

HB 2166 Implementation Update

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UPDATES ON EARLY CHILDHOOD SUSPENSION & EXPULSION PREVENTION

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SUSPENSION & EXPULSION PREVENTION PROGRAM

Purpose of HB 2166

- Establish the Early Childhood Suspension and Expulsion Prevention Program, the goal is to reduce use, and disparities of use of suspension and expulsion in early care and education programs
- Develop technical assistance providers and infant-early childhood mental health consultants to provide support to early care and education programs to promote children's social emotional well-being and growth and prevent exclusionary practices
- Multiple cross-sector opportunities to support the new program (Oregon Health Authority, local community based organizations, parents and child care providers of color, Oregon Department of Human Services, Oregon Department of Education – Early Intervention/Early Childhood Special Education)

Resources for HB 2166:

- \$600,000 for three new positions funded beginning 2021
- Remainder \$5.2M allocated for implementation starting 2022





SUSPENSION & EXPULSION PREVENTION: PROGRAM CONTEXT

What Increases the Likelihood of Expulsion

- Structure of programs
- Professional knowledge of child development
- Implicit bias, Racial disparities in discipline practices
- Lack of trauma informed and resiliency based approaches

Momentum in Oregon to Address Suspension and Expulsion

- Oregon data on exclusionary practices
- Disparities in Oregon for children of color and children with special needs
- Requests for support from ECE providers
- Racial Justice Council & Child Care Taskforce

Early Learning Division Actions started in 2020

- Engage partners in design of a statewide infant-and early childhood mental health consultation (IECMHC) program centered in culture, race and language



Early Education Provider Focus Groups and interviews

- Focus to engage early childhood educators from family and center based child care programs who have experienced some type of consultation
- Targeted 20-25 Oregon early childhood education programs:

Focus Group	# of Participants
Black/African American providers	6 programs
Latinx/a/o providers	5 programs
Native providers	15 participants
Rural providers	5 programs



National Infant & Early Childhood Mental Health Interviews

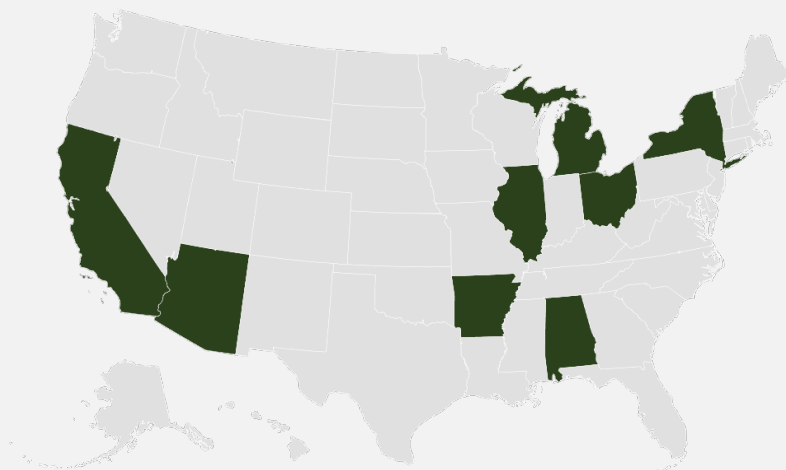
14 national experts

13 interviews

36% BIPOC

Interviews lasted ~ 1 hour

States Represented





SUSPENSION & EXPULSION PREVENTION: PARTNER ENGAGEMENT TO DATE

- **Early Childhood Education Programs** (i.e. IRCO, Adelante Mujeres, Latino Network, Micronesian Islander Community, Grand Ronde Head Start, Confederated Tribes of the Umatilla Indian Reservation, Albina Head Start and focus groups for Tribal, Spanish-speaking, Black, and rural early childhood education providers and teachers)
- **Early Learning Hubs & Child Care Resources & Referral** (Marion and Polk Early Learning Hub)
- **Supports to Children with Special Needs** (Behavior Intervention Specialists – Multnomah, Willamette, NW Regional, Linn Benton Lincoln, FACT Oregon, Inclusive Partners)
- **Early Childhood Mental Health Consultants of Color** (Morrison Child and Family Services, Klamath Tribal Health and Family Services, Raviant LLC, independent contractor in Warm Springs, and others)
- **Mental Health Organization Leadership** (Morrison, Marion & Polk Early Learning Hub, Douglas ESD)
- **National Experts in Infant and Early Childhood Mental Health** providing components that focus on serving early educators of color, including the Navajo Nation, Black, and Latinx communities

Tribal Nations' Participants:

- Klamath Tribes Early Childhood Development Center
- Confederated Tribes of Grand Ronde Chinuk Wawa, Young Child Wellness, Early Childhood Education Center, and I-LAUNCH
- Confederated Tribes of Umatilla Indian Reservation ICWA, DCFS, and Conscious Discipline Training
- Confederated Tribes of Warm Springs Early Childhood Education
- Native American Youth & Family Center, Portland
- SPIRITS Future Generations Collaborative
- Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians



TIMELINE COMPONENTS

Timeline	Activities
November 2021	Draft IECMH Consultation Model recommendations provided to ELD and available for public review
November/December 2021	Sunset IECMH Consultation model steering committee and launch implementation of the Early Childhood Suspension and Expulsion Prevention Program
February 2022	Report due to Legislature outlining the progress toward developing the Early Childhood Suspension and Expulsion Prevention Program
March 2022	Build selection criteria and process to select local organizations to lead infant and early childhood mental health consultation
May 2022	Rules will be presented to the Early Learning Council for promulgation

Timeline	Activities
July 1, 2022	Report due to Legislature outlining dispute resolution, investigations and contested case hearings
	Select centralized and local organizations and begin contracting process to build the suspension and expulsion prevention program components
	Inclusive Partners program joins Early Learning Division (<i>tentative</i>)
September – December 2022	Contracts are finalized and services begin
September 15, 2024	ELD to submit a study on suspension/expulsion use, reduction and prevention strategies
July 1, 2026	Effective date of the ban on suspension and expulsion - ECE programs may not suspend or expel children



SUSPENSION & EXPULSION PREVENTION PROGRAM

Questions and Contact:

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NON-TRADITIONAL PATHWAYS TO LICENSURE

A PARTNERSHIP EFFORT



TSPC develops new licensing structures: (One example)

- **Individual candidate program plans** developed by sponsoring district, academic partner, and candidate
- Allow **blended learning/work experiences** to satisfy licensing content & pedagogy requirements
- Plan is based on **competency in standards rather than specific course sequence**
- **Guiding teacher provided through district** support throughout program in a step-down approach
- This “**apprenticeship**” model varies from a residency in that it is a continuous improvement and growth model through professional licensure that is paid and emphasizes credit through experience
- Advocates with HECC and university leadership to adopt **experiential tracks to degree**.
- Create an apprenticeship license allowing **limited teaching of record with co-teacher support**

NON-TRADITIONAL PATHWAYS TO LICENSURE

A PARTNERSHIP EFFORT



The **Educator Advancement Council**:

- Encourages and provides **assistance to partnerships** seeking to utilize these pathways
- Develops grant programs (may include GYO) to **help fund expenses, train** guiding teachers
- Operate a statewide **forgivable loan program** (if funded)
- **Important Consideration:** Funding for pathways programs should be separate from other EAC allotments, and school districts should be supported in providing guiding teachers in pathways' apprenticeships

TSPC and **EAC** must work together with **EPPs, districts, ESDs, ODE, HECC, and community colleges** to make sure we can get as many candidates supported, develop connections and guidance for candidates, and ensure that pathways and any EAC grant requirements are met.

PATHWAY WORK PLAN UPDATE



2020-2021

- Begin development of robust educator workforce data system – UO partnership
- Multiple Measures research project (funding from EAC)

2021-2022

- Continue development of workforce data system
- Recruit & hire 2 staff positions (One hired, one in interview process)
- Develop collaborative engagement plan (Begun discussions with EAC)
- Non-traditional Pathways Advisory Committee (NPAC) impaneled & charged
- Research and input gathering from partners on pathways
- Teacher pathway structure proposed to the Commission (Spring 2022)
- Request funding for administrative/personnel services pathway specialist
- Integration of social-emotional learning and culturally responsive guidance provided to all preparation providers

PATHWAY WORK PLAN UPDATE



2022-2023

- TSPC & EAC develop 2023-2025 budget requests to include continued staff and funding program to support educator candidates
- Initiate pilot of teacher pathway program (dependent on funding)
- Include monitoring and evaluation plan
- Develop administrator licensure pathway program
- Develop personnel services licensure pathway program
- Develop a comprehensive educator workforce outreach and marketing plan
- Report to Legislature with ongoing funding request

2021-2022

- Implement administrator and personnel services pathway programs
- Grow program participation
- Seek external funding sources
- Sustainability planning

NON-TRADITIONAL PATHWAYS TO LICENSURE



Questions and Contact:

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ODE HB 2166 Update

November 16, 2021

Colt Gill, Director

ODE's HB 2166 Responsibilities

- Charter School Equity Grants
- Culturally Responsive Social Emotional Learning Standards

Charter School Equity Grants

HB 2166 establishes the new Charter School Equity Grants that will first be awarded to eligible charter schools in fall 2022.

Eligible charter schools must be not be a virtual charter school and must have at least 65% of the total student population composed of students from the following groups:

- Racial or ethnic groups that have historically experienced academic disparities (aligned to SIA definition); and
- Students experiencing disability (students with IEPs)

Purpose of the charter school equity grants are to increase academic achievement, including reducing academic disparities, for the same student groups named above.

Charter School Equity Grants

Charter School Equity Grants will be funded through the Statewide Initiatives Account of the Student Success Act. \$2,000,000 was appropriated for the first biennium. X number schools are likely eligible for grants.

Grant awards are calculated based on the charter school ADMw and the difference between the State School Funding a district receives on behalf of the charter school vs what the charter school contractually receives.

For example, an eligible charter school that serves 225 K-8 students with an ADMw of 235 and contractually receives 90% of the PPS charter rate (\$8,737), will be allocated:

$$10\% \times \$8,737 \times 235 \text{ ADMw} = \$205,319.50$$

Charter School Equity Grants

Each charter school grantee will be required to identify longitudinal performance targets included in the contract with the sponsor or within the SIA grant agreement.

The targets must include:

- Third-grade reading proficiency rates
- Regular attendance rates
- Any other metrics identified by the department in collaboration with the charter school

The charter school must also report annually on expenditures and student performance. The reporting systems are expected to align with SIA grants to reduce redundancy and burden.

Charter School Equity Grants

ODE has started planning for implementation with budget, procurement, and staffing. The law becomes effective on July 1, 2022 and the Department plans to have OARs adopted and the RFA process developed to solicit and award grants beginning in the 2022-23 school year.

Jul-Dec 2021	Jan-Jun 2022	Jul-Dec 2022	Jan-Jun 2023
<p>Planning:</p> <ul style="list-style-type: none">● budget● staffing	<p>Pre-Implementation:</p> <ul style="list-style-type: none">● engagement● rulemaking● grantmaking● procurement● outreach	<p>Implementation:</p> <ul style="list-style-type: none">● grantmaking● awards● procurement● training	<p>Implementation:</p> <ul style="list-style-type: none">● grantee support● grantee reporting● ODE report to legislature

ODE will report to the legislature on the performance of the grant each odd-numbered year.

HB 2166: Section 4 - SEL Framework & Standards

Internal Engagement

- ODE's Integrated Model of Mental Health
- Cross-Content Integration

Advisory Group

- Recommendations on a K-12 SEL Framework & Student Standards

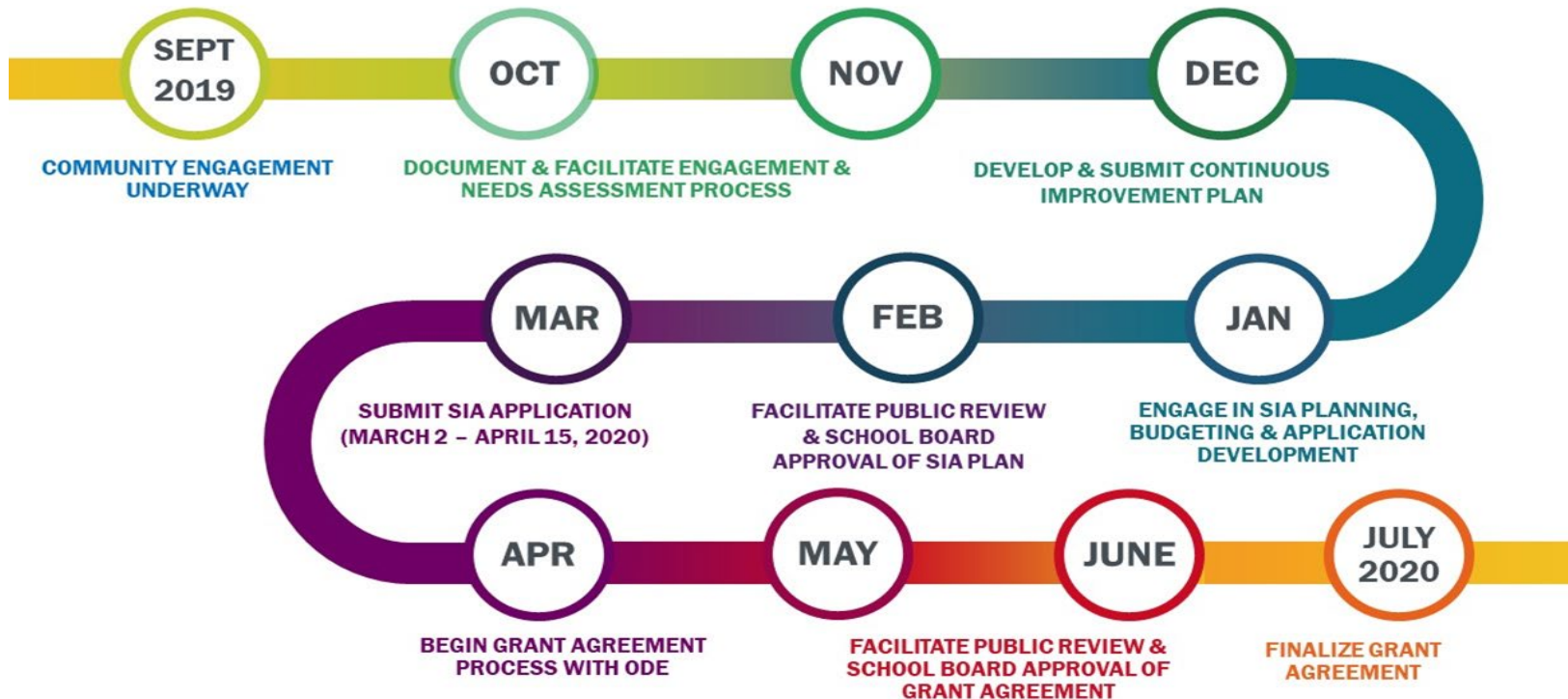
Education & Community Engagement

- Voice of wants, needs and values
- Feedback on recommendations

Content Standards Panel

- Develop K-12 Student Standards

Implementation Roadmap



Questions?