



My Name is Randall Jordan Papé and I am the President and CEO of The Papé Group.

Our company is a dealership organization for large capital equipment. Like your local car dealer, we sell, service and rent various brands of equipment from Tractors to Trucks, Forklifts to Industrial Drills. We operate from Canada to Mexico in the Western United States.

In addition to being President and CEO of The Papé Group, I have served as

- Executive Director for Oregon Business Council
- Director for Oregon Business and Industry
- Governor Kitzhaber's Coordinated Care Model Task Force
- My local School District 4J's Visioning Committee

As it relates to my strong ties to Oregon's public education system:

- My wife is a former public-school teacher and is now on the Board of the Eugene Education Foundation
- My mother-in-law is a former school librarian with the Medford School District
- My father-in-law was a former high school math teacher and golf coach within the Medford School District
- I am a proud graduate of South Eugene High School and the University of Oregon MBA program
- Nearly all of my wife's and my own education has come through the Oregon public education system
- Now my children are either in, or will soon be in, schools in the 4J school district

The reason I am before you today is that my wife and I have experienced public education at every level, and in nearly every way, and we are ardent supporters of Oregon's Public Education System.

To put my next points in context, I find it important to call out that Oregon is BELOW average in Per Capita Income (32nd)¹.

Even with having a below average economic engine:

- Expenditures per student (in Fall Enrollment)²
 - Up 5.7%
 - And we are in the Top 18 states
- Public School Revenue Per Student³
 - Is also above the state averages (21)
 - The dollar Revenue amount is above the US average

All of this to say that, economically speaking, we are punching above our weight in terms of our education investments - and we should be proud.

¹*Rankings of the States 2016 and Estimates of School Statistics 2017*. Washington D.C: National Education Association, 2017

²Ibid.

³Ibid.

- From a historical context, in 1989 (the year before Measure 5) expenditures per student in Oregon was \$4,864.⁴
 - Adjusted for inflation, that would be \$9,312.65 per student in 2016 dollars (using the BLS inflation calculator).
 - Spending in Oregon in 2016 was \$11,507, or 24% higher (PER Student) than our pre-Measure 5 investment.
 - With the added investment you all made in 2017 we're talking about 128% of Pre-Measure 5 investment.

This is all good!

Unfortunately:

- We have the 5th highest class size per teacher in the country (per fall enrollment)
- And Oregon claims the 3rd worst in graduation rates in the US
- And - from a historical context, my children have higher class sizes, fewer class days, shorter class days, fewer extracurricular options, fewer counselors and nurses promoting health and wellbeing, and fewer librarians promoting reading than when I went to South Eugene High School

So, our outcomes are not meeting our investments

For all these reasons, your work on this committee is critical in tying Oregon's strong tradition of investing in education, to the outcomes we all desire.

As an active member in Oregon's business community, we are, and have always been, at the table

- The quality education model, discussed widely, was jointly developed by Oregon's leaders in business and education, today business has not been included in how that model is being used.
- Last session we created a fiscal model that helped your budget committee find an additional billion dollars in property taxes that were not being forecasted, revenue that could be used for education
- In the last session we also advocated for funding and targeted investments to support:
 - Pre-k-3 reading initiatives,
 - Fully funding M98, and
 - Higher education funding to limit tuition increases.

We are committed to this process because

- Many of Oregon's business leaders have been through, and have children or grandchildren that are currently in Oregon's public schools
- Our employees have their children and grandchildren in our schools
- Recruits that we need to build our businesses evaluate their families interest in pursuing jobs in Oregon based on their ability to provide their children a quality education
- And, most importantly, the education we provide our children prepares them to be the critical thinkers we need as our state (and our businesses) face an unprecedented challenge as technology and automation increasingly changes the shape of our economy.

Thank you for spending the next year focused on this very important topic and inviting us to be part of finding a solution.

⁴*Documentation for the Common Core of Data National Publication Financial Survey: Fiscal Year 1989 School Year 1988-89 (Revised)*. Washington D.C.: National Center for Education Statistics