



**COALITION OF
OREGON SCHOOL
ADMINISTRATORS**



Date: June 2, 2025
To: House Rules Committee
From: Parasa Chanramy, COSA and Stacy Michaelson, OSBA
Subject: COSA and OSBA Letter of Support for House Bill 3403 with the -3 Amendment

Dear Chair Bowman, Vice Chairs Drazan and Pham, and Members of the House Rules Committee:

On behalf of the Coalition of Oregon School Administrators and Oregon School Boards Association, we submit this letter in support of HB 3403 with the -3 amendment.

We want to thank Rep. Nelson and the BIPOC Caucus for bringing this bill forward, and express our appreciation to Rep. Nelson and his team for working with us on the latest round of amendments.

HB 3403 with the -3 amendment builds on work that was prompted by [Senate Bill 283](#) from 2023 (Section 1-3) and [Oregon's Educator Workforce Data System Report](#) from September 2024 (ODE).

Our understanding is that this bill is intended to build on our existing data collections across different agencies and system partners. Additionally, with the educator workforce job website referenced in the -3 amendment, that website is not intended to replace where districts currently post position openings.

We believe that this bill, along with the latest amendment, will help:

- Enhance coordination and collaboration within, and among, state agencies and education system partners who collect data and produce reports related to Oregon's educator workforce;
- Streamline and align disparate educator workforce data collections and reporting systems (see next page for more information); and
- Most importantly, provide lawmakers, agency leaders, K-12 system partners (at the state, regional, and local level), and the public with relevant data, information, and analysis to inform how we prepare, recruit, hire, retain, and support the advancement of educators around the state so that our workforce is well-prepared and supported in meeting the needs of students across Oregon.

With that, I want to thank you for the opportunity to share this letter in support of HB 3403.

For Reference: Examples of Disparate Educator Workforce Data Collection and Reporting Systems

State Executive Branch	Data Collection and Reporting System
Oregon Department of Education (ODE)	ODE's Staff Position and Staff Assignment collections (per OAR 581-022-2260), EDFacts reports to the U. S. Department of Education (e.g., staff FTE, teachers; per Every Student Succeeds Act), At-A-Glance School and District Profiles (per ORS 329.105 and Every Student Succeeds Act), Annual Statewide Report Card (per ORS 329.115 and Every Student Succeeds Act), and the Elevating Voices in Education (EVE) Workforce Survey (per ORS 342.676)
Educator Advancement Council (EAC)	EAC's 2024 Educator Equity Report (per ORS 342.443 and ORS 342.448), 2024 Building a Diverse Workforce Report , and the Oregon State Educator Survey (OSES) (note: ODE's EVE Workforce Survey replaced OSES in 2025)
Teacher Standards and Practices Commission (TSPC)	TSPC's collection of licensure and EPP completion data and statewide portal for jobs in education (known as the Oregon Educator Data Dashboard ; per HB 4030 (2022) Section 5 and SB 283 (2023) Section 1 (2)(b))
Higher Education Coordinating Commission (HECC)	HECC's community college and public university enrollment and completion collections (ORS 350.075)
Oregon Longitudinal Data Collaborative (OLDC)	OLDC's Oregon Educator Workforce Dashboard and 2023 Oregon Educator Public Employment Report (with EAC and HECC)
Oregon Bureau of Labor and Industries (BOLI)	BOLI's K-12 Teacher Apprenticeship Opportunities and Oregon Apprenticeship Tracking System (OATS)
Oregon Employment Department (OED)	OED's Occupation Profiles (which includes information on wages, job openings, etc.)

Existing education workforce data collection and reporting systems, either required by federal or state law, are dispersed among many state agencies and organizations in Oregon. This includes the Oregon Department of Education (ODE), the Educator Advancement Council (EAC), the Teacher Standards and Practices Commission (TSPC), the Higher Education Coordinating Commission (HECC), Oregon Longitudinal Data Collaborative (OLDC), the Oregon Bureau of Labor and Industries (BOLI), the Oregon Employment Department (OED), and Oregon's Educator Preparation Programs (EPPs).

The dispersion of education workforce data collection and reporting systems across Oregon lacks coherence, has redundancies, and is missing critical reporting features which would provide schools and districts, agency and legislative policymakers, degree partnership programs, and the public at-large with comprehensive, accurate information that could be used to more efficiently guide continuous improvement efforts.