


**AMERICAN RESCUE PLAN – EDUCATION FOR HOMELESS CHILDREN AND  
YOUTH  
PART A: APPLICATION COVER SHEET  
(CFDA 84.425W)**

<p>Legal Name (State Educational Agency): Idaho State Board of Education</p>	<p>DUNS Number: <u>7 8 4 3 8 1 9 4 9</u></p>
<p>Address (Street Number and Name, City, State, Zip Code):  PO Box 83720 650 W. State Street Boise, Idaho 83720</p>	<p>Contact Information for State Program Representative:</p> <p>Name: Suzanne M. Peck</p> <p>Position &amp; Office: McKinney-Vento/Homeless Education State Coordinator – Idaho State Department of Education</p> <p>Street Number and Name, City, State, Zip Code: 650 W. State Street Boise, ID 83720</p> <p>Telephone: 208-332-6904</p> <p>Email address: speck@sde.idaho.gov</p>
<p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this application or any applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 U.S.C. § 1001, as appropriate.</p>	
<p>Chief State School Officer or Authorized Representative (Typed Name): Sherri A. Ybarra</p>	<p>Telephone: 208-332-6800</p>
<p>Signature of Chief State School Officer or Authorized Representative: </p>	<p>Date: 10.27.2021</p>

## AMERICAN RESCUE PLAN – EDUCATION FOR HOMELESS CHILDREN AND YOUTH

### PART B: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The Chief State School Officer or his/her authorized representative assures the following:

- a. Funds awarded under this application (ARP Homeless II) will adhere to the final requirements at <https://oese.ed.gov/files/2021/07/EO-12866-OESE-FY-21-NFR-ARP-HCY-with-disclaimer.docx>.
- b. The SEA will award at least 75% of its total allocation to LEAs, based on the formula set out in the final requirements. The funds remaining after subgrants are made to LEAs may be used by the Office of the State Coordinator for the Education of Homeless Children and Youth for State-level activities as reflected in sections 722(f) and (g) of the McKinney-Vento Act.
- c. The SEA will comply with, and ensure that LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including but not limited to the requirements under the McKinney-Vento Act, and including but not limited to numbers of students experiencing homelessness identified and supported through ARP-HCY funding, and specific details about supports and services received by students.
- d. Within 60 days from publication of this application, the SEA will submit a plan to [HomelessED@ed.gov](mailto:HomelessED@ed.gov) that contains the following information:
  - i. For **ARP Homeless I**:
    1. How the SEA has used or will use up to 25 percent of funds awarded under ARP Homeless I for State-level activities to provide training, technical assistance, capacity-building, and engagement at the State and LEA levels, including support to LEAs to increase access to summer programming in 2021. This must include how the SEA has supported LEAs to plan for and provide wrap-around services, in collaboration with State and local agencies for immediate needs this spring 2021, and how it will support LEAs for school year 2021-2022. This should include the extent to which the SEA has or plans to build capacity in LEAs that have not received an EHCY subgrant in the past in order to ensure that these LEAs are well-prepared to utilize the funds provided in ARP Homeless II;

#### **ARP-HI Idaho-SDE (ISDE) Response #1**

*The ISDE goal for ARP-Homeless I funds was to get awards out to LEAs as quickly as possible so they could utilize these funds to increase summer programming.*

*The ISDE felt that we had the time and capacity within our current MV/Homeless Education program & Federal Programs department to develop and quickly award ARP-HI funds through a shortened competitive grant application process, provide technical assistance to ARP-HI subgrantees, and increase the awareness of COVID-19 related supports for families to all liaisons as they prepared for summer*

*programing, fall staffing, and supporting the whole child. See specific statewide supports in the ARP-HI Idaho Response #2 below. By sending all of the funds out to districts, it allowed us the time needed to better analyze our needs and effectively plan for future statewide activities without using any of the 25% of allowable funds for administrative costs.*

*ISDE awarded 100% of Idaho ARP-Homeless 1 allocation out to LEAs by June 30, 2020. 34 LEAs were awarded ARP-HI grants – 20 for current 2020-2023 MV subgrantees & 14 for new LEAs who had never received ECHY grant funds in the past. ARP-HI grantees were from all regions of the state except for a small section of the panhandle area. They represented large, medium, and small LEAs – including both virtual and brick and mortar programs.*

*Support for these ARP-HI grantees will be provided through the previously scheduled 2020-2023 MV subgrantee training & professional development. These scheduled trainings include the following topics:*

- a. Improvement Planning cycle*
- b. Writing actionable goals*
- c. Moving the Needle: Using data for effective change*
- d. Evaluation Season: A time to monitor and adjust*

*Additional support will also be provided to MV liaisons through the creation of mentoring partnerships for new ARP-HI grantees with current MV subgrantees. These relationships will not only strengthen liaison capacity in effectively utilizing ARP-H1 & H2 funds, but also to better prepare LEAs to apply for future MV subgrants.*

2. How the SEA has used or will use their funds for State-level activities to provide support to LEAs to increase access to summer programming and plan for and provide wraparound services for summer 2021, in collaboration with State and local agencies and other community-based organizations; and

### **ARP-HI ISDE Response #2**

*The ISDE believes in working collaboratively and not working in silos. Because of this commitment, we were able to provide state-level activities to LEAs without the need to use ARP-HI administrative set-aside funds. We were able to leverage existing statewide projects that were already planned or in-place. These were achieved with MV administrative funds, other Federal Program funds, or ESSER funds.*

*In SY2020-21, the ISDE reinstated the Idaho Homeless Education Advisory Team (IHEAT) with members representing McKinney-Vento (MV) liaisons from every region of the state. This 16-member team brought insight from seasoned and new liaisons who support students in large, medium, small LEAs, regular districts, charter schools, in-person learning as well as remote/virtual platforms. We met virtually throughout the year to conduct a needs assessment of the Idaho MV/Homeless*

*Education program and convened in June in Boise for a two-day event to develop mission/vision statements, liaison values and a set of shared beliefs. These discussions and the resulting documents are the basis from which we worked to revise the McKinney-Vento/Homeless Education program area of the Idaho state ESSA plan, to set goals, to develop a five-year plan, to create annual activities, and to plan for professional development opportunities. All of this work was viewed through the lens of effectively utilizing our ARP-HCY funds to develop MV liaison capacity and create better functioning/sustainable local MV programs throughout the state.*

*In addition to the summer work of the IHEAT team, the following are examples of only some of the summer programming, wrap-around support, or technical assistance/training opportunities provided by the ISDE that were implemented or available to LEAs in the summer of 2020 and extended into the 2020-21 school year.*

- *As part of the Idaho ARP-ESSER plan, beginning in the summer of 2021 LEAs are required to submit data regarding student enrollment and attendance in summer programs. ISDE will use these numbers as a baseline of MV student participation in summer school and credit recovery for secondary students to compare the effectiveness of our ARP-H1 & H2 plan.*
- *Idaho's School Reopening website provides back-to-school guidance as school resumes for the 2021-2022 year that addresses many of the issues that made last year challenging. Superintendent Ybarra, the Idaho Department of Health and Welfare (IDHW), and education stakeholders around the state are committed to supporting LEAs to ensure students have a successful school year. Explore the [resources here](#).*
- *Federal Programs website – [Pandemic Relief Funds](#) area is updated regularly with information regarding all ESSER CARES, CRRSA, and ARP information, frequently asked questions, data, etc.*
- *Federal Programs team webinars were provided or are scheduled to help LEAs plan effective uses for Federal Pandemic funding by program area -*
  - *Family and Community Engagement (FACE) – “Community School Partnerships/Strategies and Making the Most of ESSER Funding” - June 10, 2021*
  - *Title IA - “Accelerated Student Academies” -September 2021*
  - *Title IC – “Enhancing Services to Migratory Children in a World with ESSER funds” – September/October 2021*
  - *Title IIA - “Using ARP-ESSER III funds: Instructional time & Evidence-based Interventions to Address Learning Loss” - June 21, 2021*
  - *English Learner – “Using ESSER funds to Support English Learners”- September/October 2021*
  - *McKinney-Vento/Homeless Education – “Idaho's ARP-H1 and H2 Overview” webinar - August 11, 16, 26, 31, 2021*
- *SDE Partner sponsored webinars scheduled for August & September of 2021, include -*

- *Education Northwest Region 17 Comprehensive Center for Idaho & Montana – Webinar series on Evidence-Based Practices & ARP ESSER*
  - *“Language, Culture and Resiliency”*
  - *“Exploring the Power of Engaging Families and Communities”*
  - *“Trauma Informed Practices”*
  - *“Reimagining Learning in Schools”*
  - *“Beginning with Relationships, Arriving at Rigor*
  - *“Acceleration of Learning, Not Remediation”*
  - *Monitoring ESSER Plan Impact & Implementation”*
- *Alternative School Summer Programs*
  - *1) LEAs were encouraged to reevaluate their enrollment criteria to include more MV students needing credit recovery opportunities, and*
  - *2) to use ARP-HI funds to hire a MV accountability partner to case manage/mentor a group of MV students by regularly checking-in regarding attendance, trouble-shooting connectivity issues, supporting executive-functioning skills of managing time/missing assignments, and providing additional tutoring support, etc. This idea was based on the current Migrant Education program summer mentor model.*
- *Migrant Education Program - Summer Enrichment*
  - *1) LEAs were provided with information on how ARP-HI funds could be used to provide scholarships for MV students to participate; or*
  - *2) depending on the number of MV students, hire additional staff with these funds to allow for the increased number of MV students that were participating.*
- *Planning for Wrap-Around services*
  - *The ISDE Student Engagement & Safety Coordination department has focused their work to support LEAs with recommendations and best practices in providing wrap-around services for students.*
    - *A working group met throughout the 2020-21 school year to develop recommendations for schools.*
    - *More than 50 statewide community stakeholders participated – representing mental health providers, higher ed/pre-teacher departments, non-profits, early childhood interventionists, tribal agencies, medical providers, juvenile justice personnel, school counselors/psychologists/nurses, special education parent advocates, workforce development agencies, school board members, and school-level staff.*
    - *The final document “Improving Conditions for Learning: Moving Beyond Data Collection” was presented to the Superintendent of Public Instruction in July 2021. The 11 recommendations will be the basis to guide the SDE’s efforts for the next 2 years to provide support, resources, training, technical and leadership to ensure districts can implement services for students, staff and families that support high achieving schools and positive, safe learning environments.*

- *In addition to the document that was developed, many relationships were established and an increased awareness of community-based resources was fostered and future cross-training opportunities were planned.*
  - *Idaho Community Schools Coalition in partnership with United Way and the Idaho FACE coordinator*
    - *Monthly meetings were facilitated throughout the 2020-21 school-year by the United Way of Treasure Valley for LEAs who are currently implementing Community Schools strategies and for interested community partners to connect with districts/charters, or district leaders/MV liaisons to learn more about starting new “Community Schools”.*
    - *LEAs who have implemented these strategies and developed Community Schools, Resource Centers, etc. have been integral in their communities during COVID-19 to communicate with and link families to food, clothing, hygiene supplies, and referrals to community partners for mental health, medical/dental, IDHW assistance programs, and housing partners. MV liaisons are oftentimes leading these efforts.*
- *Child Nutrition - Summer Feeding Sites & P-EBT cards*
  - *MV liaisons were made aware and encouraged to share with families information about the locations/times of free meals for all children under the age of 18.*
  - *MV liaisons were integral in assisting families in distribution of the Pandemic Electronic Benefit Transfer (P-EBT) cards*
  - *MV liaisons coordinated with local summer feeding programs arrange for community groups to provide enrichment activities at summer feeding sites - i.e. Delta Dental, Idaho Public Television, local libraries, 4-H, Capital Educators Credit Union, Book-it-Forward, and many more. These groups were able to recruit hundreds of volunteers to come to feeding sites this past summer to engage with students and families in fun educational STEM activities and art projects in addition to distributing books, hygiene supplies, and school supplies, etc.*
- *Indian Education Dept.*
  - *Nez Perce State Tribal Education Partnership (STEP) Research Summit*
    - *The Indian Education, FACE, MV/Homeless Education, and Title IA coordinators participated in the planning of and training for teachers and district leaders in culturally-responsive pedagogy to support Native American youth.*
  - *Idaho Indian Education Summit 2022*
    - *The MV/Homeless coordinator is part of the planning committee for the June 2022 convening to build relationships within the native community to better understand how to identify/support youth in tribal community with MV supports/services and to help educators across the state identify strategies and obtain knowledge*

*they can use in the classroom to promote equitable learning practices for American Indian students.*

3. How the SEA has used or will use at least 75 percent of funds awarded under ARP Homeless I for distribution to LEAs in accordance with all requirements of EHCY. This must include the extent to which the SEA has or will use funds to supplement existing EHCY subgrants to allow for more rapid fund distribution to address the needs of students experiencing homelessness, and the extent to which the SEA analyzed and reviewed where there are significant concentrations of students and families experiencing homelessness across the State (including in LEAs that are not existing EHCY subgrantees), and how it has or will ensure that supports from ARP Homeless I can urgently reach them.

**ARP-HI ISDE Response #3**

*Idaho saw the ARP-HI funds as an opportunity to support our current 2020-2023 cycle of MV/Homeless subgrantees, to develop local programs which did not receive grants, to leverage these dollars within already existing summer programming, and to encourage LEAs to effectively plan and prepare for the coming school year. We were able to do this through a modified/shortened grant application process and by encouraging participation in the statewide activities discussed previously. The ARP-HI grant was open to all LEAs –to encourage new LEAs to apply and to support current grantees in scaling up their current efforts. Funding amounts were originally calculated at \$85/per student to enable us to support LEAs with large concentrations of students experiencing homelessness regardless of the size and location within the state. The award amount increased from the original \$85 because fewer LEAs applied than originally expected. All LEAs who submitted an ARP-HI application were awarded.*

*The Idaho ARP-HI competitive grant program was designed to help LEAs support the four following areas:*

- *1) MV Program development - Improving the process for identification and enrollment of children & youth experiencing homelessness;*
- *2) Basic needs & Development of community partners – Meeting the emotional and/or physical health needs of children & youth experiencing homelessness;*
- *3) Re-engagement, Dropout Prevention, and Support for UHY - Re-engaging and/or retaining children & youth experiencing homelessness who have dropped out or are at-risk of dropping out; and*
- *4) Academic & Future Success - Addressing learning loss and educational success for children & youth through credit recovery, tutoring/mentoring and/or summer programming*

*Success will be measured at the LEA and state-level through the following criteria/data collection tools:*

- *Number of LEA MV identified of MV students*
- *Attendance rates of MV students*
- *Academic Success Data - test scores, credit recovery, etc.*
- *Graduation completion rates for MV students*

- *Tracking of services, supports, & referrals*
- *Early Childhood identification of MV siblings & referral services*
- *Number of family engagement offerings & attendance at those events*
- *Post-Secondary planning and outcomes (college, technical certificates, apprenticeships, etc.)*

*Timeline of ARP-HI competitive grant process:*

- *The announcement of the ARP-HI grant opportunity was provided in the March 2021 MV/Homeless Program newsletter and in multiple ESSER update webinars by the Federal Programs director and the SDE executive team.*
- *We received spending authority from the Idaho Legislature on April 29, 2021.*
- *The announcement of the ARP-HI grant award process was communicated to superintendents, business managers, federal program directors, and MV liaisons in an email to LEAs on May 14, 2021*
- *The short online “Jotform” application was open from May 14 – June 15, 2021.*
- *Applications were scored, tallied and ranked by SDE staff based on district needs, quality of applications, community outreach, and assurances*
- *Grant awards were calculated on the LEAs 3-year average number of identified students (SY2018-19, SY2019-20, and the number identified to date for SY2020-21) multiplied by \$140/student.*
- *Grantees were notified of award amounts by email on June 21, 2021*
- *Official Grant Award Notices (GAN) were sent and funds were available to LEAs through the Grant Reimbursement Application (GRA) tool on June 30, 2021.*

*Overview of ARP-HI grantees:*

- *34 LEAs were awarded \$720,468 in ARP-HI grants ranging from \$1,400 - \$112,00\**
- *These 34 LEAs will support approximately 65% of Idaho’s MV student population with ARP-HI funding.*
- *14 NEW non-MV/Homeless subgrantee LEAs were awarded ARP-HI funds*
- *20 of our current 2020-23 MV/Homeless subgrantees were awarded additional ARP-HI funds and plan to expand the scale of work by adding additional goals to their current plan.*
- *9 of our current 2020-23 MV/Homeless subgrantees chose not to apply for additional ARP-HI funds and keep their focus on current 2020-23 grant goals.*
- *Breakdown of how the 34 ARP-HI grantees plan to focus their efforts using ARP-HI and other funds*
  - *14 LEAs will be addressing 1) MV Program Development*
  - *25 LEAs will be addressing 2) Basic Needs & Community Partner development*
  - *18 LEAs will be addressing 3) Reengagement, Dropout Prevention & UHY support*
  - *22 LEAs will be addressing 4) Academic & Future Success*

**ii. For ARP Homeless II:**



1. How the SEA will use up to 25 percent of funds awarded under ARP Homeless II for State-level activities to provide training, technical assistance, capacity-building, and engagement at the State and LEA levels, including support to LEAs to plan for and provide wrap-around services, in collaboration with State and local agencies, for school year 2021-2022; and

### **ARP-II ISDE Response #1**

*ARP Homeless II – State Level Activities amount = \$540,560 (\$2,162,241 x 25%)*

*All of the following activities and expenses are aligned to our 5-year Focus Areas & Activities developed this summer by IHEAT.*

#### ***Idaho Students & Families in Transition Program - 5-year Focus Areas & Activities***

- *Increase the awareness and understanding of the Idaho Students/Families in Transition program to improve the identification of and services for McKinney-Vento eligible youth and their families.*
  - *Community understanding (measured by increased community partners & participation of MV liaison in Regional Homeless Coalitions)*
    - *Produce & update awareness videos, posters, brochures, pass-along cards, etc.*
    - *Hold regional “Community Resource Fairs”*
    - *Seek & provide opportunities for cross-training between schools and community partners*
    - *Provide deeper training opportunities to increase awareness of school administrators and community stakeholders*
  - *Increased MV liaison capacity (measured by reduction in the number of new liaisons & monitoring findings)*
    - *Improved training and technical assistance opportunities (mentors for new liaisons, regional trainers, etc.)*
    - *Additional resources and program development support*
- *Remove barriers that stand in the way for students living in temporary/transitional housing to succeed in school and have hope for the future.*
  - *Understanding students & their needs (measured by growth of MV subpopulation on student success criteria & Youth Behavior Risk Survey)*
    - *Development of a MV Data Dashboard for statewide and local analysis, awareness, records transfer, program improvement, and the belief that “we can move the needle”*
    - *Imbed progress monitoring of MV students in LEA’s MTSS systems to measure Attendance, Behavior/SEL, Course-work + Physical needs (ABC+P)*
  - *Increasing services & supports (measured by data coding issues, chronic absenteeism & graduation cohort, & summer program participation measures)*
    - *Improve local registrars’ & transportation staff capacity - clarify enrollment, transfer process, transportation provisions of MV statute*
    - *Improve student engagement & decrease chronic absenteeism of MV students*

- *Address awarding of partial credits for highly mobile students*
- *Create equity of services and supports provided to students across the state*
- *Create awareness of future options and the paths to success for MV students – especially Unaccompanied Homeless Youth*

**Personnel Costs (salary and benefits)**

\$100,000

- *State coordinator time & travel for training*

**Operating Expenditures**

\$440,560:

1. *Contract for statewide administration for data dashboard development, improving data collection processes/validation and to build capacity at the district and building level for utilizing data as part of the continuous improvement process (\$50,000)*
  2. *Subgrants for regional consortia facilitation (Idaho Housing and Finance Regional Housing Coalitions (\$10,000 x 7 regions = \$70,000)*
  3. *Subgrants to Community-based organization (United Way/Idaho Community School Collaborative) to support LEAs in the development and implementation of Community Schools strategies for wrap-around support (\$170,560)*
  4. *Contracts/Expenses for regional trainers, focus-area consortia-leads or mentors (Activities aligned to the Idaho ARP Homeless State Plan and the Idaho ARP ESSER State Plan) (\$25,000 x 6 regions = \$150,000) for training activities listed below:*
    - A. *Identification*
      - *Awareness Activities (Regional Head Start, and Dept of H&W Navigators, HUD COCs, etc.)*
    - B. *Academic Success*
      - *Monitoring progress of MV Students (Attendance, Behavior, Coursework/Credits + Physical Needs (ABC+P) & RTI/MTSS process alignment)*
      - *Data dashboard & analysis training*
    - C. *Reengagement*
      - *Chronic Absenteeism*
      - *Graduation Plans & Mentoring*
      - *Credit Recovery & Partial Credits*
      - *Career/College planning & Career/Technical Education (CTE) opportunities*
    - D. *Wraparound services*
      - *Community Schools*
      - *Referrals to local service providers*
2. How the SEA will use at least 75 percent of funds awarded under ARP Homeless II for distribution to LEAs in accordance with the final requirements. This must include a description of how the SEA will distribute funds in accordance with the required formula to address the needs of students experiencing homelessness and the extent to which the SEA has encouraged or will encourage the creation of consortia for those LEAs that may not meet the required minimum formula amount.

## ARP-II ISDE Response #2

*ARP Homeless II – Subgrants to LEAs = \$1,621,681 (\$2,162,241 - 25% state set-aside)*

*The SDE calculated preliminary allocations based on the 2-part formula from US. Ed.'s emergency rule 34 CFR Chapter II, RIN 1801-AA24 published in the Federal Register on July 9, 2021*

- *2-part formula:*
  - *50% is in proportion to the amount that each LEA received of Idaho Title IA funds distributed to LEAs in SY2020-21*
  - *50% is based on a per/pupil amount times the number of MV students identified in either SY2018-19 or SY2019-20 (whichever was higher)*
- *57 LEAs had preliminary allocations of >\$5,000. These ranged from \$5,228 to \$144,488 equaling \$1,438,785.*
- *The remaining 99 LEAs had preliminary allocations of <\$5,000. These ranged from \$203 to \$4,943 equaling \$182,896.*
  - *LEAs with preliminary awards of <\$5,000 will be required to join a consortium of LEAs in which the sum of its members' allocations meet the \$5,000 threshold.*

*Timeline of process to distribute ARP-H2 funds:*

- *SDE calculated preliminary allocations for ARP-H2 funds for LEAs and notified districts/charters of the amounts and the process for accessing these funds on August 4, 2021.*
- *Idaho ARP-HCY overview webinars were held August 11, 16, 26, & 31, 2021.*
- *LEAs will respond to an "Intent to Participate" online survey before September 15, 2021 describing their interest in receiving ARP-H2 funds and the type of consortia they would be interested in if they fall below the \$5,000 threshold.*
  - *Options for Consortia types include:*
    - *Developing our MV/Homeless Program for LEAs with new MV liaisons*
    - *Supporting MV students attending/enrolling in Charter Schools for Charter LEAs*
    - *Statewide support/resources for MV students attending Online programs*
    - *Regional Consortia – Understanding community resources & developing partnerships*
    - *Mentorship from "seasoned" MV liaisons*
- *After September 15, 2021 allocations will be recalculated based on the number of LEAs who Opt-out of receiving ARP-H2 funding.*
  - *During this recalculation process, LEAs who did not receive Title IA funds in SY2020-21 may still be awarded an ARP-H2 and participate as part of a consortium, if they express interest on "Intent to Participate" survey. Awards will be calculated based on the number of MV students identified in SY2018-19 or SY2019-20 (whichever is greater).*

- 100% of the flow-through subgrant funds dedicated for LEAs will be awarded.
- Grant Award Notification (GAN) letters for LEAs with >\$5,000 awards will be sent out by the end of September 2021.
- LEAs will submit a brief needs assessment, focus areas, success criteria, and budget description by October 30, 2021 of their ARP-H2 plan.
- The state MV coordinator will work with LEAs to help form consortia for LEAs falling below the \$5,000 threshold based on their interest and location.
- Fiscal agent districts will be identified. Memorandum of Understanding (MOU) agreements will be drafted and signed by consortia members.
- GAN letters for Consortia LEAs will be sent out in late October or early November of 2021.
- Consortia will submit a brief needs assessment, focus areas, success criteria, and budget description by December 31, 2021 of their ARP-H2 plan.

*ARP-H2 Consortia will be modeled after the ISDE's Title I-C/Migrant Education program*

- **Contracted regional or focus area coordinators will -**
  - Facilitate the development of consortium goals/strategies following the same process and online tool as 2020-23 MV/Homeless Subgrantees for two focus areas -
    - Focus Area #1 – MV Program Improvement (i.e. identification process, awareness, community partners, training, services, case management, etc.)
    - Focus Area #2 – Student Success & Well-Being( i.e. interventions for learning loss, credit-recovery, wrap-around services, referrals, mentoring, student engagement, etc.)
  - Support LEAs in the identification of students who qualify for the MV program
  - Share information regarding the MV program and the needs/rights of students and families
  - Provide referrals to community resources and collaborate with the district to provide services to MV students and families
  - Conduct community MV awareness activities and provide posters or other materials to assist community partner and LEAs in identifying qualifying students.
  - Visit LEAs as needed to consult with district/charter staff regarding the MV program and student needs
  - Provide support via phone, email, in-person or virtual training to staff regarding the MV program and to ensure students are being identified and receiving services.
- **Participating LEAs will -**
  - Identify a MV liaison who will serve as a contact person for the LEA.
  - Share information about the MV program benefits with parents and secondary students

- *Post posters in locations where parents and potential Unaccompanied Homeless Youth (UHY) will see them and distribute MV brochure/pass-along cards to suspected families or UHY.*
- *All staff - including administrators, registrars, transportation, child nutrition, custodial, and paraeducators will attend annual MV training explaining the program, legal rights and benefits to students.*

**For both ARP Homeless I and ARP Homeless II:**

1. How the SEA will ensure that ARP-HCY supplements the support and services provided with ARP ESSER funds and does not replace the use of ARP ESSER funds to support the needs of students experiencing homelessness;

**ARP-I & II ISDE Response #1**

*The ARP-HCY aligns with the Idaho State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund. As part of the State's Current Status and Needs section, stakeholders provided an assessment of the top priorities for our state: 1) Using data to target student needs, and 2) Re-connecting with students. In identifying the needs of underserved students, the three core priorities for the Idaho plan are 1) continuing efforts to improve broadband access; 2) addressing the academic impact of unfinished learning, and; 3) addressing the social, emotional, and mental health needs of students. (pgs. 6-7 revised draft 072221)*

*LEAs have been encouraged to take into consideration the unique needs of students experiencing homelessness as they have developed their local plans following ISDE expectations for ESSER funding use and accountability. MV liaisons state-wide have reported that they have been part of the conversation at the local-level in determining how ARP-ESSER funding will be used to provide support for ALL students.*

*Throughout the pandemic we have more fully realized that the role of the MV liaison is one of keeping connection with families and in doing this they have directly impacted district efforts to provide connectivity, help meet educational needs, and keep a pulse of student well-being. They are oftentimes the schools' first responders. In LEAs where strong MV liaisons were in constant communication with families, the students continued to engage in learning. Liaisons were able to provide hotspots to improve connectivity and, ride the buses to deliver lunches or other supplies, but most often families reported that it was just nice to have some connection to someone. In LEAs where the Community Schools strategies were being implemented at the time the pandemic struck and schools closed their doors, liaisons were able to pivot quickly to help meet not only the educational needs of students but also to assist families in connecting to community resources. MV liaisons are truly in-touch with the needs of families and make great advocates when they are asked for their input.*

*As part of the Annual Fall MV Regional trainings and new Annual Spring Regional/Community Resource Fairs, liaisons will discuss strategies on how to utilize the ARP-H1 and H2 funds effectively and not duplicate efforts/funding that is already in*

place to families experiencing homelessness. Liaisons will learn about various funding sources and what community partners are available to meet specific needs. Community partners will better understand the role of the MV liaison and help them to learn how to connect families to their services. The following is a sample of the types of services and funding sources that are available to families that will be addressed:

- **Access to School and Learning:** ESSER
- **Early Childhood:** Head Start, Infant/Toddler prog.
- **Childcare:** After school programs, subsidized child care/ICCP
- **Housing Assistance:** Emergency Rental Assistance, etc.
- **Technology and Connectivity:** Emergency Broadband Benefit
- **Food:** School Lunch Program, P-EBT, SNAP, food banks
- **Health/Mental Health:** ESSER, Federal Insurance Marketplace
- **Income Support:** Earned Income Tax Credit, Child Tax Credit, Stimulus Payments

LEAs who are currently utilizing case management and/or system navigators will present how they are linking families to resources.

ISDE goals in conducting these technical assistance activities is that 1) MV liaisons will be better equipped with understanding of community agencies and resources; 2) they feel empowered to be able to help instead of being frustrated in wanting to help but not know how; and 3) that community agencies understand the MV program in schools so that when a family is identified by any school or agency they are not turned away frustrated but linked to the resources they need.

Technical assistance has been and will continue to be provided to LEAs through MV/Homeless Ed. coordinator office hours, webinars, fall trainings, and online resources to help LEA administrators, business managers, Federal Program directors, and MV liaisons understand allowable uses for ARP- HCY funds, when these funds should be used, or when other resources would be more appropriate.

2. The extent to which the SEA will use its State-level activities funds to award subgrants or contracts to community-based organizations that are well-positioned to identify children and youth experiencing homelessness in historically underserved populations such as rural children and youth, Tribal children and youth, students of color, children and youth with disabilities, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students experiencing homelessness, and connect them to educationally-related support and wraparound services; and

### **ARP-I & II ISDE Response #2**

In June 2021, the IHEAT identified the need for all students across the state to receive more equitable access to similar services regardless of where they live or their specific needs.

- 88 % of Idaho's land areas are in counties classified as rural, which is home to 28% of the state's total population.
- Of the 7,600 MV identified students in Idaho, approximately:

- 21% have an IEP and are served through Special Education programs
- 13% are Unaccompanied Homeless Youth
- 10% are English Learners
- 4% are from families of Migratory farm workers
- 3% are Native American

*Training and continued awareness is provided for MV liaisons during new liaison training, annual regional training, materials/resources, etc. by the state coordinator of the importance of identifying and supporting ALL students regardless of their race, ethnicity, ability, sexual orientation, family situation, etc.*

*An ARP-HI grant was awarded to a newly created charter school opening in the fall of 2021 which supports pregnant/parenting teens and their children. This award was based on their projected at-risk enrollment and MV identification numbers instead of their past three-year average of MV students. The ISDE supported awarding this charter because of its strong community partnerships and their focus on providing wrap-around services for youth to set them up for future success. This charter enrolls students from throughout our largest metropolitan area regardless of district boundaries. MV liaisons throughout the region have been notified of this opportunity for pregnant/parenting teens and have been referring students for enrollment throughout the summer of 2021. If additional needs are shown after students are identified by the local MV liaison, the charter school will also be considered to receive additional funds through an additional subgrant award.*

*One of the largest underserved populations are students living in rural settings. In previous MV/Homeless grant cycles, there were no small rural LEAs who received funds to support students experiencing homelessness. In the 2020-23 MV/Homeless subgrant cycle we increased the number of grantees from 10 to 29 representing all regions, sizes, etc. and by doing this have improved the technical assistance provided to LEAs in rural settings. Many of the MV liaisons in rural LEAs are either administrators or administrative assistants with a limited background in social services. Through the Fall and Spring Regional training opportunities to be held annually in each region and the creation of regional consortia, liaison capacity will be increased, community awareness will be heightened of how to support the whole child, and silos can be removed.*

*As a part of our state-wide activities, we are planning to contract with Regional Housing Coalitions from both of Idaho's HUD/Continuum of Care (CoCs) to conduct Community Resources Fairs, facilitate cross-training events, and lead consortia. Our hope is to encourage more liaisons to become members of these housing coalitions, build strong partnerships, and increase awareness through cross-training. Agencies and programs who advocate for and support the various subpopulations named above will be included to create a network of local support for students.*

*For the past three years, the SDE and the United Way of Treasure Valley have worked in partnership to create the Idaho Community School (ICS) Coalition. This organization has worked to foster the creation of 28 community schools throughout Idaho.*

*“Community Schools” is a strategy to organize the resources of a community to address and eliminate barriers to learning. Throughout Idaho, but especially rural areas, schools are the hub of each community. This organization has brought stakeholders to the table to work collaboratively with schools to help them partner with community agencies and leverage resources to provide an integrated focus on wraparound support focused on the whole child, including - academics, mental & physical health, and social services, etc.*

*The ISDE’s plan is to increase the number of LEAs who participate in the Idaho Community Schools Coalition/United Way Community School Partnership by awarding a community-based organization subgrant to the ISC coalition. This subgrant would allow the coalition to provide mini-grants to LEAs to help them establish Community Schools & resource centers throughout Idaho. In addition to the awarding mini-grants, they would help build capacity for school personnel and connect districts/charters to community partners who support specific sub- populations, i.e. Idaho Parents Unlimited (IPUL) - parent-advocacy group for students with disabilities; Commission on Hispanic Affairs (ICHA) – commission whose mission is to provide services to the Hispanic Community and act as a liaison between community and government entities; etc. The subgrant would allow the ICS to scale-up their efforts and reach more communities/LEAs statewide. Currently they meet regularly to allow districts to learn from one another, provide training to schools and agencies, and have many resources/templates that are helpful for districts who are in the beginning stages of community collaboration.*

3. How the SEA will encourage LEAs to award contracts to community-based organizations to help identify and support historically underserved populations experiencing homelessness.

### **ARP-I & II ISDE Response #3**

*During each of the informational ARP-H2 webinar's held in August 2021, the LEAs were encouraged to work in partnership with local community based programs (CBOs), including the option to award CBOs contracts to assist with the identification and support of historically underserved and difficult to reach populations.*


*The IDHW - Child Care Resource Center Regional Office directors will be invited to participate in the Regional Community Resource fairs. LEAs will be encouraged to connect and/or contract with local child care programs that are part of the Idaho Child Care Program (subsidized childcare) and Idaho STARS (quality child-care training program) to locate and arrange for quality before or after-school programs for students experiencing homelessness, to provide transportation outside of normal busing routes, to build awareness within child-care providers of the signs of homelessness, and to create referral processes for suspected families living in MV eligible situations.*

*The trauma of homelessness can cause stress responses in family members with consequences that ripple through family relationships and impede optimal family functioning. It is so powerful for children to have at least one caring adult in their lives. Youth development organizations often provide a myriad of learning opportunities in an array of settings to help students, especially those who have been historically underserved i.e. rural children and youth, tribal children and youth, students of color, children and youth with disabilities, English Learners, LGBTQ+ youth, pregnant, parenting, or care-giving students feel connected and supported.*



*These community based organizations approach enrichment and learning activities that develops a broad set of skills, knowledge, and competencies needed to become a life-long learner, productive worker, and engaged citizen.*

*Youth development organizations in our more urban areas include the Boys & Girls Clubs, YMCA, Big Brothers/Big Sisters, and Scouting programs. In urban and rural areas and via remote options, 4-H projects are sponsored through the University of Idaho county extension offices in every county. These programs will be invited to the Regional Community Resource fairs and LEAs will be encouraged to contract with them, to develop information sharing MOUs, and to work with them to help build awareness of signs of homelessness, encourage referral of students whom they suspect are homeless, and increase the number of students who participate in their programming through providing low/no-cost rental fees to agencies or scholarships for students experiencing homelessness.*


Chief State School Officer or Authorized Representative (Typed Name):	
Sherri A. Ybarra	
Signature: 	Date: 10.27.2021

## **AMERICAN RESCUE PLAN – EDUCATION FOR HOMELESS CHILDREN AND YOUTH PART C: OTHER ASSURANCES AND CERTIFICATIONS**

The Chief State School Officer or his/her authorized representative assures or certifies the following:

- a. The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP-HCY program or activity based on race, color, national origin (including a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics), sex (including sexual orientation and gender identity), age, or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes.
- b. The State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.
- c. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR part 82, Appendix B); and the State will require the full certification, as set forth in 34 CFR part 82, Appendix A, in the award documents for all subawards at all tiers.
- d. Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.
- e. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA, 20 U.S.C. 1228a.
- f. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- g. The SEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§ 200.300-200.345) and Subpart E—Cost Principles (2 CFR §§ 200.400-200.475) to ensure that LEAs, including charter schools that are LEAs, are using ARP-HCY funds for purposes that are reasonable, necessary, and allocable under the ARP Act and the McKinney-Vento Act of 1987, 42 U.S.C. §§ 11431-11435.
- h. The State and other entities will comply with the provisions of all applicable acts, regulations, and assurances; the provisions of the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Chief State School Officer or Authorized Representative (Typed Name): Sherri A. Ybarra	
Signature: 	Date: 10.27.2021