

OREGON'S 2025

LEGISLATIVE SESSION

SUMMARY + SCORECARD





LEGISLATIVE SESSION SUMMARY



The 2025 Oregon Legislative Session began with possibility.

An initial strong economic forecast and Democratic supermajorities in both the House and Senate — including eight OEA members, former members, and staff in the Legislature — created a hopeful outlook for potentially significant progress on OEA priorities to improve and invest in public education. Despite the national landscape, educators, students, and families had reason to believe that long-overdue investments in our schools could finally be prioritized. However, optimism quickly gave way to political and economic headwinds. Mid-session, growing concerns about a downturn in the national economy, compounded by threats of federal funding cuts from the Trump administration, dramatically shifted the budget conversation. **What began as a session of potential became one of retrenchment and hard compromises.**

Even in this difficult environment, OEA members showed up in powerful and inspiring ways.

More than **6,000 letters and phone calls** were made to legislators. Educators organized in their communities, testified at hearings, and traveled to the Capitol to make their voices heard during our OEA Lobby Day in February. OEA members attended all of the budget road show hearings across the state with a unified message. In June, we held a massive “Rally to Invest in Our Future,” joining labor partners in bringing **more than 1,000 union members to Salem to demand that lawmakers protect and fund the services Oregonians rely on** - especially public education.

Yet, despite these efforts, the session ended without the passage of key OEA priority bills, and without adequate investments in our public schools. The outcome is deeply disappointing. But it also clarifies our path forward: Oregon cannot rely on unstable funding streams or piecemeal solutions. Our state needs real, sustainable revenue reform to support the schools, educators, and students who form the foundation of our future. This session made clear that our advocacy matters: we have shown that our state lacks the revenue needed to invest in our schools, and that the organizing power we continue to build will be essential in the fights to come.



OEA LOBBY DAY



LEGISLATIVE VICTORIES

Though OEA's top three priority bills did not pass this session, our members, staff, and coalition partners still secured landmark legislative victories - both in policy and in the budget. These wins reflect years of advocacy, organizing, and persistence, and they will deliver real, lasting benefits for Oregon students and educators. At the same time, we must acknowledge that Oregon's schools remain funded below the levels called for in the Quality Education Model (QEM), and our fight for full and fair funding continues.

BUDGET WINS

✓ **HB 2140 - Updating the Current Service Level (CSL) calculation**

The legislature passed an update to how the CSL is calculated, raising baseline state funding by \$600 million per biennium for K-12 education. This is a transformative change - one that will provide billions of additional dollars for Oregon schools over the coming decades. Importantly, this victory did not happen overnight. It is the result of years of relentless advocacy from OEA members and staff, combined with the public pressure created by the historic Portland Association of Teachers strike. Together, educators made clear that Oregon students deserve more, and lawmakers were compelled to act. While CSL funding still falls short of QEM's vision for truly high-quality education, this progress marks a generational win that will strengthen schools and classrooms statewide.

✓ **SB 849 - Protecting jobs by buying down PERS liability**

Legislators approved a \$166 million buy-

down of PERS liability for 2025-26, saving countless educator positions that had already been threatened with layoffs heading into the school year. This step means more educators in classrooms and more stability for students.

✓ **Rainy Day Fund - Prioritizing students and families now**

Lawmakers adopted OEA's recommendation to invest Rainy Day Funds in services today, rather than stockpiling them. This decision preserved hundreds of millions of dollars for critical programs that working Oregon families depend on.

✓ **Stopping giveaways to the wealthy**

OEA successfully fought to block new tax breaks for the ultra-wealthy, ensuring that state dollars continue to be directed toward the schools and services that need them most.

✓ **Ending fund balance**

Legislators initially aimed to set aside 1.5% of state funds, but after OEA's advocacy, they reduced that to 1.25%, protecting tens of millions of dollars for immediate investments in students and schools.

POLICY WINS

✓ **HB 2900 - Reduced probationary periods**

Supports educator mobility and retention by shortening probationary periods, helping more educators secure stability earlier in their careers.

✓ **SB 1098 - Freedom to Read Act**

Strengthens local control over educational materials, ensuring that communities, not political extremists, guide what students read and learn.

✓ **SB 916 - Unemployment Insurance for striking workers**

Provides critical financial security for educators and workers who exercise their right to strike.

✓ **HB 3789 - Anti-Union Impersonation Act**

Protects union communications and member trust by cracking down on bad-faith attempts to impersonate unions.



OEA PRIORITY LEGISLATION

This session, OEA brought forward a clear and values-driven legislative agenda focused on equity, respect, and support for public educators and students.

Our priority bills sought to fully fund special education, ensure fair compensation for part-time faculty, and give educators a voice in the size of their classrooms and caseloads. These are not abstract policy ideas - they reflect the lived experiences of our members and the urgent needs of Oregon schools.

Throughout the session, OEA engaged in escalating advocacy efforts to bring these priorities to the forefront. Thousands of members made their voices heard through calls, emails, and testimony. We convened a statewide lobby day, with hundreds of educators meeting directly with their legislators.

And in one of the largest labor actions of the session, we organized the “Rally to Invest in Our Future,” where more than 1,000 union members gathered in Salem to demand real investment in the services that make Oregon work. This was coordinated with the lobbying strategy to press the co-chairs on three budget framework items on the rainy day, ending fund balance, and opposing tax breaks for the wealthy. In the end that advocacy had some success passing legislation and impacting the budget decision despite the top three priorities not passing.

While none of our priority bills were signed into law, the power we built through this organizing cannot be overstated. Each conversation, action, and mobilization added to the growing force behind our priorities. We are laying a foundation not just for future sessions, but for the long-term transformation of Oregon’s education system.



FULLY FUNDING SPECIAL EDUCATION

OEA and our coalition partners called for dedicated funding to fully meet the needs of special education students - something the current system fails to provide. The proposal sought to update state funding formulas to reflect the actual staffing, service delivery, and individualized support that students with disabilities require.

Across Oregon, educators report caseloads that are too large, resources that are too limited, and bureaucratic hurdles that stand in the way of effective support. This bill would have been a first step in correcting decades of underfunding and structural neglect. While it did not pass, it helped solidify a growing coalition of educators, families, and advocates that will continue to demand justice for students with disabilities. The partnership with parents and the community in this coalition was a major point of growth and progress in this campaign.



PAY PARITY FOR PART-TIME COMMUNITY COLLEGE FACULTY

Oregon’s community colleges rely heavily on part-time faculty - many of whom teach the same classes as their full-time colleagues but are paid significantly less. OEA’s priority legislation would have required pay parity, ensuring that part-time instructors receive equal compensation for equal work. This legislation moved further in the legislative process than it ever has before.

The bill also aimed to create more stability in the faculty workforce by valuing the contributions of educators who are often overlooked. It gained momentum thanks to strong public testimony and widespread support but failed to move forward due to budget constraints. Still, this issue remains urgent, and OEA will continue pushing for fairness in Oregon’s higher education system.

CLASS SIZE & CASELOAD AS A MANDATORY SUBJECT OF BARGAINING

OEA's final priority bill, HB 3652, sought to make class size and caseload mandatory subjects of collective bargaining for K-12 educators in all schools. These factors directly affect working conditions and learning outcomes - yet too often, educators are shut out of the decisions that shape their classrooms.

This bill would have empowered educators to negotiate for reasonable class sizes and manageable workloads, ensuring that students receive the attention and support they need. This effort was meant to advance on the 2021 victory of securing class size and case load as mandatory subjects of collective bargaining for Title 1 schools. Though the bill to apply this across the board fell short, it brought needed attention to a system that often prioritizes budget spreadsheets over student success. Educators across the state are already incorporating these issues into local bargaining, and OEA will continue to fight for this change statewide.

MOVING FORWARD TOGETHER

The 2025 session was a powerful reminder of both the limits of our current system and the strength of collective action. Oregon's public schools and community colleges remain underfunded, and our elected leaders too often fail to match their rhetoric with resources. But the organizing, advocacy, and solidarity shown by OEA members this session were nothing short of extraordinary.

We leave this session disappointed - but not defeated. The groundwork has been laid, the alliances have been strengthened, and the power we've built will carry forward. Together, we will continue to push for the schools Oregon students and educators deserve. We will hold elected officials accountable for the commitments they make, and we will ensure educator's voices are a part of every election, meeting, and decision until schools are fully funded and students have access to the public education they deserve.



EDUCATION FUNDING

Education funding was a central issue this session, and one where OEA members saw both progress and setbacks.

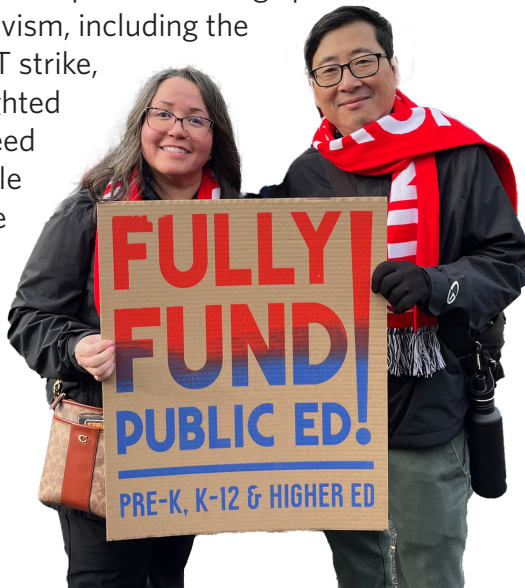
Our momentum collided with harsh budget realities. Skyrocketing costs - especially for health care and retirement - paired with inflation and federal uncertainty, meant that the final K-12 and community college budgets fell short of what's needed. These budgets do not close the Quality Education Model (QEM) gap, and they are not enough to avoid layoffs, program cuts, or oversized class and case loads. Oregon students and educators deserve more.

K-12 FUNDING

The 2025 legislature made a significant and long-overdue change to K-12 education funding by **passing HB 2140, updating the Current Service Level (CSL) calculation and increasing baseline state funding by \$600 million per biennium.**

This change ensures that school funding more accurately reflects the real costs of maintaining existing services, especially as districts face rising expenses.

This win didn't come overnight - it was built through persistent, organized advocacy over multiple sessions. Educators have consistently sounded the alarm that the old formula lagged far behind inflation and actual district costs. The change was made possible in large part due to educator activism, including the landmark PAT strike, which highlighted the urgent need for sustainable and equitable funding across the state. However, even with



the CSL adjustment, Oregon's K-12 funding still does not meet the standards outlined in the Quality Education Model - a framework developed by the state itself to determine what students truly need. Inflation, growing costs for employee benefits, and looming threats of federal cuts all placed pressure on the final budget. The result is a K-12 education budget that, while improved, is still insufficient to meet today's challenges. **Districts are preparing for staffing reductions, increased class sizes, and reduced supports for students, even as we celebrate the incremental gains made this year.**

COMMUNITY COLLEGE FUNDING

Community colleges are a cornerstone of Oregon's education system, offering pathways to higher education, workforce development, and personal advancement for tens of thousands of Oregonians. Yet, year after year, these institutions operate on a funding model that leaves them stretched thin - and 2025 was no exception.

While lawmakers acknowledged the importance of community colleges, the final budget did not provide sufficient increases to keep up with rising operational costs. Inflation, escalating benefit expenses, and growing student needs continue to outpace the funding provided by the state. As a result, community colleges are again facing difficult decisions: whether to reduce course offerings, increase tuition, or cut staff.

OEA and our community college faculty affiliates have consistently called for a renewed commitment to this sector, and the 2025 session only reinforces how critical that work remains. Without significant new revenue, Oregon's community colleges risk becoming less accessible, particularly for rural, low-income, and nontraditional students who rely most on their services.

During the last biennia, the Community College Support Fund (CCSF) came out at about \$30 million above CSL. This long session, the CCSF will be at CSL, which is \$854 million.



END-OF-SESSION LEGISLATOR SCORECARD

DEFINITIONS AND CRITERIA

OEA assigns lawmakers a grade based on how they interacted with members and staff, their public support and work for or against OEA priority legislation, and their public voting record on priority bills. The rubric used to score legislators was based on four main criteria:

BEING A CHAMPION

To be an OEA legislative champion lawmakers needed to do more than just sponsor one of OEA's priority bills; they needed to work publicly and behind the scenes to drive the bill forward. Conversely, if a legislator championed anti-labor or anti-education legislation - such as introducing the amendment that would have ended Multnomah County's Preschool for All program - they were deducted points.

VOTES TAKEN

A full list of scored bills can be found below. Legislators who voted to support priority bills received points, while legislators who voted against priority bills lost points. Legislators with excused absences on the day of the vote were not graded. [NOTE: HB 3652, Class Size and Case Load as a Mandatory Subject of Bargaining, was not given a floor vote, but OEA staff conducted a thorough vote count for House members. Because of this, House members who indicated they would be a yes vote on HB 3652 received a point. House members who indicated no votes, or did not indicate a clear vote in support, did not receive an additional point. The Senate was not graded on HB 3652.]

ACCESSIBILITY TO STAFF AND MEMBERS

Legislators who met with OEA members during our Lobby Day received 1 point. If legislative staff took the meeting, the legislator was given 0.5 points.

* LEADERSHIP AND KEY DECISION MAKERS

This session, all of OEA's top priority bills died because they were denied floor votes. The stalling of all three bills was a choice made by legislative leadership. With that being the case, the Speaker, Senate President, both Majority Leaders, and the Ways & Means Co-Chairs all were docked a letter grade.

BILLS USED FOR THE SCORECARD

➔ **KEY: BLUE = OEA BILLS; GREEN = COALITION BILLS, SUCH AS FAIR SHOT FOR ALL**

- **HB 3652** - Class size and caseload as a mandatory subject of bargaining
- **HB 2900** - Reduces teacher probationary period from 3 years to 1-2 years
- **HB 2140** - Modernizes State School Fund Current Service Level Calculation
- **SB 849** - Changes how PERS uses the money in the SDULF

- **SB 916** - Unemployment Insurance for striking Workers
- **HB 3789** - Prevents entities from impersonating a workers' union
- **HB 2024** - Provides grant funding for behavioral health and improves safety standards
- **SB 599** - Prohibits housing discrimination based on immigration status

SENATE REPORT CARD

* Key: See "Leadership and Key Decision Makers" on previous page

A

District	Title	Party	Last Name	First Name	Overall Score	Grade
SD 25	Sen	D	Gorsek	Chris	94%	A
SD 18	Sen	D	Campos	Wlnsvey	100%	A
SD 13	Sen	D	Neron Misslin	Courtney	100%	A

B

District	Title	Party	Last Name	First Name	Overall Score	Grade
SD 10	Sen	D	Patterson	Deb	89%	B
SD 23	Sen	D	Pham	Khahn	89%	B
SD 27	Sen	D	Broadman	Anthony	89%	B
SD 4	Sen	D	Prozanski	Floyd	89%	B
SD 7	Sen	D	Manning	James	89%	B
SD 8	Sen	D	Gelser Blouin	Sara	89%	B
SD 22	Sen	D	Frederick	Lew	89%	B
SD 19	Pres	D	Wagner	Rob	94%	B*

C

District	Title	Party	Last Name	First Name	Overall Score	Grade
SD 17	Sen	D	Reynolds	Lisa	78%	C
SD 21	Sen	D	Taylor	Kathleen	78%	C
SD 24	ML	D	Jama	Kayse	89%	C*

D

District	Title	Party	Last Name	First Name	Overall Score	Grade
SD 15	Sen	D	Sollman	Janeen	67%	D
SD 3	Sen	D	Golden	Jeff	67%	D
SD 14	Sen	D	Lieber	Kate	78%	D*

F

District	Title	Party	Last Name	First Name	Overall Score	Grade
SD 20	Sen	D	Meek	Mark	67%	F
SD 16	Sen	R	Weber	Suzanne	0%	F
SD 30	Sen	R	McLane	Mike	0%	F
SD 29	Sen	R	Nash	Todd	13%	F
SD 5	Sen	R	Anderson	Dick	44%	F
SD 28	Sen	R	Linthicum	Diane	-56%	FAILED
SD 2	Sen	R	Robinson	Noah	-44%	FAILED
SD 11	Sen	R	Thatcher	Kim	-29%	FAILED
SD 1	Sen	R	Brock Smith	David	-22%	FAILED
SD 26	Sen	R	Bonham	Daniel	-22%	FAILED
SD 9	Sen	R	Girod	Fred	-22%	FAILED
SD 12	Sen	R	Starr	Bruce	-13%	FAILED
SD 6	Sen	R	Hayden	Cedric	-11%	FAILED

HOUSE REPORT CARD



District	Title	Party	Last Name	First Name	Overall Score	Grade
HD 22	Rep	D	Muñoz	Lesly	100%	A
HD 28	Rep	D	Grayber	Dacia	100%	A
HD 29	Rep	D	McLain	Susan	100%	A
HD 35	Rep	D	Chaichi	Farrah	100%	A
HD 44	Rep	D	Nelson	Travis	100%	A
HD 48	Rep	D	Nguyen	Hoa	100%	A
HD 49	Rep	D	Hudson	Zach	100%	A
HD 50	Rep	D	Ruiz	Ricki	100%	A
HD 8	Rep	D	Fragala	Lisa	100%	A



District	Title	Party	Last Name	First Name	Overall Score	Grade
HD 10	Rep	D	Gomberg	David	80%	B
HD 47	Rep	D	Valderrama	Andrea	80%	B
HD 58	Rep	D	Levy	Emerson	83%	B
HD 20	Rep	D	Evans	Paul	88%	B
HD 16	Rep	D	Finger McDonald	Sarah	89%	B
HD 37	Rep	D	Walters	Jules	89%	B
HD 40	Rep	D	Hartman	Annessa	89%	B
HD 45	Rep	D	Tran	Thuy	89%	B
HD 19	Rep	D	Andersen	Tom	90%	B
HD 30	Rep	D	Sosa	Nathan	90%	B
HD 39	Rep	D	Dobson	April	90%	B
HD 41	Rep	D	Gamba	Mark	90%	B
HD 42	Rep	D	Nosse	Rob	90%	B
HD 46	Rep	D	Chotzen	Willy	90%	B
HD 36	Rep	D	Pham	Hai	90%	B
HD 7	Rep	D	Lively	John	90%	B
HD 27	Rep	D	Helm	Ken	90%	B
HD 25	ML	D	Bowman	Ben	95%	B*
HD 13	Rep	D	Nathanson	Nancy	80%	B-
HD 34	Rep	D	Watanabe	Mari	80%	B-
HD 54	Rep	D	Kropf	Jason	80%	B-

C

District	Title	Party	Last Name	First Name	Overall Score	Grade
HD 33	Rep	D	Isadore	Shannon	75%	C
HD 38	Rep	D	Nguyen	Daniel	75%	C
HD 5	Rep	D	Marsh	Pam	78%	C
HD 14	Speaker	D	Fahey	Julie	90%	C*
HD 56	Rep	R	McIntire	Emily	71%	C-

D

District	Title	Party	Last Name	First Name	Overall Score	Grade
HD 6	Rep	R	Wallan	Kim	63%	D

F

District	Title	Party	Last Name	First Name	Overall Score	Grade
HD 51	ML	R	Drazan	Christine	0%	F
HD 59	Rep	R	Breese-Iverson	Vikki	0%	F
HD 1	Rep	R	Boice	Court	13%	F
HD 18	Rep	R	Lewis	Rick	13%	F
HD 31	Rep	R	Edwards	Darcey	13%	F
HD 58	Rep	R	Levy	Bobby	13%	F
HD 9	Rep	R	Wright	Boomer	13%	F
HD 21	Rep	R	Mannix	Kevin	17%	F
HD 24	Rep	R	Elmer	Lucetta	25%	F
HD 32	Rep	R	Javadi	Cyrus	33%	F
HD 52	Rep	R	Helfrich	Jeff	38%	F
HD 60	Rep	R	Owens	Mark	43%	F
HD 57	Rep	R	Smith	Greg	44%	F
HD 43	Rep	D	Sanchez	Tawna	69%	F*
HD 12	Rep	R	Harbick	Darin	-36%	FAILED
HD 17	Rep	R	Diehl	Ed	-29%	FAILED
HD 4	Rep	R	Skarlatos	Alek	-29%	FAILED
HD 11	Rep	R	Cate	Jami	-21%	FAILED
HD 15	Rep	R	Boshart Davis	Shelly	-19%	FAILED
HD 2	Rep	R	Osborne	Virgil	-13%	FAILED
HD 23	Rep	R	Scharf	Anna	-13%	FAILED
HD 3	Rep	R	Yunker	Dwayne	-13%	FAILED
HD 55	Rep	R	Reschke	E Werner	-6%	FAILED

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