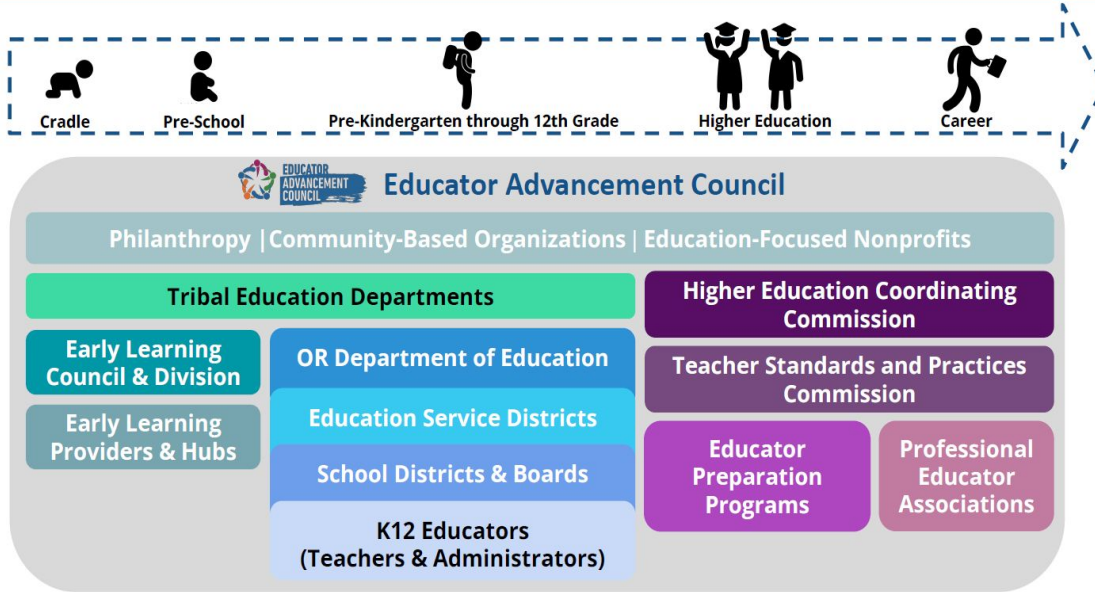


Education Workforce Challenges

Senate Committee on Labor and Business
February 21, 2023



About Us



Created by the Legislature and launched in 2018, the Educator Advancement Council (EAC) is an innovative partnership with the state that coordinates a **systemic approach** to continuously assessing needs as well as coordinating priorities for **services and resources** to support Oregon educators. We collaborate with partners to redesign the system so it works effectively for every adult and every student.

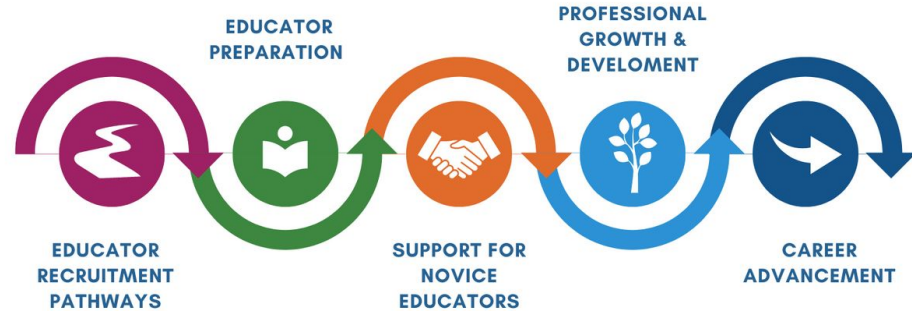


Education Staff Shortages

Shortages exist at **all career stages** - pipelines into positions, early career, and retention of existing staff.

- Staffing challenges **are not equal** across geographies, subject areas, as well as the diverse settings and conditions of school systems
- Challenges **pre-existed**, and exacerbated by, pandemic conditions
- Shortages are greatest in **specialized areas** (i.e. special education, bilingual education)
- Shortages affect **licensed and non-licensed** staff in instructional and support positions

EDUCATOR ADVANCEMENT CONTINUUM



Why do staff leave?

Teacher and staff shortages are an increasing problem since the Great Recession and exacerbated by pandemic conditions.

Challenges with **recruitment of new staff and retention of existing staff** caused by:

- Lack of adequate preparation
- Lack of ongoing training and support in high leverage practices for sustained success
- Lack of innovation in staffing models
- Low salaries (relative to other professions)

Classified staff in particular have had **little to no access** to opportunities for **training, support, and career advancement**.



Inadequate Preparation

Beginning teachers with little or no preparation are 2½ times more likely to leave the classroom after one year compared to their well-prepared peers.

Lack Of Support For New Teachers

New teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do.



Challenging Working Conditions

Teachers often cite working conditions, such as the support of their principals and the opportunity to collaborate with colleagues, as the top reason for leaving.

Dissatisfaction With Compensation

Beginning teachers earn about 20% less than individuals with college degrees in other fields, a wage gap that can widen to 30% for mid-career educators.



Better Career Opportunities

More than 1 in 4 teachers who leave say they do so to pursue other career opportunities.

Personal Reasons

More than 1 in 3 teachers who leave cite personal reasons, including pregnancy and child care, as extremely or very important in their decision.



Challenges in Oregon School Districts

The most common types of recruitment and retention challenges described in HB 4030 (2022) applications included (from most common to least common):

1. **Difficulty finding and retaining qualified candidates to fill open positions** across most licensed and classified staff categories, including for specialized positions such as special education teachers, counselors, nurses, mental health counselors, and bus drivers
2. **Need for improved preparation and staff support**, including additional training, professional learning, and mentoring opportunities, particularly for classified staff, new staff, as well as in areas of high-need (special education, social emotional learning, and meeting the growing diversity of student needs)
3. **Burnout of current staff** caused by lack of time and space for staff collaboration, planning, and connection, as well as chronic understaffing in specialized and substitute positions, leading to staff feeling isolated, disconnected, and overwhelmed
4. **Increasing cost of living, low wages, and affordable housing shortages** across the state, and in particular affecting classified staff and staff in rural communities with long commutes and few housing options

Investments in Recruitment, Retention, and Diversity

Educator Advancement Council

- \$53.8 million in 2021-2023 biennium for educator access to **high quality professional learning, mentoring, and other supports** through Regional Educator Networks and teacher scholarships
- \$30.7 million (with Oregon Department of Education, Teacher Standards and Practices Commission, and Higher Education Coordinating Commission) to support **educator preparation, scholarships, mentoring, and diversification** efforts (including Grow Your Own Partnership Programs)
- Biennial **Statewide Educator Survey** on teaching and learning conditions in schools (currently in-progress)

HB 4030 (2022)

- \$78 million in 2022-2023 for districts and charter schools to support efforts to **recruit and retain staff**
- \$19 million in 2022-2023 for district reimbursement of **Substitute Teacher and Instructional Assistant trainings**



Strategic Policy Priorities

- **Continuously Improving Systemic Conditions** (programs, services, and resources) to meet the changing demands of the educator workforce by local context and varying educator needs
- **Developing a Statewide Professional Learning System** that builds organizational capacity (knowledge, skills, and dispositions) at all levels of the system to better meet student needs to eliminate disparity, disproportionality, and predictability in outcomes
- **Career Preparation and Advancement** opportunities that are accessible to all educators across multiple contexts and at varying stages of an educator's career
- **Creating Strategic Partnerships** (State Agency Leadership Collaboration, Grow Your Own Partnerships, Regional Collaboration, Local Communities of Practice, etc.)



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