



Elementary & Secondary Schools Emergency Relief (ESSER)

Senate Education Committee

January 17, 2023

Presenters: Jennifer Patterson & Cynthia Stinson

Purpose of Federal Pandemic Relief Funds

Three Federal Goals:

1. **Address student needs** arising from the COVID-19 pandemic.
2. **Address the disproportionate impact** of COVID-19 on underrepresented student groups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
3. **Address unfinished learning** through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs. (ESSER III)

Federal Pandemic Relief Funds - National

ESSER III

ARP Act

Enacted: 3/11/21

ESSER II

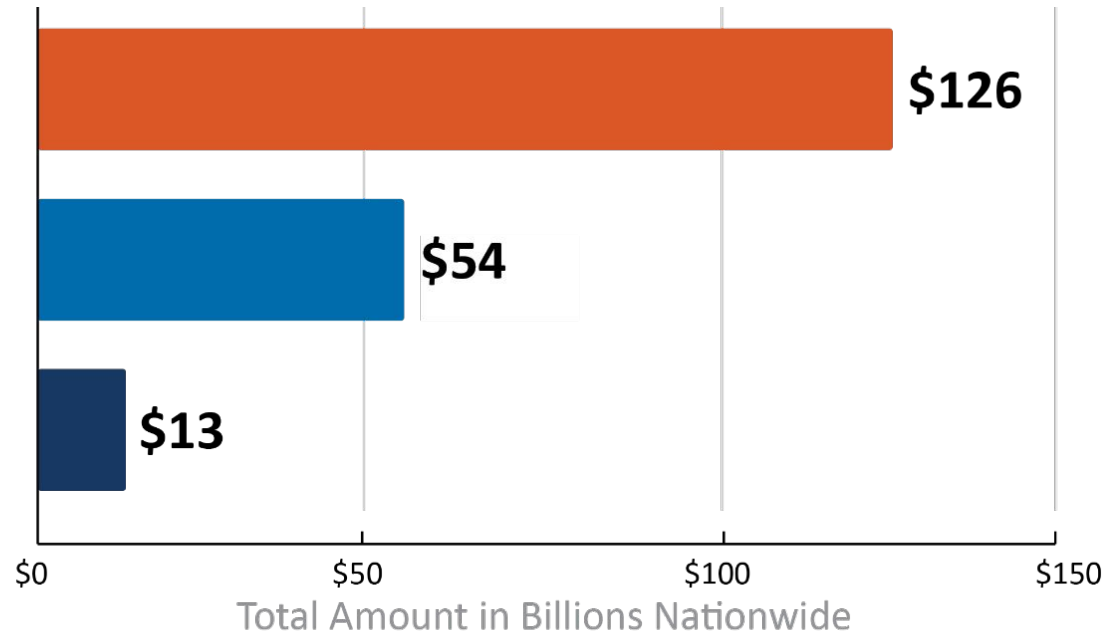
CRRSA Act

Enacted: 12/27/20

ESSER I

CARES Act

Enacted: 3/27/20



Relief Funds:

At least 90% to LEA
(Local Education
Agencies - Districts)

Up to 10% to SEA
(State Education
Agency - ODE)

ESSER Funding Timeline



Federal Pandemic Relief Funds: Oregon

\$1.62 Billion 90% directly to school districts
10% State Set Aside

The total amount of federal relief funds Oregon received since 2020 to support the needs of all students, with a focus on historically excluded communities disproportionately impacted by the pandemic.



ESSER I

\$121 million
to be
expended by
Sept. 2022



ESSER II

\$499 million
to be
expended by
Sept. 2023

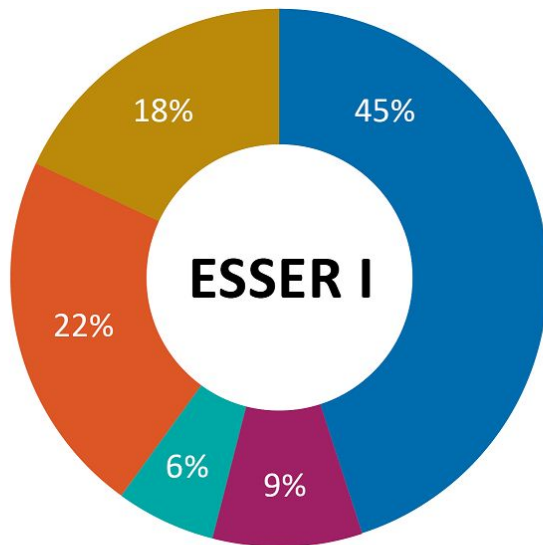


ESSER III

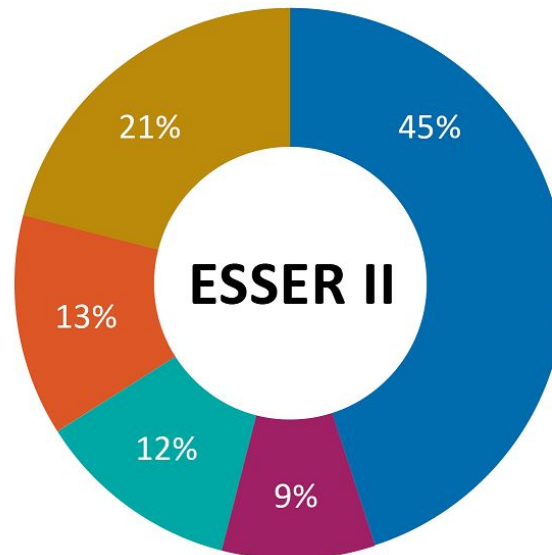
\$1 billion
to be
expended by
Sept. 2024

How School Districts are Using Relief Funds

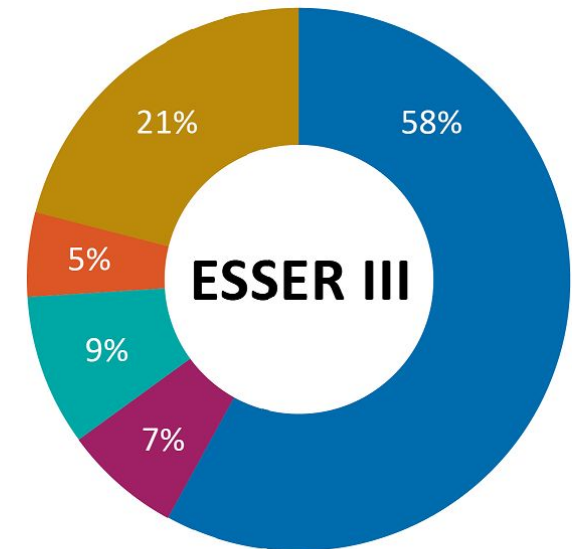
Online Learning



Safe Return to In-Person Learning



Addressing Pandemic Impacts



Education Programs

Mental Health

Administrative Costs

Technology

Capital Projects

ESSER Fund Reimbursements to Date

The [ESSER Expenditure Transparency Dashboard](#) tracks reimbursements processed by ODE on a weekly basis.



Note: Because the dashboard shows completed reimbursements, and districts submit claims on their own timeline, it does not reflect the current rate of spending.

How ESSER III Funds Can be Spent

ESSER III District Spending Requirements:

- **20% on learning loss** - evidence-based interventions, social-emotional learning, focus on specific student groups (ELL, SPED, homeless, foster, migrant).
- **80% on accelerating learning, mental health & wellness** - literacy, health and safety, facilities, maintenance, planning/communication.
- **Engagement** is required.

ESSER III State Set-Aside Spending Requirements:

5% on learning loss **1%** summer enrichment **1%** after school
0.5% on administration **2.5%** on other state identified uses

Career & Technical Education Pathways

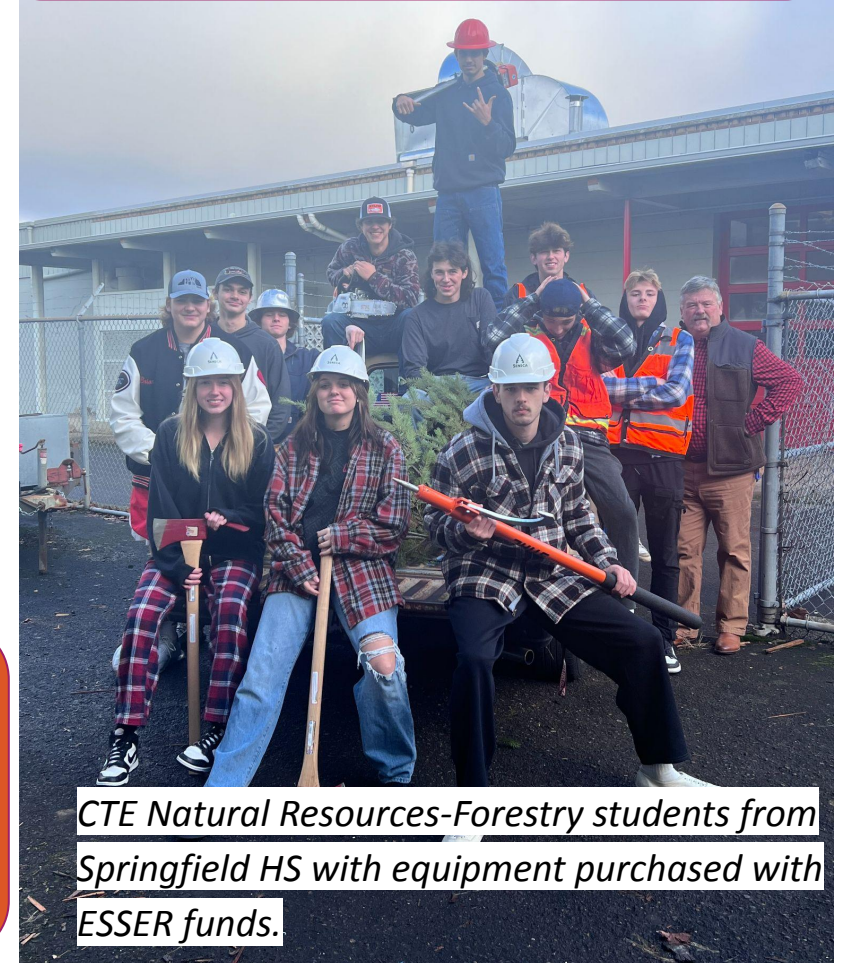
- **ESSER funds provide Springfield’s CTE program additional capacity to secure vehicle lifts for their expanded Automotive Technology (which now can include diesel engines) and a portable sawmill for the Natural Resources/Forestry program.**
- Springfield School District provides more than 13 CTE pathways that offer more than 100 different classes for students.

“The infusion of additional dollars allows us to think beyond day-to-day operations. CTE classes are some of our most popular.”

Coquille School District Director of CTE, Tony Jones

“We need high school to be relevant, engaging, and someplace students want to be.”

Springfield School District High School Director Mindy LeRoux



CTE Natural Resources-Forestry students from Springfield HS with equipment purchased with ESSER funds.

Engaging Students in Music Programs



Oregon Department of Education

“We allocated over \$127,000 of ESSER funds to provide new instruments for students, repair instruments in poor condition, and make other improvements that would help grow our music program and broaden the horizons of our students. Our enhanced music program, which will impact students for decades to come, is a powerful example of utilizing ESSER funds to change the narrative in our district while expanding equity for all students.”

Winston-Dillard School District Superintendent, Kimberly Kellison



ESSER III: State Set Aside

Oregon Invests & Envisions Equity in Education

Prioritize Health & Safety For All Communities

During the pandemic, health and safety protocols were instituted that must remain a top priority to prevent and respond to any further public health crises. **Facility and public health protocols as well as targeted professional learning** must continue in a purposeful way.

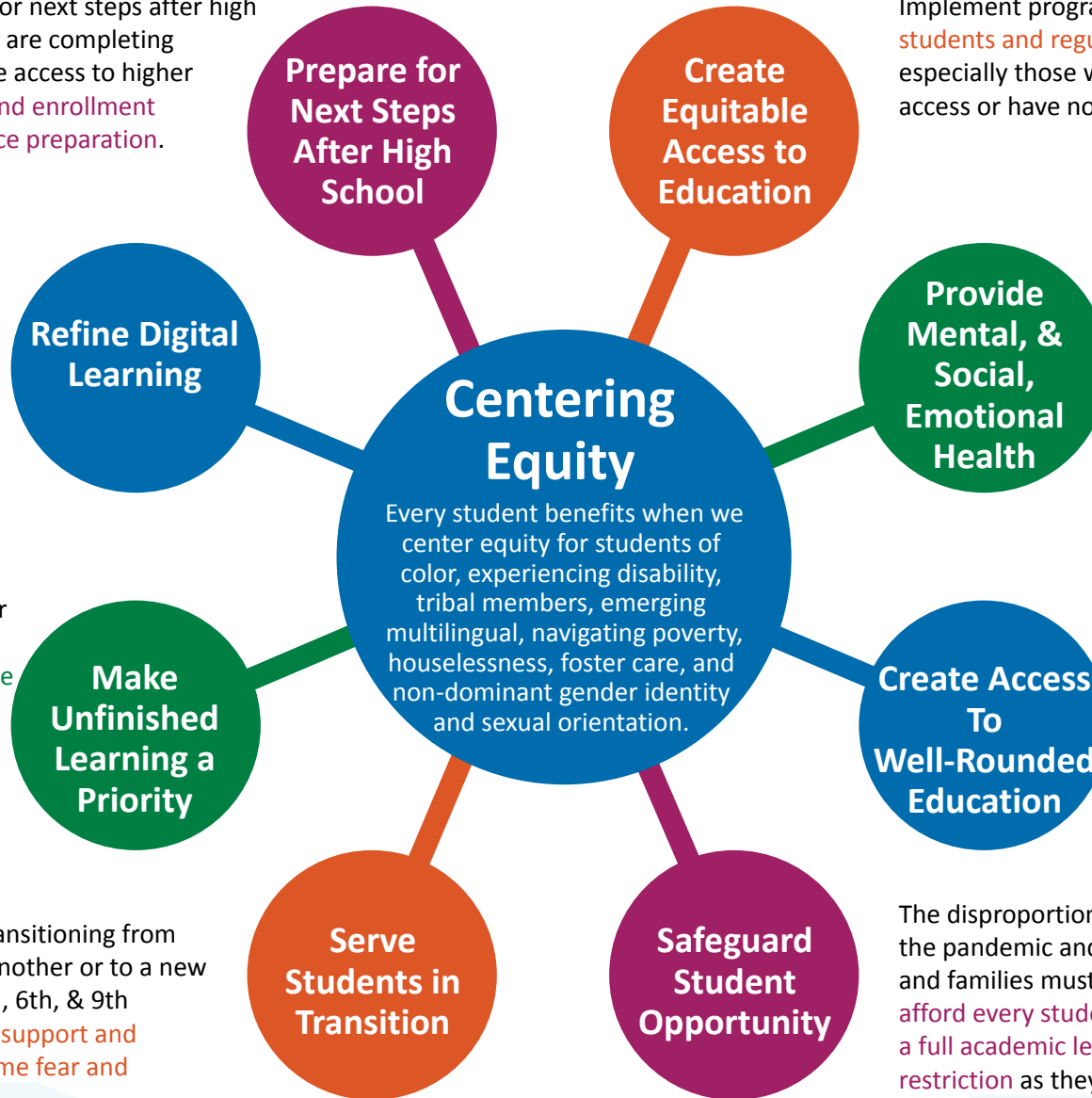
We must recommit to creating schools that are welcoming to each and every student we serve. Vigilance against hate and violence keeps our schools safe.

Help students prepare for next steps after high school by ensuring they are completing **financial aid** forms, have access to higher education **application and enrollment processes**, and **workforce preparation**.

Learn from Comprehensive Distance Learning in 2020-21. **Improve upon and apply best practices to online programs** offered in 2021-22 and beyond.

Extend the learning day and year. Provide before and after school enrichment and learning activities. **Collaborate with tribes and community based organizations** (especially culturally specific organizations).

Students who are transitioning from one community to another or to a new school (kindergarten, 6th, & 9th grades) need to **feel support and belonging to overcome fear and isolation**.



Implement programs to **enroll all students and regularly engage families**, especially those who have not had access or have not been attending.

Support students and staff with culturally responsive **trauma-informed care**, social emotional learning (SEL), racial equity and anti-racist approaches, and a **strengths-focused multi-tiered system of support**.

Center student learning that builds on strengths, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate.

The disproportionate and severe impact of the pandemic and our response on students and families must be recognized, we must **afford every student a full academic learning experience without restriction** as they regain their learning 11 stride.

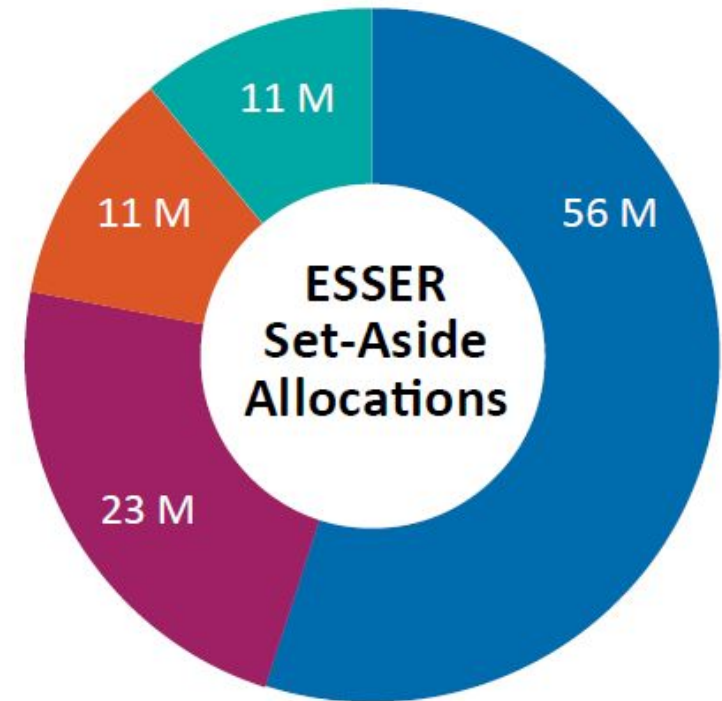


Oregon achieves... together!

Overview of Set-Aside Investments in Oregon

ODE reserved approximately \$112 million to support 12 equity-driven, statewide initiatives 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.



■ Unfinished Learning, 56 Million
8 investments

■ Unallocated, 23 Million
1 investment

■ Summer Learning, 11 Million
1 investment

■ After-School Learning, 11 Million
2 investments

12 Equity-Driven Initiatives

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, homelessness, 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>



ACCELERATING LEARNING IN LITERACY AND MATHEMATICS
\$15 million invested

What is this initiative?

This project will support Oregon education 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 mentor 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 Seminars. 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. Seminars will be posted on the ODE website and Oregon Open Learning.

How will this impact students in Oregon?
 Oregon students need well support to accelerate learning they may have missed or delayed due to the pandemic. This investment is needed 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 coaches, teachers, students, and families to start career development early.

What will it accomplish?

Career Connected Learning Navigators & Career Connected Learning Navigator at each community college will foster connections among students, families, industry and schools; a full season 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 VocuStream.
- 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 interests. By setting realistic 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 changes 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, mileage and other resources for bilingual education.
- 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 (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 I, C programs, refugees 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 Center Success, as required by ORS 338.079.



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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Developed in response to priorities identified by Oregonians & designed to meet the needs of Oregon's diverse student population.

[Read more about each investment here!](#)

Jump Start Kindergarten!

“Our teachers here say Kinder Jump Start's implementation has positively impacted kinder readiness while dovetailing nicely with our renewed focus on family engagement.”

Superintendent Tiffanie Lambert of Phoenix-Talent School District.

Nearly 1,500 Oregon Preschool Kids Were Ready to Spring into Learning

One Lincoln County School District parent shared, "My child felt welcomed. He felt confident about his first experience with public school!"



Thank you!



Students in Medford School District gather for Family Night, funded by ESSER.