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HOUSE OF REPRESENTATIVES
Testimony in Support for House Bill 3403-3

Chair Bowman, Vice-Chair Drazen, Vice-Chair Pham and Members of the Committee,

For the record, my name is Travis Nelson, and I am the State Representative for House District 44 - North and Northeast Portland. I am here today in support of HB 3403-3. Several policy recommendations have been introduced as a result of HB 4052 in 2022. That bill tasked the Oregon Advocacy Commissions Office with establishing a community-centered approach to legislation aimed at addressing social determinants of health such as access to education which is crucial for making informed decisions about healthcare and how to lead healthy lives. HB 3403-3 is a result of that work and also builds on SB 283 in 2023, which outlined strategies to strengthen educator workforce data collection. This policy originated in HB 3006 which was much more expansive. Through several conversations with stakeholders and after receiving feedback from other legislators, we decided to focus on the education workforce statewide data system portion of HB 3006. HB 3402-3 is the result of that decision. This is a BIPOC Caucus priority for this session as it is focused on increasing true representation in Oregon's education workforce which reflects student populations in Oregon.

This legislation reflects a thoughtful and collaborative process among agencies and stakeholders to establish a statewide educator workforce data system. It begins with the recognition that Oregon's student population is growing more diverse and with that, the need to better understand who is teaching in our schools.

This system will help agencies coordinate, collect, and publicly share key data on hiring, retention, educator mobility, and experiences. This will be through a centralized job board and an interactive, public-facing dashboard. I believe this will guide smarter, more balanced decisions about how we recruit and retain educators who reflect and support our student communities.

Importantly, the -2 amendments incorporate agency input, streamline implementation, and reduced the overall fiscal impact. The -3 amendment addressed the proper reporting interval by changing biannual to biennial and shifting prescriptive language of "must" to "may" to avoid unintended fiscal consequences for school districts. This is the next step toward building a fair, data-informed educator pipeline. For the first time, agencies will share their data in an open and accessible way. This system gives lawmakers the insight needed to shape stronger, more equitable policy that meet the needs of Oregon's students and educator workforce. It will also establish a shared foundation for interagency communication that is both efficient and adaptable, making future improvements easier to implement.

I want to thank all of the state agencies who quickly came together to find a solution that balances the goals of this policy with the fiscal realities we are currently facing. Additionally, I would like to thank all of the stakeholders who have been working on the recommendations that lead to this policy including former Senator Dembrow who has worked for several sessions on these policies. I urge your support for HB 3403-3.

Sincerely,

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

Helpful Links:

- [Oregon Longitudinal Data Collaborative - Oregon Educator Workforce Dashboard](#)
- [Oregon's Educator Workforce Data Solution - Responding to Senate Bill 283, Section 1 \(2023\)](#)

Public Hearing Follow Up Questions:

Q: Why is this bill important for the state and why is a statewide, centralized educator workforce data system necessary, and how does it build on the findings of SB 283 to support Oregon's workforce goals?

A: The goal is to build off work already done by state agencies who have collected educator data that lives across multiple systems but do not talk to each other. The Oregon Department of Education (ODE), Teacher Standards and Practices Commission (TSPC), Higher Education Coordinating Commission (HECC), Educator Advancement Council (EAC), the Oregon Employment Department (OED), and local districts each hold part of the puzzle. This fragmented approach makes it hard to get a full picture of who is in our education workforce, where the gaps are, and how we are doing on statewide goals like those outlined in ORS 342.437. SB 283 in 2023 laid the groundwork within [this report](#) and offered solutions. HB 3402-3 advances that work by moving forward with the recommendation to implement a centralized system and giving Oregon the tools we need to understand, plan for, and strengthen our educator pipeline in a coherent, coordinated way.

Q: Will agencies be granted new rulemaking authority under this bill?

A: No, this bill does not grant additional rulemaking authority. These agencies already operate in large, often siloed structures, especially when it comes to workforce and educator data. This bill provides a framework to unify and streamline data across agencies, so it is digestible and actionable and not just for lawmakers, but for educators, districts, and the public. It fosters coordination between the agencies existing practices.

Q: Why does the state need access to local school district job openings? Isn't that already available?

A: While there are existing job searching platforms, they are not centralized which leads applicants being required to search in multiple locations for job openings. This bill aims to improve visibility into where openings exist, especially in hard-to-staff roles and regions like rural or frontier districts. For example, we know there is a shortage of ESD staff such as: occupational therapists and speech-language pathologists, but we do not have unified data that allows us to act efficiently. Additionally, the same position may have different titles at different ESDs. Identifying these titles and creating a statewide standard could lead to better job matching from district to district. The goal of this dashboard is to better match applicant interest with actual need statewide.

Q: Some of the language in the bill mentions teacher characteristics and geography. What is the intent behind collecting this kind of data?

A: The intent is to replace anecdotal evidence with real, actionable data. We often hear stories—especially from geographically isolated areas like Eastern Oregon—about persistent shortages in specialized education roles or mismatches in staffing. But without a reliable, unified data system, it is nearly impossible to craft targeted, effective policy. The current systems operate in silos, which leads to duplication, gaps in reporting, and missed opportunities for coordination. By consolidating data into a comprehensive system, we can eliminate redundancy, enhance collaboration, and give policymakers, educators, and stakeholders a more coherent, statewide view representing education workforce. This allows a workforce that supports students from all demographics in Oregon.

Q: Will the Legislature see the findings from this data before any decisions are made? And when can stakeholders weigh in?

A: Yes, findings and recommendations will be reported back to the Legislature. The goal is not to act in a vacuum, but to provide guidance and clarity for subject matter experts and decision-makers. Stakeholders will be involved throughout the process as the system is developed and refined, ensuring that the data reflects the realities on the ground and supports actionable outcomes.