



April 13, 2021
RE: HB 2166 -5

Dear Chair Alonso Leon, Vice Chairs Neron and Weber and members of the House Education Committee:

In preparation for today's Work Session on HB 2166, the Governor's Office would like to share an overview of the -5 amendment for your consideration.

The -5 amendment builds off of the -1 amendment developed by the Racial Justice Council's Education Recovery Committee. It includes five key components:

1. Creation of an Early Childhood Suspension and Expulsion Prevention Program to provide additional supports to child care providers and parents;
2. Establishment of Social Emotional Learning Content Standards in K-12 education;
3. Increases to the Oregon Teacher Scholars Program;
4. Establishment of Non-Traditional Pathways to licensure to further diversify the education workforce;
5. Support for non-virtual charter schools who are meeting the needs of students from communities who are historically underserved.

There are three pieces of this legislation that we wanted to be able to provide more context around.

Suspension & Expulsion Program

The -5 amendment does make additional changes to this program from the -1, but we wanted to offer some additional information about the intention of this program. The Early Learning Council, in *Raise Up Oregon: A Statewide Early Learning System Plan*, identified the importance of addressing the disparate impact of suspension and expulsion for children of color and children with disabilities. The council adopted Strategy 5.3 to "prevent expulsion and suspension by strengthening state policies and supports to early care and education programs." Aligned with the council's objectives, HB 2166 -5 creates a centralized, statewide system for early care and education (ECE) programs to support stable and inclusive placements, and prevent expulsion or suspension. This legislation does not ban the practice of the suspension and expulsion. Instead, it creates the Oregon Early Childhood Suspension and Expulsion Prevention Program to provide resources to child care providers and families to achieve stable early care and education opportunities for children. Licensed child care providers would be required to seek the services of this program before suspending or expelling a child.



The program will serve to support young children’s mental health and social and emotional development, and enhance the ability for children and families to benefit from early care and education programs by supporting the capacity of teachers, programs, and families to promote children’s social-emotional well-being and growth. The services that this program provides will incorporate racial equity, trauma-informed principles and practices, and strengths-based, multi-tiered systems of support. Services will be available to any early care and education program, but programs with a child or children at risk of imminent suspension and expulsion will be prioritized for services.

Non-Traditional Pathways to Licensure

While current education preparation providers (EPPs) have made great strides to recruit and prepare candidates from diverse cultural and linguistic backgrounds, Oregon continues to struggle preparing a workforce that mirrors the rich diversity of our students. Section 9 of HB 2166 -5 would provide Oregon new pathways leading to licensure that provide access to candidates from diverse cultural backgrounds and work experiences. These pathways, which may include residencies, apprenticeships, and other non-traditional routes, could allow individuals to earn licensure while working within schools, raising families, living in communities not currently served by EPPs, or exploring career changes. These programs often lead to increased numbers of teachers who are from local communities and more likely to remain serving students within these communities.

The -5 amendment to HB 2166 varies little from the -1 amendment previously discussed with the House Committee on Education. The -5 amendment ensures that current EPPs are able to propose to Teachers Standards and Practices Commission (TSPC) and offer approved non-traditional licensure pathways under the same provisions as newly proposed entities. The amendment also clarifies the responsibility of TSPC to consider the current capacity of EPPs to meet the particularly identified needs for educators in the endorsements and regions proposed by new programs. The changes in the proposed -5 amendment provide further consistency in application of the rules while also allowing TSPC to establish licensing pathways that meet the needs of Oregon’s schools. Finally, it is important to note that the success of these pathways is dependent upon funding the capacity of TSPC to develop the new licensing structure and ensure that EPPs providing these pathways meet the rigorous standards Oregon’s students deserve.

TSPC | Educator Advancement Council (EAC) Partnership

It’s also important to recognize the existing and future collaboration between TSPC and EAC. This strong partnership is a recognition that in order to create the conditions for racially affirming,



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diversified schools, both the licensing structure and the innovation and improvement sides need to work alongside each other. The EAC is dedicated to diversifying the educator workforce but can only get so far without the regulatory shifts proposed by TSPC. Immediately, Non-Traditional Pathways to Licensure will provide more pathway opportunities for non-licensed educators who take part in EAC initiatives including the Regional Educator Networks, Grow Your Own Programs, and the Racial Justice Institute.

Meeting the needs of Historically Underserved Children who attend charters designed to support their success.

While our neighborhood schools are the bedrock of our communities there are, sadly, many neighborhood schools not serving children of color and children in some of our rural areas well. It is fair to say this has been a chronic issue for some communities. As such, in some circumstances, charter schools have been created to help these very children. The Student Success Act recognized this and built in the opportunity for direct funding allocation of Student Investment Account dollars to these schools as a result. This amendment follows suit and allows for State School Fund dollars to be more equitably invested in these schools. It is important to note that this policy only applies to the non-virtual schools that have demographics that meet specific criteria around this frame.

We would be happy to answer any additional questions you may have and encourage you to support HB 2166 -5.

Respectfully,

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