

# SB 283

## Addressing Educator Workforce Shortages in Oregon

Senate Education

2/14/2023

# Fall 2021: Legislative Work Group Formed

Senator Dembrow

Senator Frederick

Rep Weber

Rep Neron

Rep McLain

More than 50 stakeholders (agencies, teachers, classified, subs, administrators, parents, college/university educators, social justice advocates).

# Worked via three subgroups:

- Recruitment (“The Pipeline”)
- Retention and Working  
Conditions
- Compensation

# Three Priority Problem Areas:

- Special Education Workforce
- Diversifying the Teacher Workforce
- Rural Educators

Decided to focus on short-term, medium-term, long-term strategies

# HB 4030

- Streamlines background check processes
- Appropriates \$78 million for grants to recruit and retain personnel
- Funding for reimbursements to substitutes and IA's for training costs
- Requires review of educator license reciprocity
- Requires study of application processes
- Begins process of creating data system
- Provides funding to assist applicants with licensure requirements
- Allows State Board to suspend nonessential reporting requirements

Recruitment/retention challenges described in the applications submitted by districts 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.

# Statewide Workforce Data System

## Section 1:

- Workforce Data System Portal
- Interactive data visualization tool.

## Section 2:

- Climate surveys, exit surveys, and annual report to the Legislature

# Special Education Educators and Employees

## Section 3:

- 20% pay differential for Special Education Teachers & Classified

## Sections 4 & 5:

- Five hours per day minimum for Classified employees

# Working Conditions

## Section 6:

- Just Cause protections for Classified education employees

# Substitute Teachers

Sections 7 & 8:

- Substitute Pay
- Subs are employees of district.
- Subs paid for required training
- Implemented 2023-24 school year

# Study on Minimum Salaries

Sections 9 & 10:

- Designing minimum salary schedule for 2025-26

# Task force on Salary Schedules

Sections 11 & 12:

- Task Force on Statewide Educator Salary Schedules

# Apprenticeship and Mentorship Grants

## Section 13:

- “Grow Your Own” Registered apprenticeships
- Mentorships

# Public Relations Campaign

Sections 14 & 15:

- Invest in public relations campaign to promote interest in education professions

## Teacher Licensure

### Sections 16-18:

- Allows retired teacher to receive a substitute license automatically within three years

## Employment After Retirement

### Sections 19 & 20:

- Allows educator to work full-time after retirement and still receive PERS benefits

## Captions

- Section 21

## Emergency Clause

- Section 22