% (11)	**32.7% (17)**	30.8% (16)	52
High School	22.7% (20)	13.6% (12)	**33.0% (29)**	31.8% (28)	88
Other (please specify)					5
			answered question		185
			skipped question		480

3. If you are a 4J staff member, please indicate the place of your primary assignment.

	Churchill region	North region	Sheldon region	South region	Central service location	Response Count
Elementary School	28.2% (67)	**31.1% (74)**	23.5% (56)	21.0% (50)	1.7% (4)	238
K-8 School	**54.3% (19)**	14.3% (5)	17.1% (6)	17.1% (6)	5.7% (2)	35
Middle School	15.4% (18)	**30.8% (36)**	26.5% (31)	27.4% (32)	2.6% (3)	117
High School	**34.0% (65)**	17.8% (34)	25.1% (48)	24.1% (46)	1.6% (3)	191
Central service department	6.0% (5)	2.4% (2)	2.4% (2)	0.0% (0)	**90.5% (76)**	84
					Other (please specify)	36
					answered question	**635**
					skipped question	**30**

4. Revenue Enhancement Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Add/increase community user fees for use of schools and facilities	45.3% (288)	37.4% (238)	9.9% (63)	5.5% (35)	1.9% (12)	4.19	636
Increase fundraising	39.6% (249)	30.7% (193)	20.0% (126)	6.7% (42)	3.0% (19)	3.97	629
Pursue more grant opportunities	71.2% (454)	18.8% (120)	8.3% (53)	1.3% (8)	0.5% (3)	4.59	638
New tax for school operations	43.5% (274)	27.5% (173)	14.0% (88)	7.0% (44)	8.1% (51)	3.91	630
Bond measure for new schools, facility improvements, technology	47.8% (302)	27.4% (173)	11.4% (72)	6.3% (40)	7.1% (45)	4.02	632
Sell or lease surplus properties	73.2% (468)	19.7% (126)	4.7% (30)	1.9% (12)	0.5% (3)	4.63	639
Construction Excise Tax (a local tax on the value of new construction to pay for school facility improvements and some equipment)	33.2% (209)	29.0% (183)	21.9% (138)	8.9% (56)	7.0% (44)	3.73	630
					answered question		644
					skipped question		21

5. Fewer School/Work Days Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce the school year (traditionally 176 days)	22.9% (145)	**32.2% (204)**	8.2% (52)	15.8% (100)	21.0% (133)	3.20	634
Reduce non-instructional days for school staff and central office staff	24.2% (153)	**34.5% (218)**	9.8% (62)	15.5% (98)	15.8% (100)	3.36	631
Close the central office during spring and winter break (for 8-12 days)	**62.3% (397)**	26.5% (169)	4.2% (27)	4.7% (30)	2.2% (14)	4.42	637
					answered question		**639**
					skipped question		**26**

6. Staff Reduction Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce central services staff	21.7% (134)	**28.8% (178)**	13.1% (81)	20.3% (125)	16.0% (99)	3.20	617
Reduce school staff	1.8% (11)	7.5% (46)	5.6% (34)	20.2% (123)	**64.9% (396)**	1.61	610
					answered question		**627**
					skipped question		**38**

7. School Closure and Consolidation Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Close three schools or more	20.0% (118)	21.5% (127)	13.7% (81)	16.6% (98)	**28.3% (167)**	2.88	591
Close one or more elementary schools	**32.0% (195)**	28.2% (172)	10.8% (66)	11.8% (72)	17.2% (105)	3.46	610
Close one or more middle schools	12.7% (77)	22.5% (136)	16.7% (101)	19.7% (119)	**28.3% (171)**	2.72	604
Close one high school	8.4% (51)	14.6% (88)	12.7% (77)	20.2% (122)	**44.0% (266)**	2.23	604
Close and consolidate schools after building new larger schools. (A bond measure would need to be approved by voters and could replace a bond measure that will be paid off this year.)	19.2% (115)	21.0% (126)	17.3% (104)	15.7% (94)	**26.8% (161)**	2.90	600
					answered question		622
					skipped question		43

8. Share Services or Contract Out Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
- Contract with Lane Education Service District for shared services	26.4% (162)	**33.6% (206)**	22.2% (136)	9.1% (56)	8.6% (53)	3.60	613
- Consolidate non-instructional functions with Springfield and/or Bethel school districts	26.1% (160)	**36.9% (226)**	19.4% (119)	10.9% (67)	6.5% (40)	3.65	612
- Contract out to outsource business and other operational functions	10.8% (66)	18.8% (115)	20.9% (128)	20.8% (127)	**28.8% (176)**	2.62	612
					answered question		615
					skipped question		50

9. Materials, Supplies and Discretionary Funds Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce spending and budgets for supplies, materials and services	18.5% (114)	**38.7% (239)**	13.0% (80)	18.2% (112)	11.7% (72)	3.34	617
						answered question	617
						skipped question	48

10. School and Instruction Redesign Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reconfigure schools in new or different grade configurations (such as grade K-6 schools, grade K-8 schools, grade 7-12 schools, etc.)	14.7% (89)	**32.4% (196)**	20.5% (124)	17.7% (107)	14.7% (89)	3.15	605
Online learning/use of technology	16.3% (99)	**29.8% (181)**	16.8% (102)	20.2% (123)	16.9% (103)	3.08	608
Larger lecture classes at middle or high school	6.9% (42)	17.4% (106)	10.3% (63)	26.4% (161)	**38.9% (237)**	2.27	609
Flexible credit options (different ways for students to earn credit outside a typical classroom experience)	23.6% (144)	**35.4% (216)**	20.9% (128)	11.5% (70)	8.7% (53)	3.54	611
Change to a program staffing model that centrally allocates staff to each school for certain programs/services such as music, physical education, art, counseling, librarians. This would not provide additional staff to schools, but would change the way staff is allocated. Currently, each school decides how to use the staff that is allocated to the school.	15.5% (95)	**22.2% (136)**	20.2% (124)	20.6% (126)	21.5% (132)	2.90	613
						answered question	618
						skipped question	47

11. Non-Instructional Programs Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Reduce funding for athletics, extracurricular activities, field trips	24.0% (147)	**31.2% (191)**	8.6% (53)	20.7% (127)	15.5% (95)	3.27	613
Reduce equity and diversity initiatives	16.7% (102)	**27.1% (166)**	17.5% (107)	19.1% (117)	19.6% (120)	3.02	612
Reduce student support services (such as counselors, librarians, nurses)	3.7% (23)	12.2% (75)	8.8% (54)	31.8% (195)	**43.5% (267)**	2.01	614
Reduce professional development for teachers and other staff	22.1% (136)	**33.1% (203)**	12.4% (76)	19.9% (122)	12.5% (77)	3.32	614
					answered question		616
					skipped question		49

12. Reserves and One-Time Funds Strategy Options

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Use reserves to pay for staff and operating costs	20.9% (129)	**32.1% (198)**	17.8% (110)	20.7% (128)	8.4% (52)	3.36	617
					answered question		617
					skipped question		48

13. Compensation and Benefits for Staff

	Strongly support	Somewhat support	Neutral	Somewhat oppose	Strongly oppose	Rating Average	Response Count
Negotiate salary freezes or reductions	9.3% (57)	22.8% (140)	8.2% (50)	18.1% (111)	**41.6% (255)**	2.40	613
Negotiate benefits changes (health insurance, PERS retirement, etc.)	7.2% (44)	13.1% (80)	6.9% (42)	20.9% (128)	**52.0% (319)**	2.02	613
Negotiate workday reductions and furloughs	26.5% (163)	**37.0% (227)**	10.6% (65)	12.4% (76)	13.5% (83)	3.51	614
					answered question		616
					skipped question		49

14. Are there some other cost reduction strategies that we should be considering?

	Response Count
	262
answered question	262
skipped question	403

15. Are there some other revenue enhancement strategies that we should be considering?

	Response Count
	159
answered question	159
skipped question	506

Sustainable Budget Strategy Options

Summary of Web Survey Responses to Open-Ended Questions — October 2010

Question 14: *Are there some other cost-reduction strategies that we should be considering?*

Four-day school week

- The most common cost-reduction strategy mentioned by survey participants was a four-day school week. Most participants in favor of this strategy would like to see the same quantity of instruction, either in the form of longer school days or year-round school.

- Friday was the most common day proposed, but Wednesday was also mentioned.

- Parents would like to see older students use the non-classroom day for online or at-home study, community service, or internships. Some elementary school parents would be willing to pay for learning opportunities or childcare at the schools on the non-classroom day.

Furlough days

- Many respondents support furlough days, but would appreciate more strategic placement of those days. Parents and community members suggested cutting entire days rather than half days, in order to reduce energy consumption in the schools, allow time for travel, and simplify childcare arrangements.

- Numerous participants also suggested grouping furlough days to surround holidays or the beginning or end of the school year. The Wednesday prior to Thanksgiving (or that entire week) was suggested more than any other day. Other suggestions included adding a fall break or additional days surrounding spring break.

- If furlough days are added, many parents would like to fill student time with online learning or take-home assignments, community service, or other educational programs or activities. Some parents are willing to pay for childcare or educational programs led by teachers, parents, or other community organizations that could take place at the school on furlough days.

Year-round school

- Many survey participants are willing to explore year-round school. Many would like more information on this proposal, such as its projected impact on student learning and the budget.

- Some suggested a model where students have alternating schedules; others proposed a longer winter break, resulting in less energy consumption.

Changes in employee compensation and benefits

- Many of the survey participants emphasized the percentage of the budget spent on employee salaries and benefits. Some suggested that employee pay and benefits should mirror that of the private sector. Given the current economic climate, many respondents saw this as a time for pay freezes or cuts, as well as increased employee contributions to retirement funds and healthcare. Multiple respondents opined that there would be more public support for schools if employees didn't receive a perceived windfall (PERS) at retirement. A couple of people also suggested an increase in the retirement age (e.g., 65).

- **Salaries:** Survey participants suggested freezes or cuts in administrator and teacher salaries. Many suggested that superintendent and principal pay should be cut before or by a greater percentage than teacher pay (which many incorrectly believed was not already being done). Some suggested a sliding scale pay cut based on salary.
- **PERS:** Survey participants suggested changes to the PERS retirement system, noting it is unsustainable and the root of many of our budget woes. Some suggested trying to negotiate and recoup funds from current retirees, others suggested increased contributions from employees. Many parents would like to see PERS replaced with a 401(k) system.
- **Healthcare:** Survey participants noted the rising cost of health and dental care and the changes to employee benefits in the private sector. Private sector employees have to pay more in co-pays and pay significantly more to cover non-employee family members, according to some respondents. Some suggested that these increased costs be passed along to district employees.
- **Benefits for part-time employees:** Some respondents incorrectly believed that part-time district employees received full benefits.

Reduce the number of administrators

- Survey participants proposed cutting the number of administrators. Reasons cited include the cost of administrator salaries and a perceived lack of direct student interaction. Many would like to see no more than one administrator per school, or even sharing principals between two or more schools, especially at the elementary level.
- Several parents and community members commented that there should be just one principal overseeing the three programs at North Eugene High School.
- Respondents also proposed cutting the assistant superintendent position and promoting an administrator from within to avoid the cost of a national search for a new superintendent. A few people proposed cutting the superintendent position altogether. They feel that the school board could run the school district in absence of a superintendent.

Consolidate with other school districts

- Many respondents proposed consolidating with the Bethel and/or Springfield school districts, or consolidating some positions or services. Given the size of Eugene-Springfield, many saw no need for more than one school district. Many stated that there could be a single superintendent for the combined district and that money could be saved in central services such as accounting and human resources. Others noted efficiency in purchasing in greater quantities and the ability to cut the overall number of schools, administrators, and staff.
- Several noted that in other states it is not uncommon to have one school district for an entire county.

Consolidate schools within the district

- Respondents proposed consolidating schools within the district, resulting in the closure of additional schools.
- Closing under-enrolled, outlying elementary schools was more likely to be supported by those who wrote comments than was consolidating larger schools.
- Many parents opposed large elementary schools and closing schools in their neighborhood.
- Several participants opposed the closing of elementary schools such as Coburg, while others saw consolidation as the natural way deal with shrinking enrollment in the district.

- Some survey participants opposed closing Churchill High School. Some of those same people proposed consolidating North Eugene High School's three schools/programs before closing Churchill.
- Several people mentioned moving all special needs students and programs to one central school.

Increase the roles of parents in the schools

- Many parents said they are ready, willing and able to contribute more to the schools. Many realize the cost of alternatives such as private school and are willing to make financial contributions in the form of fees or supplies.
- Several participants suggested a sliding scale for school fees based on the number of students in school or the family's ability to pay. Others suggested that parents fund all field trips, music, PE, and extracurricular activities (athletics, clubs, etc.)
- Parents said they would also like to volunteer in the schools. They suggested serving as teachers' aides, teaching units or electives in their areas of expertise, helping to grade assignments in the evening, and helping with groundskeeping or gardening on the weekends. More than one person suggested a fee refund or tax credit if a parent volunteers for an hour during the school year.

Reduce energy and material consumption

- Several parents proposed hiring an organization (such as LCC or EWEB) to analyze energy consumption in the school buildings. Schools could also install occupancy sensors on lights, add solar panels to school roofs, and turn the thermostat down as much as 5 degrees.
- Parents and community members are also concerned with the amount of paper and other supplies used in schools. Many would like to see online newsletters or email correspondence. Parents also suggested posting assignments online for students to print at home or complete on the Internet. Schools could also have more rigid paper and supply allocation policies and discontinue the use of colored or glossy paper.

Changes in food on campus

- Parents would like to see changes in the food offered in our schools.
- Some would like to see an increase in the number and size of community gardens on school grounds. These gardens could provide a source of nutritious food and an opportunity to connect with the community. Two people suggested that large gardens could generate revenue for the schools if the students sell the fruits and vegetables of their labor at local farmers' markets.
- Other parents would like to see fewer, healthier choices in school lunches. They feel like two choices per day (rather than 4 or 5) are sufficient.
- Others proposed contracting the school lunch program out or cutting it altogether.

Technology

- There were mixed reviews when it came to technology. Many support online learning as a way to save money and to familiarize high school students with online learning prior to college. However, many commented that we are spending too much on the latest technologies for the classroom. Many parents prefer blackboards and paper to smart boards and computers given the current budget crises.
- Others suggested purchasing open source software and refurbished computers to save money.

Curriculum

- Several respondents noted that curriculum and the required textbooks change too frequently.
- Participants suggested implementing common curriculum across the district, reducing site-based management, teachers spending less time in meetings to discuss new curriculum, choosing programs and texts with fewer component parts, and making due with older versions of textbooks until there is money to buy new ones.
- Some survey participants are unhappy with the new math curriculum, or with the cost and professional development time required to implement it.

Immersion schools

- Some parents voiced support for language immersion schools, but several changes were proposed. Suggestions included consolidating to a centralized IB elementary school with Spanish French and Japanese immersion options; moving Charlemagne French Immersion program to another school and selling the Fox Hollow site; reducing the number of immersion classes offered each semester (from 2 to 1); and eliminating French and Japanese because they are less practical languages for students to learn.

Charter schools

- Given the responses, there seems to be mixed opinions as to whether the charter schools bring money to the district or take money away. Some suggested closing the charter schools because they take money and students away from neighborhood schools and result in students traveling across town for school. Others suggested increasing the number of charter schools because of their unique offerings and the money they bring to the district.

No new construction

- While many people supported school consolidation and remodeling schools to increase energy efficiency, no one suggested building new schools as a means of saving money. These individuals would like to see the district make the most of the buildings it already has, no matter how outdated they may be.
- Some mentioned wasteful spending on technology in the new buildings and one respondent suggested recent district construction could have been completed for less with a different bidding model.

Other suggestions:

- Refuse to work with the teachers' union
- Do away with the teacher tenure system; institute results based pay
- Cut athletics or reduce athletic travel
- Cut bus service or outsource transportation service to LTD
- Run the school district like a business
- Reduce standardized testing
- Cut diversity programs
- Prevent needless spending at end of year (reward people or programs that operate under budget)
- Eliminate school choice
- Receive budgeting help or review from local economists and/or accounting firms
- Provide the public with more information
- Teachers and students clean the schools
- Don't use scare tactics to raise awareness and money
- Increase transparency in budgeting

Sustainable Budget Strategy Options

Summary of Web Survey Responses to Open-Ended Questions — October 2010

SUSTAINABLE BUDGET DEVELOPMENT

Question 15: *Are there some other revenue enhancement strategies that we should be considering?*

Tax reform

- **Tax reform was cited as a means to provide sustainable school funding** by approximately 25 percent of those providing any response to this question. Lobbying for a sales tax was by far the most frequently suggested strategy.
  - **Sales tax:** Many of the respondents would like to see a sales tax dedicated to schools. There were suggestions for a state or local tax and other proposed stipulations include: small (1% to 2%), tax non-food items or non-necessities only, tax luxury items, sin tax (alcohol cigarettes, junk food), or tax entertainment (sporting events, movies, cable TV).
  - **Income tax.** Others proposed that a percentage of income tax go to schools. Several participants would like to "tax the rich."
  - **Property tax.** A few people mentioned dedicating a portion of property taxes to education (e.g., "50% of property tax to education"). Several suggested repealing or revising Measure 5 and other restrictions on property taxes for education.
  - **Other taxes.** Other proposed taxes include a gas tax, real estate transfer tax, and one person proposed returning the estate tax exemption level to $1 million.
- **Conversely, some respondents said that raising taxes is not the answer.**
  - These respondents favor forcing the district to curb spending and work with the money it has. The focus should be on increasing the quality of the product and employees should not expect additional resources.
  - Others support cutting taxes to encourage businesses to come to Eugene; they said that this could lead to a larger tax base and increased enrollment in the district.

Sell excess real and personal property

- Many respondents would like the district to sell vacant properties such as Civic Stadium, Dunn/Opportunity Center, Bailey Hill, and Coburg farm land, opining that the district should not be in the real estate development or speculation business.
- Others suggest leasing these vacant facilities to businesses or community groups.
- A handful of respondents would like to see the district sell valuable real estate where schools currently sit. Specific properties mentioned include Fox Hollow, Edison, Willard, Crest Drive, the grounds surrounding Madison, and the 4J district office property. These participants propose consolidating these programs with others or moving to a less desirable location.
- A couple respondents noted that the sale of land is not a long-term solution and said these funds should not be used to support operations.
- Some respondents would also like the district to sell unused furniture, equipment, and technology. Some believe that the district should hold an annual garage sale or auction to raise money and avoid storing unused items for long periods of time.

Seek grants

- Many respondents mentioned seeking out grants to fund schools. Many mentioned the need for a professional grant writer at the district office to take pressure off teachers, avoid redundancy, and submit more effective applications. The Gates Foundation, the Pepsi Refresh Project, Nike, and American Express were among the specific sources mentioned by participants.

Lobby for school funding

- Many respondents mentioned lobbying for school funding as a way to enhance revenue for schools. At the federal level, respondents said the district should encourage Congress to spend more on education and less on defense. Lobbying should also be done at the state level. Respondents proposed that parents, students and teachers march in front of the state and federal capitol buildings. They also proposed electing officials who will support our schools.
- Participants also proposed lobbying to repeal measures 5, 47, and 50 (previous property tax limitation measures).
- In addition, many said a greater percentage of lottery revenue should be dedicated to schools.
- One respondent proposed lobbying to isolate school funding at the state budget level to allow for greater control and predictability.

Work with local businesses

- Parents and community members would like to see national and local businesses play an active role in bettering our schools. Schools should seek in-kind and monetary donations from local businesses.
- Respondents also mentioned sponsorship and advertising opportunities for businesses. Schools could offer advertising space in the halls, classrooms, and near athletic facilities. Businesses could pay for the naming rights to buildings, classrooms, or programs. Local businesses could "adopt a school."
- Several parents had athletics-related suggestions, including businesses sponsoring uniforms or selling high school football game television rights to the highest-bidding network.
- Students can add value to local businesses by volunteering or working as interns, said many respondents. Students could even collaborate with local businesses in developing high-quality products to sell in the community.

Changes in fundraising

- Many parents who commented said they would like to see major changes in school fundraising efforts. They would like to see a decrease in the sale of products like magazines, high-priced candy bars, cookie dough and wrapping paper and would prefer to give money directly to the school district. One parent even proposed a suggested contribution schedule based on income and number of children in the schools.
- While many parents hope that donations will go into a central fund and be shared equitably across the district, some hope to be able to channel their donations to specific schools or programs.
- Several respondents proposed hiring a development director at the district level. This person would be responsible for organizing a fundraising campaign and creating an endowment or trust large enough to fund the schools for years to come. The development director could also plan one or two large-scale, district-wide fundraising events each year (such as a gala, auction, or golf tournament).

Inform the public

- Survey participants suggest keeping the public better informed about the state of our local schools and the district's specific needs. They emphasized honesty and transparency in budgeting.

- Community members want to know what the district needs in terms of money, supplies, and volunteers. They believe this can be achieved through increasing the number of Op-Eds in *The Register-Guard*, maintaining an up-to-date and interactive website, and using social media.

- Several contributors suggested changing the tone of the district's message, including avoiding scare tactics and sounding desperate. Instead, the district should have a "can-do" attitude.

Other suggestions:

- Bake sales
- Benefactors: 12 respondents mentioned Phil Knight or Nike by name; one suggested 4J become the test market for Nike school uniforms
- Bonds
- Charge students for Advanced Placement classes
- Community supply registry
- District-run for-profit preschools
- Donation boxes at the school doors
- For-profit businesses owned by the district (restaurants, coffee shops, brew pub)
- For-profit evening classes for adults in schools (small business law, advertising, management)
- High fees for athletics
- Hire outside consultants
- Increase the number of community events at schools
- Increased admission charges at high school sporting events
- Lease school property to cellular service providers for towers
- Lease wings of schools to start-ups and non-profits
- More lottery revenue dedicated to schools
- Payroll deduction for employees to give to schools
- Put soda pop back in schools, as students are buying it elsewhere
- Retirement incentives
- Sell various kinds of scrip
- Show more appreciation for student fundraising efforts (e.g., Box Tops for Education)
- Solicit ideas from teachers
- Statewide PR campaign led by children
- Student-developed fundraising
- Use reserves