



ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUNDS

March 13, 2020 – September 30, 2024

The COVID-19 pandemic led to the largest investment in education in United States history. Beginning with the emergency declaration on March 13, 2020 through September 30, 2024, Congress authorized nearly \$190.5 billion in funding to states. Oregon has benefited from over \$1.8 billion in federal spending. This document describes how Oregon spent the Elementary and Secondary Emergency Relief Fund (ESSER), which includes:

Elementary and Secondary School Emergency Relief Fund (ESSER)

- » \$121.1 Million from the Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020 (ESSER I)
- » \$499.2 Million from the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021 (ESSER II)
- » \$1.1 Billion from the American Rescue Plan (ARP) Act of 2021 (ESSER III)

The majority of ESSER funds (90%) went directly to school districts for local decision making based on local needs. Grants to school districts were awarded in proportion to the funds districts received under Part A of the federal Title I of the Elementary and Secondary Education Act (ESEA) in the fiscal year 2020. The remaining funds were invested in initiatives and programs with statewide benefit, ranging from increasing broadband access to improving literacy instruction.

Under ESSER III, states and districts were required to dedicate a portion of their funds to address the academic impact of lost instructional time or unfinished learning and to address the pandemic's impact on the academic, social and emotional well-being of students, by providing summer and afterschool learning. Further, the US Department of Education encouraged states to consider projects with longer-term impact on state systems and structures that support student success. While the wide range of allowable and appropriate expenditures—from replacing HVAC systems to hiring more school counselors - makes it difficult to draw links between district and state expenditures and immediate improvements in student outcomes, districts and community partners worked tirelessly to ensure funds were spent wisely to the benefit of the local students, communities and the State.

This brief focuses on the Oregon school district investments from the ESSER I, II & III and the ODE investment of the state Set-Aside funds under ESSER III.



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OVERVIEW OF DISTRICT SPENDING OF ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUNDS

Updated: March 2025

Oregon School District Spending for ESSER I, II and III

In addition to the unprecedented size of the federal grants, ESSER was unique in that it allowed districts to use funds for capital improvements to buildings and school grounds in ways that supported pandemic recovery. For example, districts could create more space for student learning, install new ventilation systems, or improve facilities to support outdoor learning. Here is a broad look at how districts used their ESSER funds.

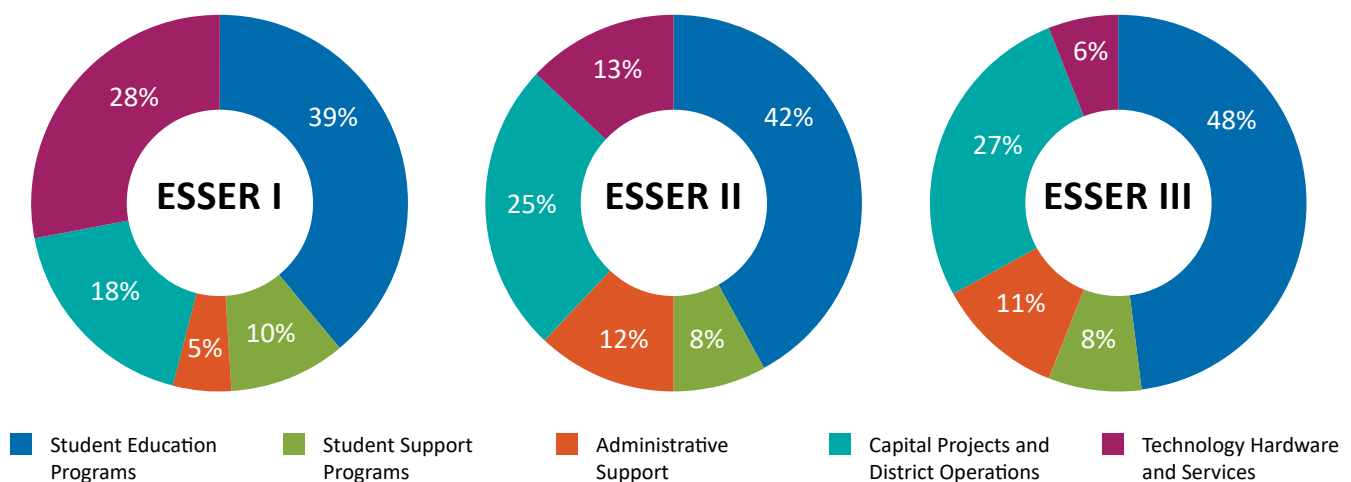
ESSER I (March 13, 2020- September 30, 2022): \$109 million - used to support remote learning during the initial wave of the COVID-19 pandemic, such as purchasing technology and Internet access.

ESSER II (March 13, 2020-September 30, 2023): \$449 million - used to support the safe return to in-person learning, such as increasing space for social distancing, personal protective equipment, and additional cleaning

ESSER III (March 13, 2020-September 30, 2024): \$1.01 billion - Most of the reimbursed expenses helped students recover unfinished learning (40.5%) and increase access to accelerated learning, mental health and wellness, and community revitalization efforts.

All ESSER grants ended with 100% of district funds expended.

These charts illustrate how school districts spent their ESSER Funds:



Contact information

ode.esser@ode.oregon.gov or learn more at www.oregon.gov/ode/schools-and-districts/grants/Pages/CARES-Act-Resources.aspx



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ESSER III STATEWIDE ACTIVITY FUNDS “STATE SET-ASIDE”

From ESSER III, Oregon received \$106.5 million for statewide activities, including mandated activities to address unfinished learning (5%), and provide for both summer learning (2.5%) and after school learning (2.5%),

Oregon’s ARP ESSER plan describes 12 different areas of work, each aimed at building lasting capacity and addressing systemic issues in the state. The state’s 12 initiatives were designed to:

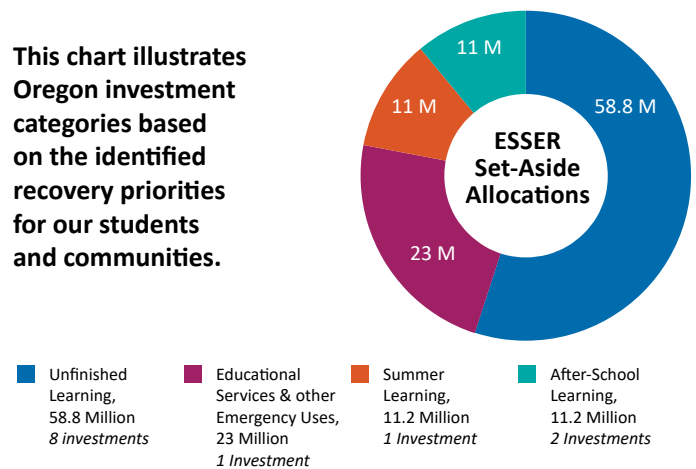
- » Address unfinished learning as part of a responsive system grounded in equity, meeting students where they are and accelerating their learning by building on strengths and addressing needs.
- » Prioritize health, safety, wellness and connection for all communities.
- » Strengthen high-quality, culturally sustaining, and revitalizing instruction, leadership and programming.

The initiatives were designed for all students and centered on equitably serving students furthest from opportunity, including Black, Latino, Latina, Latinx, Indigenous, Asian, Pacific Islander, and Tribal students; students with disabilities; students who identify as LGBTQ2SIA+; emerging bilingual; and those navigating foster care, houselessness, and poverty and those with limited access to resources due to rural location.

Oregon created these 12 set-aside investments by reflecting on the ongoing and pandemic-exacerbated needs of students and creating a solid foundation (setting roots) from which increased academic achievement and support systems will continue to grow (boost) into the future. This “root and boost” philosophy was anchored in knowledge of Oregon’s diverse and unique needs and understanding of state and local capacity. The portfolio included a range of projects, including some that made an immediate difference for students and their families and others that will take some time to realize but will have lasting benefits for years.

As the projects progressed, some adjustments were made to dollar amounts dedicated to each individual project, but the final projects met the requirements to dedicate funds to unfinished learning, summer learning and after school learning.

This chart illustrates Oregon investment categories based on the identified recovery priorities for our students and communities.



Centering Equity



Contact information

Cynthia Stinson cynthia.stinson@ode.oregon.gov
 Aurora Wood Moore aurora.moore@ode.oregon.gov
oregon.gov/ode/schools-and-districts/grants/Documents/CARES%20Act/ESSER%20III/ESSER%20III%20Set%20Aside%20Investment%20Plan%2012.8.21.pdf



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ACCELERATING LEARNING IN K-8 MATH AND LITERACY

\$7.4 million invested



What is this initiative?

This project supported Oregon educators in addressing unfinished learning, specifically in literacy and mathematics in K-8. ODE invested funds to **strengthen instructional leadership** and educator networks throughout the state, developed educator **resources to accelerate student learning**, and created **professional learning opportunities**.

Goals

This funding was used to establish an Instructional Leader Cadre and ultimately fund 16 Working Groups. These 23 instructional leaders engaged more than **725 educators across the state in effective K-8 math and literacy strategies**, as well as strategies focused on multilingual learners and students experiencing disabilities.

- » **Develop educator resources to accelerate student learning.** ODE coordinated with higher education staff, content experts, and Cadre members to support the development of dozens of locally-designed learning resources and materials that foster accelerated learning in math and literacy and ensure that resources are relevant, inclusive, and accessible to all students.
- » **Conduct summer Educator Summit.** In summer of 2024, the **statewide summer learning summit** drew 737 Oregon educators to a multi-day event that showcased educator resources to accelerate learning and provided professional learning for attendees. **(Resources will be posted on the ODE website and Oregon Open Learning.)**



Benefits

Oregon students need **support to accelerate learning** they may have missed or delayed due to the pandemic. This investment is intended to **create learning resources, professional connections, and relationships** to help students develop as readers, writers, speakers, and critical thinkers. Opportunities for professional learning and resource development within Cadre projects **focused on addressing unfinished learning in math and literacy**, especially for students facing disparities exacerbated by the pandemic, such as multilingual learners and students with disabilities. These projects, led by educators, ultimately represented 99 school districts across Oregon.



Contact information

Dan Farley dan.farley@ode.oregon.gov
education.oregonstate.edu/equitable-accelerated-learning



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CAREER CONNECTED LEARNING

\$11.91 million invested



What is this initiative?

Oregon defines Career Connected Learning (CCL) as a framework encompassing career awareness, exploration, preparation, and training that is both learner-relevant and connects students to industry expectations. This project created a system of support for students, families and schools to provide career connected learning and work-based learning experiences. ESSER funds were used to create a system of human resources and multiple classroom tools and curricula to deliver these opportunities and support Oregon's learners.

CCL ESSER Goals

- » Created a system of **Career Connected Learning Navigators (CCLSN)** housed at each community college to foster connections among students, families, industry and schools to improve outcomes for students. The CCLSNs were supported by the Career Connected Learning Coordinator at ODE.
- » Partnered with Oregon's nine federally recognized Tribes to integrate Tribal priorities into Career Connected Learning (CCL) and Career Technical Education (CTE) initiatives, including the CTE State Plan. By fostering relationships and aligning resources and programs with Tribal goals, the CCL & CTE Tribal Liaison's efforts honored Tribal education sovereignty, and supported the success of American Indian/Alaska Native students.

- » Provided access to career information and planning tools to K-12 school students statewide. Created new tools that are free and open access to support student learning about careers and skills needed for success in the work world and at school and to systemically integrate CCL into student learning and outcomes.
- » Provided Educators and counselors with resources and strategies for career development in multiple languages starting in elementary, with a special focus on middle school, which research has indicated is a highly effective age to integrate these concepts.

Benefits

- » **Increase access to career experiences** for students starting in elementary grades through high school to improve awareness of careers and development of essential skills.
- » Support equity based systems change related to careers and career development.
- » **Increase student engagement in school** due to relevance of learning and future planning by integrating CCL into core content lessons or by hosting CCL stand alone events.
- » Improve social and emotional metrics by providing career education and activities that are aligned with real world experiences.
- » Improved post secondary outcomes due to earlier career planning and engagement.
- » **Increased school attendance** due to relevance of instruction.



Contact information

Beth Molenkamp beth.molenkamp@ode.oregon.gov
oregon.gov/ode/learning-options/cte/careerareas/pages/default.aspx



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Accomplishments

- » Secured continued funding for CCLSN roles by the Community College President's Fund through the Higher Education Coordinating Commission (HECC)
- » CCLSNs established over 3,900 connections with regional partners to support K-12 Career Connected Learning.
- » Partnership with Oregon's nine federally recognized Tribes to shape CCL and CTE program design, resulting in culturally relevant resources for AI/AN students.
- » **CCLSNs led or supported over 450 CCL activities, events, and projects, engaging more than 18,500 students and fostering meaningful partner engagement.**
- » Developed new partnerships with non-profit and private agencies to guide Oregon's CCL strategic direction.

Resources available thanks to ESSER funding

Career Connect Oregon (CCO) Resource Hub [Career Connect Oregon](#)

- » Launched in October 2023, the CCO Resource Hub provides a platform for collaboration, and career exploration resources. The hub reached over 115,000 views in 2024. [CCO Final Report](#)

Career Journey Video Series [CareerJourneys.org](#)

- » The Career Journey Video (CJV) Series showcases pathways from all career clusters, featuring diverse voices from across Oregon, including profiles from all nine federally recognized Tribes. With over 56,000 views, it serves as a valuable career exploration resource. CJV Final Report. [CJV Final Report](#)

Oregon Employability Skills [OregonEmployabilitySkills](#)

- » The Oregon Employability Skills (OES) curriculum, designed with industry and Tribal input and available in multiple languages, helps students develop essential skills for workforce success and gain valuable learning experiences. [OES Final Report](#)

Oregon Career Information System (CIS) [OregonCIS](#)

- » Oregon CIS helps students explore career paths and plan their education. The platform was expanded and made free for all Oregonians during the grant period. [Final Report -Oregon CIS.docx](#)

Team Oregon Build [TeamOregonBuild](#) and [video](#)

- » Team Oregon Build engaged 86 schools and the Confederated Tribes of the Umatilla Indian Reservation, providing hands-on construction training to over 11,000 students and resulting in the construction of 417 structures. The building plans and playbook developed through this initiative are available for continued use by schools, ensuring that the resources and strategies can be leveraged for future training and construction projects.

Comprehensive School Counseling & CCL Courses - [Comprehensive School Counseling Course & Career Connected Learning Implementation Guide](#)

- » Managed in partnership with Willamette Education Service District, both courses provide districts with valuable tools for creating a Comprehensive School Counseling Program and/or a CCL strategic plan. The CCL course, in particular, serves as a guide for schools to assess their current CCL implementation, establish actionable goals each year, and gradually develop a comprehensive, sequential CCL plan.

C3 - <https://c3-oregon.org/materials-and-tools>

- » The Career & College Collaborative (C3) created "Career Journey Maps" and adapted career lessons for grades 6-12 to help students explore career pathways and plan their futures. These resources empower students and guide educators in supporting career development.

Pilots funded by ESSER

- » **YouScience, eDynamic Pilots & Money Vehicle:** YouScience, eDynamic & Money Vehicle pilots supported career exploration and skill development by helping students align their strengths and interests with career paths and explore various career options and develop relevant skills.



Contact information

Susan Samek susan.samek@ode.oregon.gov
oregon.gov/ode/learning-options/cte/careerareas/pages/default.aspx



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GROW YOUR OWN AND BILINGUAL TEACHER PATHWAY PROGRAMS

\$3.65 million invested



What is this initiative?

This investment **addressed unfinished learning for multilingual students** with systemic strategies to **increase the number of bilingual educators in Oregon**. The project supported districts and higher education organizations with Grow Your Own and Bilingual Teacher Pathway Programs with grants that strengthened and expanded existing programs or initiated new programs. The investment also included the creation of a Statewide Collaborative for Bilingual Teacher Pathways.

Goals

Statewide Collaborative for Bilingual Teacher Pathways.

This initiative helped develop an **interagency collaborative** to enhance professional development and professional support and community for bilingual teachers.

- » **Recruitment and Retention of Bilingual Educators.** Efforts expanded and boosted current Grow Your Own and Bilingual Teacher Pathway programs and professional development focused on **supporting bilingual educators and administrators** throughout the state. Supplement State grants provided tuition remission and other resources for bilingual educators.
- » **Recruitment and Mentorship Programs.** Increase and retain the number of **racially, ethnically, and linguistically diverse educators** who remain beyond the first three years of their careers by pairing new educators with mentors.



Benefits

In the 2022-23 school year, 100,175 students (18.4% of all Oregon students) were currently or formerly designated as English learners. Research shows that academic disparities and unfinished learning are addressed best when students receive high-quality instruction by educators that mirror their racial, ethnic, and linguistic diversity. **This investment supported the allocation of grants to 33 Oregon districts that have used these funds to recruit, retain, and develop linguistically and culturally diverse educators**, provide dual language programs in the purchase of high-quality curricular resources, and provided multilingual educators with professional development related to best instructional practices to support the academic excellence of multilingual learners.



Contact information

Jennifer Fontana jennifer.fontana@ode.oregon.gov



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STATE LEADERSHIP FOR MULTILINGUAL AND MIGRANT EDUCATION

\$4.28 million invested



What is this initiative?

ODE established the Multilingual and Migrant Education Team in April 2022 as one of the state's key strategic investments funded through the Elementary and Secondary School Emergency Relief Fund III (ESSER III). The team grew out of statewide and community efforts to **advance equity for multilingual and migrant students and advocacy for policy changes to expand access to culturally and linguistically inclusive programs and services statewide.**

The Oregon Legislature approved permanent funding for the Multilingual and Migrant Education team in 2023, ensuring the initial ESSER investment will yield long-term impact. The team embodies Oregon's commitment to and investment in supporting our multilingual and migrant students, which includes students designated as English learners in Title III programs, migrant students in Title 1-C programs, refugee and newcomer immigrant students, and students in dual language programs.

Goals

This investment supported the development of the Multilingual and Migrant Education team with a director, staff for managing the data and grant and contract funding, and a specialist in providing technical assistance providing statewide support through the following initiatives.

- » **Develop guidance and resources** for high-quality, culturally and linguistically inclusive language development programs that **ensure academic rigor for multilingual learners** throughout the curriculum.



- » Development of [Oregon's Strategic Plan for Multilingual Learner Success](#), as required by ORS 336.079.
- » **Strengthen systems of support** for newcomer immigrants and refugee students, such as international transcript evaluation policies and procedures.

Benefits

The 10-member Multilingual and Migrant Education team has significantly **strengthened** the Oregon Department of Education's capacity to serve migrant and multilingual students and their families. The team launched two transformational initiatives that are **reshaping** the realities of the students we serve: the Multilingual Learner State Strategic Plan and the new Service Delivery Plan for the Migrant Education Program. These efforts outline Oregon's key priority areas, goals, and action items to advance academic outcomes for multilingual learners while centering the voices and experiences of our migrant and multilingual students and families. For the first time in our history, we have gathered a truly representative sample of voices, including students, families, and Migrant Education Program specialists from across the state.



Contact information

Mary Martinez-Wenzl mary.martinezwenzl@ode.oregon.gov
oregon.gov/ode/about-us/pages/multilingual_and_migrant_education_team.aspx



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TRIBAL COMMUNITY REVITALIZATION GRANTS

\$6.98 million invested



What is this investment?

The Oregon Department of Education (ODE) and Office of Indian Education (OIE) responded to the disproportionate academic and health impacts of the COVID-19 pandemic on the nine federally recognized Tribes in Oregon and American Indian/Alaska Native (AI/AN) students, families, and communities.

ESSER III Allocation Overview

ESSER III funds were strategically allocated to address the distinct recovery needs of AI/AN learners and communities, with a focus on academic recovery, health and wellness, cultural preservation, Tribal language revitalization, and workforce development through Career and Technical Education (CTE).



Goals

The initiative aimed to cultivate a sustainable and culturally vibrant educational future for Native students, educators, Tribal Nations, and Indigenous communities across Oregon.

Key Initiatives

- » **Cultural Resilience:** Supported the nine Tribal Nations in fostering positive youth identity and community well-being through initiatives such as culture camps, early literacy programs, Tribal Elder engagement, land-based learning rooted in ancestral knowledge, and Tribal language revitalization efforts.
- » **Academic and Leadership Development:** Provided direct district funding to Title VI Native Education Programs to enhance academic recovery, cultural connection, and youth leadership opportunities.
- » **Reconnection and Community Building:** Prioritized recovery and multigenerational relationship-building through culturally specific education supports and place-based learning approaches.
- » **Integration of Indigenous Knowledge:** Embedded Indigenous traditions into educational environments, inspiring belonging and pride in cultural identity.



Contact information

Brandon Culbertson Brandon.Culbertson@ODE.Oregon.gov
oregon.gov/ode/students-and-family/equity/NativeAmericanEducation



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Focus Areas

- » **Health and Wellness:** Enhanced the social, cultural, and emotional well-being of AI/AN students and families.
- » **Tribal Leadership and Community Engagement:** Strengthened partnerships with Tribal leaders and Title VI Native Parent Committees to elevate their voices and priorities.
- » **Culturally Relevant Instruction:** Expanded professional development and implemented state-mandated curriculum, with a focus on integrating Tribal History/Shared History (THSH) in classrooms statewide.

Benefits

- » **Cultural Connection:** Relief funds connected students with their heritage, fostering academic achievement and a deep appreciation for their cultural inheritance.
- » **Capacity Building:** Temporary increases in staffing and resources significantly improved the support systems for AI/AN students, families, and communities.
- » **Holistic Support:** Reinforced culturally attuned learning environments that emphasized positive identity development, belonging, leadership and community-driven solutions.

Key Outcomes

- » **Grant Allocation:** 65 grants directly supported AI/AN students and Tribal community-specific initiatives.
- » **New Roles:** Four full-time positions were created at ESDs to enhance AI/AN education, with plans to sustain them based on measurable impact.
- » **Curriculum Progress:** Achieved significant advancements in teacher preparation and curriculum adoption aligned with Oregon's education standards and mandates, particularly THSH.
- » **Workforce Development:** Expanded CTE programs to address Tribal workforce needs, offering students leadership opportunities and career pathways.

- » **Educator Training:** Hundreds of educators gained insights into culturally responsive teaching through expanded THSH professional development, enhancing the educational experience for Native and non-Native students alike.
- » **Language Revitalization:** Supported intergenerational learning and the preservation of Tribal languages.
- » **Youth Empowerment:** Strengthened wellness and cultural initiatives to promote academic success, leadership, and community connection.

Impact

This transformative one-time investment has created educational environments and occasions where AI/AN learners can thrive both academically and personally. By fostering stronger connections between educators, students, and communities, these efforts have advanced equity, supported cultural preservation, and helped address long-standing educational gaps, paving the way for a more inclusive and supportive future for AI/AN learners and Tribal Nations across Oregon.

This investment reflects ODE and OIE's steadfast commitment to advancing educational excellence, equity, and a deep sense of belonging for AI/AN students. Through culturally rooted, community-driven solutions developed in partnership with the nine Federally Recognized Tribes in Oregon and educational collaborators, this initiative focused on addressing educational disparities, deepen understanding, and enhance support for AI/AN students and communities across Oregon.



Contact information

Brandon Culbertson Brandon.Culbertson@ODE.Oregon.gov
oregon.gov/ode/students-and-family/equity/NativeAmericanEducation



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HIGH-QUALITY INSTRUCTIONAL MATERIALS

\$1.14 million invested



What is this initiative?

Research, evidence, and experience have proven that the adoption and use of high-quality instructional materials can yield significant improvements in student outcomes that are equally or more effective than other costly interventions.

This investment focused on supporting and developing Open Educational Resources and provided guidance on evaluating digital instructional materials.

Goals

- » Oregon's requirements related to Inclusive Social Science and Comprehensive Sexuality Education are often unmet in commercially available instructional materials. In response, **over 75 openly-licensed lesson plans**, including versions in English, Spanish, and Universal Design for Learning (UDL), recorded webinars, and educator guides, have been published on the [Oregon Open Learning Hub](#).
- » The [Digital Instructional Materials Toolkit](#) supports districts in adopting and using digital instructional materials increasingly used for online instruction. The toolkit includes district guidance on accessibility, adaptive learning, cultural responsiveness, interoperability, linguistic strengths, modularity, and student data privacy. The toolkit is available [online](#) for districts and schools to use during instructional materials adoption processes and was shared throughout the state through the Spring 2024 Digital Instructional Materials Toolkit Roadshow.



Benefits

Ensuring students have access to high-quality and culturally responsive instructional materials is a critical element of accelerating learning and supporting student wellness and belonging.

More than ever, students in Oregon need to feel a sense of belonging and safety as a foundation to accelerate their learning coming out of the pandemic. The lessons, educator guides, and professional learning resources created in this investment support teachers to provide instruction on topics such as respecting differences, healthy relationships, bodily autonomy and safety, preventing discrimination, seeking information and help, and community well-being. These resources uplift the diversity of students and communities with content that is often new for both educators and students, especially in the younger grades, where it can be especially hard to find high quality, standards aligned, and culturally responsive materials.



Contact information

Sasha Grenier sasha.grenier@ode.oregon.gov
oregon.gov/ode/educator-resources/teachingcontent/instructional-materials/pages/default.aspx



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K-5 LITERACY INVESTMENT

\$4.27 million invested
(includes ongoing obligation not yet expended)



What is this initiative?

This investment addressed unfinished literacy learning while **strengthening the state's literacy education** infrastructure for years to come by updating framework recommendations, funding teacher training, and modernizing rural school libraries.

Goals

- » **Provide revitalizing grant resources to expand library** collection size and range for rural, low-income school libraries. There were 104 school districts that accepted grant funding and used their funds to revitalize their library spaces and collections to better meet the needs of Oregon's students.
- » **Publish a new Early Literacy Framework** with input from a diverse group of educators, researchers, and other partners. The framework was designed around eight sections that work in reciprocity with one another to help reinforce culturally responsive practice and reading science as fundamental to literacy and biliteracy development.
- » **Build Early Literacy Framework professional development and instructional content resources** to support educators in applying Oregon's Early Literacy Framework in their instructional practice. These resources will also support administrators in leading the implementation of the framework. The resources and learning experiences were designed to bring coherence across educator knowledge, instructional materials, evidence-based practices, and assessment.



Oregon's Instructional Frameworks

[Oregon Instructional Frameworks](#)

- » **Develop a new 6-12 Literacy Framework** with leadership from WestEd and input from a diverse group of educators, researchers, and other partners. Through updating the 6-12 framework from 2009, educators will receive up-to-date and comprehensive information about supporting secondary literacy. Similar to the Early Literacy Framework, this will serve as a mentor text for teams looking to improve their disciplinary literacy practices.



Contact information

Tina Roberts tina.roberts@ode.oregon.gov
oregon.gov/ode/educator-resources/standards/ela/pages/early-literacy.aspx
oregon.gov/ode/earlyliteracysuccessinitiative/pages/default.aspx



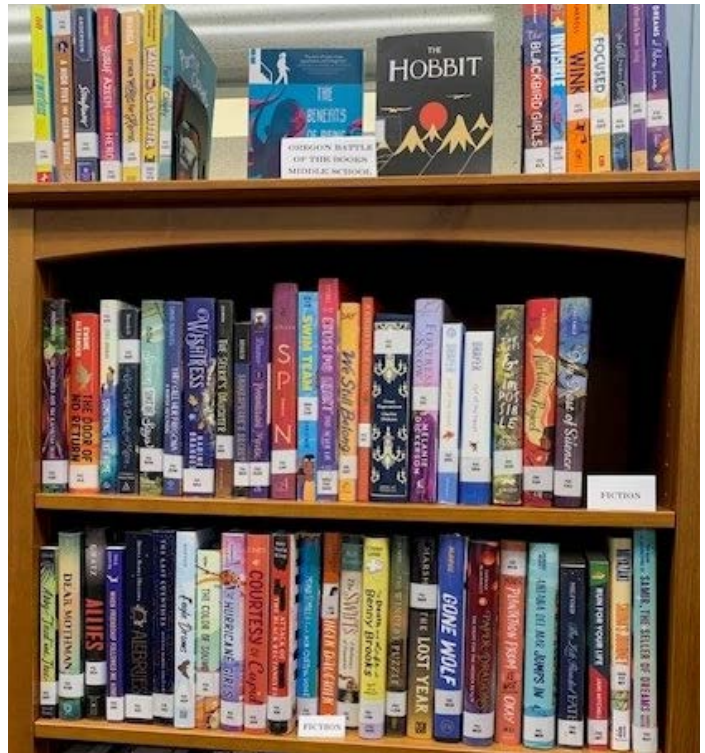
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Benefits

Children need literacy instruction that guarantees proficiency, addresses individual strengths and needs, and provides learning conditions and content exposure that honors linguistic and cultural assets and lived experiences. Through providing additional resources on literacy practice to Oregon educators, students will receive research-based, culturally responsive literacy instruction.

Building Literacy Momentum: In May 2023, the Oregon Department of Education released Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5), and Governor Kotek issued an executive order related to strengthening educator preparation for literacy instruction. In June, the Oregon Legislature, with leadership from Governor Kotek, passed the Early Literacy Success Initiative. Together, the Early Literacy Framework, the executive order, and the legislation build momentum and capacity while also providing funding for strengthening literacy instruction in classrooms and communities across Oregon. The Early Literacy Success Initiative is a top priority for Governor Kotek and is being implemented by the Oregon Department of Education and the Department of Early Learning and Care.



Contact information

Tina Roberts tina.roberts@ode.oregon.gov
oregon.gov/ode/educator-resources/standards/ela/pages/early-literacy.aspx
oregon.gov/ode/earlyliteracysuccessinitiative/pages/default.aspx



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COMMUNITY CARE DEVELOPMENT PROJECT

\$4.14 million invested



What is this initiative?

Child and adolescent mental health have been declared a [national emergency](#), and Oregon's communities identify youth mental health as their number one priority. The Community Care Development Project (CCDP) **responds to youth, family, and school staff requests for enhanced school-based mental health services and wraparound supports**. Linguistically and culturally responsive school-based Community Care staff serve two core functions: providing emotional support and system navigation to youth and families, and identifying and responding to community needs using innovative, locally driven strategies. In addition to ESSER funding, the CCDP is funded through a \$5.4 million award from the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#) through [Project AWARE \(Advancing Wellness and Resiliency in Education\)](#).

Goals

The Initiative consists of four primary components:

- » **Increase mental health literacy** via [Oregon Classroom WISE](#), an asynchronous digital learning educational program, and a large suite of accompanying resources.
- » **Develop and deploy credentialed mental health courses** and professional learning communities.
- » **Co-design and implement the Community Care Project** to enhance mental health infrastructure and work-force in four school districts by building strong partnerships with local systems of care that can rapidly respond to their mental health and health care needs.



- » **Identify and understand formative and summative project impact** and make recommendations for implementation, sustainability, and continuous quality improvement.

Benefits

In the two school years since the project's inception, Community Care staff have served more than 28,000 youth and families and provided more than 4,500 referrals to local services. Additional outcomes include **increased mental health literacy and better identification of youth in need of support**, improved service referral, augmented **suicide prevention** efforts, **enhanced student and staff health and well-being**, increased sense of belonging, increased school attendance, and improved academic success.

Contact information



Bhagavati Mullock bhagavati.mullock@ode.oregon.gov
Arden Robinette arden.robinette@ode.oregon.gov
Jeremy Hogeweide jeremy.hogeweide@ode.oregon.gov
[oregon.gov/ode/students-and-family/mental-health/pages/
community-care-demonstration-project.aspx](https://oregon.gov/ode/students-and-family/mental-health/pages/community-care-demonstration-project.aspx)



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JUMP START KINDERGARTEN

\$11.22 million invested



What is this initiative?

Jump Start Kindergarten (JSK) is an equity-driven, evidence-based kindergarten transition program that occurs in the summer before kindergarten starts. Families most impacted by the pandemic and furthest from opportunity are prioritized for enrollment. By prioritizing connection and co-creation, Jump Start Kindergarten builds on the strengths and lived experiences of young children and families to secure belonging and promote early learning. Children and families ease into kindergarten routines, activities and learning time as the conditions for belonging, success and learning take root.

Goals

Jump Start Kindergarten will support a strong and connected start to school for children and families. While programs vary based on the unique needs of the school community, all Jump Start programs include these objectives:

- » **Student-Centered Goals:** A minimum of 30 hours in the classroom to increase student's social and emotional skills to gain confidence in school routines;
- » **Family-Centered Goals:** A minimum of 10 hours of family engagement activities to strengthen positive relationships among families and staff in inclusive, culturally aware environments and promote regular attendance and meaningful connections.
- » **Partnership Goals:** Planning and outreach with local providers to ensure efforts are culturally responsive and inclusive.

BETWEEN 2022-2024, JSK SERVED OVER 6,300 STUDENTS AT 121+ SCHOOL SITES.



Benefits

Regular attendance in kindergarten is one indicator that children and families are adjusting to the new school and routines. In addition, regular attendance is a strong predictor for reading by third grade and graduating from high school. "Regular attendance" is defined as attending school 90% of the time or more.

- » Jump Start Kindergarten has promising data on regular attendance rates. Based on summer 2022 data, on average, 61% of children who participated in Jump Start attended kindergarten during the school year regularly, as compared to 54% of children who did not participate in the program. This positive pattern, which holds for most race/ethnicity and focal groups, is encouraging.

For more information about the data, review the [JSK Data Brief 2022](#).



Contact information

Tiffany Palaniuk tiffany.palaniuk@ode.oregon.gov
oregon.gov/ode/students-and-family/transitioning-to-kindergarten/pages/esser3jumpstartk.aspx



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CULTURALLY SPECIFIC AFTER SCHOOL LEARNING

\$15.88 million invested



What is this initiative?

The Culturally Specific After School Learning (CSASL) grant funded 2 school districts and 24 community based organizations to provide services tailored to students' specific social, emotional, mental health, and academic needs. Programs provided a variety of engaging and enriching activities that reflect, represent, and sustain student identities and lived experiences.

Goals

Grantees worked towards the following essential pillars for culturally specific after school learning:

- » **Pillar 1:** Addressing unfinished learning through academic and mental health support. Grantees provided evidence-based strategies to identify and address gaps in learning that stem from the COVID pandemic, and worked to supplement and enrich student learning to increase student achievement and comprehension.
- » **Pillar 2:** Culturally Affirming practices, including cultural identity development. Programs cultivated a sense of joy, connection and curiosity in students' own cultural identities—founded on relationships that affirm a student's sense of belonging and connection to peers, adults and school community.
- » **Pillar 3:** Leadership and self-advocacy skills. Programs fostered skills for making the world a better place including: self awareness, problem-solving, goal setting, communication, critical thinking and relationship building.
- » **Pillar 4:** Giving back to the community. Programs worked to achieve positive attendance and routines and increase meaningful connections to each student's educational experience.



Benefits

CSASL grantees provided programming to 6,530 students. Students engaged in dance and arts, career development, project-based learning, language classes, and accelerated their learning with tutoring and mentorship. Programming for parents included support for making school-home connections and culturally sustaining events for the whole family. Grantees reported transformative effects on school communities and student engagement.



Contact information

[oregon.gov/ode/students-and-family/equity/
culturallyspecifiafterschoollearning](https://oregon.gov/ode/students-and-family/equity/culturallyspecifiafterschoollearning)



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CULTURALLY SPECIFIC AND CULTURALLY RESPONSIVE SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) LEARNING OPPORTUNITIES

\$2.18 million invested



What is this initiative?

The ESSER 'After School STEM' grant has successfully funded 14 different projects, impacting a broad range of **64 school districts**, including educational service districts, the Federal Bureau of Indian Education, and the Confederated Tribes of Grand Ronde. Our initiatives have allowed us to impact the lives of students across Portland Metro, Willamette Valley and North Coast, Southwestern Oregon, Central Oregon, and Eastern Oregon, reflecting a statewide commitment to enhancing STEM education.

Activities

- » Hands-on workshops, mobile maker labs, STE(A)M clubs, aerospace-themed leadership camps, and bilingual STEM lessons engaged diverse learners.
- » Programs incorporated geographical, culinary, and culturally specific elements to connect STEM learning to students' cultural backgrounds.
- » Activities included engineering challenges, coding projects, 3D printing, robotics, environmental science experiments, and real-world problem-solving to foster critical thinking and collaboration.
- » Programs were inclusive, supporting families and siblings, honoring linguistic diversity with multilingual translation/interpretation (e.g., Spanish, Mam, Chamorro, Russian, English), and using culturally sustaining curricula that celebrated community heritage and identities.

Lessons Learned

- » **Family Engagement:** Programs fostering multi-age participation and family involvement were highly successful.
- » **Planning and Growth:** Advanced planning, infrastructure investment, and staff development ensured a positive learning environment.
- » **Clear Communication:** Clarifying goals and engaging families directly boosted enrollment and participation.
- » **Community Partnerships:** Expert-led curricula paired with trained staff increased student engagement and excitement.

Outcomes

Surveys showed increased student engagement, confidence, and interest in STEM. All students valued hands-on learning, peer interaction, and culturally relatable mentors. 100% were satisfied with after-school STEM programs and likely to recommend them.



Contact information

Deborah Bailey Deborah.bailey@ode.oregon.gov

Dominique Austin, East Metro STEM Partnerships, daustin@mesd.k12.or.us



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OREGON EARLY CHILDHOOD INCLUSION COACHING COLLABORATIVE AND EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION

\$8.18 million invested



What is this initiative?

Children experiencing disabilities have the right to be in high-quality early learning environments with other children their same age. Yet less than 50% of Oregon's identified children with disabilities were fully included in these environments. One of the most noted barriers to inclusion is the lack of high quality, coordinated, and aligned cross-sector professional development and on-the-job support for the staff of the early learning environments.

Goals

- » The Oregon Early Childhood Inclusion Coaching Collaborative assisted regional early learning systems and early care and education teams by creating meaningful support grounded in culturally responsive and identity-affirming practices to ensure communities, families, providers, and specialists have the tools to fully include children experiencing a disability.
- » This project grew and sustained a partnership with Oregon State University to bolster the support system for early care and education providers, specialists, professional developers and coaches, and aligned with the State Indicators of High-Quality Inclusion for preschool aged children experiencing disability.
- » The investment included research and a landscape evaluation about the current state of inclusion and inclusive practices, the development of a strategic plan to guide future inclusion work at the state level,



community-wide implementation support, and the development of Oregon Early Childhood Inclusion Modules for regional trainers and coaches.

Benefits

With the support of this investment, rural communities and under-resourced early care and education providers now have access to capacity building and professional development support using the Pyramid Model Framework and The Early Childhood Inclusion Indicators. This led to a **marked increase in the number of preschool children served in inclusive preschools (over 20% growth over three years)**. Early learning environments that facilitate meaningful participation and belonging are known to increase positive academic and social outcomes for children who are experiencing disabilities and those who are not, ensuring they arrive in kindergarten healthy and ready to learn. The impact of this collaborative continues to reverberate into elementary, secondary, and transition to the workforce. Creating inclusive support for an effective workforce early on has been a significant investment in Oregon's future.



Contact information

Meredith Villines meredith.villines@ode.oregon.gov

For more information about this investment, visit the [Oregon Inclusion Initiative at the Hallie E. Ford Center for Children and Families](#)



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