

HOUSE EDUCATION COMMITTEE: HB 2166 -5

April 13, 2021



KATE BROWN
Governor

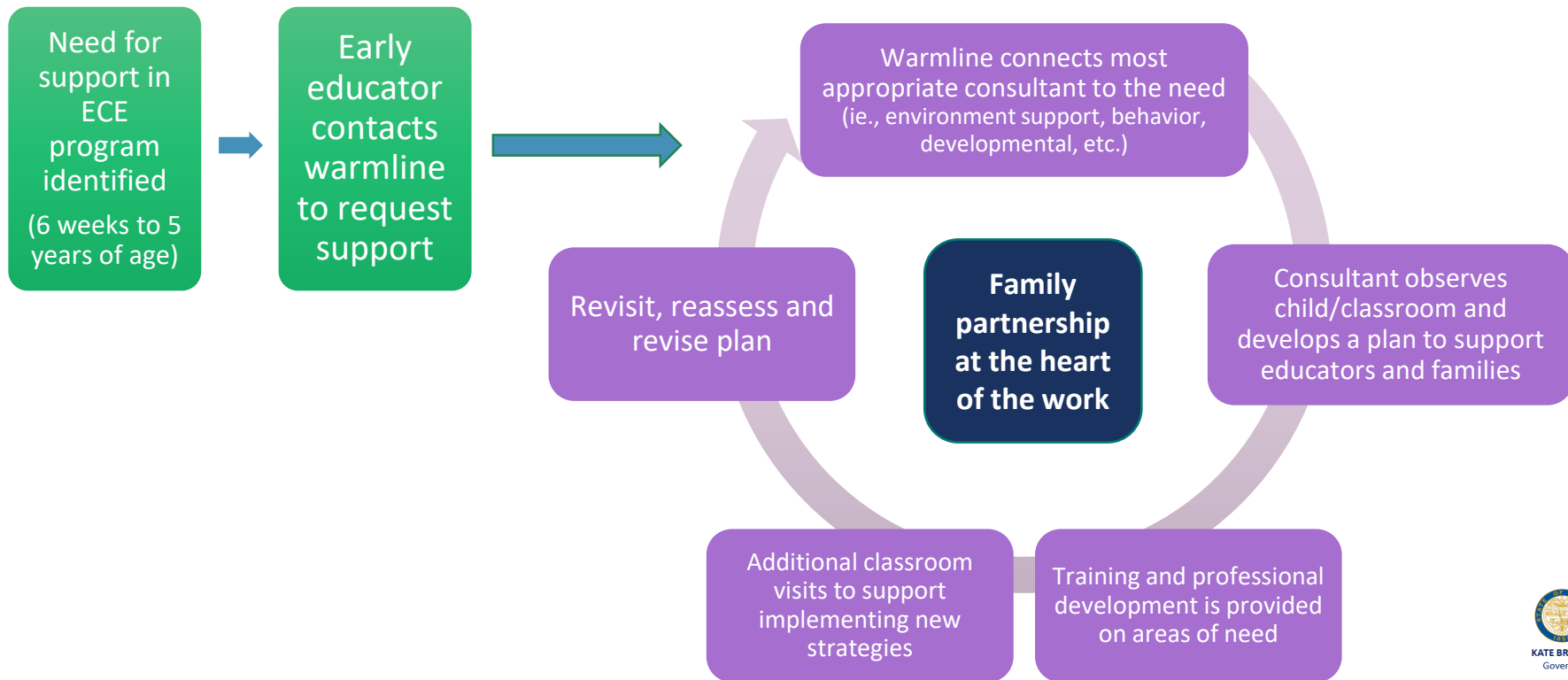
ALYSSA CHATTERJEE, DEPUTY EDUCATION POLICY ADVISOR, GOVERNOR'S OFFICE
MIRIAM CALDERON, EARLY LEARNING SYSTEM DIRECTOR
DR. DANIEL RAMIREZ, EDUCATOR ADVANCEMENT COUNCIL
DR. TONY ROSILEZ, EXECUTIVE DIRECTOR, TEACHER STANDARDS AND PRACTICES COMMISSION

BILL OVERVIEW

Developed by the Racial Justice Council's Education Recovery Committee, the -5 builds on the -1 amendment

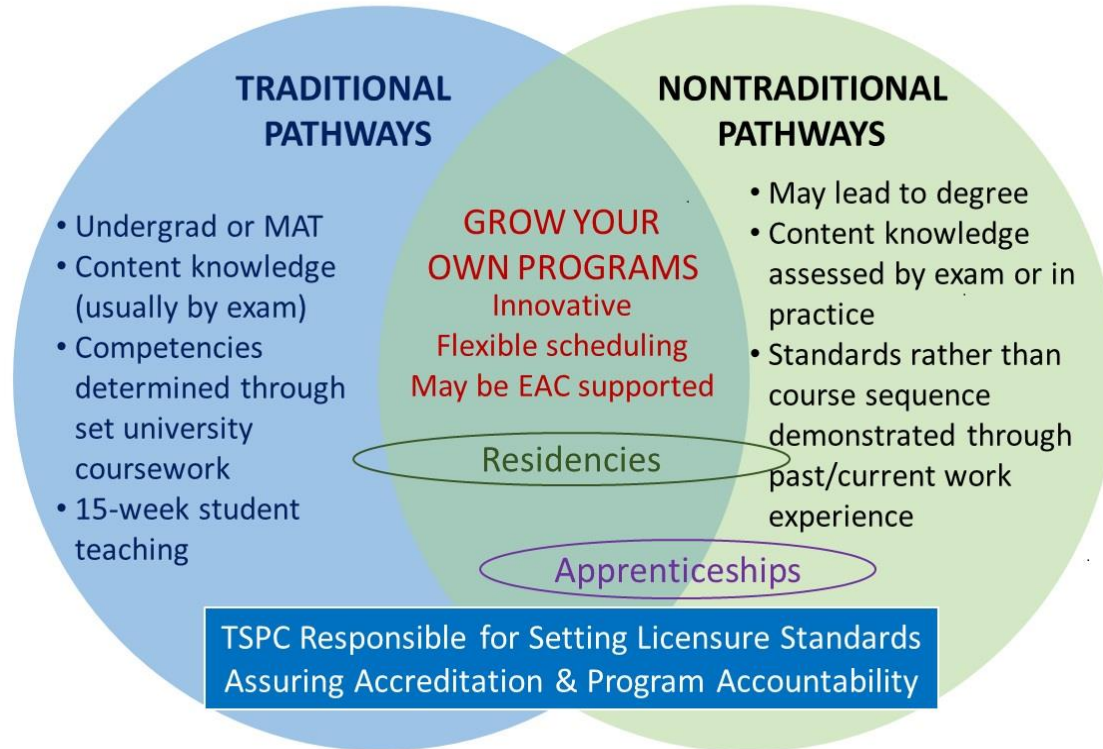
- **Early Childhood Suspension and Expulsion Prevention Program** Creates a centralized, statewide system for early care and education (ECE) programs to support stable and inclusive placements, and prevent expulsion or suspension.
- **Social Emotional Learning Content Standards** Mental health is framed 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.
- **Charters Supporting Children who have been Historically Underserved** Allows non-virtual public charter schools to be funded at a higher minimum funding percentage for K-8 students based on the school demographics.

How does a provider access supports in the Early Childhood Suspension and Expulsion Program in HB 2166 -5?



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

EDUCATOR LICENSURE PATHWAYS



CHARTERS SUPPORTING CHILDREN WHO HAVE BEEN HISTORICALLY UNDERSERVED

Beginning in the 22-23 school year

- If the school has 50% or more of the K-8 students who:
 1. Are economically disadvantaged
 2. Are from racial or ethnic groups that have historically experienced academic disparities, or
 3. Have an IEP

Then the school can qualify for 96.4% minimum funding if their qualifying group's percentage is also greater than the district's percent in the same group.
- This amendment only applies to district-sponsored public charter schools. State-sponsored charter schools that meet the criteria above could negotiate a higher funding rate with the State Board.
- Estimated to impact minimum funding percentages for 18 public charter schools, 6 of which are single-school district charters that already receive 100% of funding. Therefore, it is likely to practically change the minimum funding percentage for about 12 charter schools.



THANK YOU

