

A photograph of a teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. They are in a classroom or library setting with bookshelves in the background.

Highly Mobile and At-Risk Student Programs Division Webinar

**Thursday, November 14, 2024
1:00pm-2:30pm**



**OFFICE OF SPECIAL
POPULATIONS &
STUDENT SUPPORTS**

TEXAS EDUCATION AGENCY

Together, we are committed to **high expectations** and **strong systems** that provide supports to achieve **equitable outcomes** for students with diverse learning needs.





OFFICE OF SPECIAL
POPULATIONS &
STUDENT SUPPORTS

TEXAS EDUCATION AGENCY

Highly Mobile and At-Risk Student Programs Unit

Military
Connected
Students

Homeless
Children &
Youth

Foster Care &
Student
Success

Pregnancy
Related
Services

Webinar Objectives and Agenda

Provide updates, reminders, and key action items for staff to understand throughout the school year as new students enroll or are newly identified in one of the highly mobile student categories.

Agenda

- Introduction
- Mental Health and Awareness Updates (guest speaker)
- Foster Care and Student Success
- Pregnancy Related Services
- Texas Education for Homeless Children and Youth (TECHY) Program
- Military-Connected Student Programs
- HMAR General Updates
- Closing



Highly Mobile and At-Risk Student Programs Unit



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Technical Support and Engagement

- 1) Please use the Zoom's Q&A feature to submit questions during the presentation.
- 2) The chat feature is turned on so the audience can provide input and receive live links throughout the presentation.
- 3) The PDF and video recording of today's presentation will be emailed out to all registered participants and will also be posted on the [HMAR website](#).
- 4) We are unable to make the power point available in advance. Thank you for your understanding!
- 5) Continuing Professional Education (CPEs) will be available for participating in today's training.



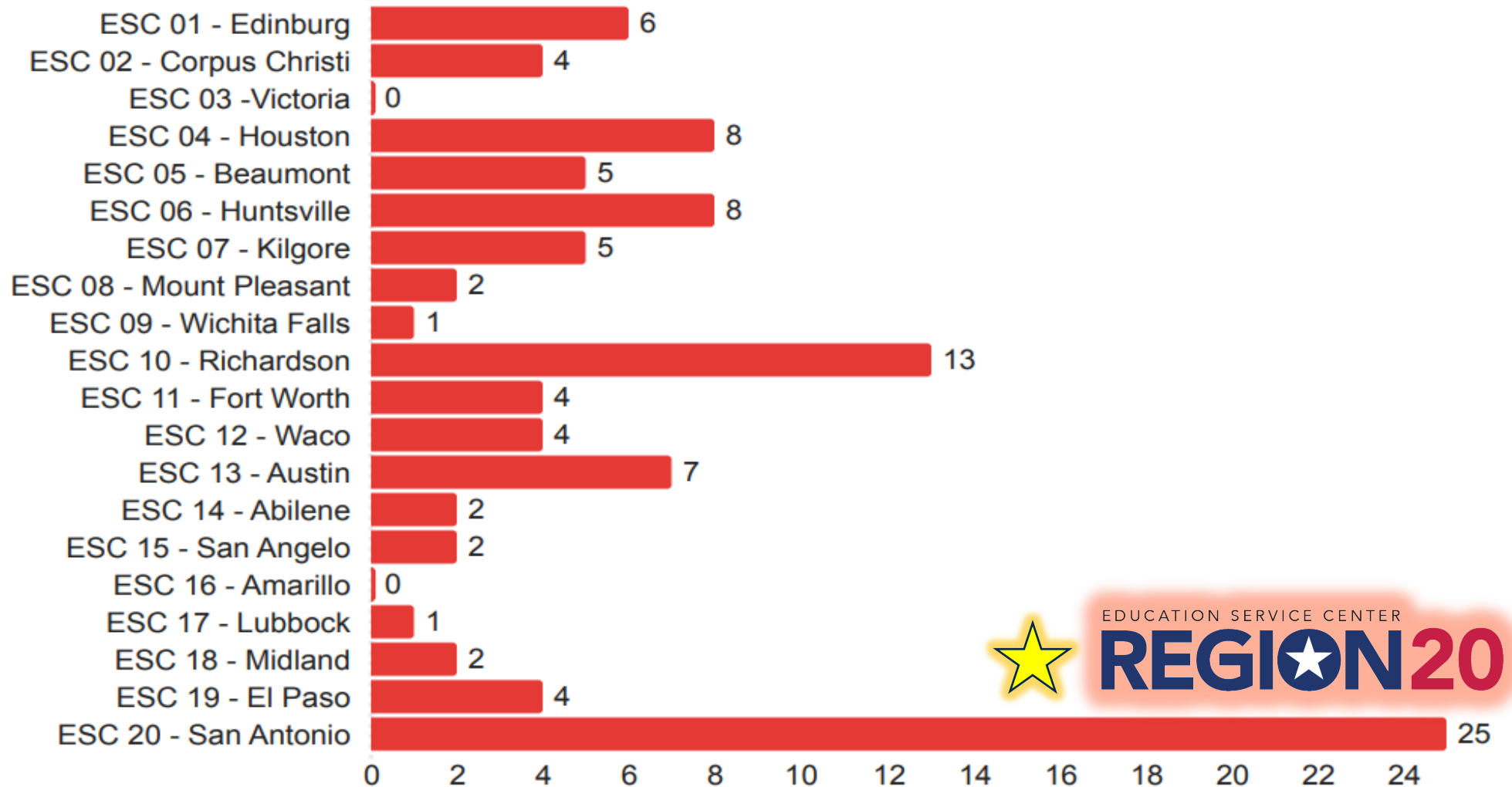


Feedback Review



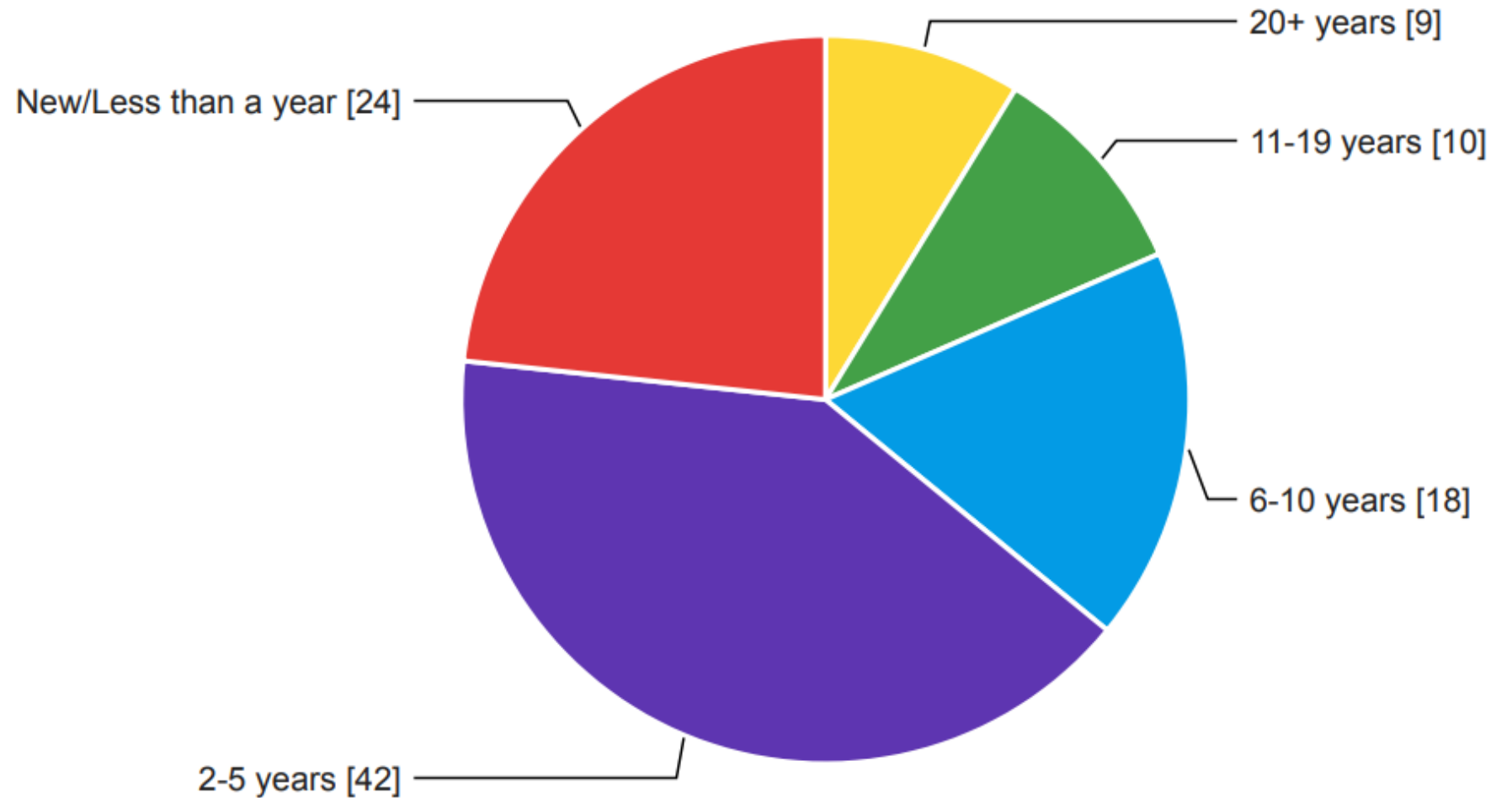
ESC Region

103 Responses



HMAR 1st Quarterly Webinar: Years of Experience

How long have you been in your current role/position?



HMAR 1st Quarterly Webinar: Additional Feedback Results



96% respondents Agreed or Strongly Agreed – presentation content is important for their position



86% respondents Agreed or Strongly Agreed – presentation content greatly impacts their daily work



93% rated their level of understanding/knowledge of HMAR Programs was high or very high after presentation



90% rated their ability level to support others (e.g., technical assistance) with HMAR Program components as high or very high after presentation

Guest Speaker – Tammy Gendke



- Tammy Gendke is a school psychologist (LSSP) who has 20 years of experience in various roles in public education.
- These roles have included at-risk counselor, Lead LSSP and Special Education Coordinator for Behavior.
- Her passion for mental health promotion in the schools led her to the position as the Region 3 ESC Community Project Manager for the AWARE Texas grant and then as the State AWARE Coordinator for the Texas Education Agency.
- She is currently the Mental Health Program Coordinator for TEA in the Student Supports Division.

ACES:

- Physical, sexual and verbal abuse
- Physical and emotional neglect
- A family member who is depressed, diagnosed with a mental illness, addicted to alcohol or other substance, in prison
- Losing a parent to separation, divorce or death
- Witnessing a mother being abused

Protective Factors:

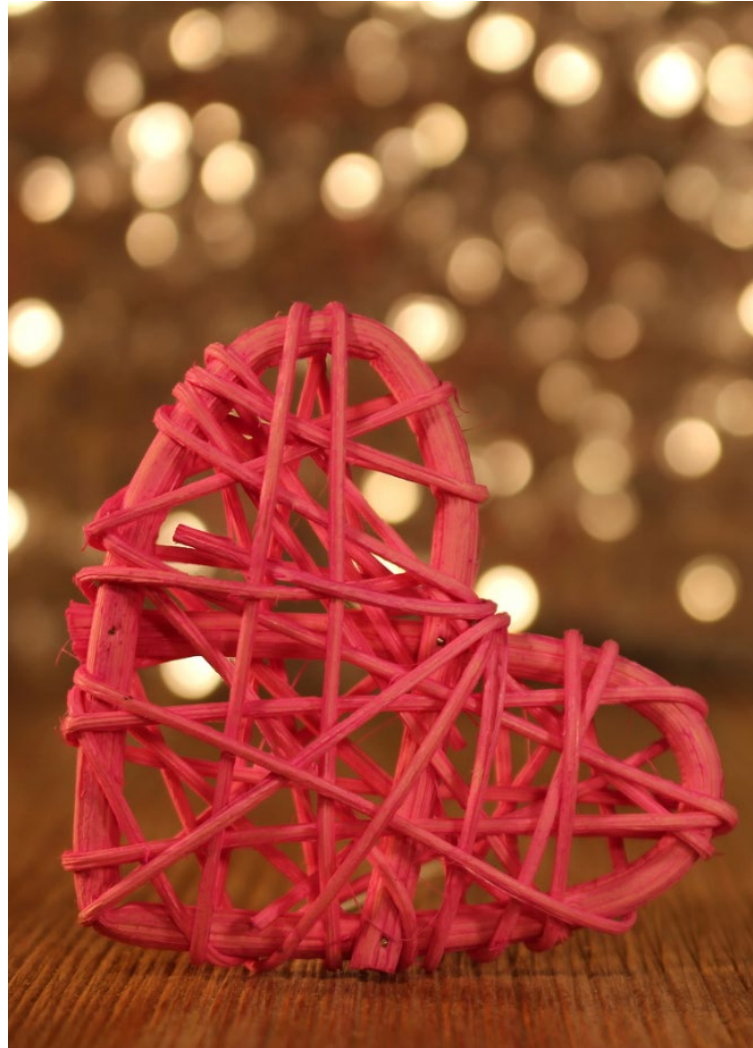
- Connection with at least one trusted adult
- Creating a consistent, safe, nurturing, and positive environment
- Access to support and resources
- Problem solving & conflict resolution skills
- Academic skills and supports

TEC §38.036 – Trauma-Informed Care Policy:

- (a) Each school district shall **adopt** and **implement** a policy requiring the integration of trauma-informed practices in each school environment.
 - (A) increasing staff and parent awareness of trauma-informed care; and
 - (B) implementation of trauma-informed practices & care by district and campus staff
- (2) available counseling options for students affected by trauma and grief

Trauma Informed Care training must be provided as part of any new employee orientation for all new school district educators.

Each Regional Education Service Center has at least one Educator Wellness & Trauma Informed Care Master Trainer to train and coach schools



Developed in Collaboration with:



The University of Texas at Austin
Texas Institute for Excellence
in Mental Health
Steve Hicks School of Social Work



South Southwest (HHS Region 6)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Established a list of recommended best-practice based programs & research-based practices

Located in a centralized location

AWARE Improved user interface & navigation

AWARE improved access to information for local decision making

Filter By Component

- Building Relationships, Managing Emotions, and Decision-Making Skills (6)
- Early Mental Health Prevention and Intervention (16)
- Grief and Trauma-Informed Practices (19)
- Positive Behavior Interventions and Supports (8)
- Positive Youth Development (7)
- Positive, Safe, and Supportive School Climates (8)
- Substance Use Prevention and Intervention (11)
- Suicide Prevention, Intervention and Postvention (21)

Filter By Resource Type

- Intervention (20)
- Registry (9)
- Supplemental (18)
- Training (36)

Support - Planning for holiday related to trauma/sensitivity



■ Triggers

■ Behaviors

- Withdrawal
- Increase of negative

■ Emotions

- Sadness
- Disappointment
- Loneliness
- Grief
- Anger
- Jealously

■ Tips

- Be mindful of child's situation
- Be aware of potential triggers
- Behavior = Communication
- Validate feelings
- Ensure a connection
- Nonjudgmental approach
- Provide alternative activities
- Ensure basic needs are met
- Referral pathways for help

Source: [The National Child Traumatic Stress Network](#)



More than 1600
Mental Health
Resources are
identified for schools

Links to Texas School Mental Health Resources

1

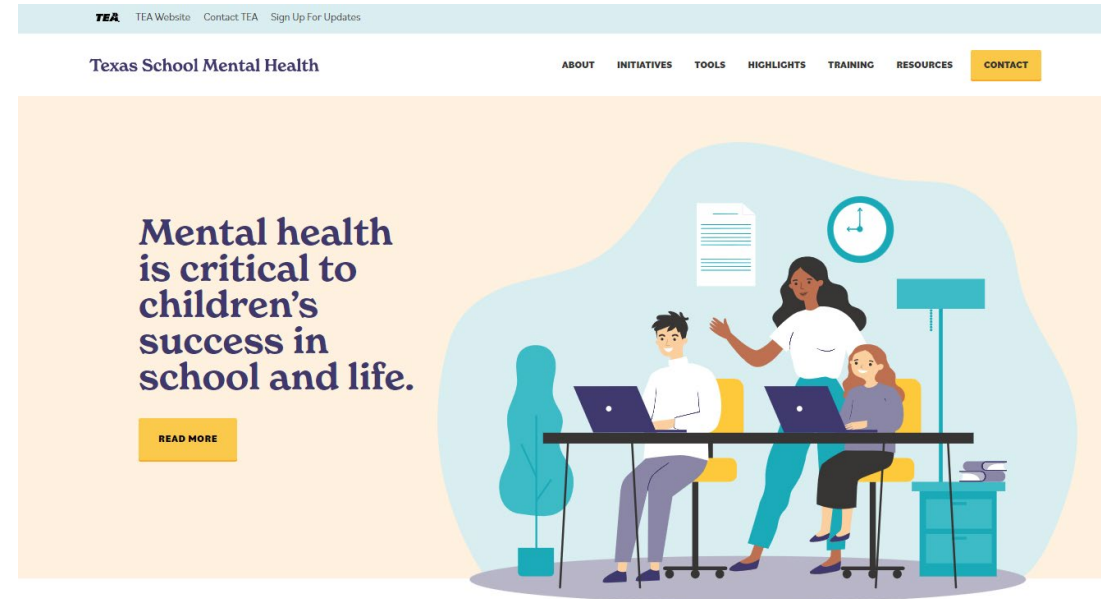
- **Texas School Mental Health Website & Resources**
<https://schoolmentalhealthtx.org/>

2

- **Mental Health Resources Database**
• <https://schoolmentalhealthtxdatabase.org/>

3

- **Mental Health Best Practices & Programs - TEC 38.351**
<https://schoolmentalhealthtx.org/best-practices/>



Informing resources and advancing wellness and resiliency in education through collaborative efforts, including:

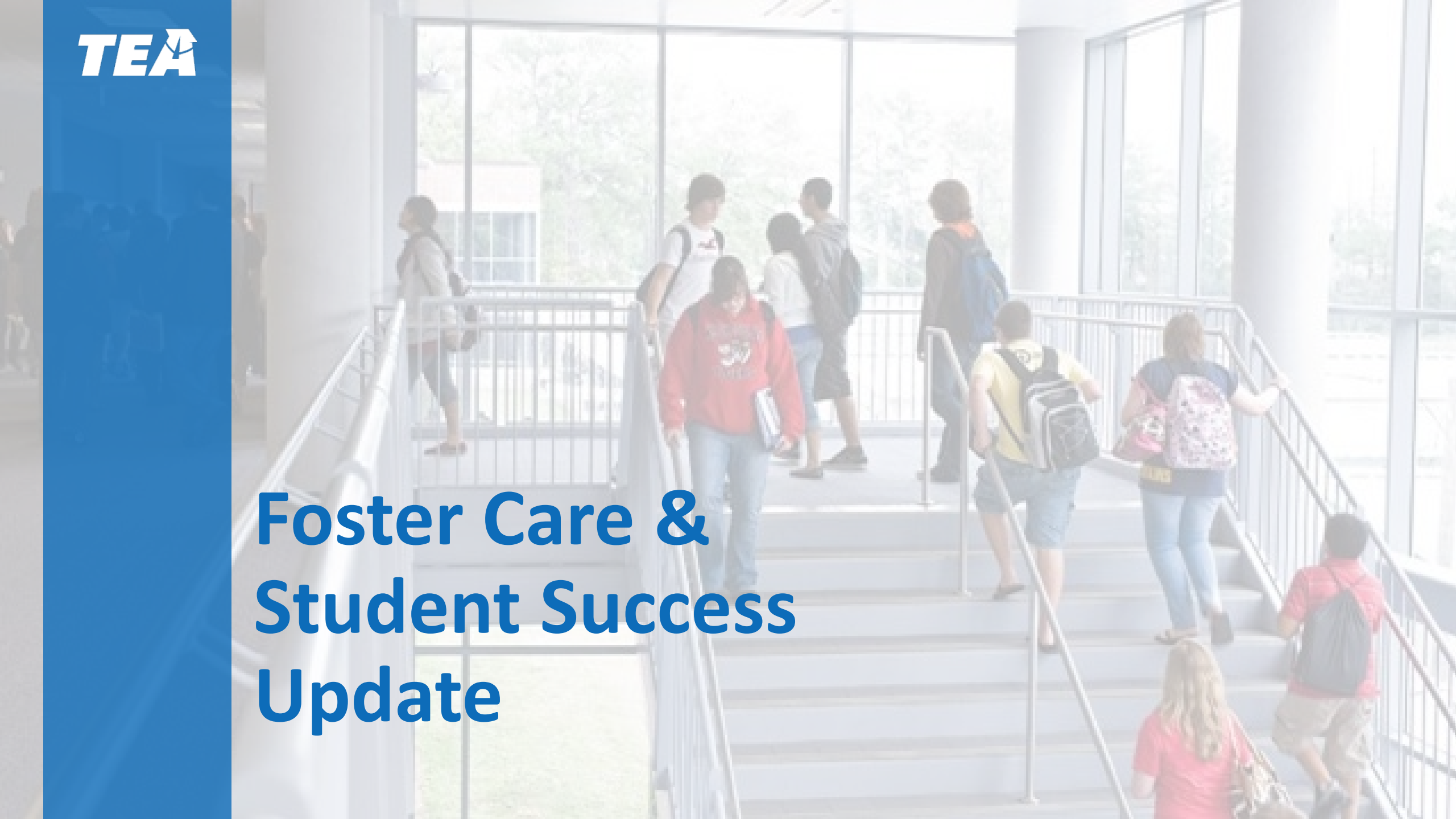


Advancing Wellness and Resiliency in Education



- The Texas Health and Human Services Commission
- The Texas School Safety Center
- Texas Suicide Prevention Council and Coalition

- The Collaborative Task Force on School Mental Health Supports
- Texas System of Care, Community Resource Coordination Groups
- ESC Mental Health Professional Learning Community and Network

A photograph of a school staircase with large windows in the background. Several students with backpacks are walking up and down the stairs. The scene is brightly lit, suggesting a sunny day.

Foster Care & Student Success Update

TSDS PEIMS

Discipline

Office Hours

To streamline enrollment and clarify expectations regarding the TSDS PEIMS indicator code, identifying students in foster care and acceptable documentation TEA developed the guidance below. Please ensure that Campus Administrators, TSDS PEIMS Coordinators, Foster Care Liaisons, Registrars, School Counselors, and other personnel who develop and support the enrollment processes are informed.

DEFINING "FOSTER CARE" FOR TSDS PEIMS (C196):

The general term "foster care" for education purposes includes *all* students in the **managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS).**

- ◆ This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS.¹
- ◆ Students who were in or are currently in another state's foster care system, residing in Texas, are considered in "foster care" (For Pre-K purposes only) TEC §29.153(6)(B).
- ◆ The Texas Legislature granted TEA permission to collect the "foster care" status of students in Texas DFPS Managing Conservatorship, therefore students from another state's foster care system, unless for pre-k purposes, and students who are identified as Unaccompanied Refugee Minors (URM) living in Texas may be considered "foster care" should not be coded for the purposes of TSDS PEIMS.

ACCEPTABLE DOCUMENTATION FOR TSDS PEIMS:

Schools may accept any official Texas Department of Family and Protective Services form, listed below, that designate that a student is in *Texas DFPS Managing Conservatorship*. A school may also accept a copy of the court order for this purpose.

✓ All forms in the 2085 series:

- ◆ Foster Care/Residential Care - 2085 FC
- ◆ Kinship or Other Non-Foster Caregiver - 2085 KO
- ◆ Verified Kinship Foster Caregiver - 2085 KF
- ◆ Legal Risk - 2085 LR
- ◆ Home and Community-based Services (HCS) - 2085 HCS
- ◆ Supervised Independent Living - 2085 SIL
- ◆ Designation of Education Decision-Maker - 2085 E²
- ◆ Designation of Medical Consenter - 2085 B



¹ A "Kinship" Caregiver is a relative or fictive kin who provides care for a child. A relative is a member of the child's biological family. A fictive kin is a person who has a longstanding and significant relationship with a child in DFPS conservatorship or with the child's family. For more information about "foster care" and other settings a student may live in visit pg. 41-42 of the [Foster Care & Student Success Resource Guide](#).

² All students in DFPS Managing Conservatorship are required to present an Education Decision-Maker 2085 (E-2085) form at enrollment in accordance with Family Code §263.004. If a student does not have this form at enrollment, please request it. The form includes the contact information for the education decision-maker and caseworker. Schools, in accordance with TEC §25.007 and [TAC §89.1617](#) are required to notify the education decision-maker and caseworker regarding any event that may significantly impact the education of a child. It is critical that schools receive this form and store it with other privacy-protected records. The [Foster Care & Student Success Resource Guide](#) contains additional information in [Chapter 9](#) regarding education decision-making and who to contact for what purpose(s).

ACCEPTABLE DOCUMENTATION (CONTINUED):

- ✓ DFPS Kinship Caregiver Agreement - 0695
- ✓ Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).
- ✓ Pre-k purposes only³ - DFPS issued letter & other states official paperwork (Acceptable documentation from another state's child welfare system, including official paperwork from state or county child welfare system; Foster Care documents stating closure of a case; Redacted court order documents; adoption paperwork completed by the originating state.)

EXAMPLES OF NON-ACCEPTABLE DOCUMENTATION:

- ◆ Placement Authorization forms from Child Placing Agencies⁴
- ◆ Letters from Child Placing Agencies⁴
- ◆ Memorandums and Letters on DFPS letterhead (unless for pre-k verification)⁴
- ◆ Documents from another state's child welfare system
- ◆ Authorization Agreement for Nonparent Relative or Voluntary Caregiver - The State of Texas⁴
- ◆ Agreement for a Parental Child Safety Placement - DFPS 2298⁴
- ◆ Home and Community-based Services (HCS), Department of Aging and Disability Services - Form 8665⁴
- ◆ Documentation that a student is in conservatorship under another party other than Texas DFPS (e.g. Unaccompanied Refugee Minors)⁴
- ◆ Court/and or Legal paperwork stating another party outside of Texas DFPS is legally authorized representative or the custodial parent⁴

⁴ Students with this documentation are likely in DFPS managing conservatorship and will also have a 2085.

⁴ Students with this documentation may or may not be in DFPS managing conservatorship. Students who are in DFPS conservatorship will also have a 2085.

⁴ Student with this documentation are not in Texas DFPS managing conservatorship.



Please remember that the "foster care" status of students is highly confidential. Foster care status and related information should be handled with the utmost sensitivity and in accordance with all FERPA guidelines. All foster care related documents should be stored under lock and key with other privacy protected records. Providing training for registrars, counselors, and school staff on confidentiality and sensitivity when enrolling students in foster care is highly recommended.

³ If a student is eligible for prekindergarten because the student is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code, the parent or caregiver of the child will be mailed a verification letter of prekindergarten eligibility. Districts are asked to accept the DFPS letter as proof of eligibility to enroll these children in free prekindergarten. For assistance in obtaining a letter, please contact the DFPS [Education Specialists](#) in your area for assistance or for a description of other forms of proof of eligibility. Additional information is provided on pg. 75-76 of the [Foster Care & Student Success Resource Guide](#).



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- ◆ The Texas Legislature granted TEA permission to collect the "foster care" status of students in Texas DFPS Managing Conservatorship, therefore students from another state's foster care system, unless for pre-k purposes, and students who are identified as Unaccompanied Refugee Minors (URM) living in Texas may be considered "foster care" should not be coded for the purposes of TSDS PEIMS.

- Please email the DFPS Pre-K verification mailbox: prekverificationltrs@dfps.texas.gov
- A child (of appropriate age) is eligible if they are currently in DFPS conservatorship, or if they were in the past. Even if the child has subsequently been adopted or for whatever reason is no longer in DFPS care, the child is still eligible if the age criteria are met.

Unaccompanied Refugee Minor (URM)

- Foster Care Guide: Chapter 4
 - The Administration for Children & Families, Office of Refugee Resettlement, places unaccompanied child refugees in Texas in foster homes administered by the federal government. This is sometimes referred to as “federal foster care.”
 - Federal foster care is not Texas foster care.
 - Students in these circumstances are eligible for USDA nutrition benefits as a child in foster care, as well as the Education and Training Voucher benefit (see Financial Supports for Post-Secondary Education, on page 143) and ESSA-related school stability provisions.

Students in these circumstances, however, are not in Texas DFPS managing conservatorship and are not coded as foster care for PEIMS purposes.

Additionally, students in this program are not eligible for the higher education tuition and fees waiver or other state-specific benefits for students in Texas DFPS managing conservatorship.

Acceptable Documentation for Coding

ACCEPTABLE DOCUMENTATION FOR TSDS PEIMS:

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- ◆ Authorization Agreement for Nonparent Relative or Voluntary Caregiver - The State of Texas***
- ◆ Agreement for a Parental Child Safety Placement - DFPS 2298***
- ◆ Home and Community-based Services (HCS), Department of Aging and Disability Services - Form 8665**
- ◆ Documentation that a student is in conservatorship under another party other than Texas DFPS (e.g. Unaccompanied Refugee Minors)***
- ◆ Court/and or Legal paperwork stating another party outside of Texas DFPS is legally authorized representative or the custodial parent***

Discipline & Foster Care

Students in foster care are held to the same discipline consequences as other students.

However, under TEC §37.001(a)(4)(E), consideration must be given to a student in foster care before discipline action is assigned.

LEAs must notify the student's educational decision maker and caseworker regarding events that may significantly impact the education of a student.

The foster care liaison must serve as the connector when a disciplinary infraction takes place.

Best practice would be to use discipline that keeps the student in school rather than out of school suspension or expulsion.

Foster Care Office Hours: 2024-2025

A yellow sticky note is pinned to the left side of the slide with a red pushpin. It features a red circular stamp with the words 'SAVE THE DATE' in a distressed, white, sans-serif font.

**SAVE
THE
DATE**

Wednesday,
November 20, 2024

11:00-12:00 PM
[Registration](#)

Wednesday,
January 15, 2025

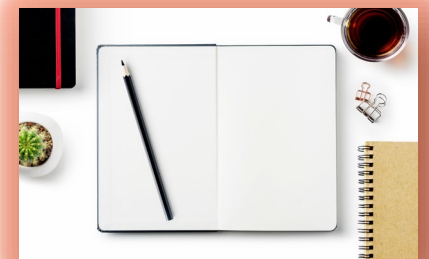
11:00-12:00 PM
[Registration](#)

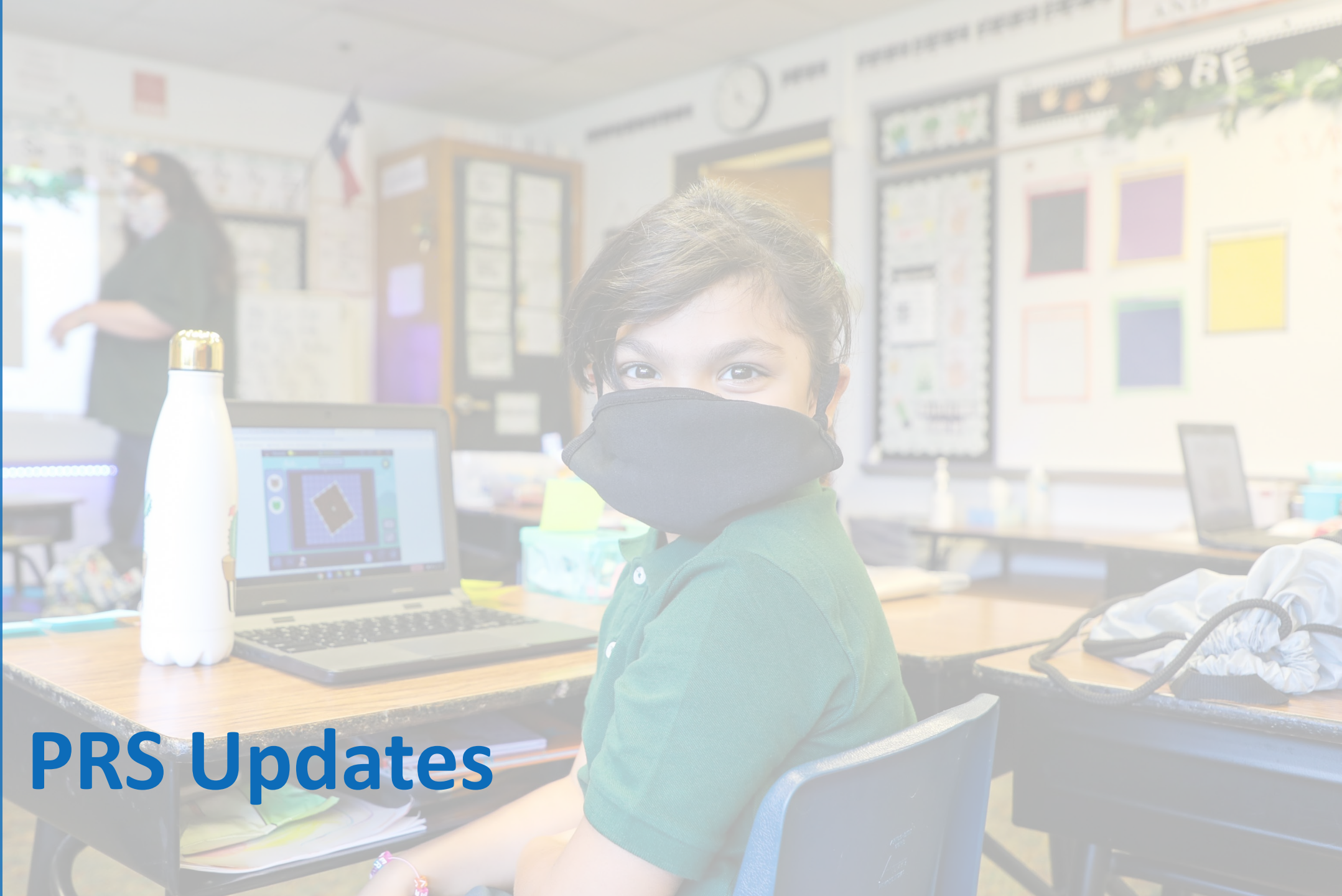
Monday,
March 31, 2025

2:00-3:00 PM
[Registration](#)

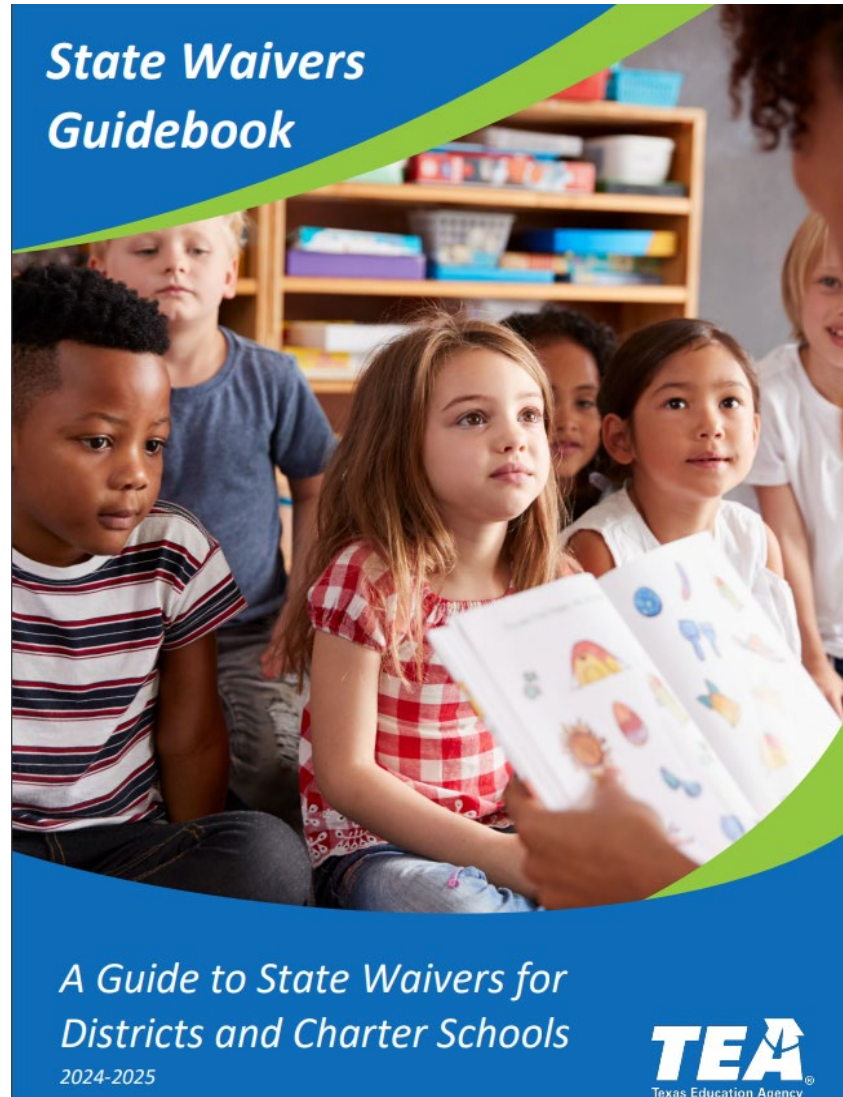
Wednesday,
April 30, 2025
2:00-3:00 PM
[Registration](#)

Friday,
May 16, 2025
11:00–12:00 PM
[Registration](#)





PRS Updates



This waiver allows districts and charter schools to request a waiver to offer Pregnancy-Related Services Compensatory Education Home Instruction (CEHI) on a district's campus. Special education students who qualify for Pregnancy Related Services (PRS) may also receive homebound instruction on campus if the district has an approved on-campus instruction waiver.

- Required information to complete the waiver:
 - Provide transportation as needed.
 - Serve students at home if medically indicated.
 - Do not exceed student-teacher ratio of four students to one teacher.
 - Do not use self-paced computer-based instruction to fulfill the four hours of CEHI.
 - A PRS teacher serving special education students must have a certification in Special Education.
 - How will you evaluate the effectiveness of the waiver?
- Supporting Documentation:
 - Board agenda from meeting at which the waiver application request was approved or board meeting minutes with signatures from the meeting at which the waiver application was approved.

A photograph of a young woman with long dark hair, wearing a plaid shirt, sitting at a desk in a classroom and writing in a notebook with a pencil. Other students are visible in the background, some out of focus. The image has a soft, warm light overlay.

Texas Education for Homeless Children and Youth (TEHCY)

November is National Homeless Youth Awareness Month

- National Homeless and Hunger Awareness Month: A unique opportunity to increase awareness and draw attention to problems of hunger and homelessness facing your community. Great opportunity to engage and promote awareness within your LEA and community to support students and families experiencing homelessness.
- **Idea sharing time**: Let us know in the Q & A how your LEA, ESC, and/or community has participated in this national awareness month or other awareness and advocacy opportunities?





Grant Updates



Holiday Support Strategies



Discipline Resources

ARP Grants

ARP Liquidation Extension

USDE has offered a 14-month extension in addition to the standard 120-day liquidation period. LEAs may request a liquidation extension for certain obligated contracted services costs. Approval would allow the contracted service to continue to be received and paid during the liquidation period extension. Please note that the liquidation extension does not cover all types of costs (e.g., indirect costs, staff salary, or travel) due to the federal rules defining when an obligation was made.

Who Should Request the Liquidation Extension

Any LEA that legally obligates ESSER III funds by September 30, 2024, and has a portion of those funds for distinct types of contracted services that will not be fully liquidated (services not received and costs not paid) by December 29, 2024 (the grant's standard liquidation period) may request the extension. The LEA must be able to describe the contracted service and provide an acceptable justification for needing the extension. Note that needing additional time to expend the funds is not an allowable justification. Allowable justifications include supply chain delays, delays in receiving services, or procurement delays.

[ESSER III Closeout, ARP Liquidation Extension, and Pre-Payment Flexibility | Texas Education Agency](#)

Regular Liquidation Period 12/30



LEA & ESC - ARP I & ARP II Grant Deadlines

ARP I Critical Events

Event	Reporting Period	Due Date
Application Availability Date	-	11/19/2021
Application Due Date	-	02/16/2022
Last Amendment Due Date	-	07/02/2024
Revised Final Expenditure Report	09/01/2021-09/30/2024	01/02/2025
Final Expenditure Report	09/01/2021-09/30/2024	01/02/2025

EOY Report due December 18th, 2024

ARP II Critical Events

Event	Reporting Period	Due Date
ADC Availability Date	-	02/25/2022
Application Availability Date	-	02/25/2022
Application Due Date	-	05/27/2022
Last Amendment Due Date	-	07/02/2024
Revised Final Expenditure Report	09/01/2021-09/30/2024	12/31/2024
Final Expenditure Report	09/01/2021-09/30/2024	12/31/2024

EOY Reports due December 18th, 2024

For more information visit the [TEA Grant Opportunities](#) page.

1. Holiday Support Strategies



1. Students complete survey

- *Top three gift cards*
- *Favorite snacks*
- *Additional family support needed*
 - *(food basket, hygiene pack, etc.)*

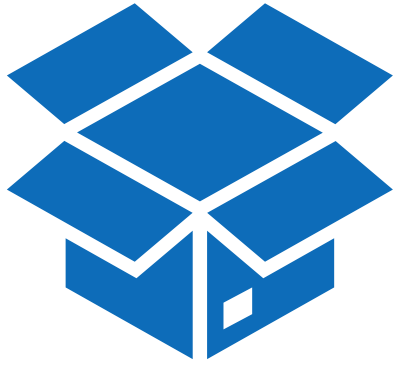
2. Students are Sponsored

- *Central Administration/Campus Staff*
- *Community, Religious, Organization, or Local Business*

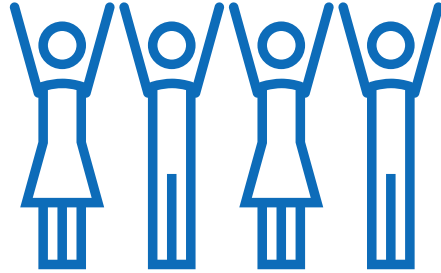
3. Students receive Holiday support

- *Through events in the Community, District, or Community*

2. Addressing Food Insecurity Strategies



Food Drive



Student volunteers sort into piles
1. Yes "Food Pantry" 2. No Expired "Donate"

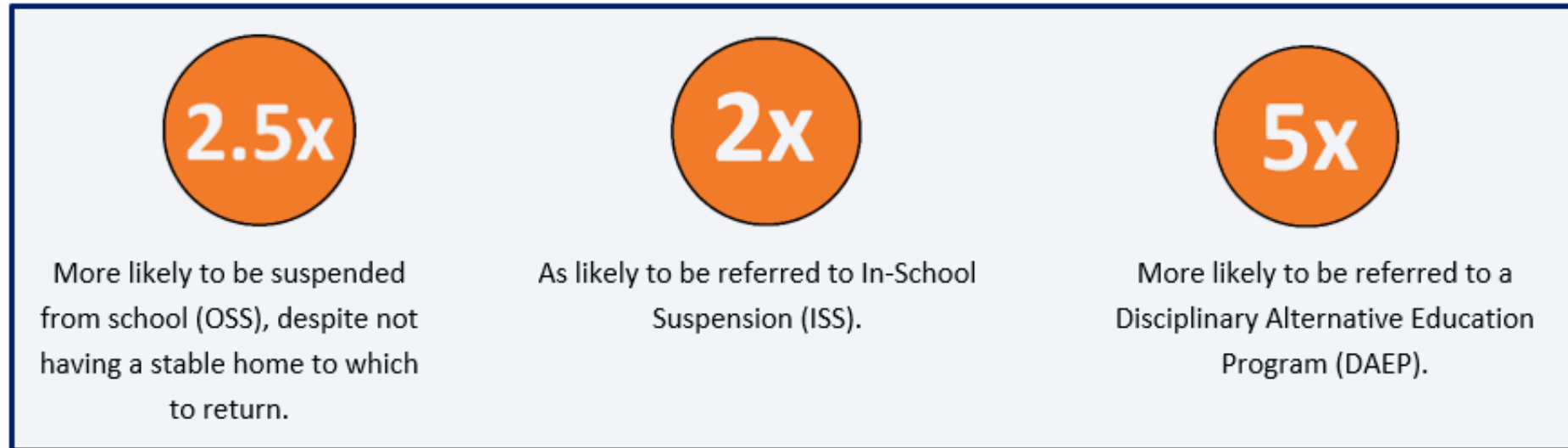


Food Pantry/bag of groceries
sustained by district/community

- What you will need: Student volunteers, food donation bags, volunteer day, four tables, sorting supplies (tape, paper, scissors)
- Process for food pantry sustained by district/community

Why does Discipline and McKinney-Vento Matter?

Students experiencing homelessness experience additional and compounded challenges related to truancy and discipline, due to not having a fixed, regular and adequate place to live.



Most commonly referred to these three (3) types of exclusionary discipline: ISS, OSS, and DAEP for violating student codes of conduct, which are the lowest level of disciplinary violation. **(PEIMS Summer Submission for 22-23 school year)**

Discipline & McKinney-Vento

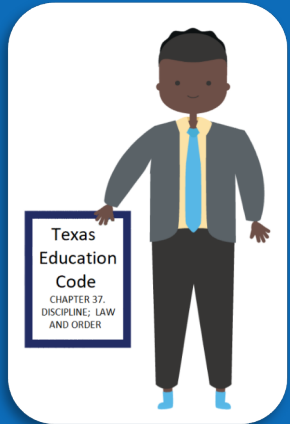
A student's status as homeless must be considered in decisions concerning suspensions/removals, regardless of them being mandatory or discretionary action. [TEC § 37.001\(a\)\(4\)\(f\)](#)

LEAs **may not** place a student who is homeless on out of school suspension unless the student engages in conduct described by Subsections [TEC §37.005\(c\)\(1\)-\(3\)](#)

The campus behavior coordinator may coordinate with the school district's homeless education liaison to identify appropriate alternatives to out-of-school suspension.

LEAs should explore all available options, such as ISS and alternative means of receiving coursework.

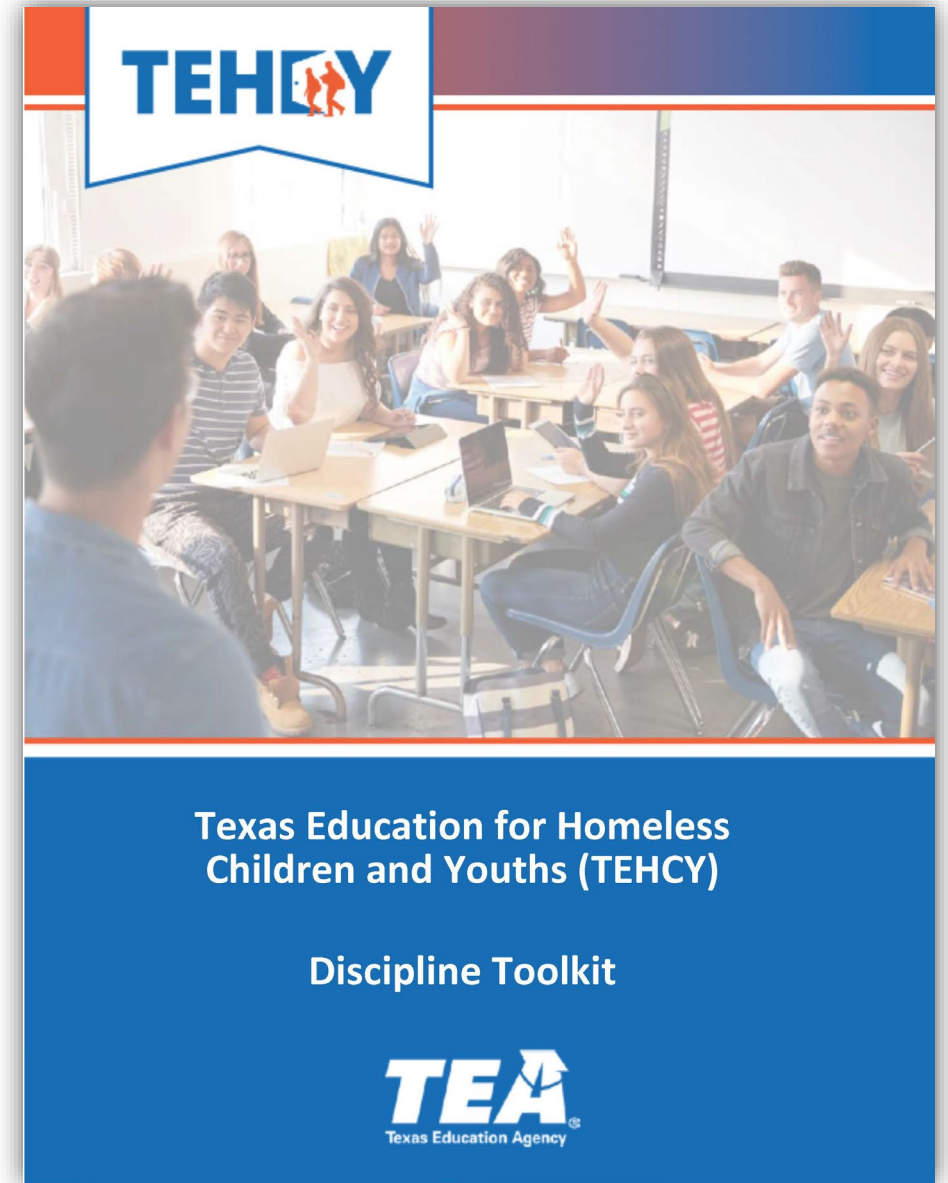
TEA Student Discipline Contact: StudentDisciplineSupport@tea.texas.gov





TEHCY Discipline Toolkit

- Comprehensive overview of how to support and respond to students experiencing homelessness related to discipline.
- Includes practices, procedures, and tools that LEAs will be able to use to strengthen services and supports to students experiencing homelessness.
- Serves as both an orientation manual and a ready reference resource for new and experienced LEA leaders.
- Released: October 23, 2024



TEHCY Discipline Webinar Recording

- Training was held on November 7, 2024, from 11:00 – 12:00 PM CT
- High-level overview & walk-through of the new Discipline Toolkit



- 1415 registered attendees

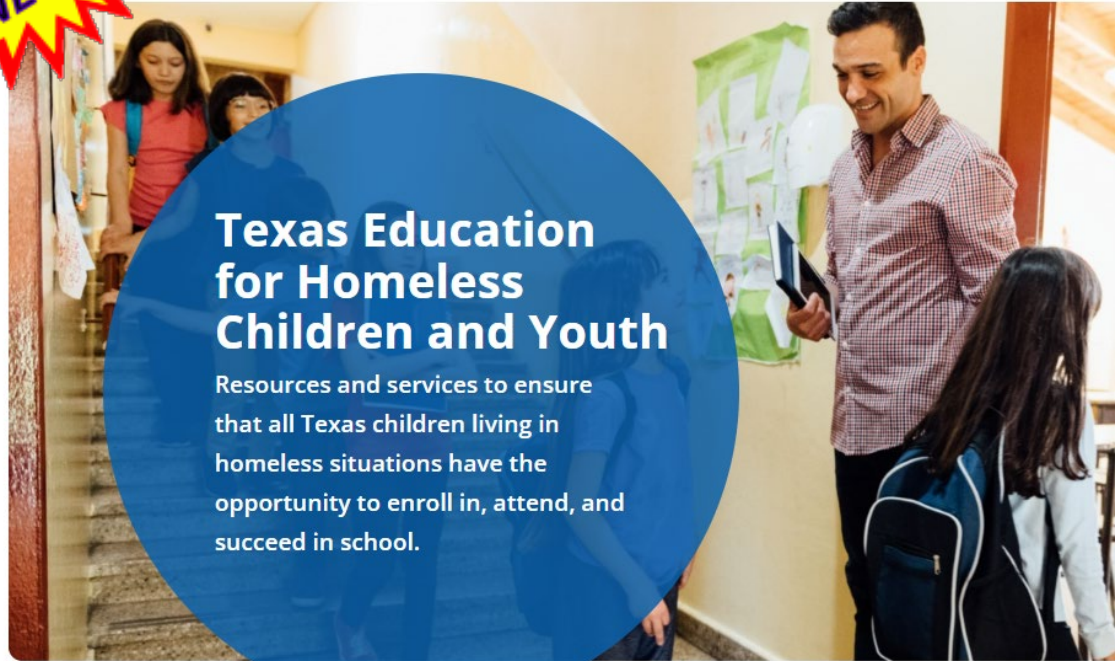
NOVEMBER 7, 2024, RECORDED WEBINAR

TEHCY Discipline Toolkit High-Level Walkthrough

The purpose of this one-hour training was to introduce educators to the contents and importance of

[VIEW DETAILS](#)

McKinney-Vento 101 Resources on TEHCY Web Portal



Texas Education for Homeless Children and Youth

Resources and services to ensure that all Texas children living in homeless situations have the opportunity to enroll in, attend, and succeed in school.

- October 2024 Webinar Recording and Slide Deck
- Sample Student Residency Questionnaire
- Sample Intake Form
- Immunization Flow Chart
- Sample Transportation Letter
- Dispute Resolution Resources
- Posters
- Infographic

TEHCY Upcoming Trainings and Events

Training	Date & Time
McKinney Vento 201 Registration Link	Thursday, December 19 th , 2024, 11:00 am – 1:00 pm
McKinney-Vento 301 (Transportation) Registration Link	Thursday, January 30 th , 2025, 11:00 am – 1:00 pm
McKinney-Vento 401 (Discipline) Registration Link	Thursday, March 13 th , 2025, 11:00 am – 1:00 pm



NAEHCY Conference 2024 Orlando

November 16th – November 19th
Allowable use of grant funds.

McKinney-Vento TEHCY Talks (Office Hours)

A yellow sticky note is pinned to the left side of the page with a red pushpin. It features a red circular stamp with the words 'SAVE THE DATE' in a bold, distressed font.

**SAVE
THE
DATE**

Thursday,
December 12, 2024

10:30 – 11:15 AM CT
[Registration](#)

Thursday,
February 6, 2025

10:30 – 11:15 AM CT
[Registration](#)

Thursday,
April 10, 2025

10:30 – 11:15 AM CT
[Registration](#)

Thursday,
May 15, 2025

10:30 – 11:15 AM CT
[Registration](#)

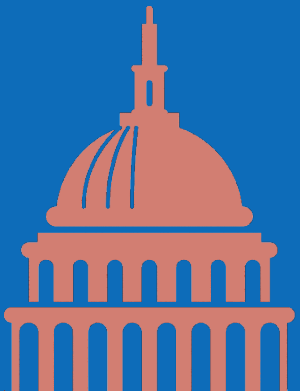
A young girl with brown hair in a ponytail, wearing a white ribbed sweater, is holding a small American flag. She is touching the face of a soldier in a camouflage uniform. The background is a clear blue sky.

Military-Connected Student

Program Updates

November is National Veterans and Military Families Month

- Veteran's Day November 11, 2024
- Thank you for those that have served and currently serve in our nation's military.
- [White House Proclamation issued 10/31/24](#)
- Opportunity to honor veterans and military families.



Veteran and Military Family Appreciation Month Planning Ideas

- Participating in Veteran and Military Family Appreciation Month creates an opportunity for schools to build continual support and overall awareness for Veterans and military families within your school and community.

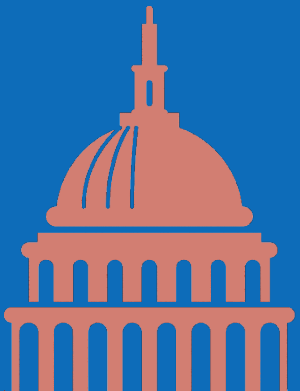
Examples include:

- **1. Collaboration with the Chamber of Commerce:**

- Work with your local or state chamber of commerce to organize events and activities that recognize and support military families.
- The chamber of commerce can provide resources, connections, and assist with promoting military initiatives.

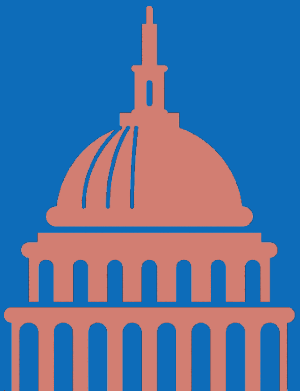
- **2. Special Recognition Events with Veterans Organizations:**

- Partner with local veteran service and community organizations such as the American Legion, Veterans of Foreign War (VFW), and Area Centers on Aging. Invite local veterans to your campus for special recognition events where they can be honored and appreciated for their service.
- If your school is located near a military installation, consider involving the local community spouses club(s) to enhance the engagement.



Purple Star Rise Reminders

- Host or Support Veteran and Military Family Month special recognition or military initiative event(s).
- Coordinate and confirm January staff professional development.
- Confirm updates to the campus webpage for military families with the district-and campus-webpage manager(s).
- Establish preliminary plans for Month of the Military Child (April) military initiatives and/or special recognition events with community stakeholder and installation school liaisons.
- Maintain social media campaigns to increase parental and community stakeholder awareness and participation.



Scenario Walkthrough – Completing Form

A parent is enrolling her 6 kids at the same district.

She is completing a military student identifier (MSI) form fully for one child.

For the other 5, she completes the form with “same as XYZ student”.

Is the parent required to complete the form in full for each child for the district to identify the student as military connected?

- Every Student Succeeds Act (ESSA) of 2015 requires public schools to identify and collect data on military-connected students: Military Student Identifier (MSI)
- Schools must include the MSI questions in their student enrollment procedures
- **Consider efficiency:** If all the children are in the same school district, the parent is not required to complete a form in full for each child if the other children can be easily located in the LEA’s student system (e.g., name, DOB, etc.)

Scenario Walkthrough – Family Decline Identification

A parent is a former member of the U.S Military but did not want their child identified.

The parent indicated the student is not a dependent of a former member of the US Military and declined to complete the MSI form.

Should the district report the student as military connected since they know the parent was a former member?

- Parents/guardians may decline to respond to the voluntary MSI questions. If a parent declines, the answers to the form is reflected as “no.”
- Schools could explain the benefits of being identified; however, cannot force parents to make the declaration.

TEA
Texas Education Agency

Texas has the **second highest number** of identified military-connected students in the nation with **over 100,000** attending public and open-enrollment charter schools.

Military-Connected Students

The Military Student Identifier:

Texas Education Code
Districts and open-enrollment charter schools are required to collect the military student identifier. This includes active duty, National Guard, and a reserve force. **TEC § 25.006**
2013-2014 School Year

Every Student Succeeds Act (ESSA)
All 50 states are required to collect the military student identifier for active duty only. **2015 December**

SB 1557
New PEIMS indicator **5,006**



<https://tea.texas.gov/about-tea/other-services/military-families/military-student-identifier-sy-2020-2021.pdf>

[Podcast: Understanding the Military Student Identifier & Impact Aid - Military Child Education Coalition® \(MCEC®\)](#)



HMAR

Save the
Dates and
Reminders



2024-25 HMAR Webinars – SAVE THE DATE!

HMAR Quarterly Webinar #1

Thursday, September 19, 2024

1:00 pm – 2:30 pm CT

[Recording Available](#)

HMAR Quarterly Webinar #2

Thursday, November 14, 2024

1:00 pm – 2:30 pm CT

**** TODAY ****

HMAR Quarterly Webinar #3

Thursday, February 13, 2025

1:00 pm – 2:30 pm CT

[Registration Link](#)

HMAR Quarterly Webinar #4

Thursday, May 1, 2025

1:00 pm – 2:30 pm CT

[Registration Link](#)



Upcoming Trainings and Events (24-25)

■ Texas Education for Homeless Children and Youth (TEHCY):

- NAEHCY Conference: November 16 – 19 – [Registration Information](#)
- MV 201: Thursday, December 19, 2024 -- [Registration Link](#)
- MV 301: Thursday, January 30, 2025 -- [Registration Link](#)
- MV 401: Thursday, March 13, 2025 -- [Registration Link](#)
- Spring ACET Conference: April 22 – 26 – *Information coming soon*



■ Foster Care:

- Texas School Counselor Association Conference – February 2-4, 2025 – Galveston, TX
- National ESEA Conference – February 19-21, 2025 – Austin, TX
- Foster Care Webinar #2 – Friday, March 7, 2025 – [Registration Link](#)

■ Military Connected Students:

- Military Connected Students Webinar #2 – Wednesday, February 26, 2025 – [Registration Link](#)
- Purple Star Campus Designation Application Meeting – Wednesday, March 19, 2025 - [Registration Link](#)



HMAR 24-25 Celebration Stories Across Texas

Reminder

- Please bookmark and submit ANY celebrations, events, or achievements so that we can highlight all the **AMAZING** things that are happening in Texas all because of **YOU!**
- Thank you, Terrell ISD and ESCs 4, 5, 6, & 18 for submitting a celebration!
- View [23-24 TEHCY Celebrations Across Texas](#)



Sign Up for Updates!



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TEA Texas Education Agency

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About TEA Texas Schools Academics Finance & Grants Reports & Data Student Assessment Texas Edu

TexasAssessment.gov
Parents can log in to the Family Portal to get their child's STAAR results along with customized resources.
[Learn More](#)

LOG IN, LEARN MORE

TexasAssessment.gov Supplemental Special Education Services Texas Home Learning

The Latest TEA News

The latest news from the Texas Education Agency is available through news releases, online correspondence, mailing lists, and other posted information.

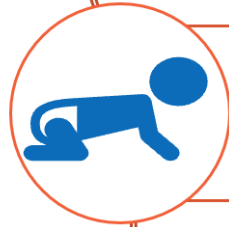
Emergency Support	Texas Schools	About
 Coronavirus (COVID-19) TEA is closely monitoring the novel Coronavirus outbreak. TEA has produced important updates.	 Visiting TEA TEA offices are open and meetings are being held in-person and virtually. Please contact the	 General Public Health Resources For current COVID-19 case counts across Texas.

- Special Student Populations
 - Foster Care and Student Success
 - Bilingual/ESL Education
 - Early Childhood Education
 - Special Education Updates
 - Gifted/Talented Education
 - Pregnancy Programs
 - Languages Other Than English
 - McKinney-Vento Homeless Education
 - Spanish Curriculum Standards
 - At-Risk and Highly Mobile Student Program Division
 - Migrant Education Program
 - Military Connected Students
 - Mental and Behavioral Health



Military Connected Students

- MilitaryConnectedStudents@tea.texas.gov



Pregnancy Related Services

- PregnancyRelatedServices@tea.texas.gov



Foster Care and Student Success

- FosterCareLiaison@tea.texas.gov



Texas Education for Homeless Children and Youths (TEHCY) Program

- HomelessEducation@tea.texas.gov

Today's Key Take-Aways

That was a lot of information! Let's wrap up with a summarized list of key take-aways.

Facts and Reminders

- **Mental Health:** Each ESC has at least one Educator Wellness & Trauma Informed Care Master Trainer to train and coach schools.
- Proper **Foster Care** identification and Discipline
- **TEHCY:** ARP I and II Homeless End of Year (EOY) reports due 12/16/24.
- November is National Homeless Youth Awareness Month
- November is National Veterans and **Military** Families Month

Tools and Resources

- **Mental Health:** [Website](#), [Texas School Mental Health Website](#)
- **Foster Care resources:** TSDS PEIMS Guidance, State Waiver Guidebook
- **TEHCY resources:** TEHCY Discipline Toolkit and [recorded webinar](#)
- **Military resources:** Purple Star Rise Reminders, MSI Infographic, Podcast