



# 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>Unfinished Learning (\$56,090,749)</b>			
<b>\$15M</b>	<b>Key Investment #1: Ambitious Teaching and Equitable Assessment Statewide Project</b> This proposal will build a statewide professional learning network of researchers, educators, and consultants designing systems and disseminating equitable teaching, learning, and assessment resources and practices.		
	<b>Instructional Framework for Designing Statewide Professional Development System</b>	Founded in sociocultural learning theory. Focus on early literacy in K-2 for Phase 1 and K-2 early numeracy in Phase 2. Expand to grades 3-5, 6-8, and 9-12 and across academic and professional skills domains once the system is established.	1 & 3
	<b>Statewide Micro Credentialing System</b>	Training system would make synchronous and asynchronous learning resources available for educators in Oregon to pursue micro-credentials in mental health/well-being, culturally responsive teaching, language learning, career connected learning, assessment and data literacy, equitable grading practices, & formative assessment practices.	1, 2, & 3

<sup>1</sup> Oregon Identified Priorities: (1) unfinished learning, (2) health, safety, wellness, and connection for all communities, and (3) strengthen high-quality, culturally-sustaining and revitalizing instruction, leadership, and programming.



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	<b>Statewide Data Dashboard</b>	Develop district data dashboards available statewide that allow for review of multiple state data resources that connect curricula to instruction, to outcomes (e.g., Instructional Materials selected, SLDS, SSA indicators, ESSA indicators, academic achievement, SEED Survey data) for district review and interactive graphing capabilities to support longitudinal analyses that drive systems-level curricular and instructional decisions. Appropriate dashboard use would be guided by related data literacy trainings delivered by the professional learning network identified as part of the IGA above.	1 & 2
<b>\$12M</b>	<b>Key Investment #2: Building Career Connected Learning Systems to Accelerate Learning</b> This proposal expands career exploration and guidance particularly to middle school students and builds an infrastructure of coordinators to help schools and students connect with career and college. Also includes a Career and Technical Education (CTE) CTE Tribal/Indigenous Coordinator to help ensure greater accessibility and opportunity for Indigenous students.		
	<b>Expand Middle School Career Exploration Pilot Program</b>	ODE has piloted career exploration expansion in 5 regions across the state. Proposal is to expand career exploration supports to middle schools statewide.	1 & 3
	<b>Career Connected Learning Statewide Constellation</b>	Hire Career Connected Learning/CTE transition specialists to better connect community colleges with districts to coordinate Work Based Learning/Career explorations, CTE Regional Coordinators, and Local Investment Boards to coordinate business and industry engagement Middle School through Work-Based Learning.	1 & 3



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	<b>CTE Tribal &amp; Indigenous Coordinator</b>	Serve to deepen collaboration and capacity for partnership with Tribes around CTE, working to develop additional program capacity and youth engagement with CTE and Work Based Learning.	1 & 3
<b>\$4M</b>	<b>Key Investment #3: Teacher Pathways for Bilingual Educators</b> This proposal will bring more bilingual teachers into classrooms, helping to ensure that Oregon’s students have teachers who reflect who they are and their lived experiences.		
	<b>Statewide Collaborative for Bilingual/Bicultural Pathways</b>	Through an IGA, work with a higher ed partner to develop a statewide collaborative for bilingual/bicultural pathways. Provide funding to support existing programs as well as coordinate and work towards scaling promising program practices.	1
	<b>Recruitment and Mentorship Programs</b>	Develop a grant process to develop and maintain bilingual pathway programs that focus on recruiting students from underserved communities, developing mentorship programs to support new bilingual/bicultural educators	1
<b>\$5M</b>	<b>Key Investment #4: State Leadership for Multilingual &amp; Migrant Education</b> This proposal creates a new team within ODE at the Office of Teaching, Learning, and Assessment to lead for Multilingual & Migrant Education.		



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	<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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<b>\$5.5M</b>	<b>Key Investment #8: Scalable Models of Mental Health Investment</b> This proposal focuses on building scalable models of mental health investment, focusing on the role of Community Care Coordinators, professional learning around the ODE/OHA Integrated Mental Health Model and increasing access to mental health literacy programs.		
	<b>Phase I – Community Care Coordinators Pilot</b>	Community Care Coordinators formative development pilot project including 1 urban, 1 rural, and 1 frontier district (preK-6) that have: (a) racial/cultural/linguistic/regional diversity, (b) existing linguistically/culturally responsive family liaisons, (c) alignment with county system of care resources, (d) well-established early learning hubs/preschool programs.	2
	<b>Phase II – Micro-Credentialing Program</b>	Develop a micro-credentialing program to enhance knowledge of those serving students and families (including Community Care Coordinators, Family Support Specialists, and School Staff) with professional learning re: child development, mental health consultation, and the Integrated Mental Health Model. Includes supervision.	
	<b>Phase III – Increasing Mental Health Literacy</b>	Increase access to evidence-based <a href="#">Mental Health Literacy programs</a> to school staff, leaders, families, students.	



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<b>Summer Learning (\$11,218,150)</b>		
<b>\$11.2M</b>	<p><b>Key Investment #9: Jump Start Kindergarten</b>            This proposal helps strengthen the transition from PreK to Kindergarten, which is a critical bridge for early learners. Building on assets and strengths, this Jump Start Kindergarten grant program will provide additional time and attention for learners.</p>	
	<p><b>Two week summer learning K jump start 2022, 2023</b></p>	<p>Criteria based grant to Title One Elementary schools to provide targeted and personalized learning supports to students entering Kindergarten.</p>
<p><b>After School Learning (\$11,218,150)</b>  <i>Focused on 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.</i></p>		
<b>\$9M</b>	<p><b>Key Investment #10: After School Learning Driven by Culturally Specific Community Based Organizations</b>            This proposal provides grant opportunities for Culturally Specific Community Based Organizations to offer after school learning programs in partnership with districts.</p>	<p>1, 2, &amp; 3</p>



Amount	Investment Overview	Priority Alignment <sup>1</sup>
\$2.2M	<p><b>Key Investment #11: Culturally Specific and Culturally Responsive Science, Technology, Engineering and Mathematics (STEM) Learning Opportunities</b></p> <p>This proposal offers additional resources for STEM hubs to design culturally specific and culturally responsive afterschool STEM learning opportunities.</p>	1 & 3
<b>Unallocated (\$23,210,751)</b>		
<b>Key Investment #12: Intensive Program Investments: Continuing previous ESSER I &amp; II Investments through 2024</b>		
\$8.5M	Educational Services District (ESD) Regional contract program	
\$10.5M	Early Intervention/Early Childhood Special Education (EI/ECSE)	
\$1.2M	Youth Corrections Education Program (YCEP) (\$90K min. floor)	
\$1.15M	Juvenile Detention Education Program (JDEP) (\$90K min. floor)	



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<b>\$1.89M</b>	Long-Term Care and Treatment Education Programs (LTCT) (\$90K min. floor)		
<b>\$0.27M</b>	Hospital programs (\$90K min. floor)		
	Total:	\$23,556,863 Note: (\$346,112) to come from Unfinished Learning	