

# 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

