

Chair Dembrow, Vice Chair Weber, and members of the Oregon Senate Education Committee,

My name is Dr. Hilda Rosselli. I am submitting testimony in favor of SB 283 with input provided from individuals on the frontline of current Grow Your Own teacher projects in Oregon. GYO grant funds has been used to hire Teacher Pathway Navigators who directly work with aspiring teachers, helping them “navigate” the best pathway towards teacher licensure. Being a successful Navigator is complex work requiring the ability to connect authentically with first generation college students, BIPOC individuals and those for whom English is not their first language. They draw upon an extensive knowledge base related to teacher licensure routes, financial supports, course transfer, and even college application and admissions policies. Navigators also help disburse scholarship and tuition remission funds to candidates and partner with district staff, community organizations and higher educational institutions to dismantle barriers and improve access for educators of color to supports including mentoring, professional development and affinity groups. Close to 30 individuals have been participating in the Oregon Network for Teacher Pathway Navigators sponsored by the Willamette ESD and have contributed [9 recommendations to help achieve a more diverse teacher workforce in Oregon](#).

Specific to SB 283, they have expressed the following comments, questions, and suggestions.

#### Workforce Data

- I am curious if the data [gathered in the workforce survey] will be disaggregated? [by demographics including gender, race/ethnicity, geographic location, etc.]
- What happened to the project funded in 2021 for U of O to produce a statewide supply and demand report?

#### Special Education Educators and Employees

- I’m happy to see the suggestion of a 20% pay differential for SpEd teachers, and I would like to see similar programs for BIPOC and bilingual educators as well (both classified and licensed).
- Add the bilingual teacher to this bill. Along with Special Educators, dual-language teachers are a highly specialized and trained group of educators who offer services that impact students, families, and communities. The recognition and appreciation for their assets can be through a % increase in salary...
- Consider the economic impact on school districts, particularly small and rural districts of raising salaries for Special Educators and Substitutes as this will have implications for their budgets.
- Make sure special ed paras still have flexibility in their work hours to complete coursework if pursuing teacher licensure.

#### Contracts of Employment

- A salary floor for licensed will help with recruiting but doesn’t truly address retention or reasons why educators are leaving the profession.
- I’m curious if that means that all school districts will have the exact same salary schedules, or if they will just be consolidated onto one document?
- Having minimum hours for classified will be difficult - just cause for classified will also be difficult - most of the bill requires bargaining and huge changes to current CBAs.
- Will require strong leadership and support from OSEA, OEA, COSA etc.

#### Substitute Teachers

- What does this mean for districts that outsource their subs? i.e. Education Management & Staffing Solution (ESS)

- If substitutes fall under the umbrella of district employees, are they offered benefits?

#### Funding for this bill

- What impact will these funding recommendations have on future GYO funding and other EAC initiatives?
- Where is the funding for this bill coming from? Will it have an impact on already established programs?

#### Apprenticeship and Mentoring Grants

- It feels too early to designate funding for Registered Apprenticeship model?
- Research and learn about what worked and what didn't work for the previous initiative on supporting mentors before establishing funds for apprenticeship and mentoring AND review with an equity lens to see if these mentorships/apprenticeships are culturally responsive and sustainable for those to take up the position of mentor/guide preservice and/or first year teachers.

#### Public Relations Campaign

- Will a public relations campaign focus/put an emphasis on the diversification of the educator workforce?
- Review what was in the Teach In Oregon website launched in 2019-2020. This website was used to help encourage people to pursue teaching and provide needed information.
- Create an advisory group for the ODE public relations campaign to identify user needs including current teacher candidates, particularly BIPOC individuals, Navigators or staff of GYO projects currently working with teacher pathways.
- Any PR campaign needs to take into consideration what Teacher Pathway Navigators and GYO projects are learning about the information needs of potential teachers including teacher pathways and available resources and help dispel rumors like you have to earn a Master's to teach in Oregon, etc.
- Navigators have specifically identified the need for an interactive tool using a few questions of candidates to help them easily locate financial resources for which they qualify and helping them estimate potential amounts.
- Current teachers and school administrators can play an important role in "tapping" and encouraging potential teacher candidates from both high school students and district classified employees. They need access to promotional materials emphasizing the positive aspects and available resources to support those entering the profession.

#### General comments

- Why is there no attention given to teacher pathways? Seems like this is only about currently employed teachers.
- No mention of BIPOC candidates and addressing their specific needs.
- I'm not sure the recommendations relate specifically to a more diverse teacher workforce... they certainly support achieving a stronger/larger teacher workforce, but perhaps we can shift the focus of some to how these actions promote diversity specifically.
- I might have missed it, but it seems like there aren't many actionable items on teacher retention.
- Need to include more on retention practices, e.g. placement of novice teachers in high turnover positions.

Thank you for taking these ideas into consideration. A number of Teacher Pathway Navigators have volunteered to meet with advisory groups and/or legislators to provide additional insights on this important bill. Please let us know how we can be of assistance.