

# OREGON GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER) FUNDS OVERVIEW

*Updated: February 17, 2023*

The Governor's Emergency Education Relief Fund was initially created as part of the first federal pandemic relief bill.

**All the Oregon GEER investments are dedicated to education programs that remove systemic barriers to equitable education and prioritize supporting historically excluded communities disproportionately impacted by the pandemic.** ODE projects utilizing the funds are used for initiatives designed for all students. They are specifically centered on equitably serving Oregon's Black, Latino, Latina, Latinx, Indigenous, Asian, Pacific Islander, and Tribal students; students with disabilities, students who identify as LGBTQ2SIA+; emerging bilingual students; and those navigating foster care, homelessness, and poverty, and those with limited access to resources due to rural location.

This packet is intended to provide an overview of these initiatives.

## GEER Funding Timeline

The Coronavirus Aid Relief and Economic Security (CARES) Act, passed in March 2020, provided governors with emergency resources to address the COVID-19 pandemic's impact on early learning, K-12 education, higher education, and the workforce. Another round of GEER funding (GEER II) came from the second federal pandemic relief bill, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), in December 2021. In Oregon, Governor Kate Brown directed that GEER funds support a number of key actions to immediately respond to the pandemic, such as expanding broadband access in remote and rural areas, launching computer science initiatives at all 13 STEM (Science, Technology, Engineering, and Math) Hubs, and providing emergency funding for early learning, including Early Intervention/Early Childhood Education regional services.

Oregon received \$32.5 million of direct GEER funding through the CARES Act (GEER I) and \$14.2 million through the CRRSA Act (GEER II). In addition to the funds going directly to the Governor's office in each state, unobligated funds from the Emergency Assistance to Non-public Schools (EANS) program under CRRSA and the American Rescue Plan Act (ARP) moved into the GEER fund, totaling an additional \$22.9 million. CRRSA EANS obligated was \$24.8 million and the ARP EANS obligated \$8.2 million. **In all, Oregon received \$102.6 million to use for GEER allowable expenditures.**

## State Agency Coordination

Following the passage of each federal relief act and upon the reversion of EANS dollars to GEER uses, the Higher Education Coordinating Commission (HECC) and Early Learning Division (ELD - DELC) staff worked together with the ODE team to support the Governor's staff in identifying opportunities to support education. Between ODE, ELD/DELC, and the HECC, there were five initiatives supported by GEER I, and a dozen current initiatives under GEER II and EANS funds reverted to GEER uses. In the early stages of the pandemic, these funds were used to assist students in transitioning to remote/distance learning by supporting access to technology; funding was also used to cover healthcare needs such as providing PPE and expanding childcare services through Relief Nurseries.



## Contact information

[ode.esser@ode.oregon.gov](mailto:ode.esser@ode.oregon.gov) or learn more at [www.oregon.gov/ode/schools-and-districts/grants/Pages/CARES-Act-Resources.aspx](http://www.oregon.gov/ode/schools-and-districts/grants/Pages/CARES-Act-Resources.aspx)



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# COMPREHENSIVE DISTANCE LEARNING

\$19.4 million

## What was this initiative?

In June 2020, in response to COVID-19, ODE and OHA launched the first phase of providing statewide guidance for schools planning for the 2020-21 school year, including guidance for schools to provide Comprehensive Distance Learning (CDL). To support the implementation of this guidance, ODE established the CDL Grant Program, combining three funding sources provided by the CARES Act for a total investment of \$27.5 million:

- » \$20 million of Governor's Emergency Education Relief (GEER I) Fund funding
- » \$6.4 million of Elementary and Secondary School Emergency Relief (ESSER) Fund funding
- » \$1.6 million of Coronavirus Relief Fund (CRF) funding

The following five expense categories were established as priorities for the CDL Grant Program; each expense category supported the implementation of the 2020-21 CDL Guidance:

- » Access and Connectivity
- » Student and Teacher Devices
- » Digital Content and Curriculum
- » Learning Management Systems
- » Professional Learning for Educators

Eligible recipients included LEAs (i.e., school districts), a consortium of school districts, or an Education Service District (ESD) working on behalf of one or more school districts.

## What did it accomplish?

As a result of this initiative, 193 grant recipients claimed over 98% of the funds to support the continuity of learning and well-being for students during the 2020-21 school year. This included ensuring adequate infrastructure and services that enabled internet access and connectivity for student learning; appropriate and user-friendly devices for students and teachers to navigate through distance learning curriculums and programs of study; high quality, adaptable, culturally responsive, and effective digital learning curriculums and content that fostered student learning and engagement; online technology that allowed educators to deliver their teaching content and lessons successfully; and various supports and training for teachers to support the use of digital tools and resources.

## Impact on students in Oregon?

In addition to what is described above, a letter to ODE illustrates the impact on students and the community. It is from a school district recipient of the grants:

*"I can't tell you enough how much we appreciate the funding for CDL. Our school was in CDL until the first of April. Each one of our students had an iPad with cell service, and each family had a cell service booster since cell service is not great in our area. The kids (and parents) loved the iPads and being able to facetime with teachers to do class, and the parents were able to participate in parent-teacher conferences via facetime. The funding enabled [our school district] to continue classes, check on kids' well-being – their emotional and mental health, find some new ways to make education fun and continue CDL for those students who remained home after school was open again. The benefits are many and will be ongoing, and we are very thankful."*



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# EARLY LEARNING DIVISION, SUPPORT FOR HEALTHY AND SAFE SANITATION PRACTICES OF EARLY LEARNING FACILITIES

\$610 thousand

## What was this initiative?

Early Childhood Programs (ECPs), which include licensed child care centers, homes, and state and federally-funded early learning programming, including Head Start and Preschool Promise, provided essential emergency childcare and development services during the pandemic. ECPs ensure children learn in the most critical years for brain development, the birth-through-five period. Many in Oregon's essential workforce and others who must go to work to support their families need ECPs to ensure children are healthy, safe and learning while they are at work. However, many programs rely on families to pay tuition and operate with tight budgets in non-pandemic times. The additional expenses of keeping children safe during COVID-19, including enhanced sanitation protocols and safety measures like face coverings, are difficult for ECPs to bear. Most of Oregon's families cannot pay more to cover these costs. Therefore, Oregon utilized GEER funding to support programs to obtain the supplies to ensure children are safe within their learning environment during the initial COVID-19 pandemic in 2020.

## What did it accomplish?

Oregon distributed GEER funds to Early Childcare Providers (ECP) through Personal Protective Equipment (PPE) care packages, including approved cleaners, gloves, bleach, face masks, face shields, and other necessities. Oregon distributed this based on the size of the ECP to all interested facilities through 2020.



## Impact on children in Oregon?

Due to this support, 4,339 Early Childhood Programs received the PPE care packages necessary to implement ECC guidance and keep their facilities open for approximately 55,000 children.



### Contact information

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# EARLY LEARNING DIVISION, ENSURING SAFE LEARNING AND CARE ENVIRONMENTS FOR OREGON'S FAMILIES INVOLVED WITH CHILD WELFARE

\$186 thousand

## What was this initiative?

Relief Nurseries provide critical services to families with young children who are experiencing a variety of stressors. Families with young or school-aged children who may not be physically at school benefit from safe and healthy respite care to reduce family stress and increase protective factors.

GEER funds were allocated to Relief Nurseries to provide a new service for families, specifically planned or emergency care for children recently returned from out-of-home/foster placements to their parents/caregivers, as referred by DHS Child Welfare. The initiative was created in recognition that families may need additional respite because of the COVID-19 pandemic's impact on families. Grantees provided respite care for a minimum of 3 hours per day, twice per week at each Relief Nursery site to:

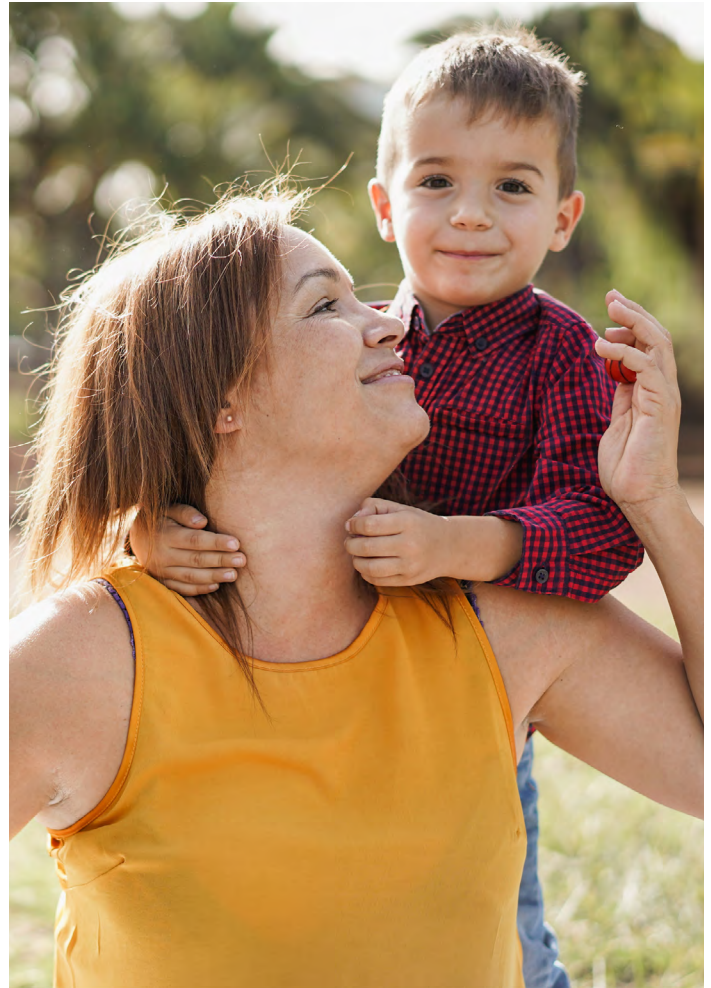
- » Provide families a needed break from the stressors of parenting that can lead to increased neglect and abuse; and
- » Provide developmentally appropriate, trauma-informed care for children

## What did it accomplish?

Four Relief Nurseries accepted GEER funding to provide emergency respite: Family Building Blocks, Family Tree Relief Nursery, Family Nurturing Center, and Treasure Valley Children's Relief Nursery.

## Impact on students in Oregon?

The initiative served 11 children over a total of 52 sessions of care across the four counties served.



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GEER II

EANS reverted to GEER Uses

## BROADBAND INITIATIVE GRANTS

\$6.3 million

### What is this initiative?

The Broadband Initiative Grants were created to fund school districts ready to start internet infrastructure projects. This additional funding covers the remaining costs of the project not already covered by the existing federal E-Rate funding, so all project costs are covered. The districts that are using GEER funds to improve their internet are Adrian School District, Annex School District, Crane Union High School District, Helix School District, Huntington School District, Luckimute Valley Charter School, and Mitchell School District, Region 18 ESD (on behalf of Imnaha School), Ukiah School District, and Vale School District.

### What did it accomplish?

Ten rural school districts and Oregon schools will drastically improve internet access when these projects are completed. They will have gone from spotty, slow, and disrupted internet access to cable internet that meets or exceeds the nationally recommended bandwidth for schools. This helps reduce the digital divide and ensures that our rural students have the same level of access to the internet and its tools as our more urban students.

Adrian School District's project is complete, and Imnaha School is in the final testing stages of its project. The remaining eight school districts listed above are on track to complete their connection projects by the end of 2023.



### Impact on students in Oregon?

Large, costly projects such as broadband access are often out of reach for small, extremely rural districts. The GEER Broadband Initiative Grant Recipients have repeatedly echoed the sentiments provided in written testimony from Sara Sarensen. Sara, the Business Manager at Lake County ESD, in advocating for a state match fund for E-Rate Funding projects, stated, "Please understand that these match funds did not make our project easier, and they did not make it happen a year or two sooner. These funds made it possible to happen at all." These dedicated GEER dollars will enable students at the locations to access reliable internet connectivity, and these projects further reduce the digital divide in the state. Thus, supporting ODE's mission to foster equity and excellence for every learner.



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EANS I reverted to GEER Uses  
GEER II  
EANS II reverted to GEER Uses

# COMPUTER SCIENCE EDUCATION AND ENRICHMENT GRANTS AND PROGRAM SUPPORT

\$7.3 million

## What is this initiative?

In May of 2022, the Oregon Department of Education (ODE) was directed by Former Governor Brown to lead two initiatives pertaining to computer science education:

1. Distribute \$6 Million in GEER Funds through grants to increase computer science opportunities for students during the 2022-2023 school year, particularly for girls/women and students of color. ODE distributed these funds to Oregon's 13 STEM Hubs through newly created STEM Hub Computer Science Grants to amplify and support regional projects between October 2022 and September 2023.
2. Develop a statewide Computer Science Implementation Plan, in collaboration with the Higher Education Coordinating Commission, to provide computer science accessibility to all of Oregon's public school students by the 2027-28 school year. The implementation plan needs to be complete by September 2023.

The remaining funds are being used for programmatic support of the two initiatives above, including limited-duration staff at ODE.

## What will it accomplish?

- » Increase Access: Increase the number of computer science education opportunities and increase the capacity of existing opportunities.
- » Diversify Participation through Equity and Inclusion: Increase the diversity of students participating in computer science opportunities with a focus on students historically and systemically underrepresented in computer science.

- » Support Equity-Based Systemic Change: Align projects with other current and future computer science opportunities grounded in equity at the building or district level, including work with Career and Technical Education (CTE) Regional Coordinators and CTE programs to support strong, inclusive CTE programs in computer science.
- » Strengthen Engagement and Sense of Belonging in Computer Science: Retain historically and systemically underrepresented students in computer science opportunities using equity-based strategies and integration of career-connected learning.
- » Engage Community-Based Organizations: Connect communities to the planning and implementation of computer science education to build culturally relevant instruction and sustainable programs.



## Contact information

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[www.oregon.gov/ode/schools-and-districts/grants/Pages/STEM-Hub-Computer-Science-Grants.aspx](http://www.oregon.gov/ode/schools-and-districts/grants/Pages/STEM-Hub-Computer-Science-Grants.aspx)

Gov media release: <https://drive.google.com/file/d/1lCy1mUWcxA6pCkJLiZrovEusLt6IJGzV/view>



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The Implementation Plan will expand upon these short-term goals to lay the foundation for ensuring equitable computer science education for all students in Oregon by the 2027-2028 school year. The plan will also:

- » Ensure coordination with existing bodies of work and leverage current initiatives, including the STEM Education and Statewide CTE plans.
- » Identify immediate, practical changes and systemic changes.
- » Identify strategies for aligning computer literacy standards and curricula with computer science courses at community colleges and public universities.
- » Propose an ongoing evaluation process of computer science education overseen by the State Board of Education and the STEM council to ensure the statewide plan is sustainable in the long term.

The first phase of community engagement on the plan has been largely completed, with a first draft for additional community input occurring in the next few months.



## Impact on students in Oregon?

There are many examples of positive and impactful projects across the state happening thus far through the grants. Some of these include:

- » Conducting professional development and training for elementary teachers that include lessons and materials to integrate computational thinking in early elementary classrooms as part of a K-12 computer science pathway.
- » Providing access to computer science education to rural and remote communities through mobile maker spaces that provide hands-on experiences to students.
- » Connecting middle school and high school students to computer science professionals through a “coder in residence” program.
- » Working directly with local and regional community-based organizations to plan and implement culturally relevant computer science activities beyond the typical school day, including the summer.
- » Supporting high school teachers to embed computer science activities into other STEM courses to broaden participation by students who may not have access to computer science courses.

The Implementation Plan will provide recommendations to ensure that all students have access to computer science on a relatively short timeline, with those specific recommendations finalized by September 2023.



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[oregon.gov/ode/schools-and-districts/grants/Pages/Computer-Science-Implementation-Plan.aspx](https://oregon.gov/ode/schools-and-districts/grants/Pages/Computer-Science-Implementation-Plan.aspx)

Gov media release: [oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=75374](https://oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=75374)



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# EDUCATION SERVICE DISTRICT TECHNICAL ASSISTANCE GRANTS SUPPORTING SMALL AND RURAL SCHOOL DISTRICTS

\$4.5 million

## What is this initiative?

These funds are provided to all 19 Education Service Districts (ESDs) to provide responsive and intensive administrative support for small and rural school districts.<sup>1</sup> ESDs can use the funds, following allowable use guidelines, to provide support, coordination, and alignment related to any of the 108 state or federal programs ODE administers and districts in the region need to manage or report around.

Oregon is home to many small school districts with limited personnel capacity to move through all of the administrative and reporting requirements for various federal programs and initiatives from which the districts are eligible to receive funds. In addition to the funding being disbursed to the ESD regions, a portion of funding also supports a 1.0 full-time limited duration position. This initiative also contributed to a part-time position at the Oregon Association of Education Service Districts (OAESD) to provide coordination for these efforts.

## How can ESDs use the funding?

The small and rural school support funds are Federal monies at this time but can be used for any state and federal programs districts may participate in or be eligible for. They are subject to all spending, accounting, and reporting requirements. These funds can be used to:

1. Identify and coordinate ESD staff, adding as much as 1.0 FTE, to maintain continuity of instruction and access to resources for small school districts during the COVID-19 pandemic.
2. Coordinate with districts and agencies to support districts in completing planning, engagement, application, implementation, or reporting processes across state or federal programs.

3. Arrange Grantee staffing to enhance focal support for districts most in need of additional assistance.
4. Coordinate regional conversation and knowledge exchange on improving processes or systems that reduce administrative burden and increase program alignment and effectiveness.

## Impact on students in Oregon?

This additional support from ODE to ESDs focusing on assistance to smaller and more rural schools in Oregon will streamline the processes necessary to ensure grant money and state and federal relief funds are reported and expended appropriately. The staff can then focus attention on running the schools and supporting students. This program will also develop district plans and technical expertise by providing coaching. More strategic district plans which can utilize existing best practices and resources mean that students and staff will benefit by not having to re-create processes and can affect more meaningful and sustainable policies and procedures that align with what is best for learning and safety in the school environments.

## Proposed Plan for Sustainability of Support

ODE submitted a proposal to Governor Kotek to sustain the small and rural support funding with state funding. This would be at the current funding amount and would sustain funding for the ODE staff member, OAESD staff coordination role, and funding distributed to all 19 regions. Since September 30, 2024, is the spend-down date for the second wave of Small and Rural school support funding with federal funds, we anticipate the state funding will begin on October 1, 2024 pending approval.

<sup>1</sup> ESDs are required to provide support to districts in their region that have 1650 ADMw (extended average daily membership) or less but can provide support to districts up to 2000 ADMw. Each ESD receives \$35,470 per district at or below 1650 ADMw.

## Contact information

[Section 7 of Integrated Guidance](#) provides the most external documentation about our partnership with ESDs.

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[oregon.gov/ode/StudentSuccess/Pages/Innovation-and-Improvement.aspx](https://oregon.gov/ode/StudentSuccess/Pages/Innovation-and-Improvement.aspx)



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# OREGON EARLY CHILDHOOD INCLUSION INITIATIVE

\$1.9 million

## What is this initiative?

Oregon Early Childhood Inclusion Initiative efforts join the existing promotion, prevention, and intervention efforts to empower professionals, parents, and community members. With \$1.9 million in GEER funds, the Early Learning Division and Oregon Department of Education will support inclusion in local communities, preschool classrooms, community child care, and other learning environments where young children learn and grow. The Early Learning Division plans to leverage these resources alongside \$2.1 million in federal Preschool Development Grant (PDG) funds to promote inclusive high-quality preschool settings.

At the request of the ODE and ELD, the Oregon Early Childhood Inclusion (OECI) State Leadership Team (SLT) generated a list of recommendations for the use of these GEER and PDG Funds that are known to address persistent barriers to inclusion.

## What will it accomplish?

This initiative will help increase inclusivity by analyzing preschool environments and modifying curriculum, classrooms, playgrounds, and other material essentials as needed. It will also provide districts with the professional development and training and any technical support necessary to train inclusive, culturally responsive, and identify-affirming early care and education providers and support families and community members who care for young children.



## Impact students in Oregon?

More than 50% of the roughly 12,000 identified infants, toddlers, and children experiencing disabilities are not served in inclusive early learning settings in Oregon. That means more than 6,000 infants, toddlers, and children experiencing disability throughout Oregon are not properly served by the education system. This includes a subset of higher-needs children more likely to experience lifelong segregation.

The goals of this program are to ensure that:

1. Across Oregon, every child's individual learning and development is nurtured through intentionally inclusive systems, policies, and environments.
2. Families enter into relationships with early care and education providers, trusting their child will be welcomed, loved, and seen in all their human dignity, including their culture, race, or disability.



## Contact information

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Statistic reference can be found in this [report](#).

[oregon.gov/ode/students-and-family/specialeducation/earlyintervention/pages/oeci.aspx](https://oregon.gov/ode/students-and-family/specialeducation/earlyintervention/pages/oeci.aspx)



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# PROOF OF CONCEPT LITERACY GRANT

\$500 thousand

## What is this initiative?

The purpose of the Grant is to provide relief funds to the grantee (Portland Public Schools) to study and learn from different implementation models of teacher training/ professional learning and support across five districts in Multnomah County to understand better the conditions and supports required to ensure that increased teacher training results in the consistent, quality implementation of research-based reading instructional practices and improved student reading outcomes.

## What will it accomplish?

Oregon is interested in whether professional learning programs like *LETRS (Language Essentials for Teachers of Reading and Spelling)* can make a large-scale difference in how children learn to read in our state. To that end, the Governor's Emergency Education Relief (GEER) fund is contributing to a proof of concept and an evaluation of a multi-district implementation of LETRS training led by Portland Public Schools and including Centennial, David Douglas, Reynolds, and Parkrose School Districts, and Multnomah Educational Service District. This Research Study is being designed to 1) support collaboration and data-based project planning within and across the participating districts and 2) inform the Agency as to whether and how greater statewide investment in LETRS training could lead to improved student outcomes in reading across our state as a strategy to mitigate learning loss related to COVID-19. Results from the study and a comprehensive final report are expected in September 2023.



## Impact on students in Oregon?

In 2019, 34 percent of Oregon 4th graders scored proficient or advanced on the National Assessment of Educational Performance (NAEP) Reading assessment. This same year, 46.5 percent of Oregon 3rd graders performed at the proficient or advanced level on our state summative English Language Arts (ELA) assessment. Disaggregated data reveals disproportionate outcomes for many student groups, including students experiencing disabilities, English learners, Native Hawaiian/Pacific Islander, Black/African American, American Indian/Alaska Native, and Hispanic/Latino groups. Ensuring equitable access to high-quality foundational reading instruction and instructional support is essential to address systemic barriers in education. However, while research demonstrates that almost all children can learn to read if taught using an explicit and systematic approach, large gaps in teacher knowledge remains a major challenge to delivering effective and evidence-based reading instruction. LETRS training aims to increase teacher knowledge of evidence-based reading instruction as one strategy for improving reading outcomes for all students.



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# SCHOOL SAFETY AND PREVENTION SYSTEMS

\$3.3 million

## What is this initiative?

GEER funds will provide new and increased FTE for 19 School Safety and Prevention System (SSPS) Specialist positions in every Education Service District (ESD) serving all 197 school districts across the state. This regional-based team of Specialists continues to serve as the primary conduit to support districts and schools requiring real-time crisis intervention. This network of care, relational trust, and support are the cornerstones of Oregon's SSPS.

## What will it accomplish?

Having a full regional team of SSPS Specialists will provide all school districts with continued support in the following areas:

- » Behavioral safety assessment
- » Bullying, cyberbullying, harassment, intimidation, and sexual violence
- » Suicide prevention, intervention, and postvention

This increase aims to establish ESDs as hubs for student crisis response and prevention-based education, including pointed training and technical assistance for school districts and a streamlined set of contacts and resources for districts needing additional support to improve school safety and school climate and culture.

## Impact on students in Oregon?

The SSPS Specialists work with the Oregon Department of Education (ODE) and through their designated ESD to provide equity-based training and technical assistance to school districts to develop, implement, and maintain the statewide SSPS. This staffing and training will provide more equitable outcomes for historically and currently underserved students and youth in our schools by supporting the ongoing development of safe and inclusive learning environments statewide.



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Website Links: [School Safety and Prevention System \(SSPS\)](#),  
[School Safety & Prevention Systems Guidance](#), [Sample SSPS role description](#)



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# HIGHER EDUCATION COORDINATING COMMISSION INITIATIVE

\$11.4 million GEER I

\$7.5 million GEER II

\$9.8 million EANS II reverted to GEER Uses

*Synopsis of HECC initiatives:*

## GEER I

The Higher Education Coordinating Commission focused GEER I funding on three areas:

### Higher Education Assistance Grants \$6 million

These grants to Oregon's community colleges and public universities 1) promote student resiliency during an extended period of remote learning, 2) help students persist in their education, and 3) help students complete their post-secondary degree or credential.

### Higher Education Distance Learning Initiative \$4 million

Subawards were granted to support distance learning during the pandemic. Specifically, funds were directed towards: 1) helping students overcome systemic barriers exacerbated by COVID-19 impacts, 2) developing equitable and innovative approaches to distance learning, 3) pilot an online platform that enables students to enroll in online courses offered by other institutions; and 4) supporting the professional development of instructors for more effective online learning.



## Start Strong \$1.4 million

COVID-19 caused high school and community college instruction disruptions, with long-term impacts on academic and developmental growth affecting incoming university students. In 2021, the Oregon Legislature appropriated federal and state funds for a Start Strong program at public universities to reduce this preparation gap. Each university tailored its Start Strong program to meet the unique needs of its students and its current capacity to offer a new program, with common elements including:

- » focusing on serving BIPOC students and students from underserved communities,
- » summer bridge kickoff and continuing wrap-around services throughout the school year,
- » academic skill-building focus,
- » provision of other student success skills, and
- » creation of a community of support for the students.

The Start Strong program showed early success, with participants being retained at higher rates than students who did not participate.

## GEER II

For the second wave of GEER funding, spending focused on ensuring the continuity of services and investments to increase equity and access as part of the recovery process.

### Oregon Youth Corps Summer Programs \$500 thousand

The Oregon Youth Corps engages youth—particularly those who are underserved or disconnected—in paid, community-based stewardship experiences that build and improve social, emotional, and workplace skills. Historically, the program has been unable to serve all interested youth. Program



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participants primarily include youth of color, youth from rural communities, tribal youth, and youth that have dropped out of high school. Falling Lottery Amusement Tax Device revenues related to the COVID-19 pandemic jeopardized the program. These funds enabled Summer Youth programs in 2021.

### **Open Educational Resources (OER) Support \$1.2 million**

HECC is partnering with public universities and community colleges to develop Open Educational Resources (OER), including digital resources that expand access. Activities funded include 1) translating OER student resources (Blueprint for Success in College & Career) into languages other than English; 2) developing licensed courses that are accessible and address various learning styles; 3) expanding Statewide Equity and Open Education Faculty Cohorts (professional development/training); and 4) developing Criminal Justice and Human Development/Family Studies pathway materials.

### **Reengagement and Retention Initiative \$2.1 million**

The Reengagement and Retention Initiative provides grants to support student re-engagement and postsecondary completion. Grants also focus on identifying promising strategies to remove barriers to re-engagement and targeted strategies to serve and reengage under-represented students.

### **Talent Innovation Equity (TIE) Grant Expansion \$200 thousand**

HECC shall expend up to \$200,000 to expand the funding for the Lumina TIE Initiative. This Initiative supports partnerships of educational institutions and community-based organizations that work on eliminating growing disparities in completion rates between the overall population and African American, Latino, and American Indian students.

### **Facility for Agricultural Resource Management (FARM II) Blue Mountain CC \$3.5 million**

The FARM II project is a community partnership between Blue Mountain Community College, the City of Pendleton, Pendleton Round-Up, Umatilla County, InterMountain Education Service District, and the Port of Umatilla that will construct an educational facility and indoor arena in Pendleton to support regional workforce and agricultural training needs. Examples include training as a veterinary technician or with unmanned aerial systems and other agriculture education.

## **EANS II Reverted to GEER Uses**

### **Moonshot for Equity Initiative Eastern Oregon College Students \$1.6 million**

Eastern Oregon University (EOU), Treasure Valley Community College (TVCC), and Blue Mountain Community College (BMCC) have partnered on a five-year, student-centered, comprehensive strategic plan launched in 2022 to identify and remove systemic barriers that are preventing access and attainment to a post-secondary education degree. This partnership aims to close equity gaps for Eastern Oregon students at two- and four-year colleges and universities by 2030.

### **Additional Student Child Care Grant \$750 thousand**

The Oregon Student Child Care Grant Program helps parents enrolled in postsecondary education to obtain safe, dependable care that supports their children's development while allowing completion of the parent's academic programs.

### **Oregon Youth Conservation Program \$2.5 million**

Oregon Youth Corps will use the \$2.5 million of EANS reverted to GEER uses funds to engage youth, particularly disadvantaged or at-risk, in community-based stewardship experiences. The Oregon Youth Corps Community Stewardship Corps does not have funding to maintain grant services in 2023. GEER funds were identified as a path to efficiently get grant funding into community programs that serve youth and students.

### **Supplement Oregon Opportunity Grant to Promote Degree Completion \$1.5 million**

Oregon Opportunity Grants are awarded first to students with the greatest financial need based on their Expected Family Contribution (EFC). The purpose of funding is to ensure that students are fully informed of options and resources to assist them in returning to school and completing their studies. HECC will provide grants to colleges and university financial aid to hire work-study students to conduct student outreach or otherwise defray costs related to enrollment trend analysis. Outreach would be focused on determining root causes and offering both existing financial aid resources and emergency financial aid to students depending on their needs.



### **Contact information**

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