

HOUSE EDUCATION COMMITTEE: HB 2166

FEBRUARY 23, 2021



KATE BROWN
Governor

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BILL OVERVIEW

- **Early Childhood Suspension and Expulsion Prevention Program** Creates a centralized, statewide system for early care and education (ECE) programs to support stable and inclusive placements, and prevent expulsion or suspension.
- **Social Emotional Learning Content Standards** This effort centers on mental health: emphasizing strengths, resilience, and enhancing social and emotional abilities. Mental health is framed as a cornerstone of education, a part of a continuum of care needed to support student learning. This was developed between ODE and OHA to assure schools have full access to mental health resources.
- **Educator Equity** Requires that the State Board of Education consult with the Educator Advancement Council (EAC) to address educator equity, defines EAC membership and establishes the EAC as an agency for purposes of ORS 180, increases award amounts for the Oregon Teacher Scholars program to \$10,000.
- **Nontraditional Pathways to Licensure** Increase access to licensure for those of culturally, linguistically, and socioeconomically diverse backgrounds while maintaining rigorous preparation standards and thereby broaden the potential pool of qualified applicants beyond that provided by traditional career pathways.

EQUITY IN EDUCATION

- The way we will create a future we're proud to pass on to generations to come is by listening to and supporting those who this state has historically left behind.
- We must address structural racism in our education system and ensure every child the chance to achieve their full potential from birth through higher education.
- COVID-19 has had a disproportionately greater impact on children, youth and families who already faced structural disparities in educational resources and opportunities

ECE SUSPENSION/EXPULSION: OREGON DATA

Race/ethnicity: Latinx children (6.1%) expelled **~one and a half times** more than White children (4.2%); Multiracial children (14.3%) expelled almost **three and half times more** than White children

Language: Children who primarily speak Spanish (9.0%) or another non-English language (9.3%) **expelled ~ twice as often** than children who primarily speak English (4.0%)

Income: Children in lower-income households (< 200% FPL; 8.1%) **expelled twice as often** than children in higher-income households (>200% FPL; 4.0%)

Disability: Children experiencing disability are more likely to be expelled due to behavioral challenges. Examining 244 cases over two years of data, 196 children were expelled due to an overall pattern of preschool staff responding to a child's concerning behavior.

Figure 4-1. Top reasons for expulsion



EARLY CHILDHOOD SUSPENSION AND EXPULSION PROGRAM

The Early Childhood Suspension and Expulsion Program will support early childhood educators to support young children's social and emotional development. The program provides resources for:

- creating a warm line for ECE teachers and providers to request technical assistance;
- building capacity in communities to deliver technical assistance that supports children's social emotional development, positive racial identity development, anti-bias practice, and inclusive practice in ECE programs;
- enhancing community-based supports for families with a history of trauma, involvement in multiple systems, or need connection to other intervention services, when there is a determined need;
- requiring ECE providers to access technical assistance to support stability of placements; and
- reducing disparities in suspension and expulsion in ECE settings based on race, ethnicity, ability, or other protected class.

BUILDING A SOCIAL EMOTIONAL LEARNING FRAMEWORK

Helping Our Students Navigate Challenging Situations

- Issues such as poverty, food insecurity, unstable housing, abuse, neglect, and parental instability, violence, substance abuse and incarceration, COVID-19 or future pandemics and racism can have a profound effect on a student's mental health
 - Significant numbers of Oregon's students are facing these challenges everyday
 - **52%** are experiencing poverty
 - **4%** are without a permanent home
- Oregon has one of the highest prevalences of youth mental illness in the U.S.

Leading with Equity

Oregon's student body has never been more **diverse**

- **38%** of students identify as American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Black/African American, Hispanic/Latino or Multi-Racial
- **18%** are Ever English Learners
- **9%** identify as LGBTQ2SIA+
- **13.6%** are students who have disabilities

SOCIAL EMOTIONAL LEARNING

ODE-OHA Strengthening Mental Health in Education Initiative

Five Goals:

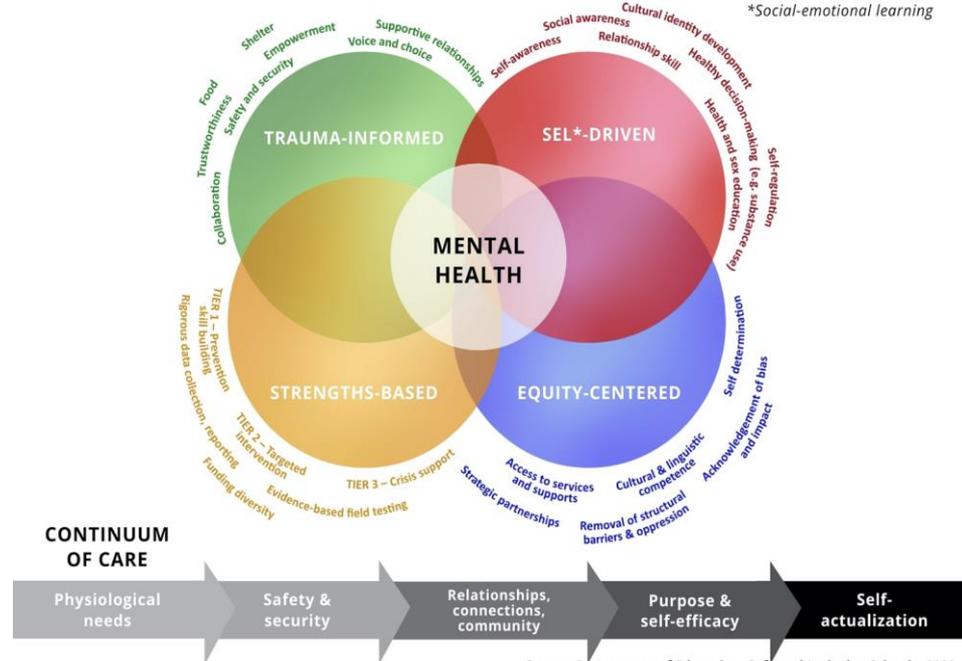
- Collaborative integrated model of mental health with Oregon Health Authority
- Statewide school-based mental health resource mapping and SWOT analysis
- Detailed, content-specific legislative blueprints
- Evaluation of impact
- Plan for system change that centers on health



Integrated Model of Mental Health

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities

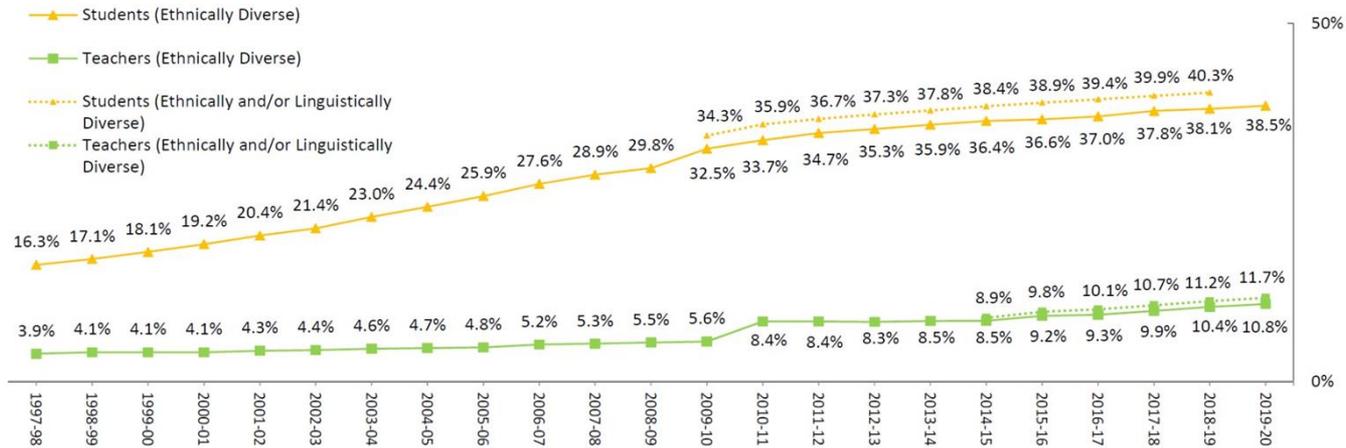
*Social-emotional learning



EDUCATOR EQUITY

- **Connect and Collaborate:** State Board of Education and the Educator Advancement Council
- **Clarify and Support:** Educator Advancement Council Governance
- **Dismantle Barriers:** Increasing Support for future Educators of Color

OREGON STUDENT & TEACHER DIVERSITY



2020 Oregon Educator Equity Report (EAC)
Data Source: Oregon Department of Education

The “40-10(11) Gap”

- A diverse educator workforce benefits *all* students.
- Attrition of BIPOC educators is 24% higher than White educators.
- Preparation programs have made great strides with innovative programming, yet gap persists.

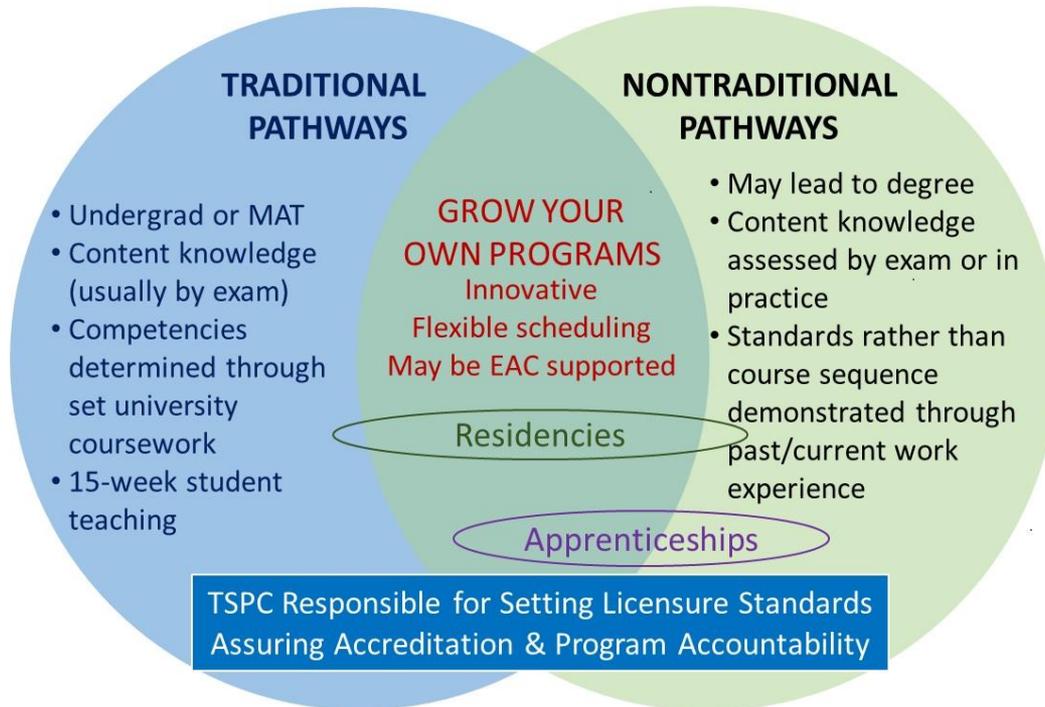
NON-TRADITIONAL PATHWAYS TO LICENSURE

The NTP Concept

- Seeking candidates committed to local schools and more likely to stay in community
- Candidates may need to work, raise families, or come from other careers
- A licensure framework (Knowledge-Skills-Dispositions and how demonstrated)
- Shared responsibility: districts, EPPs, state
- TSPC: Authority to approve preparation providers
 - Held to same standards for rigor, accreditation, program accountability
 - TSPC must consider the current capacity for EPPs to meet needs & gaps
 - Candidates may be fully employed in classroom during program
- TSPC: Capacity
 - Develop new licensure pathways
 - Engage partners and ensure social-emotional and culturally responsive practices are included
 - Accountability: the difference between past and proposed efforts

TSPC AND EAC PARTNER TO SUPPORT EDUCATOR EQUITY... ...YET EACH HAVE DISTINCT RESPONSIBILITIES

EDUCATOR LICENSURE PATHWAYS





THANK YOU

