



# Oregon

Kate Brown, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

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**Colt Gill**

Director of the Department of Education

September 7, 2021

The Honorable Ian Rosenblum  
Deputy Assistant Secretary for Policy and Programs  
Delegated the authority to perform the functions and duties of the Assistant Secretary  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue  
SW Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

The Oregon Department of Education is pleased to submit the application for the American Rescue Plan – Homeless Children and Youth Fund. Attached with this application is the completed coversheet and assurances with the authorized representative signature the Oregon Department of Education that submitted on July 20, 2021. In addition, ODE is submitting, as part of this letter, our responses to the following questions as required by the U.S. Department of Education:

**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;
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
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.

**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
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.

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

Please feel free to contact me if you have any questions or concerns about this application.

Sincerely,

(b) (6)

Elizabeth Ross, Director  
Federal Systems Team  
Office of Teaching, Learning and Assessment  
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Attachment A: Oregon State Plan, ARP HCY I & II

## Attachment A

OREGON STATE PLAN – ARP-HCY I & II

September 2021

### 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 that contains the following information:

#### ARP-HCY 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.**

## *Equity in Action*

The Oregon Department of Education (ODE) operationalizes equity via commitment to promoting educational systems and resource allocation that support every child's identity, health and well-being, beauty, and strengths. Equity is not a standalone consideration, but used to inform every decision at both the state and local levels. Decisions, whether related to resource allocation or the design of mental health or instructional supports, have the potential to disrupt existing inequities and to support the strengths and needs of students currently and historically marginalized by the education system. With this in mind, an equity-informed, anti-racist, and anti-oppressive lens is integrated throughout ODE's pandemic response strategies.

During the pandemic, students, families, and communities uniquely felt the residual impact of 2020-21 school closures and loss of access to resources that were typically made available before the pandemic. The intersectionality of houselessness with race, socioeconomic status, gender and sexual identity, and geographic location have further deepened inequities and exposed the level of urgency and need for resource distribution to be guided by equity and an awareness of how students are made more vulnerable by the confluence of multiple pandemics. Oregon's unhoused students of color, Indigenous and Tribal students, and students in rural settings continue to be most disproportionately impacted by the pandemic and the impact of historic wildfires. ODE's commitment, therefore, is to invest the 25 percent of funds for State-level activities in ways that reflect an intentional focus on houseless students who are experiencing the greatest impact of systemic inequities and structural barriers.

## *Addressing the Impact of Wildfires*

In addition to the COVID-19 pandemic, Oregon experienced an unprecedented 2020 wildfire season that resulted in widespread devastation and family displacement. As a result, many of our communities experienced significant trauma and, in some instances, whole communities became houseless. In fall of 2020, Oregon provided additional emergency relief funds to these districts and ODE staff have been working with our families and youths to ensure they get the support they need. Many of the districts impacted by wildfires are not existing McKinney-Vento grantees. As a result, ODE increased liaison training focused on the following topics:

- Identification, re-engagement and enrollment of children and youth,
- District McKinney-Vento requirements and liaison duties,
- Establishing community partnerships and regional consortia,
- Trauma-informed practices and providing local mental health resources,
- Dispute resolution and conflict mediation techniques,
- Inter-district transportation for students,
- Unaccompanied homeless students, and
- LGBTQSIA+ student resources.

Nearly a year later, ODE is still determining how many students are experiencing houselessness as a result of the wildfires. District staff reflect concerns that shelter and motel spaces are at capacity and that some students and families have yet to be located or heard from. Communities across Oregon are addressing new challenges as they support newly displaced families due to the summer 2021 wildfires, exorbitant building costs and supply chain disruptions. Given the rise in students experiencing houselessness, ODE will utilize a portion of the state set-aside funds exclusively on increasing school, district, and community capacity to identify and re-engage our children and unaccompanied youth who are experiencing houselessness.

ODE is currently recruiting and hiring for a new McKinney-Vento state coordinator, who will lead for deepening capacity and awareness around this important issue and to increase the intentional facilitation of statewide efforts to identify and re-engage our houseless youth. When fulfilled, this position will be responsible for leading a series of trainings and forming a professional learning network amongst the ARP- HCY I and II as well as McKinney-Vento grantees to facilitate shared learning and best practices to identify and re-engage our youth. Additionally, this position will collaborate across the agency, with intentional partnership with the Office of Indian Education, the Office of Diversity, Equity and Inclusion, the Office of Enhancing Student Opportunities, and those who support CTE and post-secondary efforts, Oregon's High School Success, summer school and afterschool programming, chronic absenteeism efforts, and other state agencies.

#### *Ensuring Access to Summer Programming and Wrap-Around Services*

In addition to enhancing training, many of the areas impacted by the wildfires are rural and do not have consistent or reliable access to public transportation. Throughout the 2020-2021 school year, and particularly in Spring 2021 as some districts returned to in-person learning, transportation was one of the biggest barriers to ensure that our youth attended school, afterschool programs, support services, and summer learning. ODE issued letters of support and FAQs for McKinney-Vento and Foster Care Points of Contact to support their abilities to ensure that students had access to these services. In addition, ODE partnered with our districts to provide guidance on sustainable solutions to address transportation needs. During the 2021-2022 school year, ODE will engage our McKinney-Vento liaisons to determine what further support and flexibility is needed at the state level to provide access to transportation.

Furthermore, throughout the 2020-21 school year, Oregon's districts requested additional technical assistance and capacity building. As a result, the ODE will prioritize utilizing the state activity funds to develop the capacity building of our districts, with an emphasis on districts impacted by the wildfires. To support these districts ODE is partnering with national entities to provide a series of trainings for our districts and McKinney-Vento liaisons. Trainings will cover, at a minimum:

- McKinney-Vento Act requirements and strategies for implementation in the context of pandemic recovery and wildfire displacements,
- Evidence based strategies and innovative practices to identify and re-engage our students experiencing homelessness, particularly the youth who have unenrolled from the system, and
- Utilizing McKinney-Vento data to understand the student population and improve support in the districts.

In addition to the above listed supports, ODE is partnering with our districts and liaisons to determine the type of support that is needed throughout the life-span of the grant. ODE will host a series of engagement sessions focused on the best uses of the remaining funds to provide wrap around services. These engagements will take place throughout the fall and winter of 2021.

**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**

In 2019, Oregon passed the Student Success Act which created the Student Success Act Summer Programs, providing \$3 million annually in funding for summer school activities for our schools who serve a high population of students who have been historically underserved by the system. In addition to the Student Success Summer Programs, Oregon's 2021 legislative session resulted in the passing of HB 5042 which provides:

- \$195.6 million from the Summer Learning Program Account and \$10.0 million in Federal Funds for LEA grants for high school credit recovery, K-8 enrichment and K-5 child care grants.
- \$12 million in General Fund and \$11.2 million in Federal Funds for the Early Learning Division to expand existing programs for Summer 2021.
- \$41.2 million in General Fund for a one-time grant for the Oregon Community Foundation (OCF) award summer enrichment grants for K-12 and Parent-Child support program grants for the summer.

In addition, many district liaisons used existing funding sources to extend their time throughout the summer to provide services to students who are experiencing homelessness. Given the sources of funding and liaisons extending their time, the ARP-HCY team chose to focus their efforts on providing training to districts to maximize funding from all federal and state sources to ensure students had access to enriching summer programs and wrap-around services. Throughout spring and summer 2021, the ARP-HCY team provided technical assistance to our districts as they prepared for summer learning activities. During these training sessions, access to transportation continued to be the number one priority and issue from our McKinney-Vento

liaisons. ODE worked with each district to ensure that they had the necessary resources and supports to provide comprehensive services.

In April, Oregon's 21st CCLC program held the *Infinite Possibilities of Summer Learning Conference: Centering Equity, Engagement and Opportunity* which focused on centering equity through purposeful program planning and strategic use of braiding state and federal funds to create inclusive programs. Other areas included child nutrition coordination, student recruitment, incorporating Social Emotional Learning, CTE, project-based learning, and well-rounded learning. This summer learning conference was developed in collaboration with community partners as well as ODE's McKinney-Vento, Title I-C, Title III, Title I-A, and Title IV-B teams.

Furthermore, ODE is updating our summer learning guidance in the coming weeks to help districts plan for summer learning for the 2022 and 2023 school years. This guidance includes detailed support for districts serving students experiencing homelessness and unaccompanied youth. To maximize impact, summer learning must enhance learning throughout the year and is not effective if it is only provided one time. As a result, ODE is focusing on using federal ARP-HCY state activity funds for enrichment activities for the summer 2022 and 2023. A focus on summer programming over multiple summers also serves students who experience homelessness well, as it helps to secure access to year-round support and services.

- 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.**

Oregon awards McKinney-Vento funding on a three year cycle and is scheduled to issue a new round of funding for the 2022-2023 school year. Given the current timeline of our McKinney-Vento grants and the need to issue funding to our districts immediately, Oregon issued a new grant competition for the ARP-HCY I funds. The ARP-HCY I grant focuses a portion of the funding to support districts who were most impacted by the wildfires. To assess impact and to determine funding, ODE created a three part scale:

- *No Impact*: Districts who were not impacted by the wildfires.
- *Impacted*: Districts who were ordered to evacuate and/or experienced some disruption to schooling due to the wildfires. These districts saw some changes to the number of students experiencing homelessness.

- *Significantly Impacted*: Districts who experienced widespread loss and destruction. These districts experienced significant changes in the number of families experiencing houselessness.

ODE also reviewed statewide data from the 18-19 and 19-20 school years to determine how many of our districts saw a change in the number of students who are experiencing houselessness and whether districts or regions have significant concentrations of students and families experiencing houselessness. ODE compared enrollment data alongside the wildfire impact scale to determine the level of support that may be needed throughout the state. ODE also labeled districts who are existing McKinney-Vento grantees and districts who applied for McKinney-Vento funding but did not receive funds due to funding capacity at the state level. Overall, ODE identified 52 districts, out of 197, that may need additional resources supporting our students experiencing houselessness. In July 2021, ODE issued a new grant competition and invited districts to apply for ARP-HCY I funds. Districts who were eligible to apply included:

1. Existing McKinney-Vento grantees
2. Districts who applied for funding and would have been awarded McKinney-Vento funding if the state had additional funding to support these districts
3. Districts who were impacted by the 2020 wildfires.

Funding was awarded on a scale to provide additional support for districts who were impacted by wildfires. Districts who applied for funding were required to submit budgets, applications and signatures of support from their superintendents and liaisons. Any remaining funds will be allocated in a manner consistent with the requirements of the ARP-HCY and McKinney-Vento law and regulations.

#### *Providing Support to our Districts and McKinney-Vento Students*

Capacity building at the school and district levels, identifying and re-engaging our youth and technical assistance are of the utmost importance for ODE, particularly as many of our districts are grappling with new challenges as they navigate the return to school in the midst of a prolonged pandemic. While ODE enhanced training and partnerships with our districts throughout the last year, it is clear that our districts need additional support and partnership with each other. As a result, ODE will explore creating professional learning networks (PLN) as a form of capacity-building. Each network will contain existing McKinney-Vento grantees and newly awarded ARP-HCY grantees. Each network will be formed based upon geographic as well as demographic considerations and will be facilitated by the state coordinator. Each network will focus on ensuring students are re-engaging with school, with a specific effort to coordinate responsive outreach efforts to students of color and Indigenous students, students who identify as LGBTQ2SIA+, students experiencing domestic violence, and sexual assault and/or human trafficking. Each network will be responsible for sharing their efforts to identify and re-engage their youth into the school and together problem solve and apply culturally responsive and

strength-based approaches to engagement efforts. While each network will focus on the same problem of practice - identification and engagement, each network can also discuss issues they're facing and how they're providing wrap-around services to their students. By pairing existing McKinney-Vento grantees with new grantees, we are hoping to enhance mentorship opportunities and leverage the collective capacity of all of our districts.

In addition to creating the PLN, ODE will use state activity funds from ARP-HCY II to partner with organizations to provide technical assistance and support to all of its grantees with a focus on the wildfire districts and newly awarded ARP-HCY grantees.

#### **ARP-HCY 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**

Oregon has many partners throughout the state whose purpose and mission is to support our students experiencing houselessness as well as our unaccompanied youth. Approximately half of Oregon's districts who are eligible for ARP-HCY II funds will need to enter into a consortium, since those districts will receive less than the \$5,000 threshold. As Oregon districts prepare for a return to school, ODE wants to ensure that districts are prepared to address the unique challenges and opportunities facing our youth.

Given that the vast majority of these districts are not existing McKinney-Vento grantees, we anticipate that our districts will need extensive support and mentorship. Additionally, community based organizations are often necessary and essential partners for providing culturally specific support and helping districts connect to students and families in ways that build trust and connection. As a result, ODE is exploring grants with CBOs, and organizations at the state, national and local levels as well as our higher education providers to provide enhanced technical assistance. Consistent with the ARP-HCY I funds, ODE will prioritize training and support for our districts who were impacted by the wildfires and will utilize ARP-HCY II funds to increase awareness and training around students who have been disproportionately underserved by the system.

In addition to the proposed uses described above, ODE will survey the liaisons and district coordinators on their needs for training for the 2021-2022 and 2022-2023 school years. Engaging these communities will inform further developments.

- 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.**

The Federal Systems Team allocated ARP-HCY II funds to districts using the formula under part A of Title I of the ESEA and the number of identified children and youth who are houseless. Out of Oregon's 197 districts, 183 are eligible to receive ARP-HCY II funding, of those districts, 107 districts will receive the minimum \$5,000 allotment and 76 districts would receive less than the \$5,000 minimum allotment. Districts receiving less than \$5,000 will be notified and provided with guidance to expedite formulation of consortia.

**For both ARP-HCY I and ARP-HCY 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.**

Both the ARP-HCY and ARP-ESSER grant programs are administered out of ODE's Office of Teaching Learning and Assessment. The Directors overseeing both the ARP-HCY and ARP-ESSER programs collaborate closely, meeting multiple times a week, to ensure alignment of our efforts across all federal programs including the programs under the ARP Act. Part of this collaboration is to ensure that ARP-HCY funds enhance the ESSER funds, not replace them both at the state and district levels. The ESSER-III and ARP-HCY teams will review ARP-ESSER applications from LEAs, due October 20, to ensure that proposed uses of ARP-HCY funds do not replace the use of ESSER-III funds. The teams will also meet regularly with the ARP-HCY team to review any areas of concern when monitoring ESSER-III spending and activities. In addition to the ARP funds, the programs partner together on all other aspects of federal funding and enhancing federal programs. The two teams collaborate daily to answer questions from districts and will also flag areas where there is a known need for services for our youth who are experiencing homelessness and no proposed ESSER III planned expenditure.

ODE is hosting a series of ESSER III Q & A Sessions throughout August and September 2021 to help ensure districts have the support they need to plan for engagement and investment of the ESSER III funds, especially as it relates to the 20%. In the context of these sessions, there will be explicit attention paid to ensuring that ARP-HCY funds are additional supports for students who experience homelessness.

- 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**

Oregon has a robust network of community based organizations who serve as essential partners for providing culturally specific supports and helping districts connect to students and families in ways that build trust and connection. ODE is exploring grants with CBOs, and organizations at the state, national and local levels as well as our higher education providers to provide enhanced technical assistance. At a minimum, subgrants will include a focus on enhancing supports to identify and re-engage our youth in school in a manner that is culturally responsive and focuses on students in the community who have been disproportionately impacted by the system. In addition, ODE may also issue subgrants focused on the following wrap-around services:

- Providing training on trauma informed care,
- Increasing capacity of districts to support students in rural areas,
- Providing culturally relevant supports and services to our youth who have been historically underserved and underrepresented in the system, and
- Partnerships with our higher education agencies and workforce development regions to provide job training and post-secondary education support for our students.

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

In partnership with the Oregon Department of Human Resources, the Oregon Housing and Community Services, and other agencies, ODE will share contact and program information with districts regionally. ODE will provide opportunities during webinars and virtual office hours for districts to share information about local collaborations that are working well, resource ideas, consortia opportunities, etc. Additionally, applications to receive ARP-HCY I funding includes information about how districts will use funds to partner with CBOs to provide support to our youth.

ODE is continuing to provide technical assistance and support to districts on identifying key partners who can provide support to districts. This is an [example of previously developed](#) tool from 2020 to support districts in this effort; additional resources will be developed.