

## State Coordinators' Handbook

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(NCHEP) July 1, 2009 - June 30, 2010

## **Section B. Charting the Course: How do state coordinators plan and fulfill their responsibilities?**

State coordinators are responsible for a variety of activities as they administer the EHCY program for their states. This section of the *State Coordinators' Handbook* provides a bird's eye view of those responsibilities to help new coordinators get the big picture. Charting the Course reviews the key functions of the office of the state coordinator, including legislative references, and links to a variety of resources that have been developed to support coordinators in their work. In addition to the national view, this section provides direction to assist state coordinators in understanding what is in place within their own states. Tips for planning and making the work more manageable are included.

<b>Inquiring Minds Want to Know: What are the top five actions a new state coordinator should pursue?</b>
<ol style="list-style-type: none"><li>1. Get to know the relevant legislation.</li><li>2. Get to know your McKinney-Vento support network.<ol style="list-style-type: none"><li>a. National Center for Homeless Education (NCHE)</li><li>b. National Association for the Education of Homeless Children and Youth (NAEHCY)</li><li>c. Fellow state coordinators</li></ol></li><li>3. Get to know your state colleagues.<ol style="list-style-type: none"><li>a. Department of education</li><li>b. Other state agencies</li></ol></li><li>4. Collect and review required state documents. Use the available data to identify your state's strengths and challenges.</li><li>5. Create a plan that continues successful activities and addresses current challenges. Share that plan to garner support for its implementation.</li></ol>

### **B.1.1 What are the responsibilities of the state coordinator?**

What drives your decisions and actions as a state coordinator? The Office of Coordinator is mandated by federal legislation and is usually fulfilled by a single state coordinator (although sharing the duties of the coordinator among multiple staff is allowed by ED); legislation informs much of the work that must occur. In addition to federal mandates, practice is informed by U. S. Department of Education (ED) policy and guidance, state legislation, the needs and priorities of your state, and, hopefully, best practice. This section of the handbook will help you identify the

background information you need to understand the role of state coordinator, develop a plan to ensure compliance with mandates, and identify additional steps that can be taken to further strengthen an existing program.

To get you started, Appendix B-1 Functions of the Office of Coordinator for the Education of Homeless Children and Youth, Current Activities and Next Steps, identifies the functions of the state coordinator found in the McKinney-Vento Act. Jot down what you know about the current activities in your state in the second column. The bulleted items in the first column link to sections of this handbook and related resources that can be used to complete the “next steps” as you grow in your role and understanding of the responsibilities of the state coordinator.

### **B.1.2 What federal legislation impacts your responsibilities as a state coordinator for the EHCY program?**

Much of the work state coordinators do is shaped by federal legislation. The federal laws that most frequently come into play are found in Appendix B-2, Federal Legislation State Coordinators Should Know. After a brief description of the connection to homeless education, is a link to the actual code, related ED guidance documents or regulations, and NCHE or other federal agencies resources.

For a comprehensive listing of related federal legislation, consult the NCHE publication, [\*The Legal Glossary: A Crosswalk of Federal Laws and Programs Affecting Children, Youth, and Families Experiencing Homelessness.\*](#)

### **B.1.3 How can you become more familiar with federal expectations and stay abreast of legislative changes?**

In addition to the links in Appendix B-2, there are a number of supports state coordinators can access. For example, NCHE offers on-line trainings that are advertised to state coordinators by email and on the NCHE listserv. (NCHE automatically subscribes new state coordinators to the listserv when notified of their appointments.) Also, NCHE facilitates state coordinator meetings annually in Washington D.C. and as a half day session during the NAEHCY

annual conference. (For information on these resources, contact NCHE at 800-308-2145 or at [homeless@serve.org](mailto:homeless@serve.org).)

NAEHCY works closely with NCHE on a number of initiatives. Both provide training and technical assistance in implementing legislation related to children and youth experiencing homelessness. While NCHE is funded as the technical assistance center for ED, NAEHCY is a membership organization that can conduct advocacy initiatives beyond work that can be conducted as part of federal funding. The NAEHCY policy director sends legislative alerts when important federal legislation is being discussed. The NAEHCY website posts updates as legislation is being considered and after it is passed

Other organizations that may be helpful in staying up-to-date on federal legislation include:

- [National Alliance to End Homelessness](#)
- [National Center on Family Homelessness](#)
- [National Coalition Against Domestic Violence](#)
- [National Coalition for the Homeless](#)
- [National Law Center on Homelessness & Poverty](#)
- [National Network for Youth](#)

## **B.2 What does the McKinney-Vento EHCY look like in your state?**

There are some basic documents that provide state coordinators with the answers for the most frequently asked questions about your state's program. Consider having all these documents within easy reach, whether you use hard copies in binders or electronic files on your desktop. Ask if your state may have this information available through its data management system which would allow for access off site. If not, and you find that you need this information while out of your office, consider keeping a flash drive/data stick of items that you have in electronic form that travels easily. The following items should be easily accessible. Locating these documents is a critical early step in learning about your state's ECHY program.

- State plan and updates. Link to state plan detail in Section B.4

- Annual funding allocation data, including state and local budgets and expenditures and current balances. Link to Section G.
  - State coordinators should have access to budget information related to the use of the state reservation for state activities and be able to determine what funds have been expended and what remains for the state and each subgrantee to ensure that all funds are expended in a timely fashion.
- Consolidated State Performance Report (CSPR) data. Annual data is reported by each state to the U.S. Department of Education through the CSPR. Consider creating longitudinal charts that track achievement and identification for several years.
  - Section C
  - [NCHE trend reports and longitudinal tracking of identification and student achievement, by state.](#)
- Technical assistance logs and dispute records can be found in Section E
- Previous federal program monitoring reports for your state and Local Education Agency (LEA) monitoring reports and current protocol can be found in Section D
- Subgrant process and request for proposals and End-of-year subgrant reports can be found in Section F
- Title I homeless set aside amounts for LEAs. Information can be found in Section G
- State dispute resolution process (if assistance is needed to develop or revise your process, NCHE has a brief on dispute resolution available at: <http://center.serve.org/nche/downloads/briefs/resolution.pdf>); sample policies are available [here](#).

### **B.3 What is the state coordinator’s responsibility in ensuring the revision of state laws and policies?**

In any state that has a compulsory residency requirement as a component of the state's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the state will review and undertake steps to revise such laws, regulations, practices, or

policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths. [Section 721(2)]

While this responsibility is placed upon the state rather than specifically with the state coordinator, the state coordinator is in the best position to identify potential barriers and initiate steps that will lead to needed revisions.

### **B.3.1 State code**

The following list provides suggestions for initial review of state code to identify the most common barriers or inconsistencies with McKinney-Vento. This list is not exhaustive and a review of technical assistance and barrier tracking data is needed to identify specific state and local issues that arise:

- Compulsory education
- Enrollment requirements, including health and immunization records
- Residency requirements
- Guardianship requirements
- Attendance requirements
- Pupil transportation requirements
- Pupil record transfer
- Emancipation
- Runaway reporting
- Consent for medical treatment
- Any specific reference to homeless children and youth or the McKinney-Vento Act, including how homelessness is defined
- References to youth in foster care, especially if included with students experiencing homelessness

[Alone Without A Home](#) summarizes state code related to unaccompanied youth.

In the February 2010 State Coordinator survey, Table B-1 highlights the types of state code were identified as having either a positive or negative impact on the work of the coordinator.

**Table B-1. State code changes that affect a state coordinator’s work.\***

<b>State Code With Positive Impact</b>	<b>State Code With Negative Impact or Barrier</b>
Change in transportation law <ul style="list-style-type: none"> <li>– transporting students on “yellow” buses is no longer a requirement,; this made it easier for LEAs to explore other options</li> <li>– creating a statewide process for the reimbursement of parents for mileage if transporting to school of origin removed the variation among LEAs</li> </ul>	Truancy laws <ul style="list-style-type: none"> <li>– student consequences can be barriers to credit accrual</li> <li>– school/LEA consequences (e.g., Adequate Yearly Progress-AYP) can lead to reluctance in enrolling students with patterns of high absenteeism</li> </ul>
Alignment with McKinney-Vento for definitions and immediate enrollment <ul style="list-style-type: none"> <li>– removing inconsistencies avoids confusion</li> </ul>	Foster care language <ul style="list-style-type: none"> <li>– sometimes confusing when mixed with homeless requirements</li> </ul>
Enrollment without an address <ul style="list-style-type: none"> <li>– having an address is a common requirement but one that can be a barrier for students who are homeless</li> </ul>	Running away identified as a status offense <ul style="list-style-type: none"> <li>– schools may be reluctant to enroll a student whose actions are considered a status offense</li> </ul>
Avoiding the word “homeless” and requiring schools to enroll students who are not supervised by a parent or guardian <ul style="list-style-type: none"> <li>– eliminating the stigma of “homeless”</li> <li>– removing the need to make a homeless determination on gray area UY cases</li> </ul>	Waivers for immediate enrollment with a 30-day timeline to provide missing documentation <ul style="list-style-type: none"> <li>– When students have not provided needed document within the limit, they are disenrolled.</li> </ul>

\*Please note that these columns are not necessarily parallel.

### **B.3.2 State policy**

The same topics listed for state code should be reviewed among state policies adopted by the state board of education. In addition, look for the following topics:

- State special education regulations. In particular, sections to review most closely are those related to evaluation and eligibility and provision of FAPE (free appropriate public education and following a special education Individualized Education Program or IEP) when a student moves and the appointment of a temporary surrogate for unaccompanied homeless youth.
- The state’s dispute resolution process for McKinney-Vento. (This process may be found in policy or addressed through procedures and guidance.)
- School nutrition eligibility for free meals.
- If your state policies include reference to participation in extracurricular activities, including sports, be sure to familiarize yourself of the requirements and identify any

potential barriers or conflicts that may arise within the context of McKinney-Vento. See NCHE brief: [Ensuring Full Participation in Extra-Curricular Activities for Students Experiencing Homelessness](#).

### **B.3.3 State guidance documents**

States may use a variety of vehicles to provide guidance on practices to localities. Policy memos, state superintendent memoranda and email alerts, and resource manuals may exist. Again, in addition to the topics listed above, look for resources that reference the following topics:

- Your state’s homeless education website. NCHE links to [all state websites](#) if you are looking for ideas
- State homeless education forms if your state has developed statewide identification, enrollment or referral forms
- Identification and data collection for homeless status and primary nighttime residence
- McKinney-Vento subgrant process and fiscal procedures for budgets, amendments, and reimbursements
- Clarification of “awaiting foster care”
- Title I, Part A reservation guidance or Q&A documents
- Truancy prevention and graduation rates and initiatives
- Which LEA is responsible for special education services when a student remains in his/her school of origin but the family has moved to another school district

### **B.3.4 What do you do when a discrepancy is identified?**

Article VI of the U. S. Constitution, known as the Supremacy Clause, states that federal law supersedes state and local law and policy. The Supremacy Clause can be of assistance while working to amend local and state policies and procedures that are in conflict with the McKinney-Vento Act. When McKinney-Vento and state or local processes are in conflict, McKinney-Vento should be followed. Despite this clause, the most effective way to remove the potential of barriers caused by such conflicts is ensuring the state and local policies are amended to avoid confusion.

Conflicts or barriers created by state laws, regulations, policies, and practices may be identified through:

- State coordinator review of extant laws and policies
- Legal challenges such as letters from advocacy law groups or lawsuits identifying barriers
- Review of technical assistance and barrier logs
- Questions and comments from the field in trainings or other meetings
- Task forces or other collaborations, for example:
  - The Kentucky State Coordinator collaborates with Kentucky Housing on the ten year plan to end homelessness.
  - Virginia convened an ad hoc group to explore issues related to unaccompanied homeless youth.
  - A number of states are exploring attendance policies, which can provide a vehicle for exploring this common barrier to success.

Appendix B-3, Steps for Revising State Code, Policies, or Procedures, outlines the steps that should be followed to make needed revisions and suggests the partners who need to be involved.

Throughout this handbook, you will find the voices of state coordinators. Look for sections entitled, “Coordinator-to-Coordinator.”

### Coordinator-to-Coordinator<sup>1</sup>

Be on the lookout for topics that overlap with homeless. It may be easier to highlight homelessness within another initiative than to push forward a stand-alone initiative.

Involve key stakeholders in drafting and advocating for the policy change.

Work with outside agencies or groups to carry out your agenda.

Start small and impact the areas that are easiest to impact first; then, move to the more difficult areas. I started by introducing an LEA policy through training for a couple years, and had others on our team talk to districts about it also. Then I informed the districts that all would need to adopt a policy within the next year. This year, any district that does not have a policy will receive a finding during consolidated monitoring.

Don't be afraid to "steal" from someone else. As our former general counsel used to tell me, "There's no greater compliment in government work than plagiarism." It's also more likely to pass the 'censors' and 'audits' that most of our policies have to go through.

Be persistent and stay focused.

#### **B.4 How do you make the state plan a useful tool?**

Section 722(g) of Title X, Part C describes the requirements of a state plan for homeless education. Every state is required to submit a plan that must be approved by the U.S. Department of Education. The process is required once during an authorization cycle. States are encouraged to review their plans and update them as state needs change, and states must submit amendments to ED should significant changes be made. A well-developed plan provides a snapshot of the current status of the program and a clear road map for future endeavors that can guide long range and day-to-day planning. After becoming familiar with the McKinney-Vento Act, new state coordinators should consider the state plan the next critical document for review.

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<sup>1</sup> Responses from February 2010 State Coordinator Survey to question: "Please share any tips you have for other State Coordinators for Homeless Education who may become involved in crafting a state homeless education policy."

A state plan is a living, working document that guides thoughtful practice. In addition, it can serve as a basis or authority for making decisions to award subgrants that address state goals and needs and in planning for and prioritizing state-level coordination activities. There is great variability among states regarding the detail in state plans and the role state plans play in shaping the day-to-day work of the state coordinator. For a new state coordinator, the first step is locating the state plan and determining whether any updates have been documented since its 2002 submission to ED. The February 2010 State Coordinator survey asked coordinators when the state plan was last reviewed. Of the 35 respondents, more than one third had not made changes to the state plan since the original submitted in 2002. A number of coordinators commented that the plan was outdated and lacked usefulness in managing the current program. During the March 2008 State Coordinators' meeting, coordinators were asked to analyze their plans using a modification of the panel reviewer's guide developed by ED to approve the 2002 plans. The protocol provides a helpful springboard to discuss your state's current status and to determine if revisions are needed. Appendix B-4, The McKinney-Vento State Plan Panel Reviewer Guide, will be useful for making your state plan a useful tool.

When EHCY is reauthorized, look for NCHE hosted webinars, conference calls, and email alerts about opportunities to learn from each other. While the state coordinator may be the main author of the state plan, involving other stakeholders in its creation and revision, implementation, and monitoring of progress can lead to a richer, more effective, and useful document. If your state has an advisory board for homeless education, charging the board to assist in the development and review of the plan would be logical. If no such committee exists, consider inviting state representation from other federal programs and special education, local liaisons with and without subgrants, shelter representation, and groups that work with young children and older youth. These can be colleagues with whom the EHCY program has a strong relationship or may target new partners needed for program growth<sup>2</sup>. Some state coordinators noted that they updated their state plans in conjunction with the federal program monitoring. Looking at your state's schedule for a visit from ED could provide the impetus to start your review.

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<sup>2</sup> West Virginia has an Out-of-Home Care Task Force that meets three times a year and has included review of the state plan in the forum.

#### **B.4.1 Tips for creating or revising your state plan**

- Create a timeline. Work backward from the due date, making sure you leave sufficient time for approvals through the state’s channels.
- Review state plans from other states. Use the NCHE listserv to request samples. State Coordinators love to share with each other!
- Use the legislative requirements listed in the state plan as your road map. Labeling each section of the plan with the legal citation eases future crosswalks.
- Identify the data collected in assessing your state’s needs that addresses requirements of the state plan.
- List current practices and activities in the state that address the plan.
- Work with your team to identify practices
  - To continue
  - To adjust
  - To delete
  - To add
- Consider the benefits of specificity and generality in the plan. A plan that is too general provides little guidance for next steps. Look at your plan and ask, “If I were looking at this for the first time, would I know what I needed to do? Would I have any idea about actions that have been taken and need to be taken?” On the other hand, a plan that is too specific might require frequent amendments as the needs of the program change. Does your plan include some general tasks that can be addressed in a variety of ways? Does your plan leave room for new challenges to be addressed as they emerge?
- Follow your state’s protocol for obtaining public comment and review/approval through required channels.

#### **B.4.2 Tips for implementing the plan**

- As described in the steps to revise code, policies, and procedures (see Appendix B-3 Steps for Revising State Code, Policies, or Procedures), review all new activities and

those that will be adjusted to determine where the level of change is needed. Consider color-coding your plan to identify changes that require

- State legislation
- State policy
- State practice in conjunction with other state agencies or education offices
- Practices within the state coordinator's office
- Prioritize next steps (steps critical to compliance and “low hanging fruit”) – consider short term, midterm, and long range goal setting
  - Serious compliance issues should be the first priority. See past federal monitoring reports and copies of SEA responses if there were any findings.
  - Changes that require little effort and can be implemented quickly can be included in the short term goals. Completing activities is rejuvenating, giving you more energy to take on slower moving initiatives.
- Keep the plan alive
  - Make a commitment to conduct an annual review and update. We need time to reflect on our work to avoid spinning our wheels. Not only does the review help the state coordinator remember what is most critical and required, the documentation developed can make federal monitoring of the state program less stressful since the work has been reviewed internally multiple times.
  - The review need not be a solo activity. Consider including participants who assisted in the original plan's development and representatives from interagency committees.
  - A summary document of progress on the state plan should be shared with supervisors, the state board of education (when appropriate), other state coordinators through regional collaborations, ED to simplify document collection for monitoring, and the public through website postings, newsletter articles, and presentations.

## B.5 Working smart

The day-to-day activities that confront a state coordinator can keep you busy all day, and wondering on the way home, “What did I accomplish today?” It is easy to become so absorbed in the problems and questions from phone calls and emails, that the thought of taking time to do long-range planning seems unmanageable. However, effective leaders know that strategic planning, with specific goals and activities that are monitored, measured, and celebrated upon completion, move a program from treading water to continuous improvement.

### Coordinator-to-Coordinator

#### Tips for Managing the Work

*I've been able to use the tips on the Mind Tools website to refine my time management. ([www.mindtools.com](http://www.mindtools.com))*

*Prioritize your time.*

*Use materials already created and personalize for your state.*

*Use education initiatives already in place and use connections to other education resources.*

*Infuse MV issues into other high profile issues.*

*Thoroughly understand the law and the requirements.*

*Use monitoring findings to understand expectations of job better and to help align your program more to what the federal government wants.*

*Plan! I can see the eyes rolling as I write this! You are thinking, “How can you expect me to spend time on planning when I don’t have the staff needed to meet my basic responsibilities?” Right? But think about it, if you lay out the “have to’s” and “would like to’s,” and estimate the time needed for each, the average work week, month, and year is unlikely to have the capacity needed. While economy will limit what can occur, aren’t you more likely to gain additional resources if you consistently present your supervisors and those with the purse strings with clear plans that delineate what needs to get done and what is needed to get it done? Do you ask your supervisor to help you make the tough choices and prioritize? Rather than solely focusing on those items you haven’t accomplished, do you have a means to identify and celebrate accomplishments? If you have the luxury of dedicated staff and resources, how do you ensure that these resources are perceived as well invested in your program? My argument here is that planning is critical to getting and maintaining needed resources. It will not happen overnight, but the person with multi-level plans that include the musts and “it would be nice” do receive the offers to explore initiatives when funds are available, especially when they maintain a well-organized and timely program.*

### **B.5.1 Backward design for state coordinators**

A well-respected approach to long-range planning for students that has emerged through the standards-based reform movement is the idea of Backward Design.<sup>3</sup> Rather than “winging it” daily, sticking with content that is most interesting to the teacher, or page-by-page through a textbook, Backward Design requires educators to start with the standard that the state requires students to master. This must be unpacked to determine exactly what essential questions students should be able to answer and what skills and knowledge students must have to be able to determine that the standard has been met. Once the skills and knowledge have been identified, then ways to measure the students’ attainment of those skills and knowledge are developed. Only then does the work of determining what activities and resources are needed for lessons to begin. Teachers are being asked to plan with the end in mind.

Can this same process be applied to the work of a state coordinator? The McKinney-Vento Act provides us with our standards. Rather than knowledge and skills for students, the state plan should provide the road map for creating an effective state program which, in turn, can nurture effective local programs. Annual plans and monthly plans have a lot in common with teachers’ pacing guides, and weekly to-do lists and schedules are not so very different from weekly lesson plans. When teachers take the time to thoughtfully identify their students’ needs and select activities and resources to learn new concepts, they are better teachers, when state coordinators take the time to carefully identify barriers children and youth experiencing homelessness face accessing and succeeding in school and take actions to remove those barriers and ease greater access, they can become better state coordinators.

### **B.5.2 Creating an annual scope of work**

An annual scope of work document can provide the bridge between the state plan and the day-to-day activities of the office. Take the activities listed in your state plan and identify what steps can reasonably be taken within one year. Target deadlines for different items and plot on a calendar; be sure to include other activities that occur each year whether or not there

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<sup>3</sup> Wiggins, G., & McTighe, J. (2005). *Understanding by design, (expanded 2nd edition)*. ASCD: Alexandria, VA.

is a specific activity in the plan. (See making time visual for a sample calendar.) Don't forget to look at the plan! Add a tickler to your monthly calendars with a date each month that you plan to spend 30 minutes reviewing your proposed activities. Make adjustments as needed. Most of us are wonderful at underestimating the amount of time something will take to accomplish. Plotting the time and making changes along the way can help us become more realistic in our estimates.

### B.5.3 Prioritizing

One way to approach the multiple demands placed on state coordinators is to look at Stephen Covey's *Seven Habits of Effective People*. Covey suggests that work can be categorized into four quadrants, as illustrated in Figure B-1. Below we will provide examples of real state coordinator duties that we think fit in each quadrant.

**Figure B-1. Covey's Quadrants<sup>4</sup>**

<b>Quadrant I</b> Important and Urgent	<b>Quadrant II</b> Not-Urgent
<b>Quadrant III</b> Not important and Urgent	<b>Quadrant IV</b> Not Important and Not Urgent

Effective people try to spend as much time as they can in Quadrant II and to limit time spent in Quadrant IV. This proactive strategy of focusing on important work that is not urgent and avoiding time wasters can reduce the need to address Quadrant I issues. Prioritizing your work by determining in which quadrant the task would fall can help you decide where to spend your time. Note that a number of tasks may begin in Quadrant II but become Quadrant I if not completed in advance. For example, planning your data submission for CSPR as a long range project may have a number of steps that, if addressed early, are important but not urgent. Without preplanning, the submission of data can "creep up on you" and become an urgent, deadline-driven project. The responsibilities for state coordinators listed in the McKinney-Vento Act should be included in your priority activities. If you have additional responsibilities, for

<sup>4</sup> See for example, <http://progmanager.files.wordpress.com/2008/06/covey-quadrants.jpg>

other programs, consider creating a merged list of priorities and identifying overlapping issues that can be addressed together. Applying the quadrants to a state coordinator’s responsibilities might look something like Figure B-2.

**Figure B-2. Applying Covey’s Quadrants to State Coordinator Activities**

Important	
Urgent Quadrant I	Not-Urgent, Quadrant II
Dispute to resolve	Developing an annual plan
Responding to parents or LEAs to provide critical technical assistance (ensure compliance when questions arise)	Developing relationships with partners who can move initiatives ahead
Intervening to get a child experiencing homelessness enrolled	Staff meetings to prioritize and assign work
Responding to time sensitive requests from lawmakers, media, public, supervisors	Conducting a comprehensive needs assessment or program evaluation
Finalizing the CSPR data	Providing liaison trainings
Finalizing budgets and subgrant awards	Monitoring LEAs
Not Important	
Urgent, Quadrant III	Not Urgent, Quadrant IV
Mandatory staff meetings not related to homeless students and their needs	Checking email every few minutes
Responding to requests for information that could be accomplished by clerical staff	“Visiting” with colleagues to avoid calling a dissatisfied parent or superintendent
Recreating summaries of data for special requests that could have been developed and posted to the Web for easy public access	Re-copying to do lists
	Reading tangential newsletters or articles

#### **B.5.4 Make time visual**

Assigning tasks to specific blocks of time provides a visual representation of time and can help you learn how to estimate the time needed for various activities. If you are already a list maker, this approach just adds the time blocks. The time block could be a year, quarter, month, week, day, or even an hour. The following sample calendars have a number of Quadrant II tasks (that could become Quadrant I if not addressed). Items that are done monthly or daily are not listed here but should be part of your monthly/weekly/daily calendars. You can use a regular calendar.

- Appendix B-5 Sample Annual Planning Calendar (aligned for state fiscal year) is adjusted to reflect the fiscal year and is more aligned to the school year.
- Appendix B-6 Sample Monthly Planning Calendar (September) is a sample September calendar
- Appendix B-7 Sample Weekly Planning Calendar takes one week from the September calendar and breaks the days into hours.
- Appendix B-8 Sample Scope of Work for North Carolina Homeless Education Program (NCHEP) July 1, 2009 - June 30, 2010 is a sample scope of work plan which offers another method of listing all the work to be done..

Many state coordinators must juggle their McKinney-Vento responsibilities with those of other federal and state programs. Taking the time to plan and prioritize what steps must be taken is critical when time is limited. Here are some tips to assist you in making the job more manageable:

- Ask for assistance from the support network available to state coordinators
  - NCHE
  - NAEHCY
  - Other state coordinators – the culture among coordinators is very collegial and willingness to share expertise, challenges, and successes is the name of the game
- Look for ways to infuse homeless education into issues with a higher profile in the state. Keeping Maine’s Children Connected grew out of the recognition of overlapping goals and priorities among the EHCY program, reintegration efforts for youth exiting correctional facilities, improving educational outcomes for youth in foster care, and their psychiatric facility and school transition initiative.
- Use materials that have already been created. It is a compliment to have work modified and used by another coordinator. Asking for permission (if the material is not posted for sharing) and acknowledging the source is always appreciated.
- Use knowledgeable liaisons to assist with training and technical assistance.

- Form regional groups that can approach a seasoned liaison for assistance before contacting the state coordinator. With large states, like California, and smaller states with part-time state coordinators, such as New Hampshire, this approach has been effective.
- Designate knowledgeable and skilled liaisons to represent the state coordinator at interagency meetings and to present at conferences. Be sure to have a process to oversee activities and receive updates from your designees.

**Appendix B-1. Functions of the Office of Coordinator for the Education of Homeless Children and Youth, Current Activities and Next Steps**

<b>McKinney-Vento Section</b> <ul style="list-style-type: none"> <li>• <a href="#">Resource Links</a></li> </ul>	<b>Function</b>	<b>Current Activities</b>	<b>Next Steps</b>
<b>Section 722(f) 1</b> <ul style="list-style-type: none"> <li>• <a href="#">Section C</a></li> <li>• <a href="#">Section D</a></li> <li>• <a href="#">Conducting Needs Assessments and Evaluating Services - A Guide for SEAs, LEAs, and Local Schools</a></li> </ul>	Gather reliable, valid, and comprehensive information on the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools, the difficulties in identifying the special needs of such children and youths, any progress made by the State educational agency and local educational agencies in the state in addressing such problems and difficulties, and the success of the programs under this subtitle in allowing homeless children and youths to enroll in, attend, and succeed in, school.	Example: CSPR data is reported on time and used for annual planning.	Example: Convene task force of early childhood providers and liaisons to identify needs and develop resources.
<b>Section 722(f) 2</b> <ul style="list-style-type: none"> <li>• <a href="#">Section B.4</a></li> </ul>	Develop and carry out the state plan described in subsection (g).	Example: Reviewed annually and incorporated into annual plan.	
<b>Section 722(f) 3</b>	Collect and transmit to the Secretary, at such time and in such manner as the Secretary may require, a report containing such information	Example: CSPR data submitted on time.	Example: Work with EDFacts on new data collection memo.

<b>McKinney-Vento Section</b> <ul style="list-style-type: none"> <li>• <a href="#">Resource Links</a></li> </ul>	<b>Function</b>	<b>Current Activities</b>	<b>Next Steps</b>
<ul style="list-style-type: none"> <li>• <a href="#">Section C</a></li> </ul>	as the Secretary determines is necessary to assess the educational needs of homeless children and youths within the State.		
<b>Section 722(f) 4</b> <ul style="list-style-type: none"> <li>• <a href="#">Section B</a></li> <li>• <a href="#">Section H</a></li> </ul>	Facilitate coordination between the state educational agency, the state social services agency, and other agencies (including agencies providing mental health services) to provide services to homeless children, including preschool-aged homeless children and youths, and to families of such children and youths.	Example: Serve on Interagency Coordinating Council (ICC), Special Education Advisory Council (SEAC), and homeless coalition.	Example: Expand work with family life educator to address UHY health issues.
<b>Section 722(f) 5</b> <ul style="list-style-type: none"> <li>• <a href="#">Section B</a></li> <li>• <a href="#">Section H</a></li> </ul>	In order to improve the provision of comprehensive education and related services to homeless children and youths and their families, coordinate and collaborate with-- (A) Educators, including child development and preschool program personnel.	Example: Member of state’s early childhood priority project.	
	(B) Providers of services to homeless and runaway children and youths and homeless families (including domestic violence agencies, shelter operators, transitional housing facilities, runaway and homeless youth centers, and transitional living programs for	Example: Member of state homeless coalition.	Example: Participate in the coalition’s conference (presentation and table display).

<b>McKinney-Vento Section</b> <ul style="list-style-type: none"> <li>• <a href="#">Resource Links</a></li> </ul>	<b>Function</b>	<b>Current Activities</b>	<b>Next Steps</b>
	<p>homeless youths).</p> <p>(C) Local educational agency liaisons designated under subsection (g)(1)(J)(ii) for homeless children and youths</p> <p>(D) Community organizations and groups representing homeless children and youths and their families.</p>	<p>Example: Regional liaison trainings conducted every fall.</p> <p>Example: Database includes local programs for communication. Maintain web site.</p>	<p>Example: Hold one day summits on data and UHY.</p>
<b>Section 722(f) 6</b> <ul style="list-style-type: none"> <li>• <a href="#">Section E</a></li> <li>• <a href="#">Local Liaison Toolkit</a></li> <li>• <a href="#">Other NCHE Training Resources</a></li> </ul>	<p>Provide technical assistance to local educational agencies in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of section 722(e)(3) and paragraphs (3) through (7) of subsection (g).</p>	<p>Example: Maintain state web site, ongoing TA from calls and emails.</p>	<p>Example: Review LEA monitoring results and develop webinar to address common findings/concerns.</p>
<b>721</b> <b>STATEMENT OF POLICY</b> The following	<p>(1) Ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool</p>	<p>Example: Review local policies.</p>	<p>Example: Track TA and barrier calls that suggest access challenges.</p>

<b>McKinney-Vento Section</b> <ul style="list-style-type: none"> <li>• <a href="#">Resource Links</a></li> </ul>	<b>Function</b>	<b>Current Activities</b>	<b>Next Steps</b>
<ul style="list-style-type: none"> <li>• <a href="#">Section B</a></li> </ul>	education, as provided to other children and youths.		
	(2) In any state that has a compulsory residency requirement as a component of the state’s compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the state will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.	Example: State code reviewed to align with McKinney-Vento.	
	(3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment.	Example: No separate public schools exist in state.	

<b>McKinney-Vento Section</b> <ul style="list-style-type: none"> <li>• <a href="#">Resource Links</a></li> </ul>	<b>Function</b>	<b>Current Activities</b>	<b>Next Steps</b>
721 (cont'd)  <ul style="list-style-type: none"> <li>• <a href="#">Section C</a></li> </ul>	(4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.		Example: Expand achievement data collection to all LEAs not just subgrantees.
<b>722(d)</b> ACTIVITIES  <ul style="list-style-type: none"> <li>• <a href="#">Section B</a></li> <li>• <a href="#">Conducting Needs Assessments and Evaluating Services - A Guide for SEAs, LEAs, and Local Schools</a></li> </ul>	(1) To carry out the policies set forth in section 721 in the State.	Already addressed.	
	(2) To provide activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs.	Already addressed.	
	(3) To establish or designate an Office of Coordinator for Education of Homeless Children and Youths in the State educational	Established.	Example: Consider move to new department.

<b>McKinney-Vento Section</b> <ul style="list-style-type: none"> <li>• <a href="#">Resource Links</a></li> </ul>	<b>Function</b>	<b>Current Activities</b>	<b>Next Steps</b>
	agency in accordance with subsection (f).		
<b>722(d)</b> (continued) <ul style="list-style-type: none"> <li>• <a href="#">Section B.4</a></li> </ul>	(4) To prepare and carry out the state plan described in subsection (g).	Already addressed.	Example: focus on state plan item # that has not been moving.
<b>722(d)</b> (continued) <ul style="list-style-type: none"> <li>• <a href="#">Section E</a></li> </ul>	(5) To develop and implement professional development programs for school personnel to heighten their awareness of, and capacity to respond to, specific problems in the education of homeless children & youths.	Example: Annual trainings, conferences established.	Example: Expand work with local university to offer trainings.
<b>722(e) STATE AND LOCAL SUBGRANTS</b> <ul style="list-style-type: none"> <li>• <a href="#">Section F</a></li> </ul>	(1) MINIMUM DISBURSEMENTS BY STATES – From the sums made available each year to carry out this subtitle, the State educational agency shall distribute not less than 75 percent in subgrants to local educational agencies for the purposes of carrying out section 723, except that States funded at the minimum level set forth in subsection (c)(1) shall distribute not less than 50 percent in subgrants to local educational agencies for the purposes of carrying out section 723.	Example: Allocations consistent with code.	

<b>McKinney-Vento Section</b> <ul style="list-style-type: none"> <li>• <a href="#">Resource Links</a></li> </ul>	<b>Function</b>	<b>Current Activities</b>	<b>Next Steps</b>
<b>722 (e)</b> (continued) <ul style="list-style-type: none"> <li>• <a href="#">Section G</a></li> </ul>	(2) USE BY STATE EDUCATIONAL AGENCY- A State educational agency may use funds made available for State use under this subtitle to conduct activities under subsection (f) directly or through grants or contracts.	Example: Fiscal monitoring in place.	Example: Work with grants office on new web-based processing.
<b>722(g)(2) State Plan Compliance</b> <ul style="list-style-type: none"> <li>• <a href="#">Section D</a></li> </ul>	(A) IN GENERAL- Each plan adopted under this subsection shall also describe how the state will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7). (B) COORDINATION- Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).  Also: Section 80.40 of the EDGAR (Education Department General Administrative Regulations) requires that the State, as the grantee, is responsible for monitoring grant and subgrant-supported activities to assure compliance with applicable Federal requirements.	Example: LEA monitoring plan in place.	

## Appendix B-2. Federal Legislation State Coordinators Should Know

Legislation	Highlights for SC Responsibilities	Legislation ED, NCHE, and Related
Education for Homeless Children and Youth Program in the McKinney-Vento Homeless Assistance Act, Title X, Part C of the Elementary and Secondary Education Act	The primary law that directs the work of state coordinators. Becoming familiar with this legislation is an important first step to become familiar with the responsibilities of state coordinators. The role of the state coordinator and the requirements for a State plan are addressed in Sections 722(f) 722(g). These sections provide the structure to state level activities related to homeless education.	<a href="#">Public Law 107–110: Title X, Part C</a> <a href="#">ED M-V Guidance</a> <a href="#">NCHE M-V At-A-Glance</a>
Title I, Part A	Students experiencing homelessness are automatically eligible for Title I, Part A support. McKinney-Vento and Title I require collaboration between the two programs in planning. LEAs are required to reserve Title I, Part A funds to serve homeless students not enrolled in Title I schools.	<a href="#">Public Law 107–110: Title X, Part C</a> <a href="#">Public Law 107–110: Title I, Part A</a> <a href="#">ARRA Title I Guidance Question</a> <a href="#">NCHE resources</a>
Education of Migratory Children, Title I, Part C	By definition, a migrant student who lacks a fixed, regular, and adequate nighttime residence should be considered homeless and served by both laws. Coordination with the migrant education program can assist in accurate identification and outreach for these students.	<a href="#">Public Law 107–110: Title I, Part C</a> <a href="#">Title I, Part C</a>
The Individuals With Disabilities Educational Improvement Act (IDEA)	Students experiencing homelessness are more likely than their housed peers to be diagnosed with a disability, making special education an important partner for serving homeless students. Homeless educators have the responsibility to	<a href="#">Public Law 108-446</a> <a href="#">ED IDEA website</a> <a href="#">OSERS Q&amp;A</a>

Legislation	Highlights for SC Responsibilities	Legislation ED, NCHE, and Related
	ensure students have access to needed services, including special education, and early intervention services for infants and toddlers served by Part C. IDEA has specific mandates that support this objective, including targeting homeless children and youth in Child Find activities, addressing mobility during evaluations once services are in place, and ensuring unaccompanied homeless youth have access to special education.	<a href="#">NCHE briefs</a> <a href="#">NECTAC link to Part C agencies</a>
Family Educational Rights and Privacy Act (FERPA)	Procedures for releasing student information to service providers, and transferring records when students change schools must comply with Family Educational Rights and Privacy Act (FERPA). FERPA is an important reference when releasing records to a receiving school for an unaccompanied youth. A sending school can release records without parent permission if the district includes such a statement in its annual FERPA notice to parents. This information is often in the Parent Handbook. See FERPA sections 99.31(2) and 99.34.	<a href="#">20 U.S.C. § 1232g; 34 CFR Part 99</a> <a href="#">ED Policy Guidance</a>
Higher Education Opportunity Act	Students identified as unaccompanied homeless youth may complete the Free Application for Federal Student Aid (FAFSA) as independent students. Liaisons can provide verification of status.	<a href="#">Public Law 110-315</a>
Emergency Impact Aid;	One-time legislative initiatives – often overseen by state	<a href="#">Public Law 110-329</a>

Legislation	Highlights for SC Responsibilities	Legislation ED, NCHE, and Related
Homeless Education Disaster Assistance (HEDA); M-V American Recovery and Reinvestment Act of 2009 (ARRA)	<p>coordinators. Emergency Impact Aid (EIA) is closed, but you may have historical records from Hurricanes Rita and Katrina; Homeless Education Disaster Assistance (HEDA) funds to address natural disasters in 2008 are available through September 30, 2010.</p> <p>M-V American Recovery and Reinvestment Act of 2009 (ARRA) funds are available February 12, 2009 to September 30, 2011.</p>	<p><a href="#">ED HEDA Guidance</a></p> <p><a href="#">ARRA website</a></p>
Homeless Prevention and Rapid Rehousing (HPRP – HUD ARRA funds); Homeless Emergency Assistance and Rapid Transition to Housing (HEARTH) Act	<p>United States Department of Housing and Urban Development (HUD) programs are guided by the housing section of the McKinney-Vento Act. Reauthorization expands the HUD definition of homeless to include more situations that are recognized by EHCY. Remaining situations that HUD does not recognize as homeless are now considered individuals at risk of becoming homeless. With a greater emphasis on homeless prevention in HEARTH and HPRP, the opportunities to work with housing partners have increased. Furthermore, the recent reauthorization places greater emphasis on housing coordination with education. EHCY also has a mandate for coordination.</p>	<p><a href="#">HPRP</a></p> <p><a href="#">HEARTH</a></p> <p><a href="#">U.S. Interagency Council on Homelessness (USICH)</a></p>
Improving Head Start for School Readiness Act of 2007	<p>Young children experiencing homelessness are automatically eligible for Head Start services. Homelessness is one of the priority populations Head Start must serve. Head Start grants</p>	<p><a href="#">Head Start Act</a></p> <p><a href="#">OHS list of state collaboration</a></p>

Legislation	Highlights for SC Responsibilities	Legislation ED, NCHE, and Related
	go directly to localities, but each state has a state collaboration director. Both McKinney-Vento and Head Start require communication and collaboration between the two programs.	<a href="#">directors</a>
Runaway and Homeless Youth Act (RHYA)	Provides funding to local programs that serve a subpopulation of youth included in the definition for homeless used by EHCY. Street outreach program, basic center programs, transitional living programs, and maternity group homes are funded by RHYA. Coordination with these programs is required.	<a href="#">Runaway and Homeless Youth Act</a> <a href="#">List of RHYA subgrants</a> <a href="#">ACF – Family and Youth Services</a>
Fostering Connections to Success and Increasing Adoptions Act	Requires child welfare to collaborate with schools to ensure immediate enrollment and school stability for children in care. Clarifying who is served as “awaiting foster care” in McKinney-Vento and the similarity of Fostering Connections to McKinney-Vento EHCY means state coordinators may be involved in implementation.	<a href="#">Public Law 110-351</a> <a href="#">CHE briefs and related links</a> <a href="#">Bureau of Children</a>
Child Nutrition and WIC Reauthorization Act	Children who are homeless are categorically eligible for free meals. With verification by a homeless liaison or shelter director, no application is required.	<a href="#">Public Law 108-265</a> <a href="#">U.S. Department of Agriculture Memos on the Food Research and Action Center</a>

### Appendix B-3. Steps for Revising State Code, Policies, or Procedures

1. Clearly define problem and who needs to be involved (locus of control). Determining what a successful outcome would be should be part of this process. That way, you can embed evaluation throughout the process and have the needed evidence of the change’s effects and the success of your efforts.	
Type of Problem/Conflict	Who Needs to be Involved?
Legal conflict requiring change to state law	State education attorneys, Attorney General’s Office (advocacy lawyers may be involved)
Procedural/implementation challenge that requires communication across agencies	Depends on level of oversight or independence the state coordinator has in working with other state agencies
Policy conflict requiring amendment to state policy	State board of education, state department of policy education staff
Procedural/implementation challenge that requires communication across programs	Depends on level of oversight or independence the state coordinator has in working within the state department of education and the organization of programs within the agency
Procedural/implementation challenge specific to homeless education practices	Primarily in-house efforts by the state coordinator and staff and working with local homeless education liaisons – may still need sanction of supervisors and/or state superintendent
2. Obtain “buy-in” for change	
Select key informants	Invite knowledgeable people to suggest changes and comment on changes – note this may need to follow a public comment process for state policies (Who are the experts? Who administers the programs involved? Who is affected by the changes?)
Justify the need for a change	<ul style="list-style-type: none"> <li>• Legal mandates</li> <li>• Impact on students, including anecdotal stories</li> <li>• Impact on school accountability – AYP, on-time graduation rate, other available data</li> </ul>

3. Work with key informants to generate alternatives and select actions that are most promising.	
4. Roll out the change, include your key informants in planning how to announce and implement the change	
Shape the message	Provide context and justification for change; emphasize the intended benefit, including how the change builds on previous efforts if appropriate; be honest about the effort that may be required and acknowledge those efforts; if multiple audiences will need the information, will it need to be presented with different emphases to have the most impact?
Identify audiences and vehicles for the message	Who needs the information? How does the message go out? (state level memoranda, letters, email, web announcements, trainings, articles/announcements in newsletters)
5. Monitor the effect of change. Do not forget to plan from the start how you will know if the change has been effective (building in evaluation).	

**Appendix B-4. McKinney-Vento State Plan Panel Reviewer Guide (Abbreviated Version  
Adapted for State Coordinator Review at the Annual State Coordinators' Meeting February  
2008)**

**GENERAL QUESTIONS FOR REVIEW**

Yes  No  Don't Know 1. I have (or my predecessor has) used my state's plan as a framework to implement the McKinney-Vento Act.

Yes  No  Don't Know 2. I have (or my predecessor has) reviewed my state's plan since its original development in 2002.

Yes  No  Don't Know 3. I have (or my predecessor has) revised my state's plan since its original development in 2002.

**REVIEWING PLANS USING REQUIRED CRITERIA**

The Department's criteria for state plans are identified in the statute under Section 722(g). While the statute reflects what needs to be included in an effective state plan, states are free to organize their plans in ways that respond to their own needs, and ways to best implement the McKinney-Vento statute. At a minimum, however, the state plan must include all the stated elements required in the McKinney-Vento state plan that is consistent with the stated purposes and requirements of the statute and internally consistent with a state's identified needs.

**Item #1: Does the state plan adequately describe the state's procedures for ensuring that homeless children and youth are given the opportunity to meet the same challenging state academic achievement standards that all students in the state are expected to meet?**

Yes  Somewhat  Not at all  Don't Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #2: Does the state plan adequately describe procedures the state will use to identify homeless children and youth in the state and to assess their special needs?**

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Not at all \_\_\_ Don't Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #3: Does the state plan adequately describe procedure for the prompt resolution of disputes regarding the educational placement of homeless children and youths?**

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Not at all \_\_\_ Don't Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #4: Does the state plan adequately describe the state's programs for school personnel (including principals, attendance officers, teachers, enrollment personnel, and pupil services personnel) to heighten their awareness of the specific needs of runaway and homeless youths?**

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Not at all \_\_\_ Don't Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #5: Does the state plan adequately describe the state’s procedures for ensuring that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local food programs?**

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Not at all \_\_\_ Don’t Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #6: Does the state plan adequately describe the state’s procedures for ensuring that: homeless children have equal access to the same public preschool programs, administered by the state agency, as provided to other children in the state; homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; homeless children and youths who meet the relevant eligibility criteria are able to participate in federal, state, or local before- and after-school care programs?**

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Not at all \_\_\_ Don’t Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #7: Does the state plan adequately describe the state’s strategies for addressing problems identified through a review of the annual CSPR and technical assistance requests?**

Yes  Somewhat  Not at all  Don’t Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #8: Does the state plan adequately describe the state’s strategies for addressing problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by immunization and medical records requirements; residency requirements; lack of birth certificates, school records, or other documentation; guardianship issues; or uniform or dress code requirements?**

Yes  Somewhat  Not at all  Don’t Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #9: Does the state plan adequately demonstrate that the state and local educational agencies (LEAs) in the state have developed, and will review and as necessary revise, policies to remove barriers to the enrollment and retention of homeless children and youths in schools in the state?**

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Not at all \_\_\_ Don't Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #10: Does the state plan include the state's assurance that LEA's will comply with the requirements of paragraphs in Section 722(g)(3) through (g)(7) of the Act?**

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Not at all \_\_\_ Don't Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #11: Does the state plan adequately describe the state’s technical assistance that the state will furnish to LEAs and how the SEA will coordinate its compliance efforts with the local educational agency liaisons designated under paragraph (1)(J)(ii) in Section 722 of the Act?**

\_\_\_\_ Yes \_\_\_\_ Somewhat \_\_\_\_ Not at all \_\_\_\_ Don’t Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**Item #12: Does the state plan adequately describe how the state will use the funds it receives under this program to carry out state-level activities and to make subgrants to LEAs?**

\_\_\_\_ Yes \_\_\_\_ Somewhat \_\_\_\_ Not at all \_\_\_\_ Don’t Know

What have we learned since the 2002 reauthorization that could be used to strengthen the part of the plan that addresses this criterion?

What information should be included regarding this criterion to make the state plan a more useful document?

**GENERAL QUESTIONS FOR REVIEW**

1. What are the strengths of your state plan?
2. What are the weaknesses?
3. What could be done to increase the usefulness of the plan?
4. What would you like to know from your peers to help you strengthen your state plan?

**Appendix B-5. Sample Annual Planning Calendar (aligned for state fiscal year)**

<b>July</b>	<b>August</b>	<b>September</b>
<ul style="list-style-type: none"> <li>– Complete annual report</li> <li>– Develop new annual plan and budget</li> <li>– Prepare subgrant proposals for reviewers and hold award meeting</li> <li>– Special Education Advisory Council (SEAC)</li> <li>– Interagency Council on Homelessness (ICH) meeting</li> <li>– Update website (post new liaisons, awards, check hotlinks)</li> <li>– Check on publications; order any needed for back-to-school mailing</li> </ul>	<ul style="list-style-type: none"> <li>– Make new subgrant awards</li> <li>– Schedule fall subgrant meeting and regional trainings</li> <li>– Prepare back-to-school mailing for liaisons</li> <li>– Reminder of September deadline for LeTendre scholarships to liaisons</li> <li>– Review budgets and balance accounts to ensure those that expire 9-30 are fully expended</li> <li>– Review Title I reservations</li> </ul>	<ul style="list-style-type: none"> <li>– Make travel arrangements for annual NAEHCY conference</li> <li>– Conduct liaison trainings</li> <li>– Hold subgrant webinar</li> <li>– Close out expiring grants</li> <li>– Interagency Coordinating Council (ICC) meeting</li> <li>– Update liaison listing and list of subgrantees</li> <li>– Quarterly planning update</li> <li>– Close out expiring budget accounts</li> <li>– Prepare dates for year’s advisory board meetings</li> </ul>
<b>October</b>	<b>November</b>	<b>December</b>
<ul style="list-style-type: none"> <li>– Conduct liaison trainings</li> <li>– SEAC</li> <li>– Review data from EDFacts for Consolidated State Performance Report (CSPR); have LEAs verify local data</li> </ul>	<ul style="list-style-type: none"> <li>– NAEHCY Conference</li> <li>– Complete LEA review of CSPR data, prepare state report</li> <li>– ICH meeting</li> <li>– National Hunger and Homeless Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>– Finalize CSPR submission</li> <li>– ICC meeting</li> <li>– Quarterly planning update</li> </ul>

<p style="text-align: center;"><b>January</b></p> <ul style="list-style-type: none"> <li>– Prepare subgrant RFP process for posting in March</li> <li>– SEAC</li> <li>– ICH meeting</li> <li>– Conduct LEA monitoring training; schedule LEA monitoring visits</li> <li>– Monitor state legislative session</li> <li>– Set up and disseminate state seminar registration</li> </ul>	<p style="text-align: center;"><b>February</b></p> <ul style="list-style-type: none"> <li>– Make travel arrangements for state coordinator meeting</li> <li>– Conduct subgrant proposal training</li> <li>– Begin monitoring visits</li> </ul>	<p style="text-align: center;"><b>March</b></p> <ul style="list-style-type: none"> <li>– Attend State Coordinators’ Meeting</li> <li>– Conduct state monitoring visits</li> <li>– ICC meeting</li> <li>– Quarterly planning update</li> <li>– Finalize seminar program and check with speakers</li> <li>– Update website (post new liaisons, awards, check hotlinks)</li> </ul>
<p style="text-align: center;"><b>April</b></p> <ul style="list-style-type: none"> <li>– Meet with ED Facts staff to be clear on data collection responsibilities</li> <li>– SEAC</li> <li>– ICH meeting</li> <li>– State seminar</li> <li>– Advisory Board Meeting</li> </ul>	<p style="text-align: center;"><b>May</b></p> <ul style="list-style-type: none"> <li>– Complete monitoring reports</li> <li>– Provide guidance on data collection to LEAs</li> <li>– Recruit reviewers for subgrant proposals</li> <li>– Final report on seminar (fiscal and evaluations) and follow up with speakers</li> <li>– Form seminar planning team; set date and location for next year’s seminar</li> </ul>	<p style="text-align: center;"><b>June</b></p> <ul style="list-style-type: none"> <li>– Collect materials for annual report – review technical assistance and barriers</li> <li>– ICC meeting</li> <li>– Quarterly planning update</li> <li>– Follow up on any monitoring findings</li> </ul>

**Appendix B-6. Sample Monthly Planning Calendar (September)**

Monday		Tuesday		Wednesday		Thursday		Friday	
3	Labor Day	4	Staff meeting  Make fall travel arrangements  Review documents for Early Childhood Education (ECE) meeting	5	ECE Partnership Meeting	6	Prepare materials for trainings  Schedule advisory board dates	7	Work on budget closeout
10	Prepare for training	11	Regional Liaison Training	12	Regional Liaison Training	13		14	Finalize budget closeout
17	Update liaison listing	18	Conference call with subgrantees regarding data collection  Quarterly SC Call with USED  Review documents for Interagency Coordinating Council (ICC)	19	ICC meeting	20		21	Prepare materials for trainings
24		25	Travel day	26	Regional liaison training	27	Regional liaison training	28	Quarterly planning update

**Appendix B-7. Sample Weekly Planning Calendar**

	<b>Monday September 17</b>	<b>Tuesday September 18</b>	<b>Wednesday September 19</b>	<b>Thursday September 20</b>	<b>Friday September 21</b>
<b>8</b>	correspondence	correspondence	travel time	correspondence	correspondence
<b>9</b>	pay conference invoices	pay conference invoices	↓	pay conference invoices	pay conference invoices
<b>10</b>	liaison list update	data collection call	ICC Meeting	travel authorizations for rest of month	
<b>11</b>	↓	↓	↓		
<b>12</b>	lunch	lunch (walk and talk with assistant)	lunch (check voicemail/email)	lunch	lunch
<b>1</b>	review agenda and comments for Tuesday's data call	state coordinator quarterly call	ICC Meeting		prepare for training
<b>2</b>	↓	follow up on liaison listing inconsistencies	↓		↓
<b>3</b>	email newsletter reading	prepare for Interagency Coordinating Council (ICC) meeting (read minutes, updates, and pull files needed)	check voicemail/email		↓
<b>4</b>					
<b>5</b>					

## **Appendix B-8. Sample Scope of Work for North Carolina Homeless Education Program (NCHEP) July 1, 2009 - June 30, 2010**

### Task 1. Data Collection

- Coordinate with NC DPI (Department of Public Instruction) data and CSPR staff on annual federal data collection.

NCHEP staff will:

- Work with NC DPI data staff and keep them apprised of all communication and guidance from the US ED homeless education program related to annual data collection,
  - Review problems with past data collection and discuss ways to address the problems, and
  - Provide training and TA to LEAs specific to federal data collection.
- Collect data on educational barriers for homeless students by maintaining technical assistance and barrier tracking logs; these logs will be kept in a database and reviewed to identify common barriers and specific LEAs where barriers exist. This information will inform technical assistance to LEAs and state policy review and revision.
  - Provide training and information to LEAs to assist them with data collection for needs assessment.

### Task 2. Collaboration within the SEA

- Be part of the NC DPI Compensatory Education team by maintaining ongoing communication and attending regular meetings of the Committee of Practitioners.
- Identify areas of intersection between McKinney-Vento and other program areas; specifically, Title I, Part A, special education, charter schools, early childhood, migrant education, pupil transportation, food and nutrition; meet with coordinators to review and revise policies as needed and identify areas of coordination:
  - Title I, Part A is a **priority area** – NCHEP staff will meet with Title I, Part A staff to develop consistent policies and guidance between Title I and McKinney-Vento, develop articles for the Title I newsletter, present at Title I conferences, provide

guidance and technical assistance to help Title I staff (1) systematically identify appropriate Title I, Part A set aside amounts, (2) determine appropriate ways in which Title I, Part A funds are to be spent on homeless children and youth; and (3) show accountability for the amount set aside and spent on homeless children and youth.

- IDEA requires representation from homeless education on its state advisory council; NCHPEP staff will follow up with this requirement and attend scheduled meetings.

### Task 3. Collaboration with other agencies, not SEA

- Contact agencies, such as the Interagency Council on Homelessness, Head Start, Governor’s Advocacy Council on Children and Youth, HUD Continuum of Care, North Carolina Homeless Coalition, and set up meetings to inform them of the McKinney-Vento Act and request to serve on their committees; have links to NCHPEP on their website, submit articles to their newsletters, and present at their conferences

### Task 4. Training, TA, support for LEAs and local liaisons (priority area)

- Maintain an updated contact list for all local liaisons
- Develop and provide an orientation packet for all new liaisons; refer them to NCHPEP webinars on MV basics
- Provide regular communication to local liaisons via listserv
- Conduct five regional trainings during the school year for LEA liaisons and school personnel that includes MV overview and implementation strategies, coordination with Title I, updates from the U.S. Department of Education, and networking.
- Conduct quarterly conference calls and/or webinars for all liaisons; provide notes via listserv for those not in attendance
- Maintain and continually update a website for NCHPEP with state policies, contacts for local liaisons, links to national organizations
- Provide phone and email technical assistance to local liaisons

- Provide on-site technical assistance when necessary
- Resolve disputes
- Require LEAs to maintain TA and intervention logs and provide sample forms
- Provide materials (NCHE), such as posters, parent brochures, and school enrollment guides, for LLs to conduct training and share information with school personnel, including principals, school enrollment staff, teachers, school social workers, pupil transportation, and attendance officers and to create community awareness

**Task 5. Conduct, oversee, and monitor the MV subgrant program (priority area)**

- Review end-of-the-year reports and budgets; identify technical assistance needs
- Allocate funds when received in July
- Conduct on-site monitoring of each subgrant in the course of the two-year cycle (monitor half of subgrants in FY 2009)
  - Develop a monitoring protocol that includes a review of expenditures and project plans (Summer 2009)
  - Develop a schedule for monitoring (Summer 2009)

**Task 6. Monitoring of LEAs (priority area)**

- Conduct on-site or desk monitoring of approximately 20 percent of LEAs. Every LEA will be monitored over a five-year period. Monitoring will include a review of federal data, technical assistance/barrier log entries, and policies and procedures. Districts with indications that they are not in compliance will be prioritized for monitoring and scheduled for customized technical assistance.
- Develop desk and on-site monitoring protocols (Summer 2009)
  - Develop a schedule for desk and on-site monitoring (Summer 2009)

#### Task 7. Policy review and development (priority area)

- Review NC homeless education policies and procedures with regard to identification, enrollment, and retention of homeless students and in the areas of preschool and unaccompanied youth, Title IA, and charter schools
- Review federal data and technical assistance/barrier logs for areas where policy revision or clarification is needed
- Develop or revise policies and provide technical assistance on implementation

#### Task 8. Reporting and administration

- Provide monthly performance reports to NC DPI; have monthly meeting/call with NC DPI
- Provide annual report and annual projected scope of work to NC DPI
- Have weekly team meetings of NCHPEP staff
- Attend NAEHCY conference, both state coordinator and grant administrator
- Attend annual meeting in Washington D.C., state coordinator only

#### Task 9. Overseeing the implementation of ARRA-MV grant funds

- Provide technical assistance and guidance to LEAs on planning appropriate expenditures
- Oversee LEA reporting requirements
- Provide onsite technical assistance to LEAs as necessary
- Submit required reports to U.S. Department of Education