



# ESSER III Set Aside Investment Plan

## Elementary and Secondary School Emergency Relief Fund III

### Lenses & ODE Equity Plan Alignment

- **Oregon Identified Priorities**
  - Address **unfinished learning** as part of a responsive system, grounded in equity, meeting students where they are and accelerating their learning by building on strengths and addressing needs.
  - Prioritize **health, safety, wellness, and connection** for all communities.
  - Strengthen **high-quality, culturally-sustaining and revitalizing instruction, leadership, and programming**.
  
- **Oregon Themes**
  - **Family Engagement:** Realize family and community engagement strategies in each area and hold districts accountable to their plans.
  - **Centering Equity:** Don't let equity get lost in the shuffle within each priority area.
  - **Disparate Impact:** Students in special education, in foster care, from highly mobile populations, who are Black/African American, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities, from areas with low vaccination rates, and others were affected differently and may need different solutions in each area.
  - **Grade Level Transition:** Assessments can be a part of ensuring students are acknowledged for their achieved mastery, acknowledging students may not need to only be learning in one grade level across subjects.
  - **Sustainability:** The one-time nature of these funds is of concern when it comes to sustaining efforts in each area, as well as ODE's ability to support the continuity.



**ODE’s Equity Stance**

“Education equity is the equitable implementation of policy, practices, procedures, and legislation that **translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families** including civil rights protected classes. This means the **restructuring and dismantling of systems** and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”

**Budget**

<b>Purpose</b>	<b>90% Requirement</b>	<b>10% State Set-Aside</b>	<b>Total Budget</b>
District Formula Grant	\$ 1,009,633,486	\$ 1,620,000	\$ 1,011,253,486
State Sponsored Schools and Oregon School for the Deaf	\$ -	\$ 3,214,623	\$ 3,214,623
State Administration	\$ -	\$ 5,609,075	\$ 5,609,075
Unfinished Learning	\$ -	\$ 56,090,749	\$ 56,090,749
Summer Learning	\$ -	\$ 11,218,150	\$ 11,218,150
After School Learning	\$ -	\$ 11,218,150	\$ 11,218,150
Unallocated	\$ -	\$ 23,210,751	\$ 23,210,751
<b>Total</b>	<b>\$ 1,009,633,486</b>	<b>\$ 112,181,498</b>	<b>\$ 1,121,814,984</b>









Amount	Investment Overview		Priority Alignment <sup>1</sup>
	<b>Leadership Team for Multilingual &amp; Migrant Education</b>	<p>Establish and deepen capacity at the state level to lead migrant and multilingual supports for a growing and diversifying population of students. Oregon has the third largest Migrant Education program in the country but is substantially behind other states in terms of staffing capacity and infrastructure to support programmatic needs.</p> <p>ODE will create a new Multilingual and Migrant Education team with a director, staff for managing the data and grant and contract funding, as well as a specialist to provide technical assistance for migrant education support, update the 2009 English Learner Plan, and support the <a href="#">Biliteracy Seal</a>.</p>	1 & 3
<b>\$8M</b>	<b>Key Investment #5: State Leadership for the Office of Indian Education &amp; Nine Tribes healing ceremonies</b> This proposal supports Tribes and Native communities across Oregon by providing resources for localized activities including community conversations and healing ceremonies or other efforts to increase academic engagement and re-entry into school. This proposal adds staffing positions to ODE’s Office of Indian Education to support the distribution of resources and support to the nine federally recognized tribes and 4 locations identified as having high populations of Native communities, students, and youth (Portland, Salem, Eugene, and Southern Oregon).		1, 2, & 3



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\$2M	<p><b>Key Investment #6: High-Quality Instructional Materials</b></p> <p>This proposal includes the development of <a href="#">open-licensed</a> curricula in areas for which quality content does not exist. Additionally, this proposal includes a review of selected digital instructional materials and a new data collection about instructional material practices in districts.</p>	1	
\$4M	<p><b>Key Investment #7: K-5 Literacy</b></p> <p>This proposal builds statewide coherence for best practices in early literacy by providing statewide professional learning and technical assistance resources to increase teacher knowledge of evidence-based literacy instruction and literacy leadership in schools.</p>		
	<p><b>Professional Learning</b></p>	<p>Provide summer statewide literacy catalyst series, (blended learning modules)</p>	1
	<p><b>Support common statewide literacy practices</b></p>	<p>Redesign <a href="#">Oregon’s Literacy Framework</a> from 2009 and develop companion modules and develop ODE Literacy Website.</p>	1, 3
	<p><b>Library Revitalization Grants</b></p>	<p>Provide grants to districts for Library revitalization and modernization of materials (Division 22 compliance support)</p>	1











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\$1.89M	LongTerm Care and Treatment Education Programs (LTCT) (\$90K min. floor)		
\$0.27M	Hospital programs (\$90K min. floor)		
	Total:	\$23,556,863 Note:(\$346,12) to come from Unfinished Learning	