

HOUSE EDUCATION COMMITTEE:

HB 2166

MAY 4, 2021



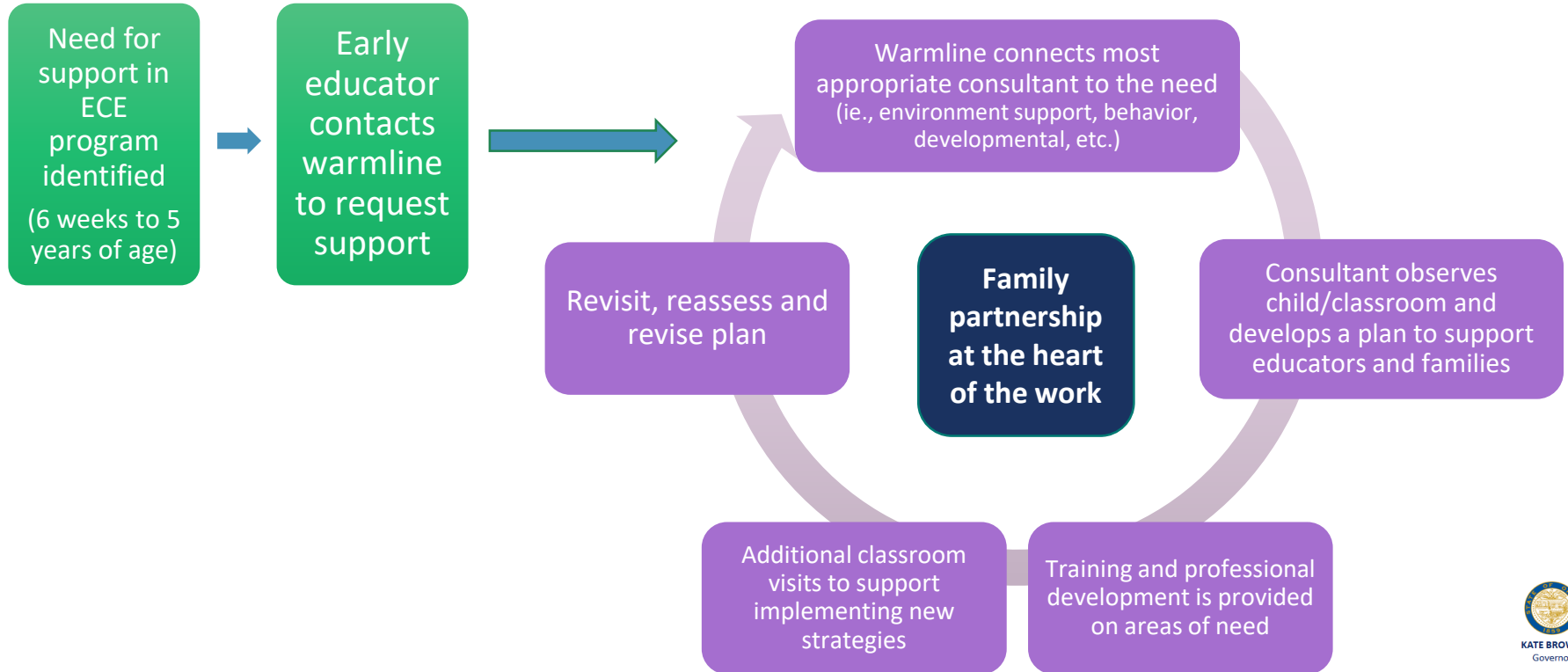
KATE BROWN
Governor

LINDSEY CAPPS, EDUCATION POLICY ADVISOR, GOVERNOR'S OFFICE

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.

How does a provider access supports in the Early Childhood Suspension and Expulsion Program in HB 2166 -6?



SOCIAL EMOTIONAL LEARNING

ODE-OHA Strengthening Mental Health in Education Initiative

Five Goals:

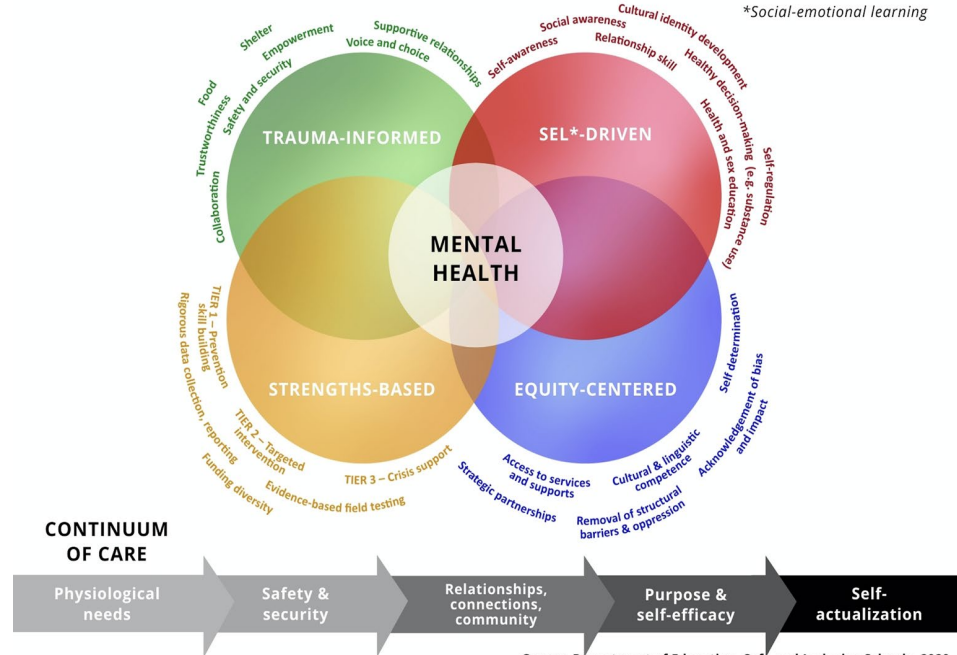
- Collaborative integrated model of mental health with Oregon Health Authority
- Statewide school-based mental health resource mapping and SWOT analysis
- Detailed, content-specific legislative blueprints
- Evaluation of impact
- Plan for system change that centers on health



Integrated Model of Mental Health

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

*Social-emotional learning



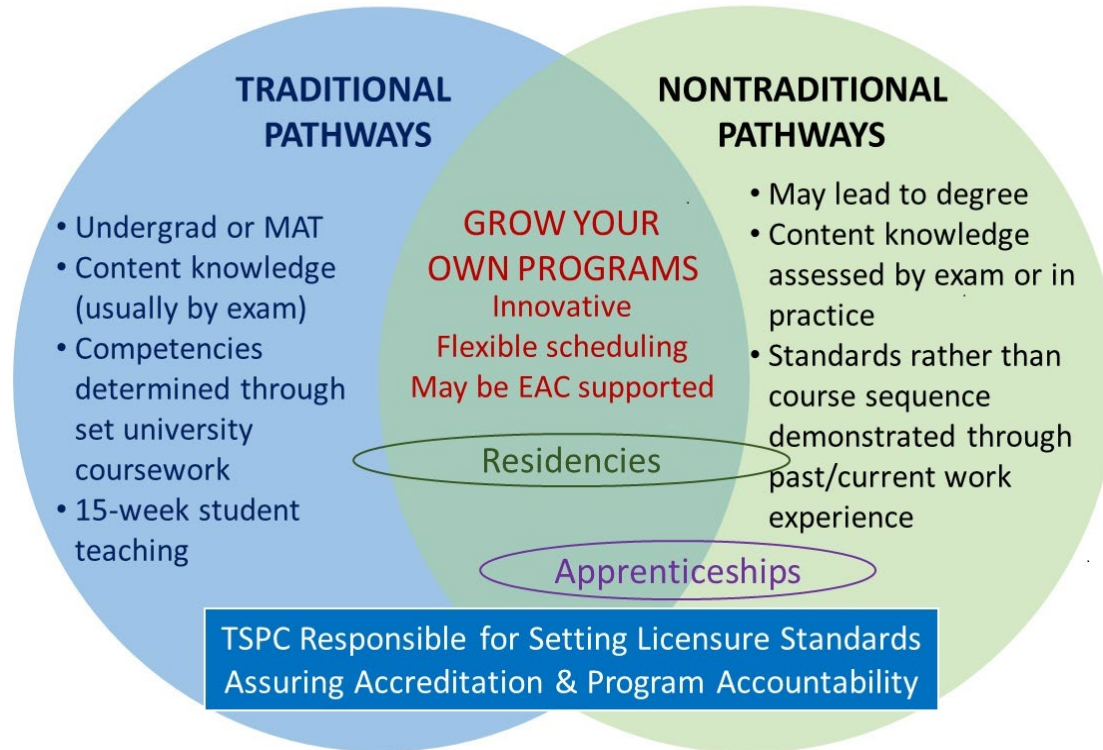
NON-TRADITIONAL PATHWAYS TO LICENSURE

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

