

Good morning Chair Prozanski and members of the committee. My name is Anna Siqueira da Silva. I live in Keizer, Oregon. I am here in support of Senate Bill 1005.

I am an educator, a member of the Salem-Keizer Education Association, and a member-leader in the Oregon Education Association. **I teach first grade here in Salem at a school with one of the highest poverty levels in the state.** I teach in a bilingual program. My students are all Latino. Some of them are first generation in the US. Some are from families who have been here for several generations. All of the families in my school face the challenges that come with being poor, and most face the additional challenge of being members of a cultural minority. I have had the privilege of having taught two generations in a few families. I call those students my **grand-students**. Needless to say, I am close with these families and the community. The same can be said for most of my colleagues.

A few staff members who have been part of this school community for a long time **scan the papers** each morning to see if any of our students' family members or former students have been arrested, or worse, if they have died. Recently, we all keep our ears open for news of family members who have been picked up by **Immigration and Customs Enforcement**. These occurrences, while not daily, do happen and have a profound effect on our students, as you can imagine. This information is shared among staff so we can prepare to receive students who may

have been **traumatized**, or so we can mourn. When the name of a former student shows up in the paper, we mourn.

You have probably heard the term “**School to Prison Pipeline**” recently. What you may not know is the extent of the role that private prisons play in how our justice system functions. I won’t go into the details of every aspect of that, as there are others here who are experts on this. I do want to make sure you know how private prisons affect our communities and schools. **It has been reported recently that private prisons look at third grade reading scores as a basis for future bed quotas in contracts with state governments.** If there aren’t enough convictions to meet the quota, more arrests end in convictions and the sentences are longer. Statistically, this affects people of color more. **My students are people of color.**

When I found out that my retirement funds in **PERS** were being invested in private prisons, I was appalled. It feels to me like I am helping to put my students in prison. **My grand-students may one day face an artificially induced conviction and harsh sentence to fulfill a quota based on their reading scores in third grade in a system that has been partially funded by my retirement.** This seems more than a little bit wrong. Yes, it is true that the connection is not that direct. But there is a connection. When I brought this up at the Oregon Education Association Representative Assembly last year, **overwhelmingly teachers agreed with me.** **We want our money divested from the private prison industry.**

Thank you for your time listening to my testimony this morning. I would be happy to answer any questions you may have.