

State Coordinators' Handbook

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A.1 Introduction

This handbook for state coordinators who administer the Education for Homeless Children and Youth (EHCY) Program is intended to be used as a primer for new coordinators to identify critical first steps and as a resource for more seasoned coordinators as they look for ways to enhance their programs. The handbook includes the basics necessary to ensure compliance with legislative requirements and additional strategies and practices that coordinators have used to strengthen supports for students experiencing homelessness in their states that go “beyond compliance.”

Since 2002, a variety of tools have been developed to assist state coordinators in fulfilling their role. Furthermore, with the reauthorization of the Elementary and Secondary Education Act on the horizon, and the potential of new collaborations through the implementation of the Federal Strategic Plan to End Homelessness, state coordinators must be poised to learn from the past and ready themselves for the new developments of the future. This handbook is an attempt to pull existing resources together and fill in the holes that exist in the current literature to provide new (and hopefully, seasoned) state coordinators with one tool that puts a wide variety of resources at your fingertips. With that in mind, we opted for a web-based handbook that links to the existing materials on topics such as monitoring, data collection, and liaison training. We have reviewed and revised those documents, as needed. In addition, new materials have been added to address topics such as planning, evaluation, the subgrant process, fiscal responsibilities, and collaboration.

This introductory section serves two purposes. It provides an outline for the content that follows and a preassessment to assist readers in identifying the sections that would be most helpful. Each question is linked to the section of the handbook that will help you answer the question. We encourage you to test yourself before diving into the details that follow and return to these questions now and then when you feel the need for a refresher.

We would like to acknowledge and thank the many state coordinators whose efforts over the past 20+ years have informed our practice and provided the road map for

implementing federal legislation and creating real programs that serve our children. Input from state coordinators' national meetings and responses to surveys conducted by the National Center for Homeless Education (NCHE) in 2009 and 2010 were critical in the creation of this handbook. You will find quotes from these surveys throughout the Handbook. In addition, we would like to acknowledge the support of the federal coordinator at the U.S. Department of Education (ED), the National Association for the Education of Homeless Children and Youth (NAEHCY), the National Center on Homelessness & Poverty (NLCHP), and the Legal Center for Foster Care and Education. To get started, click on this link to take the State Coordinator Pretest, Appendix A-1.

A.2 About the authors

Diana Bowman directs the National Center for Homeless Education (NCHE) at The SERVE Center at the University of North Carolina in Greensboro, North Carolina. Funded by the U.S. Department of Education, NCHE provides information and resources to help educators, service providers, and other stakeholders improve educational opportunities for children and youth experiencing homelessness. Diana has presented workshops on meeting the educational needs of homeless children and youth at national and state conferences and has conducted trainings for local homeless education liaisons across the nation. She has facilitated national symposia on the transportation needs of homeless children and youth, collaboration between Title I and homeless education programs, and the role and responsibilities of state coordinators for homeless education in implementing the McKinney-Vento Act. She has authored a variety of practitioner-oriented publications and articles in the areas of homeless education, collaborative program planning, and meeting the needs of children at risk. Diana also oversees the North Carolina Homeless Education Program. She holds a Master's degree in public administration from the Kennedy School of Government at Harvard University (MA), Master's degrees from Marshall University (WV) and the University of Akron (OH), and a Bachelor's degree from the College of William and Mary (VA).

Beth Garriss Hardy was the first Director of the National Center for Homeless Education at SERVE (NCHE), having been primary author of the grant that created the center in 1998. She

received her Ph.D. in Curriculum and Instruction from the University of North Carolina at Greensboro, with specialization in the Education of Exceptional Individuals. She has enjoyed a long career as an educator in various capacities, with focus on educational programming for marginalized student populations, especially those experiencing the challenges of homelessness. Now semi-retired, Dr. Garriss Hardy remains active in the homeless education arena as a consultant to the US Department of Education as a federal monitor of state implementation of homeless education programs. Owner and manager of Garriss Hardy & Associates, she also works with state and local education agencies seeking technical assistance in homeless education programs. Dr. Garriss Hardy recently authored [*Educating Homeless Children and Youth: Conducting Needs Assessments and Evaluating Services – A Guide for SEAs, LEAs, and Local Schools*](#). Other publications and documents related to homeless education programs include [*Prompt and Proper Placement: Enrolling Students Without Records*](#), and the [*State Coordinator’s Handbook for LEA Monitoring*](#). She also assisted NCHE with the development of a series of handbooks, [*Connecting Schools with Displaced Students Series*](#), following the Gulf Coast hurricanes of 2005. Beth was the 1999 recipient of the NAEHCY President’s Award for leadership in the creation of the National Center for Homeless Education.

Patricia Ann Popp is the state coordinator for the Education of Homeless Children and Youth, Project HOPE – Virginia, a collaborative initiative between The College of William and Mary and the Virginia Department of Education. Dr. Popp is a clinical associate professor for the Curriculum and Instruction Department at The College. She received her Ph.D. in Educational Policy, Planning, and Leadership with an emphasis in Special Education from The College of William and Mary, her Master's degree in learning disabilities from Virginia Commonwealth University, and her Bachelor's degree in elementary and special education from Boston University. Areas of interest and research include collaboration, children and youth experiencing homelessness and other forms of mobility issues, and students with disabilities. She is a past president of the Virginia Council for Learning Disabilities, past president of the NAEHCY, and currently serves as chair for the LeTendre Education Fund for NAEHCY.

Appendix A-1. State Coordinator Pretest

The following questions are intended to provide an overview of the topics covered in this handbook. A pretest format will allow you to quiz yourself and determine which sections to visit.

Getting the Lay of the Land	
<p>What are the six functions of the office of the state coordinator under the McKinney-Vento Act? What additional responsibilities must the state coordinator fulfill? How does your state address each?</p>	Appendix B-1: Functions of the State Coordinator
<p>What federal legislation impacts your responsibilities as a state coordinator for the EHCY program? What laws are referenced most often? What requirements should be highlighted? How can you learn more?</p>	Section B - Charting the Course
<p>What does McKinney-Vento EHCY look like in your state? What is your state allocation?</p> <ul style="list-style-type: none"> • What is the budget for the state and subgrants? • What are the Title IA reservation amounts for each LEA? <p>What data are available to describe your state’s program? Where can you find the data?</p> <ul style="list-style-type: none"> • How many children and youth have been identified? • What are the most pressing barriers homeless children and youth face accessing education? • What are the most common needs of homeless children and youth? • How are homeless children and youth performing on state assessments? • What actions did your state plan to implement in its State Plan? What is the status of those actions? • Are there any current initiatives in your state that focus on homeless children and youth or a special subgroup (e.g., early childhood, unaccompanied youth)? • What were the results of your state’s most recent federal program monitoring of the EHCY program? • Has there been a formal program evaluation or statewide needs assessment of the state’s EHCY program? What were the identified strengths and weaknesses? What recommendations were made for program improvement? 	Section B - Charting the Course Section C - Data Collection and Reporting
Building the “To Do List”	
<p>What do you need to do?</p> <ul style="list-style-type: none"> • Today? • Tomorrow? • This year? <p>Do you have a checklist? What’s on it?</p>	Section B - Charting the Course

Where can you get help?	
How can you enhance your program?	Section D - Monitoring Program Evaluation
Carrying Out Your Responsibilities	
How do you ensure your state's compliance? <ul style="list-style-type: none"> • How do you document compliance? • How do you prepare for and survive a federal monitoring visit? • How do you prepare and conduct state monitoring of LEAs? 	Section C - Data Collection and Reporting Section D - Monitoring
What types of training and technical assistance do you provide? – Who, what, when (frequency), how?	Section E - Technical Assistance for LEAs
With whom do you currently collaborate? Who is missing from your collaborative partners? How do you decide where to focus your limited resources? How can you enhance your partnerships?	Section H - Collaboration
What is your process for awarding subgrants?	Section F - McKinney-Vento Subgrant Process
How do you ensure fiscal responsibility and appropriate expenditures?	Section G - Fiscal Management
With all there is to do, how do you manage the work load?	Section B - Working Smart detail
Administering Subgrants	
Have you reviewed the possibility for utilizing regional subgrants?	Section I – Taking a Regional Approach to Awarding McKinney-Vento Subgrants: Advantages and Challenges of Implementation
Dispute Resolution	
What are good ways to address dispute resolution issues?	Section J – Dispute Resolution
Native American Education	
What can I learn about serving Native American students?	Section K. Strengthening Services for Native American Students Experiencing Homelessness: The Power of Relationships
Disaster Preparation	
What are good ways to prepare for, and respond to, a disaster?	Section L. When Disaster Strikes: What State Coordinators Need to Know and Do