

GERVAIS BOND MEASURE

INITIAL COMMUNITY ENGAGEMENT

Survey Results

WILLAMETTE EDUCATION SERVICE DISTRICT

November 22, 2021

CENTER FOR EDUCATION INNOVATION,
EVALUATION & RESEARCH

DISTRICT MISSION

Within our growing, diverse community we sow the seeds of opportunities to raise prepared, resilient students.

DISTRICT VISION STATEMENT

Graduating resilient, responsible students whose learning extends to the global community beyond Gervais.

GUIDING PRINCIPLES FOR LONG-RANGE FACILITY PLANNING

Our schools will be safe and secure for all our students and teachers.

All our schools will have the resources they need to reach their full potential. Our students will be prepared for their future and will thrive.

Our schools will draw people in. Students come back to Gervais to send their kids to our schools. Our schools grow the community.

Our school buildings will be safe in a natural disaster.

Our school buildings will provide space for future growth and will have the quality our students and community deserve.

EXECUTIVE SUMMARY

Setting the stage

Culminating in March 2021, Gervais School District completed a long-range facility planning (LRFP) process. IBI Group conducted a building and site analysis of the 14 buildings comprising the school district campus. The analysis included facility assessments, seismic evaluations, historic relevance and educational adequacy assessments. The educational adequacy assessments included principal interviews, building tours, student surveys (4th – 12th grade) as well as teacher and staff listening sessions. Based on the report, the Gervais School District Superintendent invited the community to take part in a planning process to develop a 10-year plan to assist the school district in facility decisions, including determining any needs for capital improvements. A 19-member Long-Range Facilities Planning (LRFP) committee was formed to develop guiding principles for achieving the District’s mission. The committee included school teachers and staff, parents, administrators, community members, and representatives from the local jurisdiction and school board.

The LRFP committee developed a value-based plan for the future that addressed four priority areas:

- CTE (Career & Technical Education) and STE(A)M (science, technology, engineering, art, mathematics) educational program support
- Building community and supporting students
- Infrastructure, access and safety
- Growth and capacity needs.

To assess initial support for the LRFP committee’s recommendations, the District engaged the services of the Willamette Education Service District’s Center for Education Innovation, Evaluation & Research (WESD Center) to develop an online survey addressing the priority areas and committee recommendations. The survey was disseminated by the district and remained open from October 13, 2021 – November 12, 2021. The survey addressed support for each of the four priority areas as well as the overall plan. Over 200 respondents (n = 223) completed the survey.

A Value-Based Plan for the Future

The LRFP committee spent significant time exploring options for redesigning the Gervais School District campus to accommodate the current needs of the community while also planning for future growth. Based on projected growth, all three schools will be over capacity within the next 15 years. While there is a “generous amount of square-footage that could be more efficiently utilized” at the elementary school, neither the middle nor high school have any underutilized space. Additionally, the middle school has no cafeteria, kitchen, or elective space. Middle school students travel to the high school cafeteria for lunch and electives.

Overall, survey respondents expressed strong support for meeting the “Growth & Capacity” needs of the school district with 47% indicating this area was the most important of the priority areas. Thirty-seven percent (37%) of respondents indicated that CTE & STE(A)M Educational Program Support was the least most important. When just examining rankings for “most important” and “somewhat important” respondents ranked the four priority areas as follows: (1) Growth & Capacity with 63%; (2) Infrastructure, Access & Safety with 54%; (3) CTE & STE(A)M with 42%; and Building Community & Supporting Students with 40%.

Respondents were favorable for increasing property taxes by \$30/month (67%) or \$40/month (52%). Support dropped to 42% for increasing property taxes by \$50/month. For both the \$40 and \$50 increase almost one-third of respondents indicated an ambivalence by responding that they neither supported nor opposed that level of increase. This may indicate a willingness on the part of respondents to hear more information about the need for the increase and the benefits for students as well as the community. Opposition to the higher proposed property tax increases was most evident for those reporting a gross annual income of less than \$50,000/year.



General Support for LRFP Committee Recommendations

“I feel that all and any upgrades to Gervais schools and academics programs are way overdo. We’ll totally support through property taxes”

Gervais Family Respondent

There was general agreement with all of the committee’s recommendations regarding the four priority areas as applied to Gervais Elementary, Middle and High schools. As Table 1 highlights, some interesting patterns emerged with families of students in elementary school expressing the strongest support for priority areas within the high school and families with middle school students expressing the strongest support for priority areas focusing on middle and elementary school. Weakest support for all areas was expressed by those with students no longer attending a Gervais school. It may be that families of elementary students are anticipating the needs of their students several years into the future. Likewise, families of middle school students may be the closest to understanding what their middle school students may have needed from elementary school to be successful in middle school.

Table 1: Priority Area	Respondents indicating “strongly agree” with recommendation			
	Elementary Students	Middle Students	High Students	No longer attending
HS CTE & STEAM	58%	41%	41%	39%
HS Building Community & Supporting Students	51%	43%	48%	35%
HS Infrastructure, Access & Safety	61%	56%	47%	43%
MS CTE & STE(A)M	51%	48%	46%	29%
MS Building Community & Supporting Students	42%	49%	35%	43%
MS Infrastructure, Access & Safety	49%	55%	51%	20%
MS Growth & Capacity	58%	62%	50%	43%
ES CTE & STE(A)M	36%	44%	31%	25%
ES Building Community & Supporting Students	49%	51%	31%	40%
ES Infrastructure, Access & Safety	55%	58%	44%	35%

La seguridad de los estudiantes para mi es prioridad, necesitamos saber que estan seguros en las escuelas y que se les esta dando el apoyo que necesitan a cada uno. Muchas gracias.

(Student safety is a priority for me. We need to know that they are safe in the schools and that everyone is being given the support that they need. Thank you.)

Gervais Family Respondent

Recommendation

While survey respondents indicated general support for the District's LRFP committee's recommendations, it will be important for the District to engage in extensive community education about the need to accommodate increasing growth, the LRFP recommendations, and the proposed bond measure. Hosting community engagement sessions at the elementary, middle and high school levels will allow a specific focus on each of those grades as well as address any specific concerns expressed. The District may want to engage in additional surveys and focus group opportunities, both as a way to gauge support, but also as a tool for sharing information. Ongoing analysis will highlight segments of the community needing further clarification about the LRFP recommendations, proposed timeline and next steps.

Support for the Long-Range Facility Plan Committee's Recommendations

To assess general support for the district, respondents were asked to indicate how strongly they supported Gervais' mission statement of "Within our growing, diverse community we sow the seeds of opportunities to raise prepared, resilient students." Overall, 84% of respondents indicated agreement with the district's mission statement, 10% neither agreed nor disagreed, and 6% disagreed. Likewise, respondents were asked to indicate support for the district's vision statement of "Graduating resilient, responsible students whose learning extends to the global community beyond Gervais." Similar to mission statement response, 84% agreed with the vision statement, 9% neither agreed nor disagreed, and 6% disagreed.

Respondents were asked to indicate whether they currently had students attending one of Gervais' schools or whether their students no longer attended a Gervais school. The largest percentage of respondents indicated they had students in elementary school (43%), followed by middle (23%), high (22%) and no longer attending (12%).

Figure 1 provides a breakdown of support for the mission statement by grade level of student. As can be seen, the strongest support is from families with students currently attending school while the weakest support is from families whose students previously attended. Figure 2 provides a breakdown of support for the district's vision statement by grade level of student. Likewise, the strongest support is from those with students currently attending and the weakest support from those with students no longer attending.

Figure 1: Mission Statement

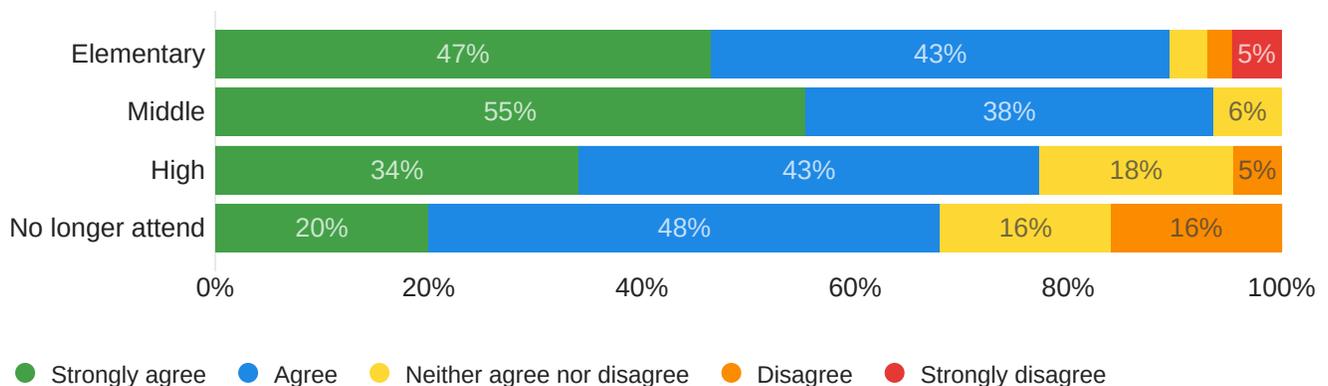
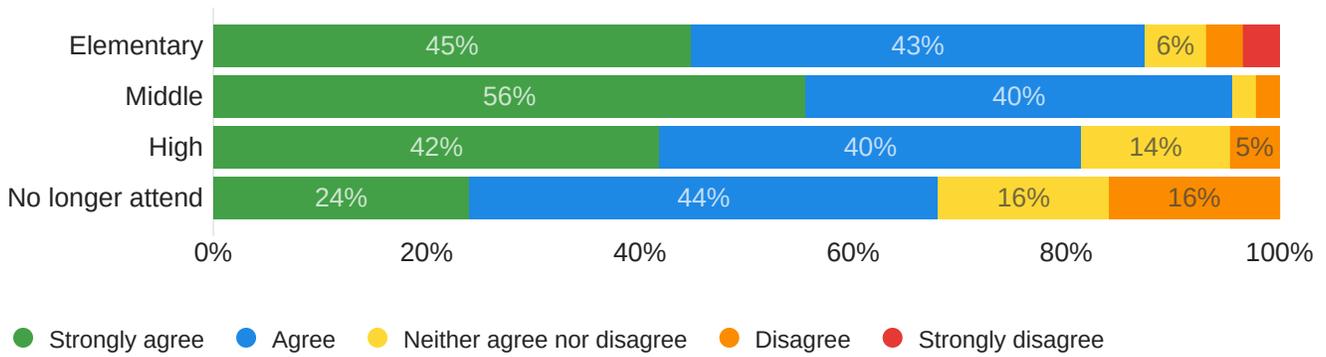
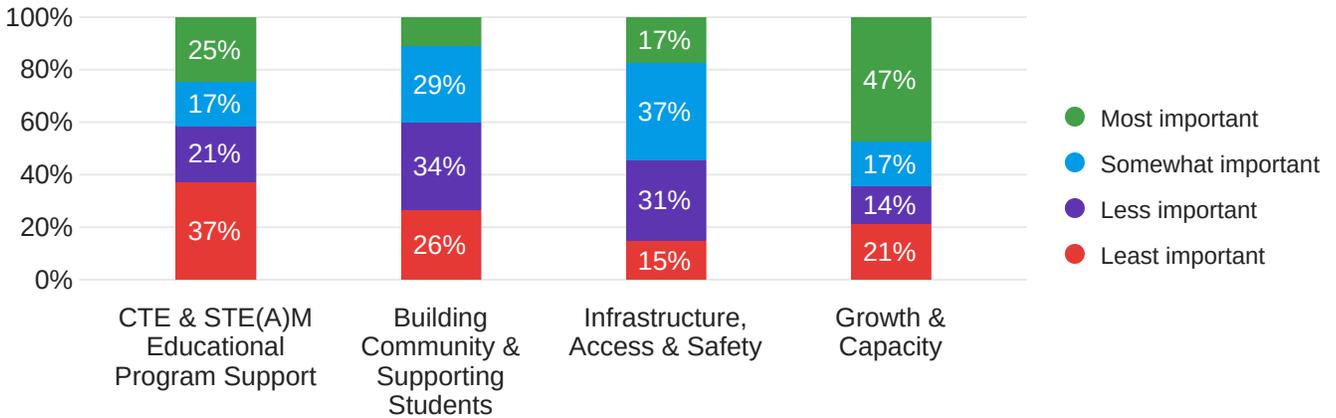


Figure 2: Vision Statement



Survey respondents were asked to indicate support for the four area recommendations developed by the LRFP committee. Respondents indicated the most important area was growth and capacity (47% ranked as most important) and the least important was CTE & STE(A)M educational program support (37% ranked as least important). Figure 3 provides a breakdown of support for each of the priority areas.

Figure 3: Support for four area recommendations

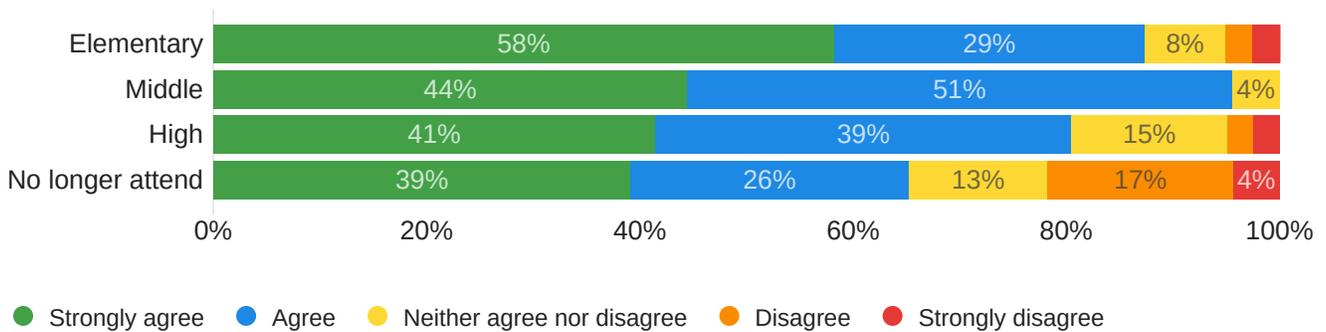


Gervais High School

Ninety-one respondents indicated they currently had students attending Gervais High School as high school students, 23 indicated they had middle school students attending the high school, 20 previously had students attending, and 52 never had students at the high school. Respondents were also asked if they or their partner had attended Gervais High School. Fifty respondents had personally attended, 30 had a spouse/partner attend, 100 indicated neither attended, and 18 preferred not to answer the question.

The LRFP committee identified the following priorities for **CTE and STE(A)M educational support** at the high school: additional music and performing arts spaces, upgraded science labs, new auditorium, and new culinary arts lab. Overall, 85% of respondents supported this recommendation, 9% were ambivalent, and 6% did not support the recommendation. Looking more closely at support, of those indicating they strongly agree with the recommendation, the strongest support is from respondents with elementary students (58%), followed by middle (44%), high (41%) and no longer attending (39%). Figure 4 provides a breakdown of support by grade level.

Figure 4: High School CTE and STE(A)M Educational Support

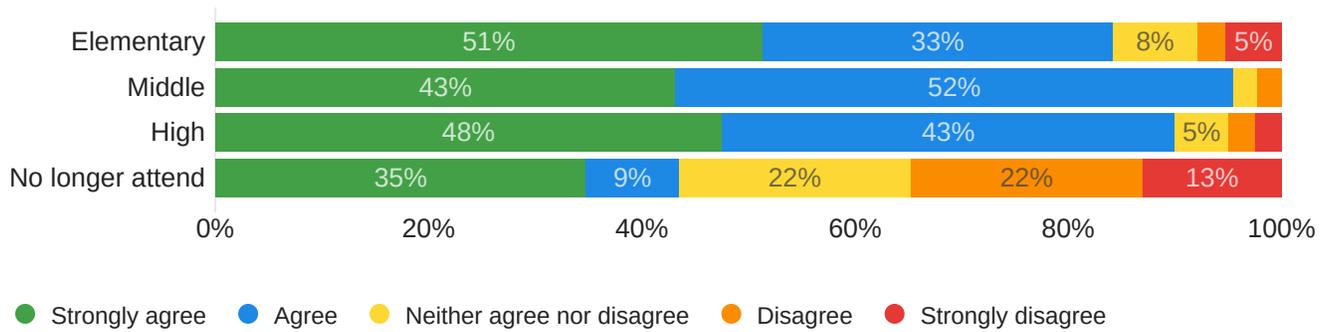


"I would like to see more arts...I attended Gervais high school and hoped they'd have more art classes ... now that my daughter attends the middle school I would love if she had more options as far as arts, music, dancing, etc."
 Gervais Family Respondent

The LRFP committee identified the following as high priority needs for **Building Community and Supporting Students** at Gervais High School: college/career pathway center, relocate the counseling center to be closer to where students gather, a place for homeless youth to access the things they need independently, single occupant restrooms, more decompression spaces for students, new health and counseling center including a nurse's office, updated library, and upgraded sports facilities (new grandstand, new turf, new lighting, new practice field). Four out of five (83%) respondents supported the recommendations of the LRFP committee, while 8% were ambivalent, and 9% were unsupportive.

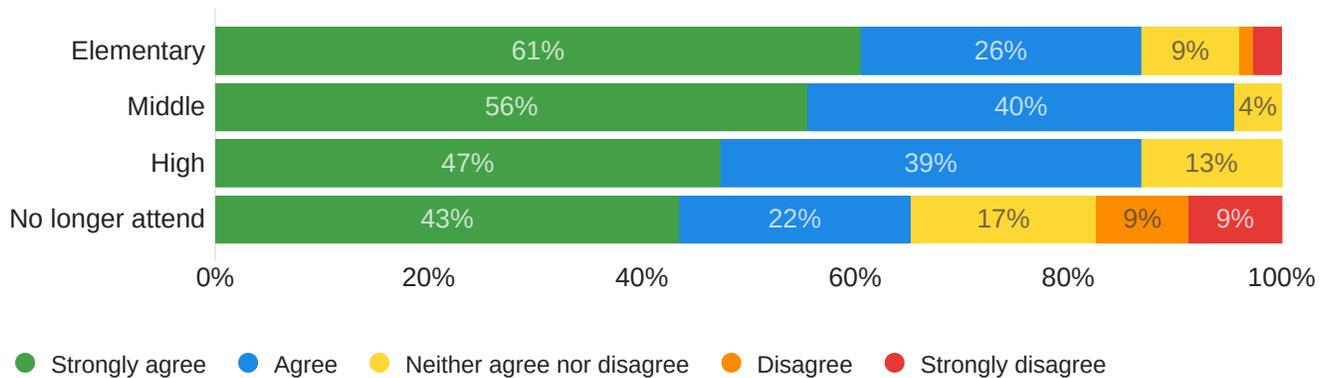
Figure 5 highlights support across grade levels. As can be seen, strong support exists across all grade levels with weaker support for those no longer with students attending a Gervais school.

Figure 5: High School Building Community & Supporting Students



The committee identified the following as high priority needs for **Infrastructure, Access and Safety** at Gervais High School: replace the roof, ADA access to mezzanine levels (gym, fitness), science lab ventilation, fix extermination concerns, remodel restrooms, seismic upgrades, and replace damaged plumbing and fixtures. Overall, 87% of respondents support the committee's recommendation. Examining support by grade level shows the strongest support again coming from those with elementary students (61%), followed by middle (56%) and high (47%). Those with students no longer attending did generally support this recommendation more highly (43%) than other LRF recommendations.

Figure 6: High School Infrastructure, Access & Safety

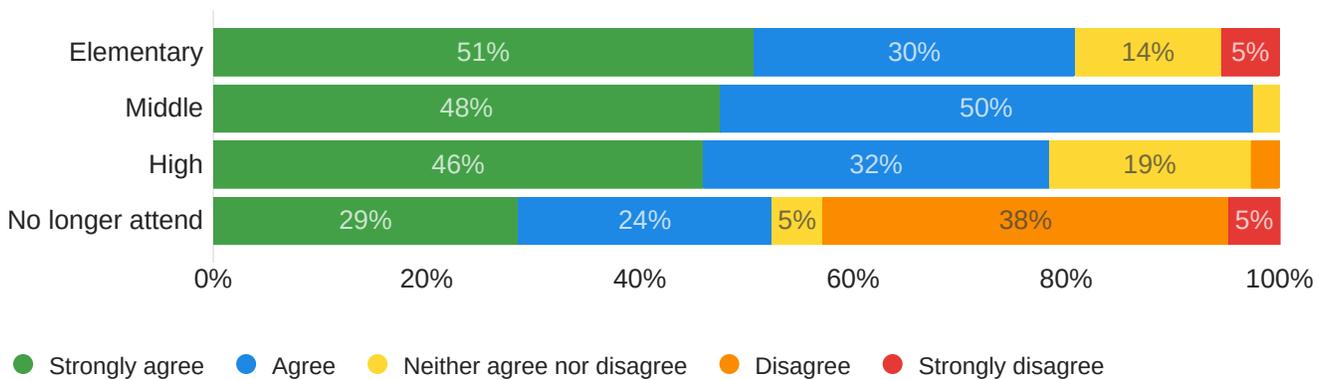


Gervais Middle School

Sixty-eight (68) respondents indicated they currently had students attending Gervais Middle School. Another 65 previously had a student at the middle school and 44 never did. The majority of respondents (121) neither personally nor had a spouse/partner attend the middle school. Another 21 did attend Gervais Middle School, 11 indicated their spouse/partner attended, and 19 preferred not to answer the question.

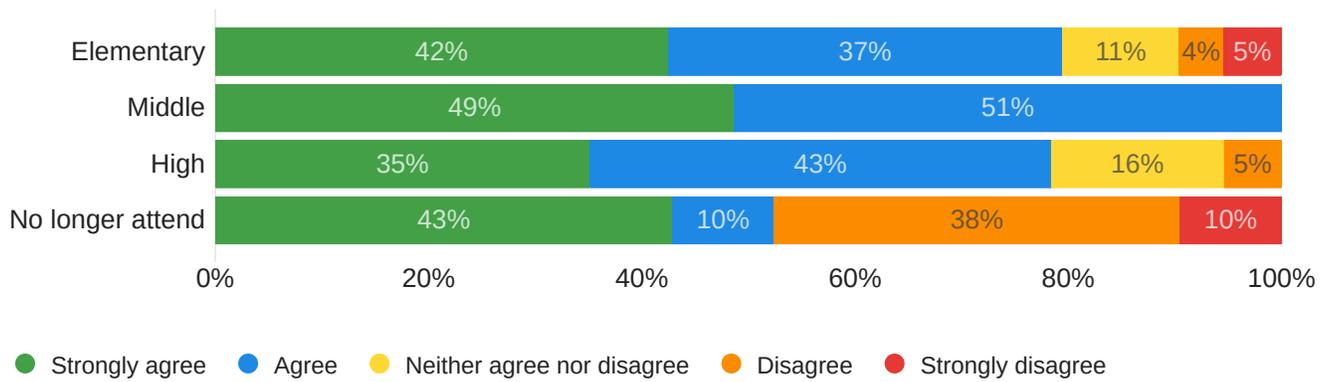
The LRF committee identified the following as high priority needs for **CTE and STE(A)M Educational Program Support** at Gervais Middle School: remodel and add new science labs, add spaces for CTE and electives, and provide a multi-purpose, hands-on learning lab. Overall, 81% agreed with the recommendation, 11% were ambivalent and 8% disagreed. Looking at support by grade level, the strongest support (51%) for the recommendation again comes from families with elementary students. While 48% of those with middle school students indicated strong support, overall 98% of these families supported the recommendation compared to 68% from families with high school students and 81% of families with elementary students. The weakest support is from those with students no longer attending a Gervais school (only 51% supporting and 43% no supporting).

Figure 7: Middle School CTE and STE(A)M Educational Support



The LRF committee identified the following as high priority needs for **Building Community and Supporting Students** needs at Gervais Middle School: remodel existing classrooms to address space needs, improve counseling services space, remodel health spaces, more single occupant restrooms, and move/rearrange lockers to increase space. Overall, 82% of respondents supported the committee's recommendation. With the exception of families with middle school students, support for this recommendation was weaker as evidenced by less "strongly agree" support. Still, the majority of those with elementary students supported the recommendation (79%), those with middle school students (100%), and those with high school students (78%). Weakest support was expressed by those with students no longer attending (53%).

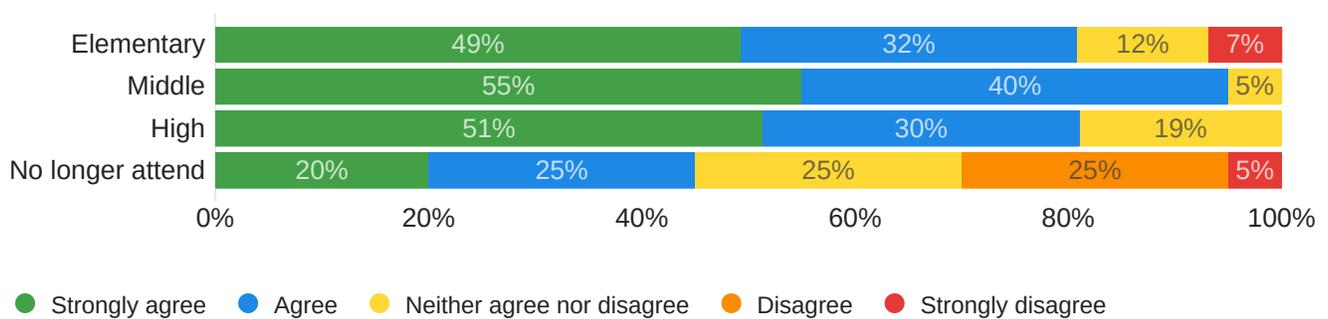
Figure 8: Middle School Building Community & Supporting Students



The LRFP committee identified the following as high priority needs for **Infrastructure, Access and Safety** at Gervais Middle School: fix gym floor, provide accessible bleachers, provide restrooms and drinking fountains closer to 8th grade building, connect the 8th grade building to 6th - 7th grade building, and improve the locker rooms to increase safety.

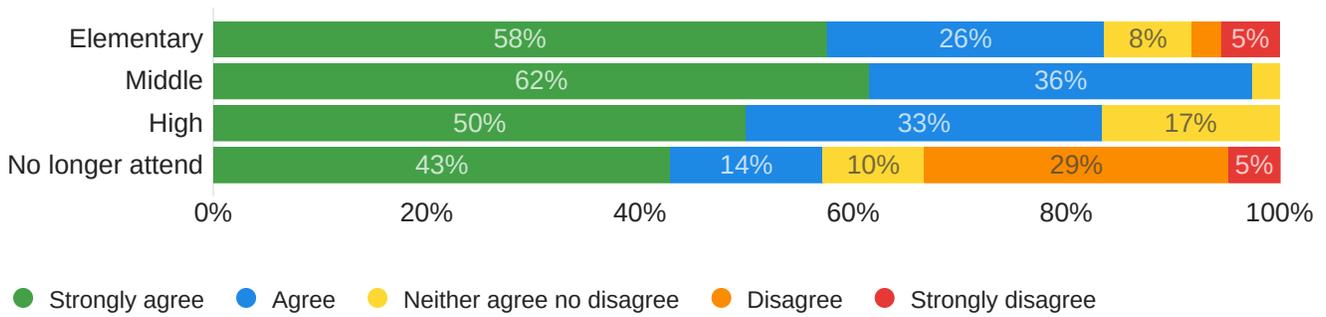
Eighty percent (80%) of respondents agreed with the LRFP's recommendation. The strongest support for this recommendation is from families with middle school students (95%), followed by those with elementary students (81%) and those with high school students (81%). By far the weakest support is from those with students no longer in attendance (45%).

Figure 9: Middle School Infrastructure, Access and Safety



The LRFP committee identified the following as high priority needs for **Growth and Capacity** at Gervais Middle School: add 2 new classrooms to address growth and provide a dining commons so students don't need to travel to the high school for meals. Overall, 83% of respondents indicated support for this recommendation. Strong support was indicated by families with elementary students (84%), middle school students (98%), and high school students (83%). Weaker support was expressed by those with students no longer in attendance (57%).

Figure 10: Middle School Growth & Capacity



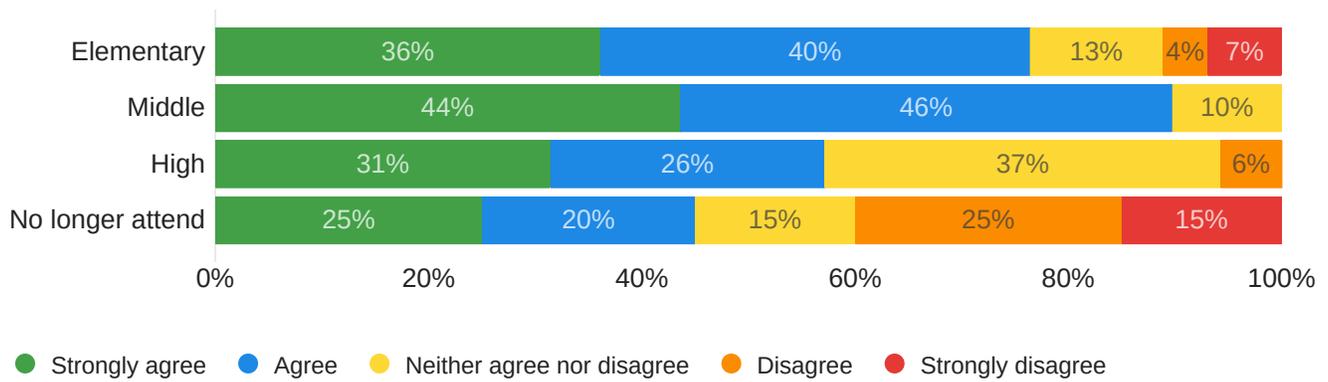
"Enclose 8th grade wing to protect from weather, provide covered walkway to 8th grade classrooms from building and gym, provide restroom for same. If breezeway were enclosed, lockers could be returned."
 Gervais Family Respondent

Gervais Elementary School

Seventy-four (74) respondents indicated they had a student attending Gervais Elementary School, with 63 indicating a student had previously attended the elementary school and another 30 who never had a student attend Gervais Elementary School. The majority of respondents (121) did not attend nor have a spouse/partner attend Gervais Elementary School, 19 respondents personally attended the elementary school, 12 had a spouse/partner attend, and 16 preferred not to answer the question.

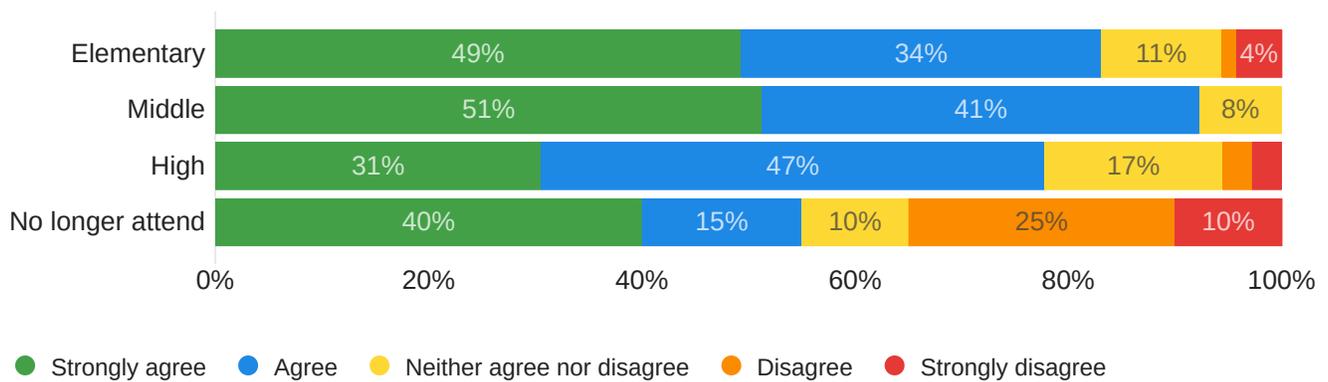
The LRFP committee identified the following as a high priority needs for **CTE and STE(A)M Educational Program Support** at Gervais Elementary School: performance and presentation space with stage and risers. Overall, 72% of respondents supported this recommendation, 18% were ambivalent and 11% did not support the recommendation. Support was strongest among respondents with elementary students (76%) and middle school students (90%). Those with high school students were slightly less supportive (57%) as were those with students no longer in attendance (45%).

Figure 11: Elementary School CTE & STE(A)M Educational Support



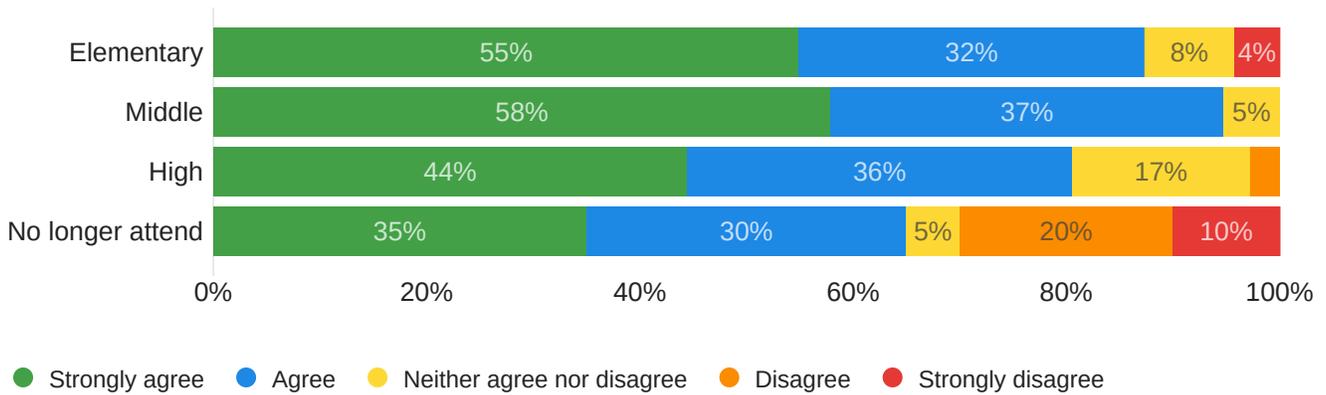
The LRF committee identified the following as high priority needs for **Building Community and Supporting Students** at Gervais Elementary School: flexible furniture in classrooms and library to facilitate group work, gallery spaces for student work, lighting upgrades, a student counselor space, windows to hallway from classrooms, a health room and a nurse's office. Overall, 81% were supportive of this recommendation. Strongest support for this recommendation was from respondents with middle school students (92%), elementary students (83%) and high school students (78%). Weakest support was once again expressed by those with students no longer in attendance (55%).

Figure 12: Elementary School Building Community & Supporting Students



The LRF committee identified the following as high priority needs for addressing Infrastructure, Access and Safety needs at Gervais Elementary School: new, more secure door locks; upgraded HVAC system; and adequately sized covered play area so students do not need the gym on rainy days. Overall support for this recommendation was strong with 85% supporting it, 10% ambivalent and 6% not supporting the recommendation. Strong support for this recommendation was expressed by all groups of respondents: 87% with elementary students, 95% middle school students, 80% high school and 65% with students no longer in attendance.

Figure 13: Elementary School Infrastructure, Access & Safety



"Pongan paredes que unan los edificios de Kinder 1grado y segundo grado Con el edificio principal donde está la oficina para que los niños estén más seguros."
(Put up walls that connect the K, 1 and 2 grade buildings with the main building where the office is so that children are safer.)
 Gervais Family Respondent

Overall Support for the Bond Measure

Respondents were asked how likely they were to support the Gervais Bond Measure knowing that the school district was one of the only Oregon school districts that did not current have a bond measure supporting facilities and building. Three out of five (61%) of respondents were more likely to be supportive knowing that information. For 19% it made no difference, but 5% indicated they would be less likely to support the measure. Respondents were also asked how strongly they would favor certain levels of increase in relation to the district being able to accomplish certain items from the LRFPC committee's recommendations. Figures 14 - 16 show the varying levels of support.

Figure 14: Support for raising property tax bill by \$30/month to address all high priority needs at all the buildings, complete the middle school and do some minor remodeling at the high school

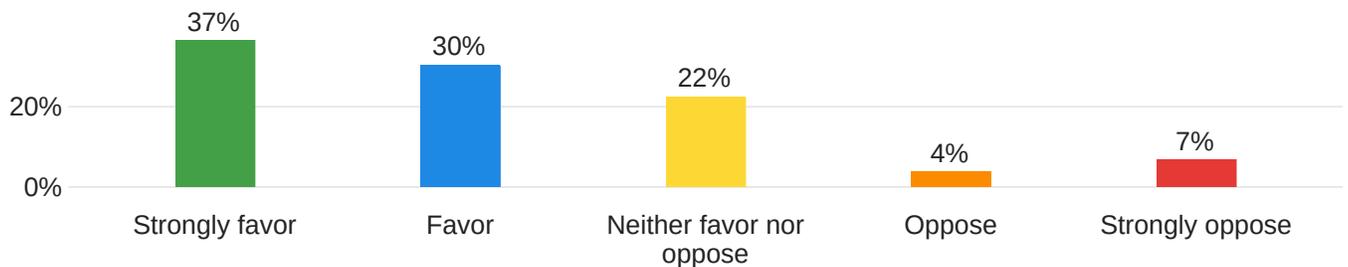
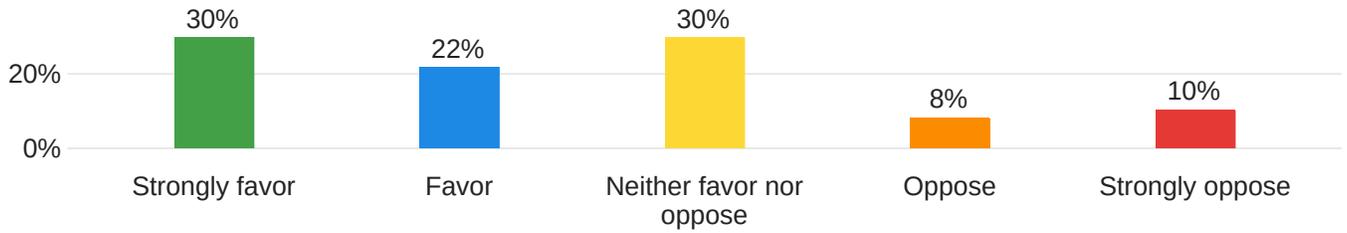
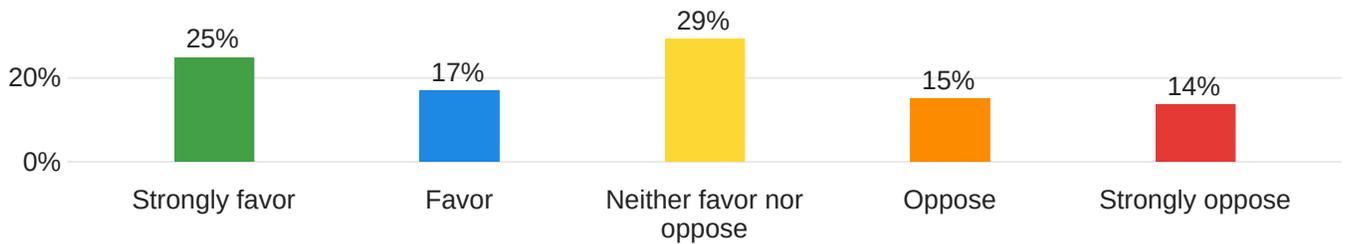


Figure 15: Support raising property tax bill by \$40 a month to address all the high priority needs at all buildings, do some minor improvements at the elementary school, complete the middle school, and do some minor remodeling at the high school



Figures 16: Support raising property tax bill by \$50 a month to address most of the needs at all three buildings and address some athletic facility issues such as installing better restrooms, fixing the bleachers and concession stands



In order to get a better understanding of who supported which level of completion of the recommended improvements, we examined level of support with self-reported gross annual income. As might be expected, support wanes as the per month increase rises. Across all income levels, the majority of respondents support a \$30/month increase in the property tax. At the \$40/month increase, support remains relatively strong especially for those indicating a gross annual income above \$50,000. Opposition is much stronger for all income groups against the \$50/month increase. Those indicating an ambivalence in support (signified by neither favoring nor opposing) is larger for this level of increase. These individuals may be persuaded with more information highlighting the need for improvement and benefits of what could be accomplished.

Figure 17: Increase by \$30/month by gross annual income

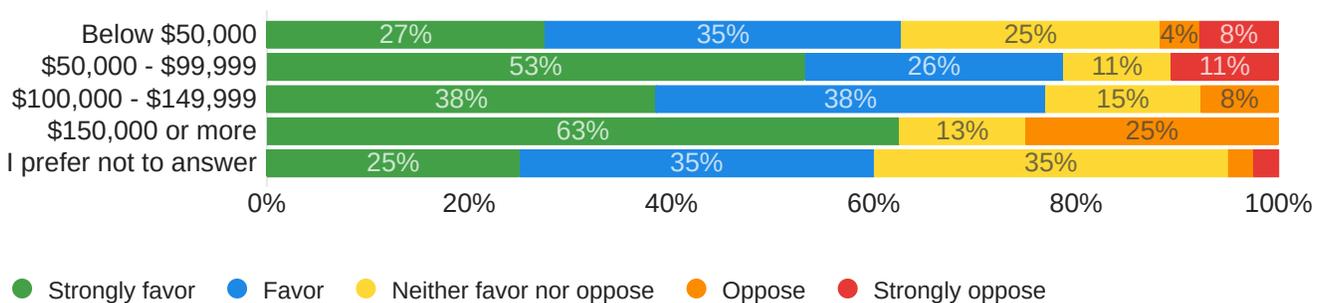


Figure 18: Increase by \$40/month by gross annual income

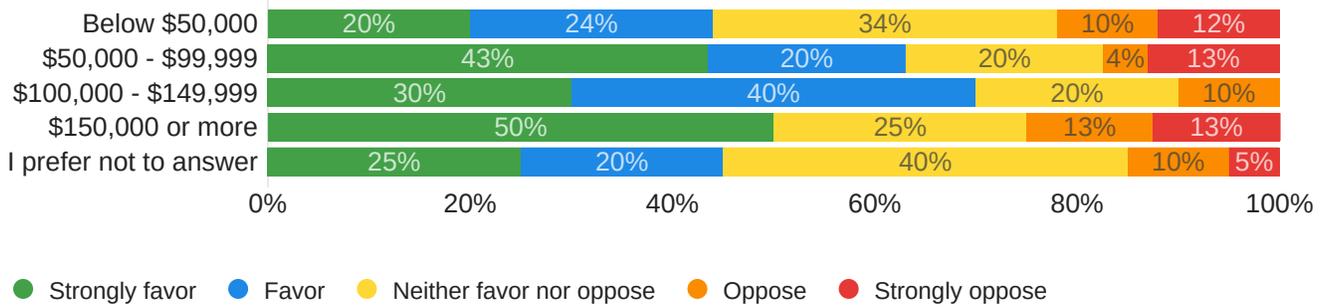
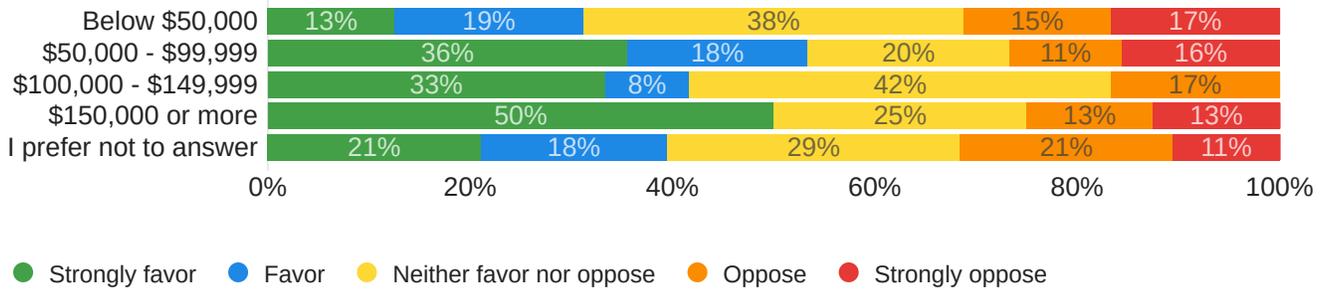


Figure 19: Increase by \$50/month by gross annual income



Demographics

Respondents were asked several demographic questions, the results of which are listed below.

Figure 20: Gross Annual Income (self-reported)

163 Responses

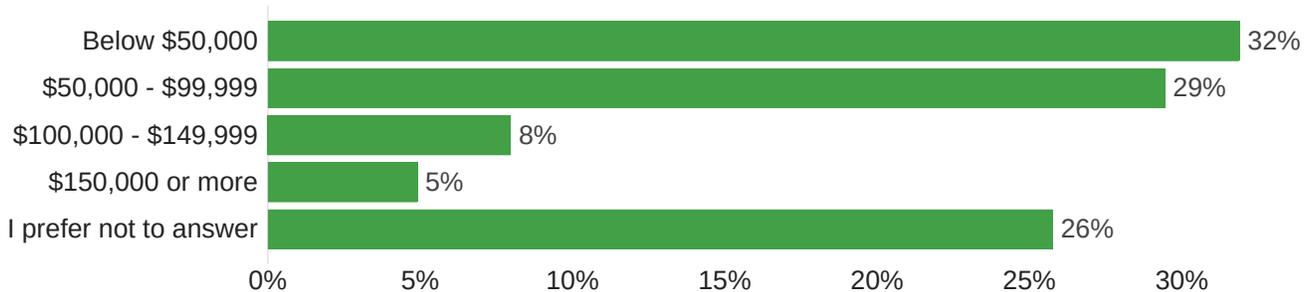


Figure 21: Home Ownership



Figure 22: Race & Ethnicity

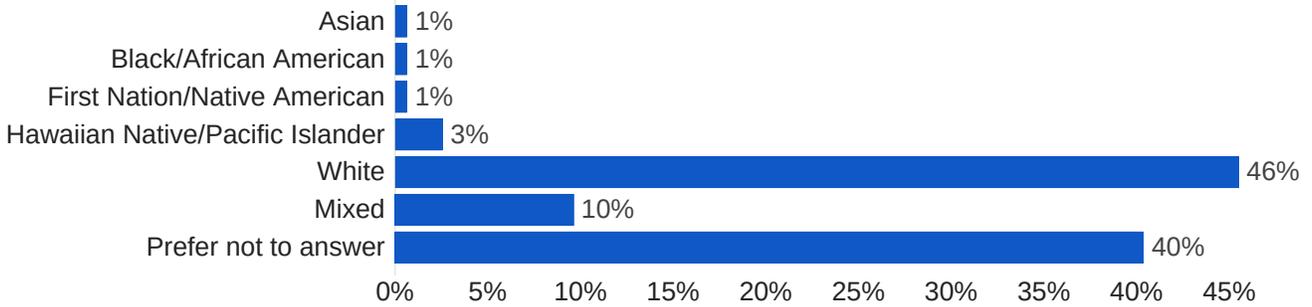


Figure 23: Self-Identification as Hispanic/Latinx

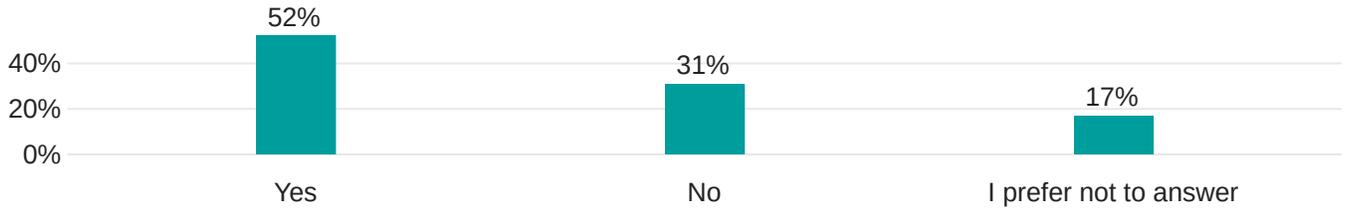
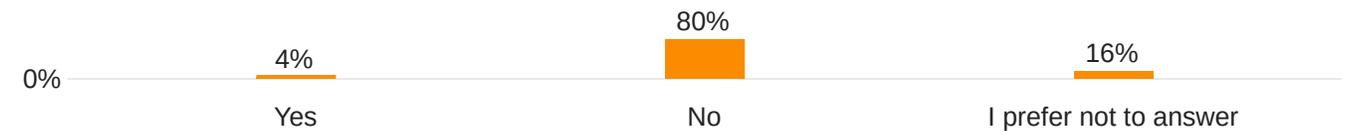


Figure 24: Self-Identification as Russian



Q24 - What is your approximate gross annual income (before taxes)?

