



# 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 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 percent of its allotment to school districts to spend based on their community's unique needs. ODE has distributed the other 9.5% (0.5% used for Administrative costs) to support 12 equity-driven initiatives designed to address unfinished learning, support our students' and staff's health, safety, and mental wellness, 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.



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# DISTRICT REIMBURSEMENT OVERVIEW OF ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUNDS

Updated: January 15, 2024

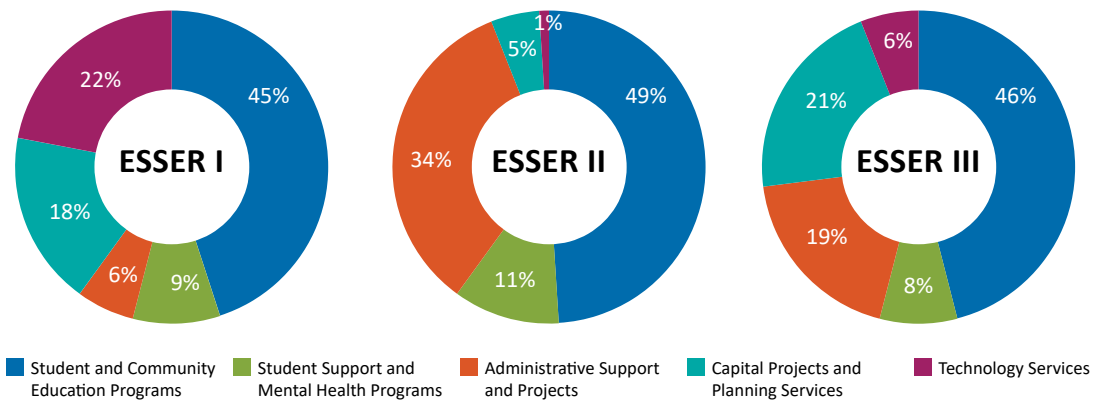
Oregon has received \$1.62 billion in Elementary and Secondary School Emergency Relief (ESSER) Funds through three rounds of funding from Congress. 90% passed from the Oregon Department of Education (ODE) to local school districts. Grants were awarded to local educational agencies (LEAs) or districts in proportion to the funds they received under Part A of Title I of the Elementary and Secondary Education Act (ESEA) in the 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 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 to safely return for the purpose of safely returning students and staff to in-person learning. The grant has ended with **100% of the funds expended.**

ESSER III, aka ARP (American Rescue Plan Act, 2021), provides Oregon with an additional \$1.1 billion. Eligible expenses for reimbursement are set to incur between March 13, 2020, and September 30, 2024. Most of the reimbursed expenses help students recover unfinished learning and increase access to accelerated learning, mental health and wellness, and community revitalization efforts. **Reimbursement for ESSER III is at 52.8% (we are 77.9% of the way through the grant period).**

These charts illustrate how school districts have spent ESSER Funds as of January 15, 2024:



More current details on how districts use ESSER allocation funds are 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.



## 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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# 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, equivalent to 9.5% (0.5% used for Administrative costs) ESSER III Set-Aside funds to support [12 equity-driven initiatives](#) addressing unfinished learning, supporting students and staff’s health, safety, and mental wellness, and strengthening high-quality, culturally-sustaining instruction and leadership. These initiatives are designed for all students. They are centered explicitly 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.

ODE used ESSER funds to quickly support projects that already had an anchor at ODE and then tailored them to local needs. This strategy was coupled with a long-term, sustainable vision of recovery and advancing student performance.

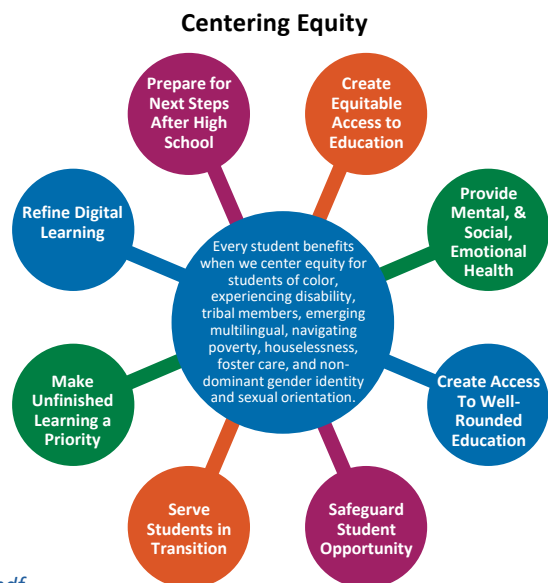
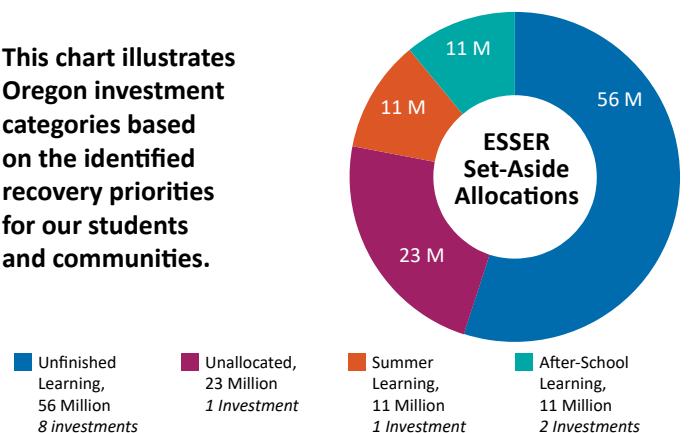
The state’s 12 initiatives are designed to:

- 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, revitalizing instruction, leadership, and programming.

\* [https://oese.ed.gov/files/2021/12/Fact-Sheet\\_COVID\\_connection\\_12.29.21\\_Final.pdf](https://oese.ed.gov/files/2021/12/Fact-Sheet_COVID_connection_12.29.21_Final.pdf)

Oregon created these [12 set-aside investments](#) reflecting on the ongoing and pandemic-exacerbated needs of students to create 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 is anchored in knowledge of Oregon’s diverse and unique needs and understanding of state and local capacity. 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.

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



## Contact information

Cynthia Stinson [cynthia.stinson@ode.oregon.gov](mailto:cynthia.stinson@ode.oregon.gov)  
 Aurora Wood Moore [aurora.moore@ode.oregon.gov](mailto: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](https://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 million invested



## What is this initiative?

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

## Goals

**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 Summit.** ODE will coordinate with higher education staff, content experts, and instructional Leader Cadre members to host a **statewide summer learning summit for educators** in 2024 to showcase educator resources to accelerate learning and provide 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 **focus 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, currently span approximately 65 school districts across the state and include 93 instructional leaders and 329 educators.



## Contact information

Kathryn Torres [kathryn.torres@ode.oregon.gov](mailto:kathryn.torres@ode.oregon.gov)  
[education.oregonstate.edu/equitable-accelerated-learning](https://education.oregonstate.edu/equitable-accelerated-learning)



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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.



statewide with web-based tools. These tools are designed to be free and open access or are part of a pilot to support student learning affected by the pandemic.

» **Educators and counselors will have resources 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.**

These tools include:

Oregon’s Career Connected Learning Resource Hub, the Career Journey Videos website showcasing younger Oregonians’ careers, and the Oregon Essential Employability Skills curriculum. These resources are designed to serve students, families, and educators and help to better connect with business and industry partners.

## Benefits

**Career Connected Learning equips all students to adapt to the ever-changing job market** through increased awareness of high-wage/in-demand careers, occupational identity, and personal networks. By setting achievable goals, making career plans, and having access to hands-on experiences, students will be set up for success after high school and in life. This will transform learner experiences and enhance their future prospects, build social capital, empower their communities, and ensure equity in an inclusive, sustainable, and innovation-based economy.

## Goals

**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**



### Contact information

Beth Molenkamp [beth.molenkamp@ode.oregon.gov](mailto:beth.molenkamp@ode.oregon.gov)  
[oregon.gov/ode/learning-options/cte/careerareas/pages/default.aspx](https://oregon.gov/ode/learning-options/cte/careerareas/pages/default.aspx)



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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 multilingual 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 and expand existing programs or initiate new programs. The investment also includes the creation of a Statewide Collaborative for Bilingual Teacher Pathways.

## Goals

### 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.



## Benefits

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 purchasing high-quality curricular resources, and provide 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](mailto:jennifer.fontana@ode.oregon.gov)



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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.

## Goals

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 multilingual learners** throughout the curriculum.
- » **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.

## Benefits

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.** Since its inception, the team has led the strategic planning process to develop a new Multilingual Learner State Strategic Plan outlining Oregon's key priority areas, goals, and action items to advance academic outcomes for multilingual learners. The team is also completing a Migrant Comprehensive Needs Assessment that will contribute to developing a new transformational Service Delivery Plan for the Migrant Education Program in Oregon that centers the voices and experiences of the multilingual and migrant students and families we serve. For the first time in our history, we have collected a representative sample of voices, including students, families, and Migrant Education Program service specialists across the state.



## Contact information

Mary Martinez-Wenzl [mary.martinezwenzl@ode.oregon.gov](mailto:mary.martinezwenzl@ode.oregon.gov)  
[oregon.gov/ode/about-us/pages/multilingual\\_and\\_migrant\\_education\\_team.aspx](https://oregon.gov/ode/about-us/pages/multilingual_and_migrant_education_team.aspx)



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# TRIBAL COMMUNITY REVITALIZATION GRANTS

\$8 million invested



## What is this investment?

The Oregon Department of Education (ODE) recognizes the disproportionate impact of the COVID-19 pandemic on nine federally recognized Tribes and Native communities in Oregon.

- » Acknowledges the unique needs of each Tribe in the recovery process.
- » ESSER funds allocated to address community-specific recovery areas.
- » Focus on supporting education, culture, heritage, and language.

## Goals

The initiative aims to strengthen a sustainable and culturally rich future for Tribes and Native communities in Oregon.

- » ESSER funds will support the nine Tribal Nations in their efforts to foster positive self-identity through youth development, culture camps rooted in tradition, land-based learning reflecting ancestral ties, and multigenerational language offerings.
- » This community-driven approach prioritizes recovery and a resilient and thriving future, working to foster a positive relationship between education, culture, heritage, and the environment.

## Benefits

- » By fostering positive self-identities through cultural and community connections, the limited-duration investment seeks to provide American Indian/Alaska Native students with academic success and support the rich heritage of their cultures and communities.

- » Relief funds act as a bridge, seeking to provide additional opportunities for connecting students to their cultural roots, ensuring that they inherit not just knowledge but a legacy of resilience, strength, and interconnectedness.
- » The dedicated staff and initiatives within the selected education service districts and Office of Indian Education (OII) emphasize a holistic and culturally responsive educational environment, with additional staff for a limited duration to enhance support for the OII initiatives and endeavors, expanding the OII's reach.

ESD Specific work:

- » ESD Priorities: 1. Wellness: Elevate social-cultural well-being for AI/AN students and families. 2. Community: Actively consult Indigenous community members, prioritizing their voices, perspectives, and needs. 3. Instruction: Infuse culturally relevant education into component districts, incorporating insights into post-secondary life and opportunities.



## Contact information

April Campbell [april.campbell@ode.oregon.gov](mailto:april.campbell@ode.oregon.gov)



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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.

## Goals

**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. The toolkit includes district guidance on accessibility, adaptability, linguistic strengths, cultural responsiveness, interoperability, modularity, and student data privacy.



- » Statewide district engagement and support of toolkit guidance items will occur in Spring 2024. Support will include in-person meetings around the state as well as webinars.

## Benefits

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 is a critical element of accelerating learning.



## Contact information

Matt Hiefield [Matt.Hiefield@ode.oregon.gov](mailto:Matt.Hiefield@ode.oregon.gov)  
[oregon.gov/ode/educator-resources/teachingcontent/instructional-materials/pages/default.aspx](https://oregon.gov/ode/educator-resources/teachingcontent/instructional-materials/pages/default.aspx)



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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.

## Goals

- » **Provide revitalizing rural school libraries** grant resources to expand library collection size and range for rural, low-income school libraries. So far, nearly 100 school districts have accepted grant funding and are at various stages of using 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 will be designed to bring coherence across educator knowledge, instructional materials, evidence-based practices, and assessment.

- » **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 literacy practices.

## 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,



## Contact information

Tina Roberts [tina.roberts@ode.oregon.gov](mailto:tina.roberts@ode.oregon.gov)  
[oregon.gov/ode/educator-resources/standards/ela/pages/early-literacy.aspx](https://oregon.gov/ode/educator-resources/standards/ela/pages/early-literacy.aspx)  
[oregon.gov/ode/earlyliteracysuccessinitiative/pages/default.aspx](https://oregon.gov/ode/earlyliteracysuccessinitiative/pages/default.aspx)



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# COMMUNITY CARE DEMONSTRATION PROJECT

\$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 Community Care Demonstration Project (CCDP) **responds to the significant need for robust, community-driven, linguistically and culturally responsive mental health and health systems in Oregon school communities.** 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 (CCP)** to enhance mental health infrastructure and workforce in four school districts representing Oregon's racial/ethnic, linguistic, geographic, and socio-demographic diversity by building strong partnerships with local systems of care that can rapidly respond to their mental health and health care needs and embedding Community Care Specialists in each schools that provide emotional support and system navigation to students and families.



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

## Benefits

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.

## Contact information



Arden Robinette [arden.robinette@ode.oregon.gov](mailto:arden.robinette@ode.oregon.gov)  
Grace Bullock [grace.bullock@ode.oregon.gov](mailto:grace.bullock@ode.oregon.gov)  
Jeremy Hogeweide [jeremy.hogeweide@ode.oregon.gov](mailto: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

\$11.2 million invested



## What is this initiative?

Jump Start Kindergarten (JSK) is an equity-driven 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. Jump Start Kindergarten serves as an important bridge for young children and families, building on their strengths and lived experiences. It also nurtures a culturally rich and inclusive environment, laying the foundation for lifelong learning and success.

## 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.



## 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

Nancy Hauth [nancy.hauth@ode.oregon.gov](mailto:nancy.hauth@ode.oregon.gov)  
[oregon.gov/ode/students-and-family/transitioning-to-kindergarten/pages/esser3jumpstartk.aspx](https://oregon.gov/ode/students-and-family/transitioning-to-kindergarten/pages/esser3jumpstartk.aspx)



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# CULTURALLY SPECIFIC AFTER SCHOOL LEARNING

\$15 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.

## Goals

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.

## Benefits

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

Currently, 20 of the 27 community-based program grants have been made.

Three of the programs are receiving funding and implementing their planned activities for their programs in the areas of unfinished learning, cultural affirmation, building leadership skills, and working to give back to the community.

Of the 20 CSASL programs, 18 are community-based programs, and 2 are school districts.



## Contact information

April Holmes [april.holmes@ode.oregon.gov](mailto:april.holmes@ode.oregon.gov)  
[oregon.gov/ode/students-and-family/equity/culturallyspecificalafterschoolllearning](https://oregon.gov/ode/students-and-family/equity/culturallyspecificalafterschoolllearning)



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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 '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.

## Goals

Our grant-funded projects embody the ESSER III 'After School STEM' initiative's commitment to fulfilling the academic needs of students while addressing their social and emotional development through culturally specific STEM education. Each project is dedicated to uniquely providing a culturally responsive educational approach while being equitable, which is illustrated in a few of our key successes:

- » Club de Amig@s en STEM has developed a culturally responsive E-Textiles lesson plan and conducted four cohorts of family workshops, primarily engaging indigenous populations in STEM learning experiences.
- » Building Blocks 2 Success's robotics program has extended to include more middle and high school students, integrating a college prep and career pathways program in collaboration with local colleges and universities.

- » Frontier Afterschool Makers is actively establishing permanent Innovation Stations in classrooms, labs, libraries, and community centers within remote rural areas, addressing a critical gap in STEM resources for these communities.
- » East Metro ESports has established 9 E-Sports and CS Teams, engaging an average of 13 students per term across nine schools in 3 different school districts, with an ongoing campaign to expand this successful model to schools in the Portland Public and surrounding School Districts.

## Benefits

As we progress through this funding cycle, our priority is to enhance our 14 projects continuously to ensure they evolve to meet the needs of a changing educational landscape and underserved students. Our project successes are testaments to our vision of a future where every student in Oregon has access to STEM learning that reflects their culture, identity, and aspirations for a more inclusive and dynamic educational environment.



## Contact information

Deborah Bailey [Deborah.bailey@ode.oregon.gov](mailto:Deborah.bailey@ode.oregon.gov)

Dominique Austin, East Metro STEM Partnerships, [daustin@mesd.k12.or.us](mailto:daustin@mesd.k12.or.us)



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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.

## Goals

- » 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 communities, families, providers, and specialists have the tools to fully include children experiencing a disability.
- » 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 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 has led to a significant rise (18% growth in two years) in the number of preschool children served in inclusive preschools.

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 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.



## Contact information

Meredith Villines [meredith.villines@ode.oregon.gov](mailto: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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## **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 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 percent of its allotment to school districts to spend based on their community's unique needs. ODE has distributed the other 9.5% (0.5% used for Administrative costs) to support 12 equity-driven initiatives designed to address unfinished learning, support our students' and staff's health, safety, and mental wellness, 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.