

#### Appendix E-4. Potential Pitfalls and Possible Solutions for Liaison Training

Potential Pitfalls	Possible Solutions
Resistant liaisons who see their new responsibilities as a burden	<ul style="list-style-type: none"> <li>– Maintain a focus on the student—most educators choose the field because they want to improve the lives of children.</li> <li>– Acknowledge the challenges while highlighting how compliance has the potential to improve educational experiences for all children.</li> </ul>
Liaisons with no background in homelessness	<ul style="list-style-type: none"> <li>– Include cases studies and awareness-building activities to build context.</li> <li>– Pair “seasoned” and new liaisons during training.</li> <li>– Consider separate trainings for liaisons with varying experience.</li> <li>– Differentiate group activities based on levels of experience.</li> </ul>
Limited staff capacity at LEA; % FTE allocated to liaison position is not adequate	<ul style="list-style-type: none"> <li>– Consider letter or other communication with liaison’s supervisor/program director outlining LEA responsibilities, and the importance of compliance with McKinney-Vento and Title I requirements</li> <li>– Ask that the supervisor be present for local monitoring visits, and/or other site visits to LEA.</li> <li>– Include capacity requirement in applications for McKinney-Vento or other grants awarded by SEA.</li> </ul>
Low attendance at trainings	<ul style="list-style-type: none"> <li>– Explore possibility of assigning certification/relicensure points for participation.</li> <li>– Analyze convenience of times and locations.</li> <li>– “Piggy-back” with other training/conference events that attract the needed audience.</li> <li>– Explore possibility of making training attendance a state-level requirement.</li> <li>– Call the meetings mandatory compliance meetings.</li> <li>– Hold regional meetings so that LLs don’t have far to travel; host webinars for the same reason.</li> </ul>
Training sessions that tend to get derailed by discussion of individual problems and/or worst case scenarios	<ul style="list-style-type: none"> <li>– Maintain a “parking lot” flipchart page of issues that can be discussed later, if time allows or addressed through subsequent mailings/trainings.</li> <li>– Remind participants that “worst case scenarios” are infrequent and redirect to most common situations as quickly as possible. (Seasoned liaisons who can support such comments are extremely helpful here.)</li> <li>– Invite problematic participants to discuss the issue with you later.</li> </ul>