

# Oregon's Educator Workforce Data Solution

Responding to Senate Bill 283,  
Section 1 (2023)

September 2024



## Table of Contents

Table of Contents .....	2
Executive Summary .....	4
Overview and Background .....	7
Overview.....	7
Background.....	7
Gaps & Challenges .....	10
Other State / Market Research.....	11
Opportunities.....	12
High-Level Business Requirements.....	12
Future State .....	14
What Value Would the EWDS Add? .....	14
Measurable Business Benefits .....	16
Benefit and Measurement.....	17
Assumptions & Constraints.....	20
Assumptions .....	20
Constraints.....	20
Alternatives.....	21
Alternative Identification & Analysis .....	21
Alternative #1 - Maintain the Status Quo.....	21
Requirements .....	22
Benefits.....	23
Risks .....	24
Cost .....	24
Alternative #2 - Create Public Dashboards with Existing Data .....	24
Requirements .....	25
Benefits.....	26
Risks .....	27
Cost .....	27
Alternative #3 - Implement an Advanced Educator Workforce Solution .....	28
Requirements .....	29

Benefits.....	30
Risks .....	31
Cost .....	31
Alternatives Scoring and Ranking .....	32
Conclusions .....	34
Recommendation .....	34
Consequence of Inaction .....	34
Next Steps.....	35
Appendix A: Steering Committee Details .....	37
Appendix B: Current State Mapping.....	38

## Executive Summary

This business case was developed by the Oregon Department of Education (ODE), in partnership with the Educator Workforce Data Solution Steering Committee, to support the legislature and relevant financial officers in determining how best to develop a statewide Educator Workforce Data Solution, pursuant to the requirements established in Section 1 in [Senate Bill 283](#) (2023).

The multiple ways that educator workforce data are made available to the public in Oregon do not result in a coherent, organized system that can fully meet the needs identified in Senate Bill 283.

Fundamental work of the Oregon Department of Education (ODE), the Teachers Standards and Practices Commission (TSPC), the Oregon Longitudinal Data Collaborative (OLDC), and Educator Preparation Programs (EPPs) throughout the state helps to ensure that Oregon students receive a high-quality education delivered by educators who reflect student diversity is hindered by siloed data systems that do not allow for fully-informed decision making.

ODE currently manages multiple data collections that are used for federal and state reporting requirements, but has no centralized data dashboard system that can make these data accessible to community members, parents, educators, and policymakers. Current reporting is missing critical data, such as salary information, for certain staff who impact learning in Oregon, as TSPC-licensed educators and administrators are privileged in more comprehensive federal and state reporting requirements. This uncoordinated data reporting process is not positioned to support the ODE's commitment to data justice within our agency's Equity Strategic Plan, nor the statutorily-required work of the Educator Advancement Council, in partnership with ODE, to increase and sustain educator diversity in Oregon ([ORS 342.940](#)). The current, disparate system does not align with the State of Oregon's Diversity, Equity, and Inclusion (DEI) [Action Plan](#), nor the [open data policy](#). Examples of this misalignment include impacting the state's ability to:

- Continuously assess the needs of educators in this state
- Describe current teaching and learning conditions
- Identify educator workforce supply and demand
- Increase the supply of culturally diverse teacher candidates
- Provide access to disaggregated data as a lever for change
- Diversifying the workforce and creating an inclusive workspace
- Planning for and implementing an open data policy

In order to fulfill ODE's responsibilities in reference to SB 283, we must have a system that enables us to efficiently and effectively:

- Maintain K-12 public education staff demographic and assignment data for all staff who serve Oregon's students
- Provide access to the data to educators, policymakers, and program staff who serve K-12 education system through an online data dashboard
- Be transparent in communicating educator workforce data in Oregon, by region
- Meet the needs of multiple audiences who have unique interests in the data, including, but not limited to:
  - Oregon educators
  - Oregon policy makers
  - Oregon's general public, researchers, and media outlets
  - Oregon Department of Education (ODE)
  - Oregon Teacher Standards and Practices Commission (TSPC)
  - Oregon Higher Education Coordinating Commission (HECC)
  - Oregon's Educator Advancement Council and related ODE Staff
  - Oregon's Educator Preparation Programs
- Provide access to the educator data for the purposes of responding quickly and accurately to data requests and for analysis and reporting of key performance measures

Additionally, the system must help ODE meet racial equity goals by increasing usability and accessibility for diverse education and community partners and Tribes that are in Oregon. The solution must ensure that validated data are made available to help appropriately support Oregon's educator workforce in K-12 education, readily identifying needs that EPPs can help address on the supply side, as well as areas where opportunity abounds and other areas where incentives are needed to bolster increases in meaningful educator workforce placements. While there are several strategies being employed nationwide to address educator workforce shortages (see the following link for information about all states: <https://www.ed.gov/raisethebar/educators>), the first step in solving a problem is accurately defining the problem.

It is in that vein that this business case is being developed. There were three potential solution alternatives considered and evaluated against criteria related to how each of them satisfied requirements from SB 283, high level requirements developed by the Educator Workforce Data Solution Steering Committee, the ability to yield anticipated benefits, projected risk mitigation, and the estimated cost over a five-year period of planning, implementation, and continuous improvement.

The alternatives evaluated were 1) maintain the current status, where some data are available but no comprehensive Educator Workforce Data Solution (EWDS) is in place, 2) develop an EWDS that includes only currently available data in various web locations and contexts, and, 3) develop an EWDS that advances the charge of SB 283 fully, notably including an expectation to integrate with and be strategically aligned with other ODE data dashboard projects that serve the interests of Oregon data consumers best. Alternative #3 received the highest cumulative score in the alternatives analysis and it is the opinion of the EWDS Steering Committee, ODE, TSPC, and OLDC partners that it presents the

best opportunity to provide accurate information that can help policy makers and educator preparation programs address the educator shortage crisis, and also address three key State of Oregon strategic initiatives in the areas of diversity/equity/inclusion, investment in IT modernization, and data strategies of maturity, sound governance, effective management, and data-informed decision making.

The recommended solution would require the addition of a Systems Change Management contract, 2.0 FTE for ODE staff (Senior Research Analyst – RA-4 & Data Engineer; IS-8), 1.0 FTE for OLDC staff (Data Engineer; IS-8) and 1.0 FTE for TSPC staff (Data Engineer; IS-8) to develop and improve the data architecture and functioning over time. The Ohio project did not include connecting with users in the development process, nor in training district staff to use the data system. ODE has thus added funding to conduct focus groups for identified users, including legislators, district and ESD staff, EPP staff, and state agency partners, and funding for training resources.

The project would take four years to yield a complete system build, which would result in a total of **\$3,697,608** for the first four years (and biennial costs of \$1,573,804 to maintain and incrementally improve thereafter).

## Overview and Background

### Overview

Oregon's students deserve access to a highly qualified, well-supported, and diverse educator workforce, essential for maximizing their educational outcomes. However, like many states, Oregon faces a significant educator shortage, exacerbated by a lack of diversity that fails to reflect the state's increasingly diverse student population. Currently, 41.6% of Oregon students identify as persons of color, while only 13.7% of teachers do ([Educator Equity Report, 2024](#)).

Recognizing the urgent need to address its education workforce challenges, the State of Oregon, under the mandate of Senate Bill 283 (2023), is developing a comprehensive business case for a statewide educator workforce solution. This initiative explores options for strategically collecting, analyzing, and utilizing key data on licensed and classified staff employed by public education providers across the state. The ultimate goal is to design a holistic solution that supports data-informed decision-making, enhances educator retention, addresses hiring needs, and strengthens the quality of education in Oregon.

As part of this effort, the proposed solution aims to consolidate, expand, and integrate data systems to improve efficiency, reduce redundancy, and ensure that the insights generated are both actionable and relevant. Ensuring the privacy and security of personally identifiable information is a top priority throughout the process. Additionally, the envisioned solution will include a user-friendly, interactive data visualization tool, making essential workforce data accessible to education professionals and the public.

### Background

Existing educator data collection and reporting is dispersed among many state agencies and organizations in Oregon. If evaluating only the state's executive branch agencies, there are eight (8) agency programs who collect data and/or produce reports that are Educator Workforce related, which includes, the Oregon Department of Education (ODE), the Educator Advancement Council (EAC), the Teacher Standards and Practice Commission (TSPC), the Higher Education Coordinating Commission (HECC)/ Oregon Longitudinal Data Collaborative (OLDC), the Oregon Bureau of Labor and Industries (BOLI), and the Oregon Employment Department (OED).

This section reviews additional details for the data sources and reporting for each of these eight executive branch agency programs. In addition, there is an evaluation of data available for the type of educators based on the requirements set in SB283.

### Educator Data Sources

The following is a summary of data collected by various agencies and organizations:

- **Educator license and preparation.** TSPC collects data from all Oregon EPPs about completion as well as licensing approved educators (Teachers, Administrators, and Personnel Services)

- **Staff Position and Assignment Collection.** ODE collects data from school districts on educator staff contracts and salaries, although salary data is not available for all positions.
- **Grow Your Own.** EAC collects data from individuals who participate in a school district program for teacher training.
- **Teacher Apprenticeship.** The Oregon Bureau of Labor and Industries collects and maintains data on individuals pursuing and completing a teacher apprenticeship program in Oregon.
- **Enrollment and Degree completion.** HECC collects data from Oregon's public universities about degree enrollment and completion.
- **Unique Identifiers.** The Oregon Longitudinal Data Collaborative (OLDC), a program in the Higher Education Coordination Commission (HECC), assigns unique identifiers through its longitudinal data system, which currently links public K-12 records (ODE), public university and community college enrollment and degree information (HECC), to wage data (Oregon Employment Department (OED)).

Note: Additional details regarding the constituency of the Educator Workforce Solution Steering Committee can be found in *Appendix A*. Additional information regarding data sources and system data sharing processes can be found in *Appendix B* which includes a data connections flow map that was created as a result of the work during the Steering Committee meetings.

## Educator Workforce Reporting

The following is a summary of reporting on Oregon Educators published by various agencies and organizations:

- **Jobs Portal Website.** TSPC recently published a website that provides a listing of most educator jobs in Oregon. Funding for this website, the Oregon Educator Data Dashboard (OEDD) ends on June 30, 2025.
- **Federal reporting.** ODE reports data about staff qualifications to the federal government
- **EAC Educator Equity Report.** The EAC is legislatively mandated to publish a biannual report about educator equity and diversity
- **Oregon-prepared teacher dashboard.** The OLDC has an interactive dashboard about teachers prepared in Oregon
- **Oregon Educator Supply and Demand Study.** The OLDC is, as of the writing of the business case, studying the supply and demand of teachers in Oregon
- **Oregon Educator Workforce Study.** Dr. Emily Penner's work with UC Irvine on Oregon Educator Workforce trends
- **Educator Workforce Satisfaction Surveys.** EAC has recently conducted Oregon's educator workforce satisfaction surveys; however, data from these surveys has not been consistently available due to technical challenges and is often shared in the form of an annual Educator Equity Report

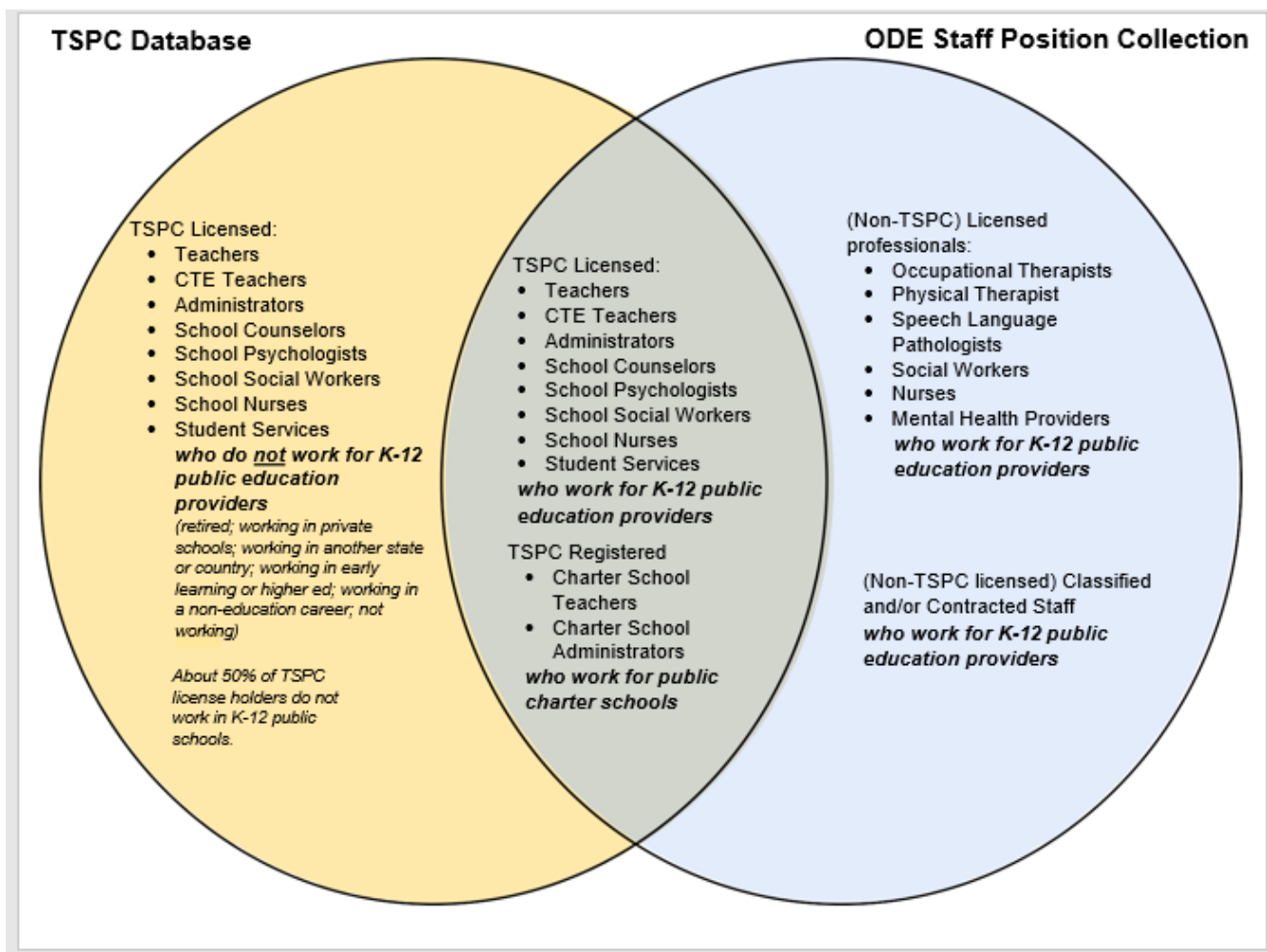


## Available reporting by Educator Type

Senate Bill 283 requires the solution to include information for all educators and staff who support public K-12 education. The following table indicates which type of educator information is currently collected against the requirement listed in SB283:

<b>SB283 Requirement</b>	<b>Data Currently Available</b>
Educator Satisfaction Survey	Licensed Teachers, Service Providers, and Administrators
Educator Workforce IDs	Classified Staff, Licensed Teachers, Service Providers, and Administrators
Content Area taught	TSPC-Licensed and Non-TSPC-Licensed Teachers
Geographic location	Classified Staff, Licensed Teachers, Related Service Providers, and Administrators
Educator mobility, attrition, and retention patterns	Licensed Teachers, Service Providers, and Administrators
Educator longevity and the factors that affect longevity	Licensed Teachers, Service Providers, and Administrators
Evaluating school climate and culture	Licensed Teachers, Service Providers, and Administrators
Pay in relation to local economic data	Licensed Teachers, Service Providers, and Administrators

Additionally, this graphic demonstrates the overlap for who is included and excluded of educator workforce reporting from data collected by TSPC and ODE Staff collections:



## Gaps & Challenges

The current state assessment provided a summary of the challenges with the current system, where state agency efforts are siloed, with some data available from different sources, but data expertise is required for substantial accessibility and data are exclusive to TSPC-licensed educators:

- **TSPC** has developed an initial representation of educator workforce data in the Oregon Educator Data Dashboard ([OEDD](#)) project; however, that project does not meet the minimal requirements of SB 283. It is also the case that the OEDD project funding ends on June 30, 2025.
- **ODE** collects and reports data in the areas of staff assignment, including FTE based on instructional hours; the staff position data collection has FTE and demographic information for all certified and classified staff as long as they were employed on the snapshot date of December 1.
- **OLDC** uses a matching process to support appropriate research projects that help serve Oregon's students, but cannot make such requests available to the general public.
- **EAC** has recently conducted Oregon's educator workforce satisfaction surveys; however, data from these surveys has not been consistently available due to technical challenges and is often shared in the form of an annual Educator Equity Report.

Senate Bill 283 requires an Educator Workforce Data Solution (EWDS) that goes well beyond what is provided by current resources. The following table demonstrates the required indicators/data sources, as well as the expansive groups included in the requirement. The development of a unique staff identification number would be fundamental to these efforts:

Indicators/Data Sources Identified in SB283	Data Required in SB 283
Educator Satisfaction Survey	All School Staff
Educator Workforce IDs	All School Staff
Content Area taught	Licensed Teachers
Geographic location	All School Staff
Educator mobility, attrition, and retention patterns	All School Staff
Educator longevity and the factors that affect longevity	All School Staff
Evaluating school climate and culture	All School Staff
Pay in relation to local economic data	All School Staff

## Other State / Market Research

Preliminary research into other peer state agency educator workforce data systems was conducted with the objective of getting an initial view of what solutions were currently operational, rough order of magnitude implementation costs, market research into what vendors were providing solutions, and customer feedback into satisfaction with their solution. The EWDS Steering Committee evaluated two state approaches, linked below, and identified what aspects of each Oregon’s EWDS should aspire to represent. ODE staff identified the third state data dashboard, from Indiana, after the final Steering Committee meeting was held and provides it here as an example of what the committee felt success might look like:

- Ohio Department of Education and Workforce [Data Dashboard](#)
- Arizona Department of Education [Fiscal Data Dashboard](#)
- [Indiana Department of Education Data Dashboard](#)

Staff from the Ohio Department of Education were consulted regarding their development process and resources leveraged, in particular, as their webpage is driven by *PowerBI* software, a dynamic data visualization software that ODE has committed to as an enterprise in order to sustain accessibility, elegance in terms of data display options, efficiency with regard to development and maintenance, and ability to streamline staff professional learning opportunities.

A more detailed and formal market research will be conducted by project staff as part of Stage 2 (Solution Analysis & Planning) and the results will help inform the requirements documentation and the ultimate scope of the project.

## Opportunities

The development of the Educator Workforce Data Solution (EWDS) presents ODE and its partners with a transformative opportunity to modernize data management, enhance user experience, and drive strategic alignment across the state.

- **Integrate multiple data dashboard projects and offices within a centralized platform**
  - By centralizing data dashboard projects, ODE can eliminate redundancies, improve data consistency, and create a unified platform that allows for more comprehensive data analysis and reporting. This integration will enable more effective decision-making and resource allocation across agencies.
- **Improving the efficiency and user experience in accessing Educator Workforce Data**
  - A streamlined, user-friendly interface will make it easier for educators, administrators, and policymakers to access and interpret critical workforce data. Improved efficiency in data access will lead to quicker, data-driven decisions that support educational outcomes.
- **Providing increased system access and user support for diverse educators**
  - Enhanced access and support will empower a more diverse group of educators to engage with the system, ensuring that the needs and voices of all educators are represented. This inclusivity will foster a more equitable education environment in Oregon.
- **Align with State of Oregon IT Modernization strategy and goals**
  - The EWDS initiative aligns with the state's broader IT modernization efforts, promoting the use of cutting-edge technology to improve system performance, security, and scalability. This alignment ensures that the project contributes to the state's long-term technological vision.
- **Align with State of Oregon Data strategy and goals**
  - By aligning with the State of Oregon's data strategy, the EWDS will support the state's goals of data-driven governance, transparency, and accountability. This alignment will position Oregon as a leader in educational data management and innovation.

## High-Level Business Requirements

The Educator Workforce Data Solution must be able to incorporate the following:

### 1. Reporting

- a. Ensure compliance with SB283 by providing publicly available data that are sortable by ESD region, district, school, and teacher characteristic filters

- b. Ensure published reports include all categories of educators, such as TSPC-licensed teachers, administrators, personnel services (e.g., school counselors), other professionally licensed staff, classified staff, and contracted staff
- c. Ensure that published reports are accessible, user-friendly, and adaptable to various needs
- 2. Integration and Efficiency**
  - a. Adhere to SB283 technical requirements by implementing a system to assign and manage unique identifiers for individuals
  - b. Ensure the system integrates efficiently by reducing redundancies and incorporating relevant data processes and procedures as outlined in SB 283 Section 1
- 3. Data Quality and Compliance**
  - a. Ensure that underlying data are validated, accurate, secure, and adhere to privacy regulations
- 4. Scalability and Performance**
  - a. Ensure the system is scalable to accommodate growing data volumes and performs efficiently under varying loads with minimal downtime
- 5. Training and Documentation**
  - a. Provide comprehensive training and documentation for users to facilitate effective use and understanding of the system
- 6. Feedback and Continuous Improvement**
  - a. Develop mechanisms for collecting user feedback and incorporating it into continuous improvement processes to enhance the system

ODE has also developed a canvas of [educator satisfaction surveys](#) that are available within and beyond the state; the department will partner with the Educator Advancement Council (EAC) to design, develop, and implement the survey that will be used and the EWDS must be designed such that it accessibly and elegantly makes these data available to the public. The survey pilot and report are due to the legislature by June 2025.

To add specificity to the requirements mentioned in the list above, there were seven requirements identified within SB 283, in addition to the need to design and implement a Unique Staff Identifier:

- Identifying school district hiring needs by content area and geographic location
- Providing information, by content area, about graduates of educator preparation programs and persons who complete nontraditional pathways to licensure;
- Identifying educator mobility, attrition, and retention patterns;
- Determining educator longevity and possible factors that affect longevity;
- Evaluating school climate and culture from the educator's perspective based on the surveys administered as provided by section 4 of this 2023 Act;
- Evaluating pay in relation to local economic data from the most recent American Community Survey from the United States Census Bureau;
- Studying educator workforce trends and needs in this state in a manner that includes a review of:
  - The satisfaction of persons who complete educator preparation programs in this state;
  - Employer satisfaction with the availability and skills of the education workforce in this state; and

- Hiring and retention trends of the education workforce in this state;
- Is sortable by school district, geographic location, school, grade level, teacher characteristics and educator preparation program of this state.

The Oregon Longitudinal Data Collaborative (OLDC) program, which manages the state’s longitudinal data system, and several data collections that are housed in the agencies involved in this work, including ODE, TSPC, and the Higher Education Coordinating Commission (HECC) which houses the OLDC. OLDC is also developing an Educator Journey Dashboard, which could likely be ingested into the proposed Educator Workforce Data Solution in a complementary manner.

The state also has a resource that is published by the Teacher Standards and Practices Commission (TSPC) that makes some of the required Educator Workforce Data System available to the public, called the Oregon Educator Data Dashboard ([OEDD](#)). This webpage, which is still under development, shows the number of certified, classified, and staff positions available within each district in Oregon. Users can also drill down to see which specific positions are available, from administration to classified employees, how many of each position are open at the time at the district level, and where the vacancies are present within schools or programs within the district. The webpage also links to job postings, where available. While the recommendation in this report is to go beyond what is provided by the OEDD, and the OEDD project funding ends on June 30, 2025, it is essential that the OEDD developers formally inform ODE about how districts track educator workforce data of interest in support of the EWDS project.

## Future State

### What Value Would the EWDS Add?

In addition to the named values conveyed within SB 283 to increase efficiencies by incorporating any other relevant data processes or procedures and providing visually appealing and publicly available dashboards to inform the public and policymakers about educator workforce trends, the EWDS Steering Committee was asked to identify what success would look like and what outcomes should improve if this work is supported and implemented successfully.

They were later asked what headlines they would want associated with the project. Example headlines are shared below:

- **“Data System Helps Address Educator Workforce Crisis”**
- **“Thanks to New Educator Data System, Oregon Knows What to Do”**
- **“Where Have All the Teachers Gone? *Subheading: We Know; We Have a Data Tool to Find Them.*”**

There was also one headline generated that identified a story that the group did not want to be told, namely, **“Oregon Continues to Guess About Educator Workforce Development.”** They also discussed that the story under the headline needs to emphasize that the real work begins after the problem has been more accurately identified and the general public becomes aware that Oregon’s education system is suffering from a teacher shortage crisis.

ODE and partners seek an EWDS with a user-friendly data dashboard experience that seamlessly guides them to the information they need to address their question(s) of interest. ODE and TSPC need real-time access to data and reporting capabilities to extract data in order to be responsive to regulatory requirements and legislative and education and community partner inquiries. Educator Preparation Programs will also benefit from knowing where their graduates are meeting with success and how they might adjust recruitment, enrollment, and curricular options to address current state needs over time. Developing educator preparation programs takes time and substantial investment; it is critical that EPPs are proceeding from information that is as accurate and as current as possible when making program development decisions that are founded in assumptions about the current status of the workforce in their areas and how those areas are expected to evolve across time.

A critical component of the future state will be ensuring an EWDS that enables and ensures the reliability and integrity of the data that it represents. High-quality data and the ability to quickly query and analyze that data is something that will be required for the system to be deemed reliable by the consumers that require access to the information to better serve Oregon’s students. The system will provide appropriate accessibility for all roles and continued progress toward more “self-service” for Agencies, Education Service Districts, Districts, and Educator Preparation Programs. The system will also integrate with other ODE-sponsored data dashboard systems, including the fiscal transparency data required of the Office of Transparency, as well as the Accountability Details data that are required by the federal Every Student Succeeds Act (ESSA). The Oregon Data Dashboard System that will result from several dashboard efforts will fuse all of these projects together so that customers experience seamless access to public K-12 data, whether fiscal, workforce, academic, or programmatic.

Development of the Educator Workforce Data Solution supports the Governor’s vision of “ensuring user-friendly, reliable and secure state technology systems that serve Oregonians.” Specifically, this work supports the “Optimize service delivery to the public and internally by modernizing agency-specific and cross-agency systems and creating a statewide cloud strategy” goal.

## Measurable Business Benefits

Creating an Educator Workforce Data Solution presents an opportunity for the state to realize the following benefits:

### 1. Improved Understanding of Educator Workforce

- **Research and Studies Support:** Support research to identify strengths, needs, and areas for improvement in the educator workforce
- **Shortage and Turnover Insights:** Highlight the scope of educator shortages and high turnover rates to build awareness and address issues
- **Mobility Trends:** Track and understand educator mobility trends for better planning and support
- **Support for Diverse Student Needs:** Identify and address the supports educators need to meet the needs of a diverse student body

### 2. Enhanced Educational Preparation and Guidance

- **EPP Planning and Guidance:** Assist Educator Preparation Programs (EPPs) in guiding their programs, identifying barriers, and understanding student experiences
- **Graduate Employment Guidance:** Help graduates find employment and understand job market demands

### 3. Improved ESD, District, and EPP Planning

- **Education Service District/District Planning and Improvement:** Use data for ESD/district planning, hiring, and career development
- **EPP Planning and Quality Assurance:** Support EPPs in planning, reporting, accreditation, and collective bargaining

### 4. Increased Job Market Visibility

- **Visibility for Small Districts:** Make job opportunities in smaller districts more visible
- **Candidate Application Focus:** Allow candidates to focus their applications more effectively based on available data
- **Job Information Access:** Provide access to job information by district and content area, improving visibility for job seekers and districts

### 5. Enhanced Recruitment and Retention

- **Competitive Salaries and Benefits:** Help districts offer competitive salaries and benefits to attract and retain staff
- **Incentives for New Hires:** Use data to develop incentives for new hires and inform public discourse on educator wages

### 6. Data-Informed Decision Making

- **Accreditation and Improvement:** Use data for accreditation, improvement, and understanding labor market trends
- **Planning and Reporting:** Guide planning and reporting for districts, EPPs, and TSPC

The table below demonstrates the requirements that the EWDS must meet, the benefit of each requirement, and the possible ways in which the impact of meeting the requirement could be measured.



## Benefit and Measurement

Requirement	Benefit	Measurement
Establish a unique staff identifier for the EWDS	<ul style="list-style-type: none"> <li>Allow for data to be linked across state agencies, except for in cases where federal law does not allow (i.e., using Social Security Numbers to match TSPC records with ODE/HECC records).</li> <li>Support research and studies that can help identify strengths that can be used to build from and areas where support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of Oregon educators, including certified, licensed, and other staff, who are represented in the K-12 system</li> <li>Annual report of related research findings and their potential impacts on educator sufficiency and diversity</li> </ul>
Identifying school district hiring needs by content area and geographic location	<ul style="list-style-type: none"> <li>Can show how broad and acute educator shortages are (i.e., build awareness of the crisis occurring)</li> <li>Can help identify areas with high turnover rates</li> <li>Allows for access to job information by ESD/district (not by county), as well as by content area</li> <li>Candidates can quickly understand where to focus their applications</li> <li>Districts could use the data to ensure that they are offering competitive salaries and benefits</li> <li>Job opportunities in smaller districts would be more visible</li> <li>EPPs could use the information to guide preparation programs</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of districts represented</li> <li>Percentage of districts with accurate information represented, in real time</li> <li>Education and community partner web usage statistics</li> </ul>

Providing information, by content area, about graduates of educator preparation programs and persons who complete nontraditional pathways to licensure	<ul style="list-style-type: none"> <li>• Help integrate with TSPC operations</li> <li>• Help guide graduates of EPPs to employment</li> <li>• Help EPPs identify barriers during and after completion of licensure program</li> <li>• Help understand experiences of students and graduates of licensure programs</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on EPP successes and areas within Oregon that require supports and/or incentives, as well as input from TSPC regarding system integration.</li> </ul>
Identifying educator mobility, attrition, and retention patterns	<ul style="list-style-type: none"> <li>• Helps identify mobility trends so they can be more accurately understood and addressed</li> <li>• EPPs can use the data to guide planning, reporting, accreditation and quality assurance, hiring incentives, and collective bargaining</li> <li>• Grow Your Own Programs can use these data to monitor implementation of licensure pathway programs for classified staff</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on mobility trends and recommendations regarding how to address them, including Grow Your Own programs</li> <li>• EPPs could participate in surveys regarding ease of data use and access</li> </ul>
Determining educator longevity and possible factors that affect longevity	<ul style="list-style-type: none"> <li>• Data can be used for district, EPP, and TSPC planning and improvement, hiring, and career planning</li> <li>• Could help staff plan and canvas appropriate jobs to apply for</li> <li>• Could help some districts attract staff</li> <li>• Data could be used to support research and publish findings on</li> </ul>	<ul style="list-style-type: none"> <li>• EPPs could participate in surveys regarding ease of data use and access</li> <li>• Educator and staff satisfaction survey could collect and report information in this area to determine impact</li> </ul>

	critical factors that support longevity	
Evaluating school climate and culture from the educator's perspective based on the surveys administered as provided by section 4 of this 2023 Act	<ul style="list-style-type: none"> <li>• Data could allow for the identification of more responsive mentorships, training, or resources to improve survey outcomes</li> <li>• Helps identify the supports that educators need to meet the needs of a diverse student body</li> </ul>	<ul style="list-style-type: none"> <li>• Educator and staff satisfaction survey could collect and report information in this area to determine impact</li> </ul>
Evaluating pay in relation to local economic data from the most recent American Community Survey from the United States Census Bureau	<ul style="list-style-type: none"> <li>• Could be a powerful tool for employers to incentivize new hires, with important context</li> <li>• Could help inform public discourse surrounding appropriate educator wages</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on educator pay and cost of living context, identifying important trends and patterns</li> </ul>
<p>Studying education workforce trends and needs in this state in a manner that includes a review of:</p> <ul style="list-style-type: none"> <li>• The satisfaction of persons who complete educator preparation programs in this state;</li> <li>• Employer satisfaction with the availability and skills of the education workforce in this state; and</li> <li>• Hiring and retention trends of the education workforce in this state</li> <li>• Is sortable by school district, geographic location, school, grade level, teacher characteristics and educator preparation program of this state</li> </ul>	<ul style="list-style-type: none"> <li>• Data could be used for accreditation, improvement, marketing, hiring, identification of model practices, and understanding of labor market drivers and trends</li> <li>• Hiring and retention data could be used to show profession viability and draw prospective students to EPPs</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on educator satisfaction survey results</li> <li>• Could collect anecdotal data and needs assessment to identify drivers of the patterns noted</li> </ul>

## Assumptions & Constraints

### Assumptions

- The Oregon legislature will support the project and future phases with sufficient funding and staffing
- ODE, TSPC, and OLDC leadership will provide support through the project, including access to resources for planning and subject matter expertise
- Any chosen alternative other than the status quo will use a *PowerBI*-driven software solution for dynamic data visualizations. The servers running the software for the solution will be hosted in the cloud, taking into account the business and security needs of the agency, as well as the technical and functional needs of the solution.
- ODE, TSPC, and OLDC will adopt funding paths that support projected project costs of staffing, system implementation by a selected vendor(s), and ongoing operations & maintenance, including a dedicated systems change manager, not only for the first five years of the project build, but for maintenance and improvement beyond.
- Funding will be available on a timeline which aligns with anticipated costs such as contracted project resources, vendor payments, etc.

### Constraints

- Current state educator research conducted by education agencies and non-profit organizations mainly focuses on the experiences of licensed staff. The EWDS mandated in SB 283 must target “all” of the education workforce, including classified staff in charter schools, long term treatment facilities, youth correction and juvenile detention centers, and the Oregon School for the Deaf.
- Existing systems have been tailored to collect data about licensed staff members only.
- Should ODE create an Oregon Educator Workforce Elevating Voice and Experience Survey (EVE Survey) to collect information on workforce satisfaction, the data collection system to render this information in a comprehensive manner must have the unique capabilities to gather employment and job satisfaction data on staff who work as receptionists, bus drivers, custodians, psychologists, nurses, temporary staff, and any other positions that do not work directly with students.
- Survey Burnout – The satisfaction surveys required for this system may not be effective. Educators have expressed that they receive too many surveys and would decline to participate in more. Thus, if the system’s main purpose is to measure satisfaction, the resulting lack of survey participation could result in fruitless efforts at a great expense to all participating agencies.
- ODE, TSPC, EAC, and OLDC have expressed concerns about limited resources, expertise and staffing needed to create and maintain an EWDS and Educator Workforce Satisfaction Survey with capabilities of this magnitude.

## Alternatives

### Alternative Identification & Analysis

Three viable alternatives were identified and analyzed:

1. Maintain the Status Quo
2. Create Public Data Dashboard Solution with Existing Data
3. Implement an Advanced Educator Workforce Solution

The evaluation assessed all alternatives against the following criteria:

1. High-Level Requirements
2. Benefit Realization
3. Risk Mitigation
4. Cost

### Alternative #1 - Maintain the Status Quo

Under the status quo, educator data and reporting will remain fragmented across various state agencies and organizations, without coordinated efforts to integrate or streamline these processes. Currently, the Oregon Educator Data Dashboard (OEDD) provides incomplete regional data for licensed staff, and its future is uncertain due to the lack of ongoing funding.

Key points include:

- **Dispersed Data Sources:** Educator data will continue to be collected and reported independently by different entities, including the Oregon Department of Education (ODE), Teacher Standards and Practices Commission (TSPC), Higher Education Coordinating Commission (HECC), Oregon Longitudinal Data Collaborative (OLDC), and other relevant organizations.
- **Inconsistent Access:** Constituents such as Educator Preparation Programs (EPPs), Education Service Districts (ESDs), school districts, state agencies, policymakers, and the public will have to navigate multiple sources to gather and synthesize information. This process is time-consuming and often results in an incomplete or fragmented understanding of the educator workforce.
- **Fragmented Insights:** Current methods do not allow for a comprehensive view of workforce trends or needs. Challenges include difficulties in understanding hiring needs, educator mobility, attrition, and retention patterns, as well as evaluating factors affecting educator longevity and satisfaction.

- **Inefficiencies and Limitations:** The absence of a unified system means that data sharing and reporting remain inefficient and costly. Efforts to respond to media requests, grant applications, and policy inquiries require significant time and resources. Feedback from the SB 283 Steering Committee highlighted the following issues:
  - **Education Preparation Program:** Struggles with meeting community needs due to insufficient data, leading to ineffective program planning and resource allocation.
  - **Workforce:** Increased turnover and misalignment of staff to urgent but poorly defined needs, resulting in costly and inefficient solutions.
  - **ESD/District Administrators:** Repeated costs and efforts in generating similar reports and applying for grants, leading to redundancy and wasted resources.
  - **School Board Administrators:** Layoff decisions and strategic planning are not informed by comprehensive data, impacting district operations.
  - **State Agencies:** High costs and lengthy processes for data collection and sharing, with potential legislative and legal barriers.

## Requirements

The alignment to high-level requirements if this alternative is selected:

High Level Business Requirement	Requirement Alignment
<b>Reporting</b>  Ensure compliance with SB283 by providing publicly available that is sortable by geographic, school, and teacher characteristic filters.  Ensure published reports include all categories of educators, such as TSPC-licensed teachers, administrators, personnel services (e.g., school counselors), other professionally licensed staff, classified staff, and contracted staff.  Ensure that published reports are accessible, user-friendly, and adaptable to various needs.	<b>Does not align with requirement.</b> Various agencies will continue to collect data and provide reports as required for their agency or program.
<b>Integration and Efficiency</b>  Adhere to SB283 technical requirements by implementing a system to assign and manage unique identifiers for individuals.  Ensure the system integrates efficiently by reducing redundancies and incorporating relevant data processes and procedures as outlined in SB283 Section.	<b>Mostly aligns with requirement.</b> The OLDC will continue assign unique identifiers but will not include all staff or be used by other agencies.

High Level Business Requirement	Requirement Alignment
<b>Data Quality and Compliance</b>  Ensure that underlying data is validated, accurate, secure, and adheres to privacy regulations.	<b>Aligns with requirement.</b> Agencies will continue validating data and ensuring it is accurate, secure and adheres to privacy regulations.
<b>Scalability and Performance</b>  Ensure the system is scalable to accommodate growing data volumes and performs efficiently under varying loads with minimal downtime.	<b>Does not align with requirement.</b> There will not be a solution to provide training and documentation.
<b>Training and Documentation</b>  Provide comprehensive training and documentation for users to facilitate effective use and understanding of the system.	<b>Does not align with requirement.</b> There will not be a solution to provide training and documentation.
<b>Feedback and Continuous Improvement</b>  Develop mechanisms for collecting user feedback and incorporating it into continuous improvement processes to enhance the system.	<b>Does not align with requirement.</b> There will not be a solution for users to provide feedback or to improve.

## Benefits

Indicates the timeframe to realize the benefit if this alternative is selected:

Benefit	Timeframe for benefit realization
Improved Understanding of Educator Workforce	<b>Cannot be realized.</b>
Enhanced Educational Preparation and Guidance	<b>Cannot be realized.</b>
Improved District and EPP Planning	<b>Cannot be realized.</b>
Increased Job Market Visibility	<b>Could be partially realized</b> in the short-term with TSPC's Jobs Portal website.
Enhanced Recruitment and Retention	<b>Cannot be realized.</b>
Data-Informed Decision Making	<b>Cannot be realized.</b>

## Risks

If this alternative is selected, this is how the alternative would respond or mitigate the following risks:

Risk	Risk Mitigation
Inefficiency of responsiveness to hiring needs for legislators, EPPs, districts, and ESDs	<b>Cannot be mitigated.</b>
Inefficiency for agency staff responding to public information requests for educator workforce data	<b>Cannot be mitigated.</b>
Limited data transparency to the public	<b>Cannot be mitigated.</b>
Data limitations impact policy makers, districts, and educators, who make decisions based on incomplete information	<b>Cannot be mitigated.</b>
Inability to fact check claims or perform root cause analyses	<b>Cannot be mitigated.</b>
K-12 education workforce will continue to decline due to incomplete understanding and the provision of inappropriate supports	<b>Cannot be mitigated.</b>
K-12 education workforce will not be convinced that the shortage problem is being addressed	<b>Cannot be mitigated.</b>

## Cost

If this alternative is selected, there would be no project costs to consider, outside of the substantial costs created by current system inefficiencies. For operational costs, each agency will continue to fund its own educator-related data collections and reporting.

## Alternative #2 - Create Public Dashboards with Existing Data

In this alternative, the Oregon Department of Education (ODE), in collaboration with partners such as the Teacher Standards and Practices Commission (TSPC), the Oregon Longitudinal Data Collaborative (OLDC), and other relevant organizations, would develop public dashboards utilizing existing data sources. This approach would aim to marginally meet requirements outlined in Senate Bill 283 (2023) and include the following features:

- **Identification of School District Needs:** Provide dashboards to identify hiring needs by content area and geographic location.
- **Graduate and Licensure Information:** Display information on graduates from educator preparation programs and individuals who complete nontraditional licensure pathways, segmented by content area.
- **Mobility and Retention Patterns:** Illustrate patterns of educator mobility, attrition, and retention.



- **Educator Longevity Analysis:** Offer insights into educator longevity and factors affecting it.
- **School Climate Evaluation:** Present data on school climate and culture based on educator surveys as stipulated in the bill.
- **Pay and Economic Data:** Compare educator pay with local economic data from the most recent American Community Survey.
- **Workforce Trends and Needs:** Analyze education workforce trends and needs, including:
  - Satisfaction levels of those completing educator preparation programs.
  - Employer satisfaction regarding the skills and availability of the education workforce.
  - Hiring and retention trends within the state.
- **Data Sorting and Filtering:** Enable users to sort and filter data by school district, geographic location, school, grade level, teacher characteristics, and educator preparation programs.

However, it is important to note that this approach will not include data for most classified and non-licensed staff, which limits its comprehensiveness. Furthermore, these public dashboards may not fully address all the questions policymakers might have. Additionally, they will not provide more detailed dashboards for ESDs, school districts, and educator preparation programs (EPPs) to support localized decision-making. Finally, these data will be made available to the public in multiple web locations, each with its own formatting and function, which would not result in a coherent, elegant experience for users. Consequently, while this option offers a valuable resource for the public, it will likely fall short in creating additional accessibility for the public and in guiding district and EPP-level planning and policy decisions.

## Requirements

The alignment to high-level requirements if this alternative is selected:

High Level Business Requirement	Requirement Alignment
<b>Reporting</b>  Ensure compliance with SB283 by providing publicly available that is sortable by geographic, school, and teacher characteristic filters.  Ensure published reports include all categories of educators, such as TSPC-licensed teachers, administrators, personnel services (e.g., school counselors), other professionally licensed staff, classified staff, and contracted staff.  Ensure that published reports are accessible, user-friendly, and adaptable to various needs.	<b>Partially aligns with requirement.</b> The dashboards will be made available to the public but will be limited to current data available for licensed educators.

High Level Business Requirement	Requirement Alignment
<b>Integration and Efficiency</b>  Adhere to SB283 technical requirements by implementing a system to assign and manage unique identifiers for individuals.  Ensure the system integrates efficiently by reducing redundancies and incorporating relevant data processes and procedures as outlined in SB283 Section.	<b>Mostly aligns with requirement.</b> OLDC will continue to assign a unique ID. TSPC and OLDC will transfer their jobs portal and dashboard to ODE.
<b>Data Quality and Compliance</b>  Ensure that underlying data is validated, accurate, secure, and adheres to privacy regulations.	<b>Aligns with requirement.</b>
<b>Scalability and Performance</b>  Ensure the system is scalable to accommodate growing data volumes and performs efficiently under varying loads with minimal downtime.	<b>Aligns with requirement.</b>
<b>Training and Documentation</b>  Provide comprehensive training and documentation for users to facilitate effective use and understanding of the system.	<b>Does not align with requirement.</b> The public dashboards will not have comprehensive training.
<b>Feedback and Continuous Improvement</b>  Develop mechanisms for collecting user feedback and incorporating it into continuous improvement processes to enhance the system.	<b>Does not align with requirement.</b>

## Benefits

Indicates the timeframe to realize the benefit if this alternative is selected:

Benefit	Timeframe for benefit realization
Improved Understanding of Educator Workforce	<b>Could be partially realized</b> with limited focus on licensed educators.
Enhanced Educational Preparation and Guidance	<b>Could be partially realized</b> with limited focus on graduates from EPP.
Improved District and EPP Planning	<b>Cannot be realized</b>

Benefit	Timeframe for benefit realization
Increased Job Market Visibility	<b>Cannot be realized</b>
Enhanced Recruitment and Retention	<b>Cannot be realized</b>
Data-Informed Decision Making	<b>Could be partially realized</b> with limited focus on licensed educators.

## Risks

If this alternative is selected, this is how the alternative would respond or mitigate the following risks:

Risk	Risk Mitigation
Inefficiency of responsiveness to hiring needs for legislators, EPPs, districts, and ESDs	<b>Could be partially mitigated</b> if needs are for licensed educators
Inefficiency for agency staff responding to public information requests for educator workforce data	<b>Could be partially mitigated</b> if data is for licensed educators
Limited data transparency to the public	<b>Could be partially mitigated</b> with data for licensed educators only
Data limitations impact policy makers, districts, and educators, who make decisions based on incomplete information	<b>Cannot be mitigated</b>
Inability to fact check claims or perform root cause analyses	<b>Cannot be partially mitigated</b> as staff are only to support dashboard work, not providing ad-hoc research
K-12 education workforce will continue to decline due to incomplete understanding and the provision of inappropriate supports	<b>Could be partially mitigated</b> if focus is on licensed educators
K-12 education workforce will not be convinced that the shortage problem is being addressed	<b>Could be partially mitigated</b> if focus is on licensed educators

## Cost

If this alternative is selected, this is a high-level assessment of what the Project and Operational Costs would be over the next 4 years:

Item	25–27 Project Costs	27-29 Operational Costs
<b>Project Costs</b>	\$1,155,146	\$1,155,146
<b>Trainings</b>	N/A	N/A
<b>Focus Groups</b>	N/A	N/A

<b>Vendor Systems Change Management</b> (Organizational Change Management)	N/A	N/A
<b>Staffing for ODE</b> (Senior Research Analyst; RA-4 & Data Engineer; ISS-8)	\$265,775 \$319,343	\$265,775 \$319,343
<b>Staffing for TSPC</b> (Data Engineer; ISS-7)	\$285,014	\$285,014
<b>Staffing for OLDC</b> (Data Engineer; ISS-7)	\$285,014	\$285,014
<b>TOTAL PROJECT COSTS: \$2,310,292</b>		

### Alternative #3 - Implement an Advanced Educator Workforce Solution

ODE would partner with ESD, district, and EPP partners, as well as TSPC and OLDC, to develop a comprehensive Advanced Educator Workforce Solution (AEWS) that not only fulfills all SB283 requirements but also integrates with other state efforts. This advanced solution would deliver detailed, sortable reports on all categories of educators, including TSPC-licensed educators and classified staff, with robust filtering options. It would be designed to be fully functional in both technical and business aspects, ensuring compliance with data quality, scalability, and security standards.

Additionally, this solution would provide specific dashboards for school districts and EPPs, enabling them to access more detailed information to support data-driven decision-making at the local level. The system would also include mechanisms for training and continuous feedback and improvement, ensuring it evolves with the needs of its users.

The AEWS would be designed to meet all high-level business requirements, ensuring seamless functionality and user accessibility. It would include:

- **Comprehensive data integration** to offer a complete view of educator workforce metrics.
- **Advanced analytics capabilities** to support strategic decision-making and long-term planning.
- **A user-friendly interface and training** for educators, administrators, and policymakers to easily access and interpret data.
- **Tailored reporting features** that cater to the specific needs of different user groups, including district leaders, policymakers, and researchers, enabling them to derive actionable insights specific to their roles.
- **Comprehensive training and documentation resources** to ensure users across districts, EPPs, and state agencies can effectively navigate and utilize the system's features.

- **Robust mechanisms for user feedback** to be regularly analyzed, informing ongoing enhancements and ensuring the solution evolves to meet the changing needs of its users.

This solution would not only address the current gaps and inefficiencies in data reporting but also streamline data access and reporting processes, ultimately improving decision-making and resource allocation. By prioritizing risk mitigation and benefit realization, the AEWS aims to provide actionable insights and enhance the overall effectiveness of Oregon's education workforce management.

## Requirements

The alignment to high-level requirements if this alternative is selected:

High Level Business Requirement	Requirement Alignment
<b>Reporting</b>  Ensure compliance with SB283 by providing publicly available that is sortable by geographic, school, and teacher characteristic filters.  Ensure published reports include all categories of educators, such as TSPC-licensed teachers, administrators, personnel services (e.g., school counselors), other professionally licensed staff, classified staff, and contracted staff.  Ensure that published reports are accessible, user-friendly, and adaptable to various needs.	<b>Aligns with requirement.</b>
<b>Integration and Efficiency</b>  Adhere to SB283 technical requirements by implementing a system to assign and manage unique identifiers for individuals.  Ensure the system integrates efficiently by reducing redundancies and incorporating relevant data processes and procedures as outlined in SB283 Section.	<b>Aligns with requirement.</b>
<b>Data Quality and Compliance</b>  Ensure that underlying data is validated, accurate, secure, and adheres to privacy regulations.	<b>Aligns with requirement.</b>
<b>Scalability and Performance</b>	<b>Aligns with requirement.</b>

High Level Business Requirement	Requirement Alignment
Ensure the system is scalable to accommodate growing data volumes and performs efficiently under varying loads with minimal downtime.	
<b>Training and Documentation</b>  Provide comprehensive training and documentation for users to facilitate effective use and understanding of the system.	<b>Aligns with requirement.</b>
<b>Feedback and Continuous Improvement</b>  Develop mechanisms for collecting user feedback and incorporating it into continuous improvement processes to enhance the system.	<b>Aligns with requirement.</b>

## Benefits

Indicates the timeframe to realize the benefit if this alternative is selected:

Benefit	Timeframe for benefit realization
Improved Understanding of Educator Workforce	<b>Can be fully realized</b> in defined timeline for project.
Enhanced Educational Preparation and Guidance	<b>Can be fully realized</b> in defined timeline for project.
Improved District and EPP Planning	<b>Can be fully realized</b> in defined timeline for project.
Increased Job Market Visibility	<b>Can be fully realized</b> in defined timeline for project.
Enhanced Recruitment and Retention	<b>Can be fully realized</b> in defined timeline for project.
Data-Informed Decision Making	<b>Can be fully realized</b> in defined timeline for project.

## Risks

If this alternative is selected, this is how the alternative would respond or mitigate the following risks:

Risk	Risk Mitigation
Inefficiency of responsiveness to hiring needs for legislators, EPPs, districts, and ESDs	Can be mitigated
Inefficiency for agency staff responding to public information requests for educator workforce data	Can be mitigated
Limited data transparency to the public	Can be mitigated
Data limitations impact policy makers, districts, and educators, who make decisions based on incomplete information	Can be mitigated
Inability to fact check claims or perform root cause analyses	Can be mitigated
K-12 education workforce will continue to decline due to incomplete understanding and the provision of inappropriate supports	Can be mitigated
K-12 education workforce will not be convinced that the shortage problem is being addressed	Can be mitigated

## Cost

If this alternative is selected, this is a high-level assessment of what the Project and Operational Costs would be over the next 4 years:

Item	25–27 Project Costs	27-29 Operational Costs
<b>Project Costs</b>	\$1,973,804	\$1,723,804
<b>Statewide Trainings</b>	\$200,000	\$125,000
<b>Focus Groups</b>	\$250,000	N/A
<b>Vendor Systems Change Management</b> (Organizational Change Management)	\$300,000	\$150,000
<b>Staffing for ODE</b> (Senior Research Analyst; RA-4 and Data Engineer; ISS-8)	\$265,775 \$319,343	\$265,775 \$319,343
<b>Staffing for TSPC</b> (Data Engineer; ISS-8)	\$319,343	\$319,343
<b>Staffing for OLDC</b> (Data Engineer; ISS-8)	\$319,343	\$319,343
<b>Total Four-Year Project Costs: \$3,697,608</b>		

## Alternatives Scoring and Ranking

The three alternatives were scored in relation to the requirements of SB 283, the high-level business requirements that the EWDS Steering Committee identified as critical, the rewards and risks associated with each option. The costs are evaluated; however, the cost of alternative #1 are difficult to establish

1. The high-level business requirements
2. Yields the anticipated benefits
3. Mitigates the anticipated risks
4. High-level, anticipated costs of each option (short-term and long-term)

Each criterion was assessed on a one to five scale for each alternative with an overall ranking based on the total sum.

### CRITERIA RANKING

- 1 – does not meet criteria
- 2 – marginally meets criteria
- 3 – partially meets criteria
- 4 – moderately meets criteria
- 5 – fully meets criteria

### COST RANKING

- 1 – most costly alternative
- 2 – high cost alternative
- 3 – moderate cost alternative
- 4 – marginal cost alternative
- 5 – least costly alternative



Criteria	Alternative 1 – Maintain Status Quo	Alternative 2 – Create Public Dashboards with Existing Data	Alternative 3 – Implement an Advanced Educator Workforce Solution
<b>High-Level Business Requirements</b>	<b>1 – does not meet criteria</b>  None of the high-level business requirements will be met with current resources.	<b>2 – marginally meets criteria</b>  Few of the high-level business requirements could be met with this level of investment.	<b>5 – fully meets criteria</b>  With additional resources, it is anticipated that all high-level requirements will be met.
<b>Yields Anticipated Benefits</b>	<b>1- does not meet criteria</b>  Some of the benefits anticipated in relation to SB 283 requirements are currently in place.	<b>2– marginally meets criteria</b>  Yields two of five identified benefits	<b>5– fully meets criteria</b>  Yields all five identified benefits
<b>Mitigates Risks</b>	<b>1 – does not meet criteria</b>  None of the identified risks are mitigated.	<b>3 – moderately meets criteria</b>  Three of seven identified risks can be mitigated.	<b>5 – fully meets criteria</b>  With additional resources, seven of seven identified risks can be mitigated.
<b>Costs</b>	<b>3 – moderate cost alternative</b>  This alternative is the least costly in the short-term due to no project or implementation costs. However, there are substantial long-term opportunity costs that have fiscal consequences.	<b>3 – moderate cost alternative</b>  This alternative is costly in the short-term due to the development of a new Educator Workforce Data System that meets technical requirements. There are some long-term savings in terms of efficiencies.	<b>1 – most costly alternative</b>  This alternative is the most costly due to the fact that technical and high level requirements will both be accomplished, if funded.
<b>Total Score out of 20</b>	<b>6</b>	<b>10</b>	<b>16</b>
<b>Overall ranking</b>	3rd	2nd	1st

While Alternative #1 (Maintain the Status Quo) is the lowest relative cost to implement, continuing with the status quo does not meet any of the technical or high level business requirements, realize the identified benefits, nor mitigate any of the current risks identified by the EDWS Steering Committee. Alternative #3 (Implement an Advanced Educator Workforce Solution) has the highest possible criteria score, but requires additional investment in system resources and capacity.

Once the system is considered fully operational, starting in fiscal year 2028-29, the total biennial cost is estimated to be \$1,573,804, which includes the training and ODE, TSPC, and OLDC staffing needs, but the change management contract would no longer be necessary.

While Alternative #1 (Maintaining the Status Quo) is the lowest relative cost to implement, continuing with the status quo does not meet any of the technical or high level business requirements, realize the identified benefits, nor mitigate any of the current risks identified by the EDWS Steering Committee. Alternative #3 (Meet Technical and High-Level Business Requirements) has the highest possible criteria score, but requires additional investment in system resources and capacity.

## Conclusions

### Recommendation

The recommendation is to proceed with Alternative 3, “Implement an Advanced Educator Workforce Solution.” This option will deliver all the technical requirements identified by SB 283 and the high-level requirements identified by the EWDS Steering Committee and agency staff as related to the intent of the bill. It would also help mitigate system coherence, comprehensiveness, and redundancy issues experienced by education and community partners. Proceeding with this alternative would ensure that Oregon has a system that can reliably identify where educators are needed and in what content areas, trends that can be addressed by resource allocation or training, and to identify strengths that can be leveraged to help the entire system improve.

The “Create Public Dashboards with Existing Data” alternative is recommended to be conducted in phases, beginning with the development of a demonstration product that can be used for focus groups who will eventually use the system for feedback and improvement (e.g., educators, school/district/ESD staff, educator preparation program professors and staff, policymakers, and agency staff). Designing and building appropriate resources for the public requires thoughtful, intentional engagement and iteration. This investment is substantial in the short-term but helps assure that the end product will be useful and well-used in the long-term.

### Consequence of Inaction

The seven risks identified by the EWDS Steering Committee will not be addressed, leaving legislators, agencies, EPPs, districts, and ESDs guessing about what educator workforce needs are and what they might be in the future. This presents substantial risks, and related opportunity costs, for the State of Oregon, which are re-stated below. These risks are compounded by the fact that the OEDD funding

ends on June 30, 2025, as well, as that will reduce the public's access to data that are currently available.

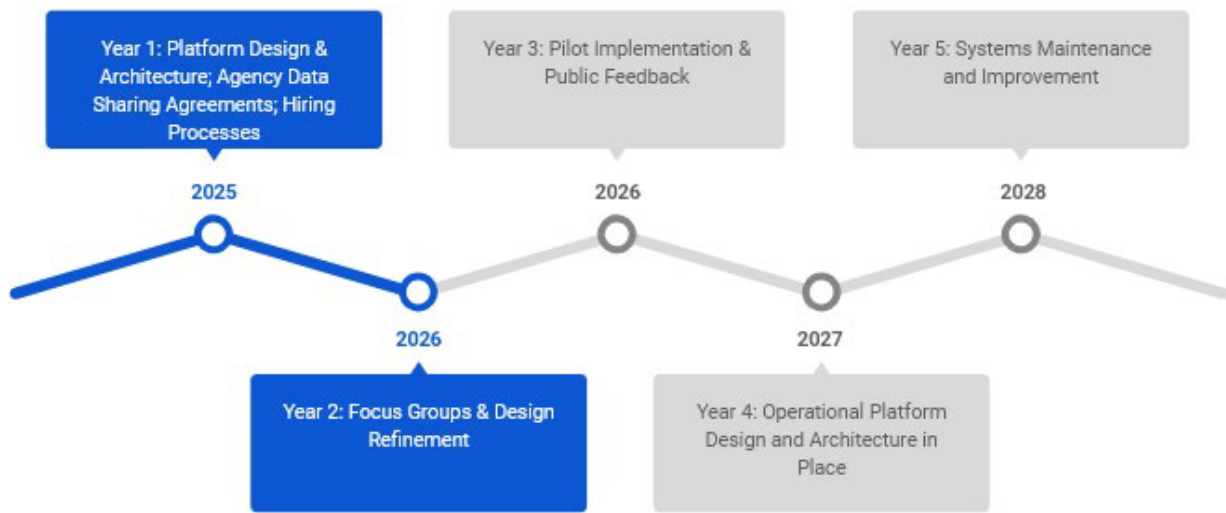
1. Inefficiency of responsiveness to hiring needs for legislators, EPPs, districts, and ESDs
2. Inefficiency for agency staff responding to public information requests for educator workforce data
3. Limited data transparency to the public
4. Data limitations impact policy makers, districts, and educators, who make decisions based on incomplete information
5. Inability to fact check claims or perform root cause analyses
6. K-12 education workforce will continue to decline due to incomplete understanding and the provision of inappropriate supports
7. K-12 education workforce will not be convinced that the shortage problem is being addressed

If no action is taken to address the current educator workforce crisis, it would indicate a disregard for satisfaction in this key area for educator satisfaction and the expansion of diversity within the educator pool. Additionally, data access limitations experienced by each of the agencies engaged in support K-12 educators and staff jeopardizes our collective ability to comply with State of Oregon strategic mandates related to IT modernization and data as a key component of making sound, secure, and valuable business-related decisions. It would also jeopardize our collective ability to meet legislatively mandated Key Performance Measures (KPMs), policy direction, and statutory directives.

Finally, taking no action would propagate inefficiencies and gap-filling efforts that take excessive staff time on systems-related issues which diminish the agency's capacity to engage in its strategic initiatives, including the equity initiatives of recruiting and sustaining a high-quality, diverse educator workforce.

## **Next Steps**

The following timeline conveys next steps in the event that legislative action in support of the project is taken during the 2025 Legislative Long Session.



If funded, the business case would need to incorporate feedback from the legislative body regarding content, timelines, and budget. After the project is clearly identified, ODE would need to engage with EIS to complete the process of achieving Stage Gate 1 endorsement and determine the level of oversight that the Educator Workforce Data System project would operate under. Moving forward, ODE's project manager will develop an initial working project scope, convene a project steering committee, and develop a statement of work to support acquisition of additional project resources, such as a Business Analyst and/or a Systems Analyst, and contracted Organizational Change Management (OCM) resource(s). In addition, ODE will partner with staff who support the EAC to identify specific educator and staff diversity and inclusivity goals that can be supported through this project.

## Appendix A: Steering Committee Details

[Senate Bill 283](#) requires the Oregon Department of Education to put an Educator Workforce Data System Steering Committee in place to help develop a business case for the data system. This business case is due to the legislative body by September 15, 2024. Membership for the workgroup was prescribed by the bill as follows:

- One representative from each educator preparation program in this state
- One representative from the department
- One representative from the Teacher Standards and Practices Commission;
- One representative from the Educator Advancement Council;
- One representative from the Higher Education Coordinating Commission;
- One representative from a statewide organization that primarily represents licensed staff of the education workforce;
- One representative from a statewide organization that primarily represents classified staff of the education workforce;
- One representative from a statewide organization that represents school administrators;
- One representative from a statewide organization that represents school boards; and
- One representative who is an expert on the Oregon Longitudinal Data Collaborative (OLDC)

ODE developed a [charter](#) for the Steering Committee, reinforcing ODE's commitment to equity and establishing roles and commitments for the Steering Committee. ODE also identified constituents to participate as workgroup members by December 31, 2023, to meet the following objectives:

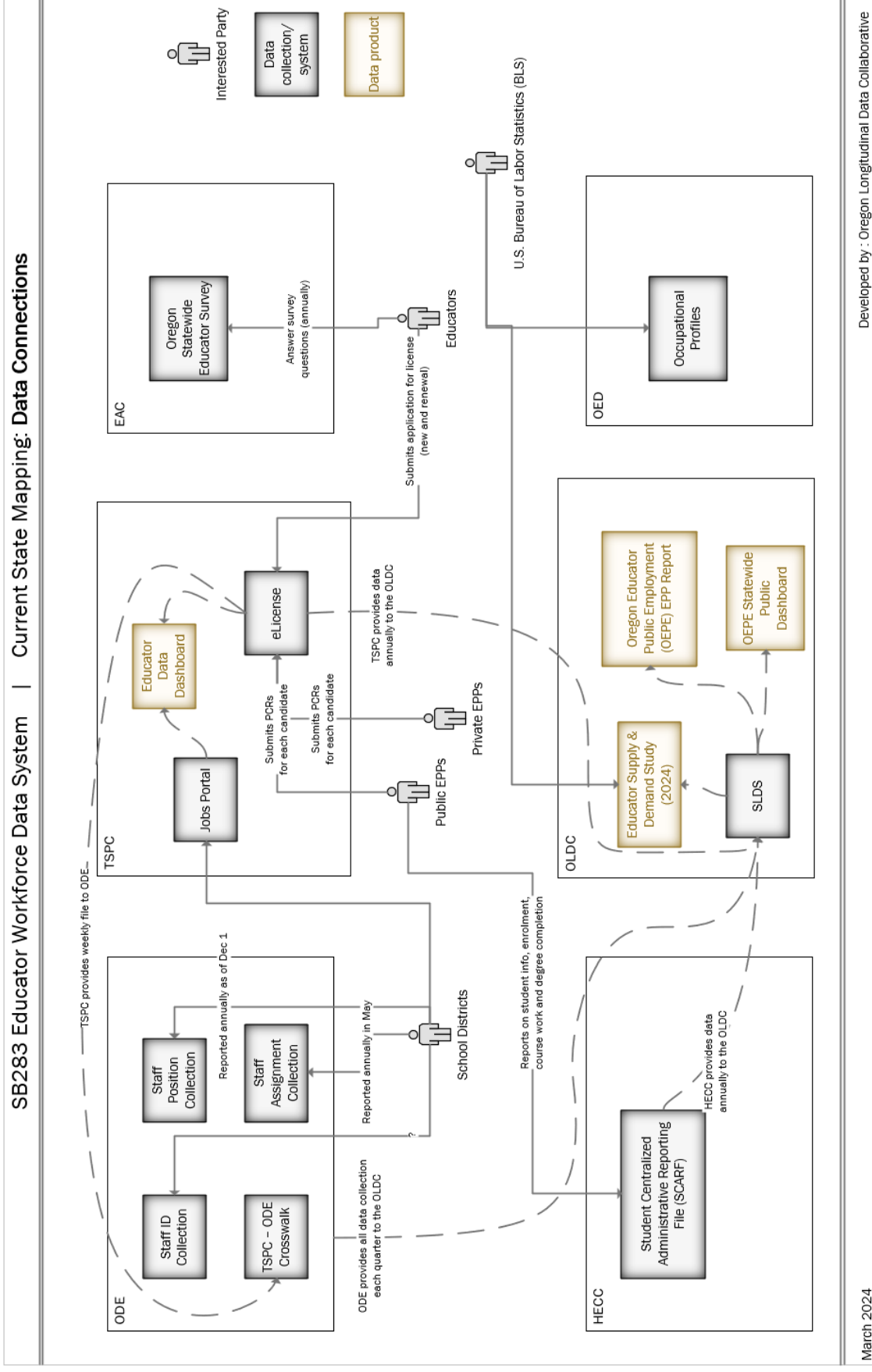
1. Provide clear and concise guidance on strategic direction and goals of the Education Workforce Data System (EWDS), as required by Senate Bill 283 (2023).
2. Provide insight, identify expectations, and provide expertise on leveraging data in an EWDS.
3. Provide assistance on the content and outcomes of an EWDS.
4. Ensure the EWDS evaluates duplication and gaps in information across ODE and TSPC systems.
5. Support the successful completion of a business case to develop and implement a plan to establish and maintain an EWDS by September 15, 2024.
6. Ensure that the business case includes a plan of action for establishing accessible and appealing data visualizations to convey these data through the ODE home webpage.

The workgroup held meetings on the following schedule:

- January 9, 2024
- February 16, 2024
- March 19, 2024
- April 16, 2024
- May 15, 2024

A subgroup that requested a final review of the business case draft, prior to submission to the Oregon Legislature met on August 20, 2024, as well. Feedback from this final review was requested by August 23, 2024 and has been incorporated into this draft.

## Appendix B: Current State Mapping



# SB283 Educator Workforce Data System | Current State Mapping: Data Consumers

