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**STATE REPRESENTATIVE**  
HOUSE DISTRICT 44  
NORTH/NORTHEAST PORTLAND



**HOUSE OF REPRESENTATIVES**  
**Testimony in Support for House Bill 3006**

Chair Hudson, Vice-Chair Fragala, Vice-Chair Harbick and Members of the House Committee on Education and Workforce Development,

For the record my name is Travis Nelson, State Representative for House District 44, North and Northeast Portland.

I am here to testify in strong support of HB 3006 with an amendment. This bill comes from a community-centered process laid by HB 4052 in 2022, which tasked the Oregon Advocacy Commissions Office with recommending legislation to address the social determinants of health. HB 3006 is a direct result of that work. It is also a top priority for the BIPOC Caucus, which has championed efforts to ensure equity and accountability and believe that investment in one of the most important pillars of our education system, the educators, and administrators of our system.

This legislation directs \$5 million to help schools recruit, hire, and support new teachers and administrators who specifically bring lived experience working with diverse populations. This is direct investment in staffing towards a commitment for long-term success in our classrooms.

We know that when students are able to connect with their teachers, principals and other administrators, engagement increases, outcomes improve, and trust is built. This legislation creates an opportunity to build out a talented workforce of early career educators with a wide array of backgrounds and experiences offering real, tangible incentives and resources to ensure they not only enter our schools but thrive in them.

HB 3006 ensures we back these efforts with data because we want to make sure this is working. It calls on the Department of Education, in coordination with other key education partners, to strengthen data sharing with other agencies and modernize how we monitor workforce trends. That means we'll be better equipped to understand where needs are growing, where gaps exist, and how we can respond with smarter, more informed strategies for investment.

The -3 amendment that is posted has the language of the intent of this legislation and the forthcoming amendment will add clarification for the grant program. This amendment will direct the Department of Education to adopt rules to include how candidates may demonstrate experience with diverse populations and implementation detail for the grants. It also clarifies that these are on-going funds to ensure that we continue to invest in our future workforce. Lastly, it will clarify that new educators and administrators are in the first five years of their careers.

At its heart, this bill is about attracting and retaining quality educators who reflect the rich variety of lived experiences and viewpoints in our state and giving them the support they need to succeed. Oregon's students deserve that. Our schools deserve that. And frankly, the future of a more quality and representative education system depends on it.

Thank you,

State Representative Travis Nelson  
House District 44, North/NE Portland

## **Additional Context for House Bill 3006:**

### **Access and Constitutional Clarity**

There have been several ongoing conversations to ensure the resources provided through this bill remain accessible to all workers, regardless of race or ethnicity, so long as they can demonstrate experience working with diverse populations. We have been informed that the use of “new educators or administrators who have experience with diverse populations” instead of “diverse,” would eliminate risk of a challenge at the statutory level because the language is not necessarily based upon suspect characteristics. In other words, it allows all individuals regardless of suspect characteristic to be eligible for the scholarship program if they have experience with diverse populations.

Regarding the legal case that has been mentioned, this bill was crafted with that situation in mind. As amended, this bill no longer uses the phrase “from marginalized populations” and uses “experience with diverse populations” instead. Meaning, if an applicant for these resources has experience, such as being bilingual, they would qualify for this program.

### **Need for Sustained Investment**

If the current funds are limited to this biennium, that effectively supports just one school year. In the context of educator workforce challenges, one year is not enough to make a meaningful or lasting impact. This is especially true given the high attrition rates among new educators. A widely cited study by Professor Richard Ingersoll from the University of Pennsylvania found that 44% of new teachers leave the profession within the first five years. Without long-term systems of support, we risk continuing the cycle of turnover that will not improve retention rates of new teachers and administrators.