



ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUNDS

March 13, 2020 – September 30, 2024

District Reimbursement Overview

Use of the Elementary and Secondary School Emergency Relief Funds in Oregon

Since 2020 Oregon has received \$1.62 billion in Elementary and Secondary School Emergency Relief (ESSER) Funds to support the needs of all students, with a focus on historically excluded communities disproportionately impacted by the pandemic. The state has allocated 90% of its allotment to school districts to spend based on their community's unique needs. ODE has distributed the other 9.5% (.5% can be used for Administrative costs) to support 12 equity-driven initiatives designed to address unfinished learning, support the health, safety, and mental wellness of our students and staff, and strengthen high-quality, culturally-sustaining instruction and leadership. These initiatives are designed for all students and 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; and those navigating foster care, houselessness, and poverty; and those with limited access to resources due to rural location.

ESSER Expenditure Transparency Dashboard, <https://www.oregon.gov/ode/schools-and-districts/grants/Pages/ESSER-Transparency.aspx>

ESSER III District Supplemental Plans, <https://www.oregon.gov/ode/schools-and-districts/grants/Pages/ESSER-III-District-Supplemental-Plans.aspx>



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DISTRICT REIMBURSEMENT OVERVIEW OF ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUNDS

Updated: November 4, 2022

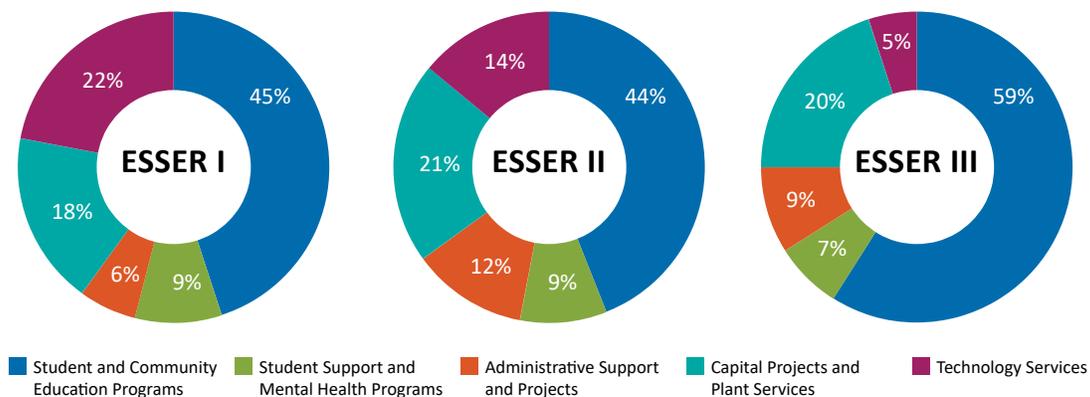
Oregon has received \$1.62 billion in Elementary and Secondary School Emergency Relief (ESSER) Funds through three rounds of funding from Congress. 90% passed from the Oregon Department of Education (ODE) to local school districts. Grants were awarded to Local Educational Agencies (LEAs), or districts, in the proportion they received funds under Part A of Title I of the Elementary and Secondary Education Act (ESEA) in fiscal year 2020. **School districts choose how to spend the funds based on what meets their pandemic-related educational needs.**

ESSER I, aka CARES Act (Coronavirus Aid, Relief, and Economic Security Act, 2020), provided \$121.1 million to Oregon, of which \$114 million went to schools and was primarily used to **move schools to online learning** during the initial wave of COVID-19 pandemic. Reimbursement is for eligible expenses incurred between March 13, 2020, and September 30, 2022. The grant has ended and is in the liquidation phase, with **100% of the funds expended.**

ESSER II, aka CCRSA (Coronavirus Response and Relief Supplemental Appropriations Act, 2021), provides \$499.10 million to Oregon. Eligible expenses will be incurred between March 13, 2020, and September 30, 2023. Most of the funds spent to date were for the purpose of **safely returning students and staff to in-person learning.** Oregon districts have spent 64% of ESSER II (we are at 64.6% of the way through the grant period).

ESSER III aka ARP (American Rescue Plan Act, 2021) provides an additional \$1.1 billion dollars to Oregon. Eligible expenses for reimbursement are set to incur between March 13, 2020, and September 30, 2024. Most of the reimbursed expenses are being used to **help students recover unfinished learning and to increase access to accelerated learning, mental health and wellness, and community revitalization efforts.** Reimbursement for ESSER III is at 20.9% (we are 44.4% of the way through the grant period).

These charts illustrate how school districts have spent ESSER Funds as of November 4, 2022:



More current detail on how districts use ESSER allocation funds is available using the [ESSER Expenditure Transparency Dashboard](#).

Note: This dashboard only reflects requests for reimbursement approved and processed by ODE. Some districts submit claims monthly or quarterly. Because the dashboard shows completed reimbursements, it does not reflect actual spending.

ESSER funds are designed for all students and 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; and those navigating foster care, houselessness, and poverty, and those with limited access to resources due to rural location.



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ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUNDS III

March 13, 2020 – September 30, 2024

12 Set-Aside Investments Overview

Use of the Elementary and Secondary School Emergency Relief Funds in Oregon

Since 2020 Oregon has received \$1.62 billion in Elementary and Secondary School Emergency Relief (ESSER) Funds to support the needs of all students, with a focus on historically excluded communities disproportionately impacted by the pandemic. The state has allocated 90% of its allotment to school districts to spend based on their community's unique needs. ODE has distributed the other 9.5% (.5% can be used for Administrative costs) to support 12 equity-driven initiatives designed to address unfinished learning, support the health, safety, and mental wellness of our students and staff, and strengthen high-quality, culturally-sustaining instruction and leadership. These initiatives are designed for all students and 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; and those navigating foster care, houselessness, and poverty; and those with limited access to resources due to rural location.

ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUNDS III—OVERVIEW OF THE SET-ASIDE INVESTMENTS IN OREGON

In 2020 and 2021, Congress authorized three rounds of nearly \$190.5 billion in funding to states through the Elementary and Secondary School Emergency Relief (ESSER) Fund to support public education recovery in response to the COVID-19 pandemic.* The largest of these came from the American Rescue Plan (ESSER III), which allocated more than \$1 billion to Oregon. This funding was intended for states to safely reopen schools, sustain operations and address the pandemic’s impact on students. Nationwide, and here in Oregon, more than 90 percent of these funds went directly to school districts.

ODE reserved approximately \$112 million to support 12 equity-driven, statewide initiatives developed in response to priorities identified by Oregonians. These initiatives are designed for all students and 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; and those navigating foster care, houselessness, and poverty, and those with limited access to resources due to rural location.

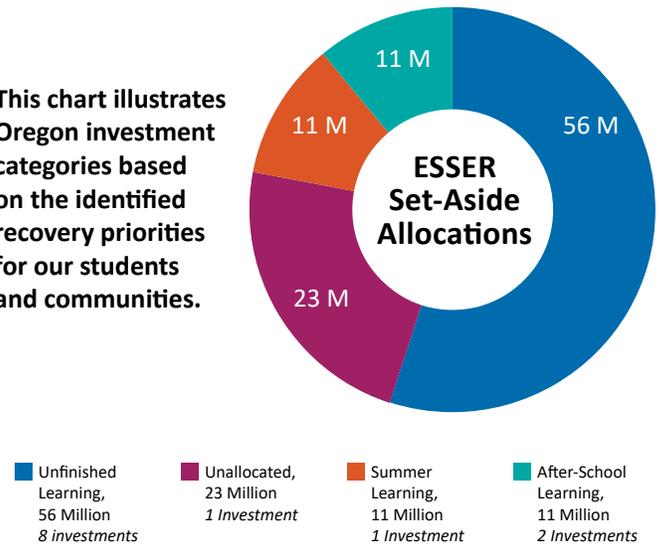
The portfolio includes a range of projects, including some that will make an immediate difference for students and their families and others that will take some time to realize but will have lasting benefits for years. The state’s 12 initiatives are designed to:

- 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.

Oregon Invests and Envisions Equity in Education

We know that returning to in-person learning has provided a much-welcome opportunity for our students. This overall view of the investment strategies illustrates how we can use our resources of time, attention, leadership, creativity, and funding to ensure that we emerge stronger in the future.

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



Centering Equity



* https://oese.ed.gov/files/2021/12/Fact-Sheet_COVID_connection_12.29.21_Final.pdf



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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 LITERACY AND MATHEMATICS

\$15 million invested



What is this initiative?

This project will support Oregon educators in addressing unfinished learning, specifically in literacy and mathematics K-8. ODE will invest funds to **strengthen instructional leadership** throughout the state, develop educator **resources to accelerate student learning**, and create **professional learning opportunities**.

What will it accomplish?

*Initially, part of this funding will be used to establish an **Instructional Leader Cadre**.* ODE will recruit and identify **Oregon instructional leaders across the state within K-8 math and literacy**, as well as those who instruct students who are identified as English learners and students experiencing disabilities.

- » **Develop educator resources to accelerate student learning.** ODE will coordinate with higher education staff, content experts, and instructional Leader Cadre members to develop 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 Summits.** ODE will coordinate with higher education staff, content experts, and instructional Leader Cadre members to host a **statewide summer learning summit for educators** launching a year-long professional learning series. **Resources will be posted on the ODE website and Oregon Open Learning.**



How will this impact students in Oregon?

Oregon students need **swift 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 will **focus on addressing unfinished learning**, especially for students facing disparities exacerbated by the pandemic.



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CAREER CONNECTED LEARNING

\$12 million invested



What is this initiative?

This project will **connect students and families with career-related and work-based learning experiences** and will build the much-needed infrastructure for counselors, teachers, students, and families to start career development early.

What will it accomplish?

Career Connected Learning Navigators A Career Connected Learning Navigator at each community college will **foster connections among students, families, industry and schools**; a Tribal Liaison will link native and indigenous students with career-connected learning.

- » ***This investment opens access to career information and planning tools to middle and high school students*** statewide with web-based tools including the Career Information Service (CIS) and YouScience.
- » ***Educators and counselors will have resources for career development in multiple languages***, including the Career Journey Videos website showcasing younger Oregonians' careers and Open Educational Resource that builds counselors' skills in supporting career development.



How will this impact students in Oregon?

Students will be better equipped to adapt to the ever-changing job market, through increased awareness of high wage/high demand careers, occupational identity, and personal networks. By setting doable goals and making concrete plans, students will be set up for success after high school and in life.



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GROW YOUR OWN AND BILINGUAL TEACHER PATHWAY PROGRAMS

\$4 million invested



What is this initiative?

This investment addresses unfinished learning for emergent bilingual students with systemic strategies to increase the number of bilingual educators in Oregon. The project supports districts and higher education organizations with Grow Your Own and Bilingual Teacher Pathway Programs with grants to strengthen or expand existing programs or initiate new programs.

What will it accomplish?

Statewide Collaborative for Bilingual Teacher Pathways. This initiative will develop an interagency collaborative to enhance professional development and professional support and community for bilingual teachers.

- » **Recruitment and Retention of Bilingual Educators.** Efforts will expand and boost 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 to provide 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.



How will this impact students in Oregon?

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 offers direct support to increase the number of bilingual and multilingual educators participating in Teacher Pathway Programs and Grow Your Own initiatives while also increasing educator efficacy through professional development and training.



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STATE LEADERSHIP FOR MULTILINGUAL AND MIGRANT EDUCATION

\$5 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 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.

What will it accomplish?

This investment will mean the Multilingual and Migrant Education team will now have a director, staff for managing the data and grant and contract funding, and a specialist in providing technical assistance who will provide 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 English learners.**
- » **Lead the development of Oregon's Strategic Plan for Multilingual Learner Success**, as required by ORS 336.079.



- » **Support the expansion of access to dual language programs**, advancing a key priority of the State Board of Education.
- » **Strengthen systems of support** for newcomer immigrants and refugee students, such as international transcript evaluation policies and procedures.

How will this impact students in Oregon?

The 12-member Multilingual and Migrant Education team has significantly **bolstered** the Oregon Department of Education's **capacity to serve migrant and multilingual students and families.** In the coming year, the team will be leading the development of an updated state plan and blueprint for multilingual education, conducting a comprehensive needs assessment for migrant education, leveraging local, state, and national data and research, and centering the voices and experiences of the multilingual and migrant students and families we serve.



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TRIBAL COMMUNITY REVITALIZATION GRANTS

\$8 million invested



What is this initiative?

The Office of Indian Education (OIE) recognizes the importance of **building healthy communities and the vital recovery of our community members** as we move forward from the COVID-19 pandemic, which has had a significantly greater impact on Oregon's Tribal communities and individuals in terms of losses. ODE's Office of Indian Education recognizes that each Tribe has the best understanding of recovery areas most in need of aid for their community. **This grant will provide the resources necessary to address those needs and support education, culture, heritage, and language.**

What will it accomplish?

The nine Tribal Nations of Oregon will utilize ESSER funds to offer **culturally enriching, culturally responsive community services**, including youth development and engagement, culture/STEM camps, land-based learning opportunities, community culture, language offerings, tribal elders connections, and capital investments. **This community-directed outcomes-driven framework facilitates cultural exchange, language, and relationship-building opportunities.**

- » **Grants to be distributed by Educational Service Districts to support communities with higher populations of Native members, students, and youth.** The five selected educational service districts will **base their projects on community consultation and include activities to support cultural and linguistic revitalization and academic support.**
- » **Professional Development Opportunities for Educators** will be offered to help meet educator needs within areas associated with **adopting and implementing the Tribal History Shared History curriculum** within their classrooms.

How will this impact students in Oregon?

Research demonstrates a direct correlation between increased academic success and long-term well-being when students who self-identify as **American Indian/Alaska Native have opportunities to develop positive self-identities through connection to culture and community.** These relief funds will help to increase and foster student access to culturally responsive connections through supporting personnel, programming, and services within Oregon tribal communities.

Districts and educational professionals within the five selected education service districts (ESDs) will have **access to dedicated staff and initiatives aimed at providing culturally specific academic support and wraparound services for American Indian/Alaska Native students.**



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HIGH-QUALITY INSTRUCTIONAL MATERIALS

\$2 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 learning outcomes** that are equally or more effective than other costly interventions. This investment will focus on supporting open educational resources, evaluating digital instructional materials, and data collection of instructional materials.

What will it accomplish?

This project addresses three needs regarding instructional materials and their impact on student learning.

- » **The Community Building Open Educational Resources (OER)** project will create resources for grades K-5 that integrate Oregon's sexuality education and ethnic studies standards. These areas are unlikely to be well-addressed in commercially available instructional materials and **specifically address oppression, anti-racism, and violence prevention.**
- » **The Toolkit for Evaluating and Adopting Multi-Subject Digital Instructional Materials** will support districts in adopting and using digital instructional materials increasingly used for online instruction.
- » **A Data Collection of Instructional Materials** will allow ODE to better support and analyze the impact and use of instructional materials.



How will this impact students in Oregon?

This investment will address needs specific to the pandemic response: the development of materials to support educators in building more inclusive classrooms where all students see themselves reflected in the curriculum, **build skills to develop healthy relationships** with each other and understand the **value of diversity** within themselves, their families, and across society as a whole.

Ensuring students have access to high-quality instructional materials in online instructional models; and data to support districts in making **informed local decisions** regarding instructional materials, a critical element of accelerating learning.



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K-5 LITERACY INVESTMENT

\$4 million invested



What is this initiative?

This investment will address 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.

What will it accomplish?

ODE will update Oregon's K-5 Literacy Framework with input from a diverse group of educators, researchers, and other partners. The revised framework will **elevate knowledge and practices** from decades of research and incorporate the most recent findings on literacy development and instruction. The Framework will include **approaches for teaching literacy to multilingual students and those who speak other dialects of English.**

- » **Tailored professional development.** The literacy catalyst professional development series will ground educators in the **most current foundational literacy pedagogy** and cultivate a peer support network for best practices. Equity will guide the system-wide vision at the state, district, and school levels, **bringing coherence across educator knowledge, instructional materials, evidence-based practices, and formative assessment.**
- » **Revitalizing rural school libraries.** ODE will provide the support necessary to revitalize rural, low-income school libraries through grants to expand library collection size and range.



How will this impact students in Oregon?

ODE is committed to dismantling systemic barriers to literacy, specifically for students experiencing disabilities and multilingual students. ODE's **literacy investment will help all Oregon students by providing tools to help them develop as readers, writers, speakers, listeners, and critical thinkers.**



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STRENGTHENING MENTAL HEALTH IN EDUCATION

\$5.5 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 Strengthening Mental Health in Education (SMHiE) **initiative addresses the significant need for a robust, community-driven, linguistically and culturally responsive behavioral health infrastructure in Oregon school communities.** In addition to ESSER funding, the SMHiE Initiative is funded through a \$5.4 million award from the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#) through [Project AWARE \(Advancing Wellness and Resiliency in Education\)](#).

What will it accomplish?

The Initiative consists of 4 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 behavioral health courses** and professional learning communities.
- » **Co-design and implement the Community Care Project (CCP)** to enhance behavioral health infrastructure and workforce in four school districts representing Oregon's racial/ethnic, linguistic, geographic, and socio-demographic diversity.



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

How will this impact students in Oregon?

Measurable outcomes include **increased mental health literacy, and better identification of youth in need of support**, improved service referral, augmented **suicide prevention**, intervention and postvention efforts, **enhanced student and staff health and well-being**, school climates embodying belonging, care, and connection, fewer disciplinary referrals, and improved academic success.

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JUMP START KINDERGARTEN

\$11.2 million invested



What is this initiative?

Jump Start Kindergarten (JSK) is a summer program designed to provide students and their families with a **successful transitioning experience from early childhood into kindergarten** by setting the foundation for a positive school experience. The program design is based on the belief that students and their families thrive in **connected and supportive school environments that are culturally affirming and promote a sense of belonging**.

What will it accomplish?

Each participating school provides an **inclusive, well-rounded classroom experience** of at least 30 hours for incoming kindergartners. In addition, school teams offer at least 10 hours of **family engagement activities** for parents and caregivers. Schools are encouraged and have the flexibility to design the family engagement component to align with the practices, routines, and cultural and community backgrounds of the school community it serves.

» **Jump Start serves focal populations most impacted by the pandemic, and for whom the pandemic exacerbated long standing inequities**, intentionally dialed in on helping focal children and their families who were disproportionately impacted by the pandemic. **Districts and schools are expected to collaborate with early learning** and other regional partners for outreach and enrollment to ensure outreach efforts are culturally responsive and inclusive.



How will this impact students in Oregon?

A child's transition into kindergarten sets the tone for the educational experience for many years. Research shows that **building and implementing a seamless transition to kindergarten improves a child's ongoing success in school**. Through intentional outreach and family-centered programming, Jump Start Kindergarten helps students and families have a strong and connected start to school.



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CULTURALLY SPECIFIC AFTER SCHOOL LEARNING

\$9 million invested



What is this initiative?

The Culturally Specific After School Learning (CSASL) grant will **provide opportunities for culturally affirming and enriching after-school learning programs for students.** Applicants must be either community-based organizations (CBOs), culturally specific organizations, school districts, charter schools, early learning hubs or early learning providers, Tribal governments, education service districts (ESDs), and post-secondary institutions of education or a partnership of these entities.

What will it accomplish?

We seek to provide programming anchored in four (4) essential pillars of a practice:

- » **Pillar 1: Addressing unfinished learning through academic and mental health support.** Our grantees will provide evidence-based strategies to **identify and address gaps in learning that stem from the COVID pandemic.** We will work to create systems for educators to supplement and enrich student learning to increase student achievement and comprehension.
- » **Pillar 2: Culturally Affirming practices, including cultural identity development.** We are looking for our grantees to cultivate a sense of joy, connection, and curiosity in students' own cultural identities. **This can be achieved by creating critical relationships that affirm a student's sense of belonging and connection to peers, adults, and school community.**

- » **Pillar 3: Leadership and self-advocacy skills.** When working with our future leaders, we expect our grantees to cultivate leadership and self-advocacy skills on a daily basis. **Students will acquire skills that they can utilize to make themselves and the world around them better.** Those skills include but are not limited to: Increasing Self Awareness, Acquiring Problem Solving skills, Learning Goal Setting, Practicing Communication, Cultivating Critical Thinking, and Expanding Relationship Building.
- » **Pillar 4: Giving back to the community.** We will work together to **cultivate positive attendance and routines and increase meaningful connections to each student's educational experience** by aligning systems in partnership with Early Childhood Special Education programs, Early Learning Hubs, and Head Start programs.

How will this impact students in Oregon?

These funds may be used to **implement actionable strategies to meet the urgent needs of students and address the educational inequities** that COVID-19 Pandemic has exacerbated. This program will also **address students' social, emotional, and mental health and academic needs.**

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

\$2.2 million invested



What is this initiative?

The ESSER III 'After School STEM' grant provides funds to identify, prioritize, and support community and school needs that align with the priorities and themes of ESSER III by implementing **culturally specific** and **culturally responsive** after-school STEM learning opportunities.

What will it accomplish?

- » ODE will establish a **statewide advisory group** to provide input on the needs of focal students identified in Oregon's priorities and themes of ESSER III. This Statewide advisory group and the regional STEM Hubs **will identify and summarize regional and local needs for after-school STEM activities.**
- » ***This group will develop a process to solicit requests for funding for after-school STEM projects, evaluate proposals, and award subgrants.*** This will include the development of a rubric or other tool, continuous progress monitoring, and communication about progress and outcomes.
- » ***Final reports on project outcomes*** will include student participation data, descriptions of individual project activities, and **how the activities supported students' academic, social, and emotional needs.**



How will this impact students in Oregon?

This project will meet the needs of those most underserved in a region and **provide Culturally Specific STEM Learning Opportunities to those students.** STEM Education brings an integrated equitable approach toward lifelong learning. It focuses on empowering individuals to develop knowledge, skill, and mindsets so individuals can contribute to building inclusive, prosperous communities. STEM endeavors to transform how we engage learners of all identities, abilities, economic status, and regions by inspiring, empowering, and enabling students to **match their passion and curiosity to equitable, innovative, high-demand industry opportunities.**



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OREGON EARLY CHILDHOOD INCLUSION COACHING COLLABORATIVE

\$4 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 are 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.

The Oregon Early Childhood Inclusion Coaching Collaborative will assist regional early learning systems and early care and education teams by creating meaningful support grounded in culturally responsive and identity-affirming practices to ensure families, providers, and specialists have the tools to fully include children experiencing a disability.



What will it accomplish?

- » *This project grows and sustains a partnership with Oregon State University to bolster the support system for early care and education providers, specialists, professional developers, or coaches and align with the State Indicators of High-Quality Inclusion for preschool-aged children experiencing disability.*
- » *The investment includes research and a landscape scan about the current state of inclusion and inclusive practices, the development of a strategic plan to guide future inclusion work at the state level, and the development of Oregon Early Childhood Inclusion Modules for regional trainers and coaches.*

How will this impact students in Oregon?

Early learning environments that facilitate meaningful participation and belonging are known to **increase positive academic and social outcomes for children with and without disabilities, ensuring they arrive in kindergarten healthy and ready to learn.** The impact of this reverberates into elementary, secondary, and transition to the workforce. Creating inclusive support for an effective workforce early on is a significant investment in Oregon's future.



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