



Chair Bowman, Vice-Chairs Drazan & Pham, and Members of the Committee,

My name is Cynthia Branger Muñoz, and I am testifying today on behalf of the more than 42,000 members of the Oregon Education Association in strong support of House Bill 3403 and the -3 amendment.

Oregon's educators, students, and communities benefit when state leaders invest in coordinated, transparent workforce solutions that address both immediate staffing challenges and long-term equity goals. This bill—and the amendment—do exactly that.

A Framework for Smart, Targeted Investment

The -3 amendment would establish a publicly accessible, statewide educator workforce data system to support recruitment, preparation, hiring, and retention. This legislation would be implemented by Oregon state agencies, consolidating information that is already being collected across multiple departments. Rather than creating new data collection burdens, this bill takes information already gathered by state agencies and consolidates it in one central location, allowing policymakers to easily access comprehensive workforce data when making decisions and clearly identifying where gaps in information still exist.

As noted in the comprehensive business case developed pursuant to Senate Bill 283, "fundamental work of the Oregon Department of Education, the Teachers Standards and Practices Commission, the Oregon Longitudinal Data Collaborative, and Educator Preparation Programs throughout the state" is currently hindered by siloed data systems that do not allow for fully-informed decision making.

Three Critical Components

The amendment includes three essential tools: **a statewide jobs website** listing vacancies across districts and ESDs, searchable by role, geography, and content area; **a visual data dashboard** displaying educator workforce trends by licensure type, demographics, preparation pathway, and geography; and **biennial reporting** to the Legislature and public, identifying workforce gaps, retention patterns, hiring trends, and future demand forecasts.

Addressing Fragmented Systems and Workforce Instability

For years, educators have raised concerns about the lack of centralized, transparent data to inform statewide planning. Currently, educator data and reporting remain fragmented across various state agencies, forcing stakeholders to navigate multiple sources to gather information—a process that is time-consuming and results in incomplete understanding of the educator workforce.



Oregon's educator workforce is experiencing significant movement and transitions, with reductions in force occurring across districts while many educators simultaneously transition between positions throughout the state. This workforce instability creates challenges for maintaining continuity and ensuring students have consistent access to quality instruction. Without coordinated data, we continue to see staffing inequities deepen—particularly in rural districts, high-poverty schools, and special education programs.

The Oregon Department of Education's business case analysis evaluated three alternatives for addressing these challenges, ultimately recommending the Advanced Educator Workforce Solution approach—exactly what HB 3403 with the -3 amendment would implement.

Supporting Educational Excellence and Workforce Development

This legislation advances Oregon's commitment to educational excellence and comprehensive workforce development. Currently, 41.6% of Oregon students identify as persons of color, while only 13.7% of teachers do. The current uncoordinated data reporting process does not align with the state's goals for educator workforce diversity, nor does it support the statutorily-required work of the Educator Advancement Council to increase and sustain educator diversity in Oregon.

The business case identified seven critical risks that persist without action, including inefficiency in responding to hiring needs for legislators and districts, limited data transparency to the public, and the inability to fact-check claims or perform root cause analyses.

Conclusion

OEA members—teachers, counselors, bus drivers, paraeducators, and community college faculty—stand ready to work with lawmakers on implementation. We thank Representative Nelson and the bill sponsors for their leadership and urge your support of HB 3403 with the -3 amendment.

This legislation represents a critical investment in understanding and strengthening Oregon's educator workforce through transparency, coordination, and evidence-based decision making. When we have accurate, timely information about educator movement patterns and workforce transitions, we can take proactive steps to support stability and better serve all students across our state.

Thank you for your time and commitment to Oregon's students and educators.