

Joint Task Force on Statewide Educator Salary Schedules

Sep. 2023 – Sep. 2024

[Final Report](#)

DATE: September 23, 2024

BY: Legislative Policy and Research Office

RE: Task Force Update for Legislative Days



Background and overview

[Senate Bill 283 \(2023\)](#) created the [Joint Task Force on Statewide Educator Salary Schedules](#). The task force met 16 times and adopted 14 recommendations.

Co-chaired by Sen. Dembrow and Rep. Neron, task force members included

- educators,
- labor leaders,
- administrators,
- parents, and
- school business and human resources professionals.



Current practices at the state and local levels

Guest speakers presented to the task force on Oregon-specific education topics.

Oregon state budget, school funding, and the Current Service Level (CSL)

- Perspectives from the Governor's office, the Oregon Department of Education (ODE), the Legislative Fiscal Office (LFO), and the Legislative Revenue Office (LRO)

Oregon statewide collective bargaining and job classification

- Perspectives from the Department of Administrative Services (DAS), labor unions, and public university collective bargaining labor and management leaders

Oregon school district practices: pay, bargaining, benefits

- Perspectives from educators, labor leaders, superintendents, and school business and human resources professionals, as well as the Oregon Educators Benefit Board (OEBB)



Scholarly analysis

Guest speakers presented to the task force on Oregon education policy research.

Academic studies on:

- Labor economics and Oregon teacher job postings
- Oregon teacher retention
- Earnings of former Oregon educators

Data and analysis from:

- Oregon Employment Department educator data
- Oregon Longitudinal Data Collaborative (OLDC) educator supply and demand study



Education policy beyond Oregon

Guest speakers presented to the task force on educator pay, bargaining, and school finance in states around the country and in Canada.

Educator pay and school finance in other states

- Survey of statewide minimum educator salaries in 24 states
- Deep dives: educator salaries in Arkansas, Delaware, Washington, and West Virginia
- Pay for student teachers and cooperating educators in other states

Educator collective bargaining and school finance in Canada

- Province-wide educator collective bargaining
- Division of centrally and locally bargained issues
- Alignment of bargaining, budgeting, and legislative appropriations



Values, Findings, and Goals

The task force unanimously adopted 4 values and 17 findings and goals.

- 1. We value adequate, stable, and equitable funding of Oregon schools.**
- 2. We value collective bargaining that provides transparency, builds trust, and uplifts all voices in Oregon education.**
- 3. We value competitive compensation that respects and attracts Oregon educators and provides for a stable and diverse workforce.**
- 4. We value the careful implementation of complex changes to state education policy.**



The task force adopted 14 recommendations.

Members themselves wrote the recommendations.

They worked individually or in small groups.

The task force did not prioritize any recommendation over any other.

The order in which the recommendations appear does not reflect their relative importance.



Overview of adopted recommendations

- Workgroup on educator compensation
- Equity impact study
- Statewide education workforce data
- Study on statewide minimum salaries
- Grow Your Own standards and data
- Apprenticeship expansion
- Scholarship expansion for educator candidates
- Affinity spaces for educators
- Oregon Promise expansion
- Pay for student teachers and cooperating educators
- Special education caseload caps
- Cost of living equity study
- Job classifications for classified staff
- Improved fiscal analysis for districts



Workgroup on educator compensation

Authors: members representing superintendents, school business officials, school boards, and school administrators

A workgroup on educator compensation would:

- Review work of this task force, the Quality Education Commission (QEC), and the executive branch workgroup that studied the Current Service Level (CSL)
- Consider the costs of various policies
- Involve membership similar to the task force but add statewide perspectives
- Result in a comprehensive plan aligned with task force values and goals

[Read the adopted recommendation in full.](#)



Equity impact study

Authors: Rep. Neron and members representing educators and parents of Oregon public school students

Equity impact studies for any policy of statewide educator pay would:

- Anticipate inequitable phenomenon for the entire education workforce—classified, licensed, and others
- Define equity as fairness and justice in the context of education, including:
 - Fair access to resources, opportunities, and support for all educators' professional growth
 - Recognition that educators come from various backgrounds and require varied resources to level the professional playing field
 - Educator belonging, wellbeing, workloads, and retention

[Read the adopted recommendation in full.](#)



Statewide education workforce data

Authors: Rep. Neron and members representing classified educators

Expand ODE's education workforce data. Expansion will:

- Require school districts to submit data on all staff—including classified staff, for whom statewide data is currently incomplete
- Task ODE with collecting data on actual district expenditures for educator benefits
- Seek collaboration between state and local professionals with expertise in data collection and reporting
- Ensure new requirements are streamlined and efficient, particularly for small and rural school districts
- Make data accessible online for educators, unions, and the public

[Read the adopted recommendation in full.](#)



Study on statewide minimum educator salaries

Authors: members representing educators

Study statewide minimum salaries, prioritizing:

- Alignment with state budget timelines
- Inclusion of a yearly COLA increase
- Equity from rural to metro areas
- Pay differentials for hard-to-fill positions
- Early-career raises as well as professional growth through education careers
- Consideration of Oregon's current education funding model
- Funding sources to support implementation

[Read the adopted recommendation in full.](#)



Grow Your Own statewide standards and data

Author: a member representing educators

Establish standards for Grow Your Own programs, including

- Criteria for program design, participant selection, and educational outcomes
- Partnerships between schools, community organizations, and higher education institutions
- Cultivation of local talent pools, particularly in underserved communities

[Read the adopted recommendation in full.](#)



Apprenticeship expansion

Author: a member representing educators

Expand teacher apprenticeship program:

- Target career changers, paraprofessionals, and military veterans
- Offer structured mentorship, professional development, and support for certification
- Acknowledge the need for increased funding
- Ensure adequate resources to sustain and scale these pathways effectively

[Read the adopted recommendation in full.](#)



Scholarship expansion for educator candidates

Author: a member representing educators

Reduce economic barriers in educator preparatory programs (EPPs)

- Enhance the Oregon Teacher Scholars Program (OTSP) Grant
- Allow recipients to access funds during summer term
- Prioritize underrepresented groups and high-need subject areas
- Ensure a robust pipeline of well-prepared teachers for all students

[Read the adopted recommendation in full.](#)



Affinity spaces for educators

Author: a member representing educators

Educator affinity spaces, under the Educator Advancement Council (EAC), would:

- Foster a sense of belonging
- Support ongoing professional development
- Enhance cultural competence among educators
- Cultivate inclusive teaching practices
- Contribute to retention and professional satisfaction among diverse educators

[Read the adopted recommendation in full.](#)



Oregon Promise expansion

Author: Sen. Dembrow

Extend Oregon Promise to returning students who intend to be educators.

If budget requires constraint, then begin with a subset, such as:

- Special education or other hard-to-hire areas
- Educator candidates in a Grow-Your-Own program
- Educator candidates in a teacher apprenticeship program

[Read the adopted recommendation in full.](#)



Pay for student teachers and cooperating educators

Author: a member representing educators

Pay student teachers and cooperating educators in order to:

- Reduce student teacher financial hardship
- Allow student teachers to focus on learning and professional development
- Recognize expertise of cooperating educators
- Incentivize experienced educators to act as mentors

[Read the adopted recommendation in full.](#)



Special education caseload caps

Authors: members representing educators

Support special education professionals by:

- Dedicating one educational assistant to each student who is assessed as needing one-on-one support
- Providing a per diem or other stipend to educational assistants assigned to more than their designated one student per day

[Read the adopted recommendation in full.](#)



Cost of living equity study

Authors: Rep. Neron and members representing educators and parents Oregon public school students

Cost-of-living analyses for statewide minimum educator salaries would:

- Analyze available income after cost-of-living expenses for geographic areas
- Compare to other jobs in the geographic area
- Use MIT cost-of-living calculator or another similar calculator
- Consider factors such as zip code, county, or school district
- Disclose all data sources and methodologies

[Read the adopted recommendation in full.](#)



Job classifications for classified staff

Authors: members representing classified educators

Oregon's many school districts currently use thousands of different job classifications for classified workers. A study will:

- Show the viability of consistent statewide job classifications for classified educators
- Use systems that already exist, such as the State of Oregon employee classification tables
- Result in a more equitable starting line for Oregon educators

[Read the adopted recommendation in full.](#)



Improved fiscal analyses for districts

Author: Sen. Dembrow

To avoid unfunded legislative mandates on local school districts:

- Identify and appropriate stable funding sources for education bills
- Require fiscal analyses built on trusted, impartial data
- Avoid reliance on school district advocates to provide data
- Prioritize transparency in Legislative Fiscal Office (LFO) processes
- Consider a workgroup involving LFO, LPRO, ODE, and relevant education stakeholders

[Read the adopted recommendation in full.](#)



Thank you. Questions?

Co-Chairs:

Sen. Michael Dembrow

Rep. Courtney Neron

Access the full [report](#) on OLIS

