



Highly Mobile and At-Risk Student Programs Division Webinar

Thursday, February 13, 2025
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
- Title I Updates - Services to Homeless Students (Guest)
- Foster Care and Student Success
- Pregnancy Related Services
- Texas Education for Homeless Children and Youth (TEHCY) Program
- Military-Connected Student Programs
- HMAR General Updates
- Closing



Highly Mobile and At-Risk Student Programs Unit



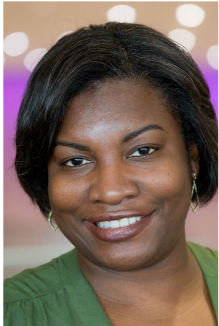
Kelly Kravitz, MPSA

Director

Highly Mobile and At-Risk Student Programs

Phone: 512-463-9235

Email: Kelly.Kravitz@tea.texas.gov



Dr. LaTrenda Watson

At-Risk State Coordinator

Highly Mobile and At-Risk Student Programs

Phone: 512-936-6208

Email: LaTrenda.Watson@tea.texas.gov



Dr. Desiree Viramontes

McKinney Vento State Coordinator

Highly Mobile and At-Risk Student Programs

Phone: 512-463-8774

Email: Desiree.Viramontes@tea.texas.gov



Dr. Ann H. Lê

HMAR Student Programs Specialist

Highly Mobile and At-Risk Student Programs

Phone: 512-463-9670

Email: Ann.Le@TEA.Texas.gov



John Dobbins

HMAR Student Programs Specialist

Highly Mobile and At-Risk Student Programs

Phone: 512-463-9066

Email: John.Dobbins@tea.Texas.gov

**NEW
MEMBER**

Introducing HMAR's New Team Member – John Dobbins

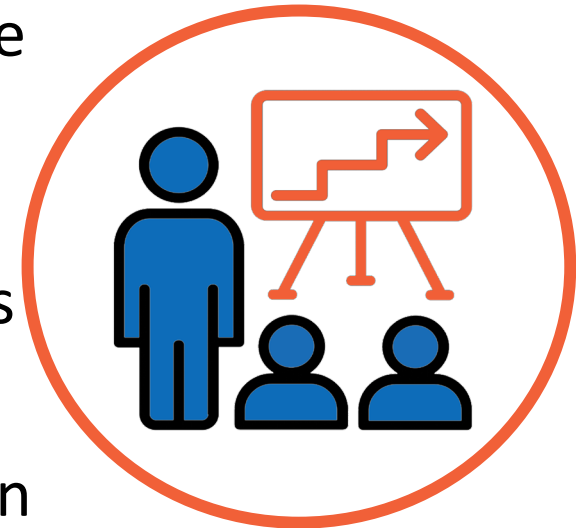
NEW
MEMBER



- **Joined TEA:** January 2, 2025
- **Role:** Supporting the TEHCY program and HMAR overall, including Military-Connected Students.
- **Experience:**
 - 26 years in education as a teacher and campus leader
 - Effective implementation of best practices as Principal at Title I campuses in both rural and urban settings
 - Leadership at International Baccalaureate campuses for Title I students and district Gifted and Talented programs
- **Military Service:** Six years in the U.S. Army, now leveraged to support Military-Connected Students and their families

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 released to listserv subscribers and posted on the [HMAR webinar 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.



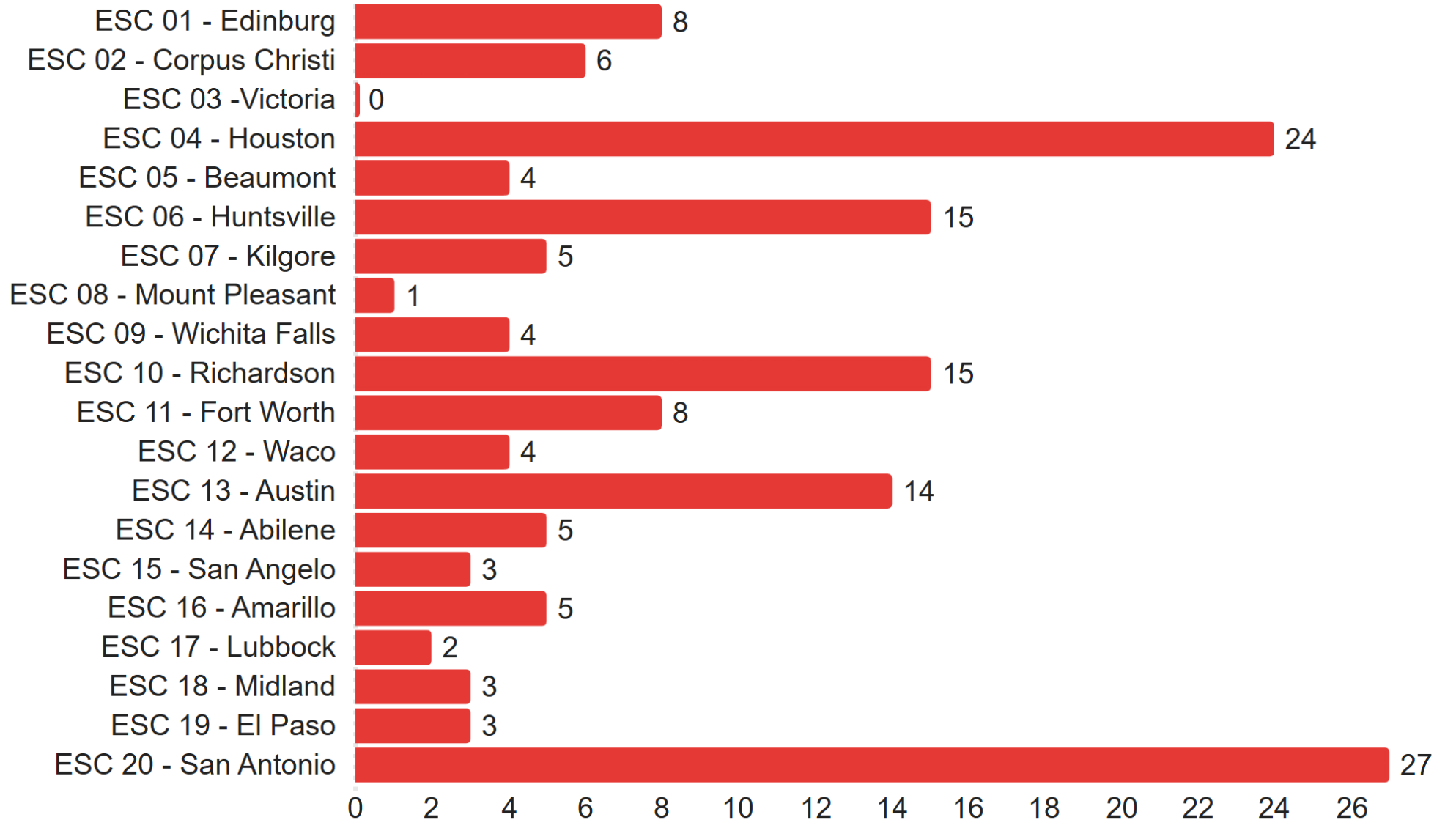


Feedback Review

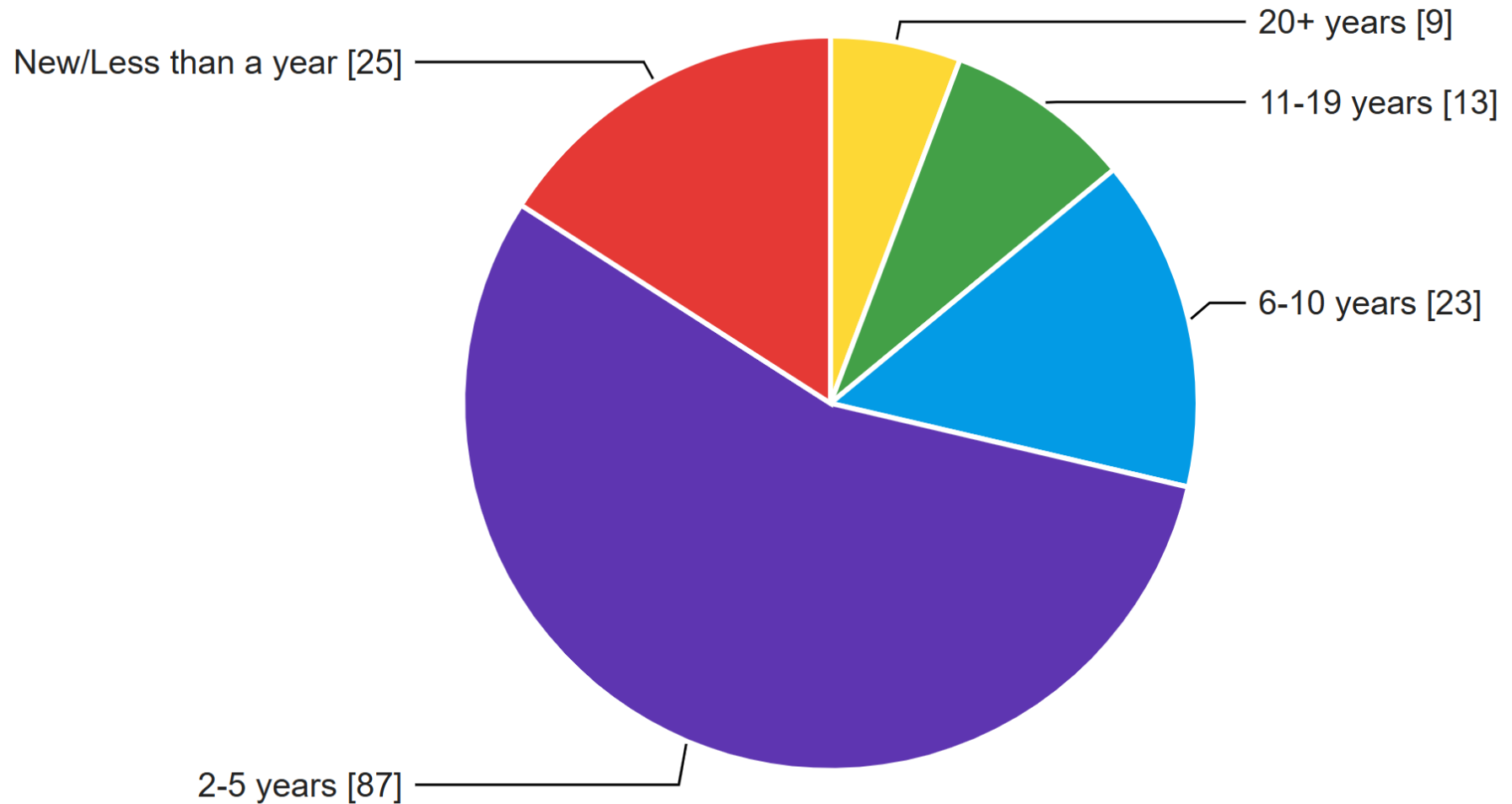


HMAR 2nd Quarterly Webinar: ESC Representation

156 Responses



HMAR 2nd Quarterly Webinar: Years of Experience



20+ years 11-19 years 6-10 years 2-5 years New/Less than a year

HMAR 2nd Quarterly Webinar: Additional Feedback Results



94% respondents Agreed or Strongly Agreed – presentation content is **important** for their position



89% respondents Agreed or Strongly Agreed – presentation content **greatly impacts** their daily work



96% rated their **level of understanding/knowledge** of HMAR Programs was high or very high after presentation



95% rated their ability **level to support others** (e.g., technical assistance) with HMAR Program components as high or very high after presentation

Title I, Part A and Services to Homeless Students

Title I, Part A Contacts



Jaime Huerta

State Director – Title I, Part A



Desk Phone Number

(512) 463-9310



Email Address

Jaime.Huerta@TEA.Texas.gov



Vivian Smyrl

Program Director – Title I, Part A



Desk Phone Number

(512) 936-6216



Email Address

Vivian.Smyrl@TEA.Texas.gov

Division Phone Number: (512) 463-9499

Division Email Address: ESSASupport@TEA.Texas.gov

ESSA Consolidated Federal Grant Application

PS3101 – Title I, Part A Activities to be Conducted with Reserved Funds

C. Activities to be Conducted with Reserved Funds				
N/A	Activity	Reserved Funds Amount From Current Year Entitlement	Percentage	Unexpended Funds From Prior Year Required Reservation
1.	<input type="checkbox"/> Districtwide Parent and Family Engagement Activities	\$	%	
2.	<input checked="" type="checkbox"/> Services to Homeless Students	\$	%	
3.	<input type="checkbox"/> Services to Students Residing in Local Facilities for the Neglected	\$	%	
4.	<input type="checkbox"/> Title I, Part A Services to Eligible Private School Students, Not Including Administration	\$	%	
5.	<input type="checkbox"/> Administration of Title I, Part A Programs for Eligible Private School Students	\$	%	
6.	<input type="checkbox"/> Administration of Title I, Part A Programs (including administration of Title I, Part A programs for students at facilities for neglected and delinquent)	\$	%	
7.	<input type="checkbox"/> Services to Students Residing in Local Facilities for Delinquent	\$	%	
8.	<input type="checkbox"/> Early Childhood Education Programs	\$	%	
9.	<input type="checkbox"/> Financial incentives and rewards to teachers who serve students in Title I schools Identified for improvement under Section 1111(d)	\$	%	
10.	<input type="checkbox"/> School Improvement in Title I schools Identified for improvement under Section 1111(d)	\$	%	
11.	<input type="checkbox"/> Coordinated Services (i.e., Summer School, Professional Development, etc.)	\$	%	
12.	<input type="checkbox"/> Foster care transportation	\$	%	
Total Reserved Funds		\$	%	

Line 2

- All LEAs must reserve some Title I, Part A funds to serve homeless students. (“N/A” is not an option!)
- The LEA must document that the amount of the reservation is based on need.

[Worksheet to assist in determining Homeless Reservation amount](#)

Documentation Needed!

Worksheet to assist in
determining Homeless
Reservation amount

- List of potential services (not all-inclusive)
- Two governing principles:
 - services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities; and
 - Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources

Documentation Needed!

New and improved worksheet format, forthcoming

- Includes space data related to student achievement, chronic absenteeism, and adjusted cohort graduation rate

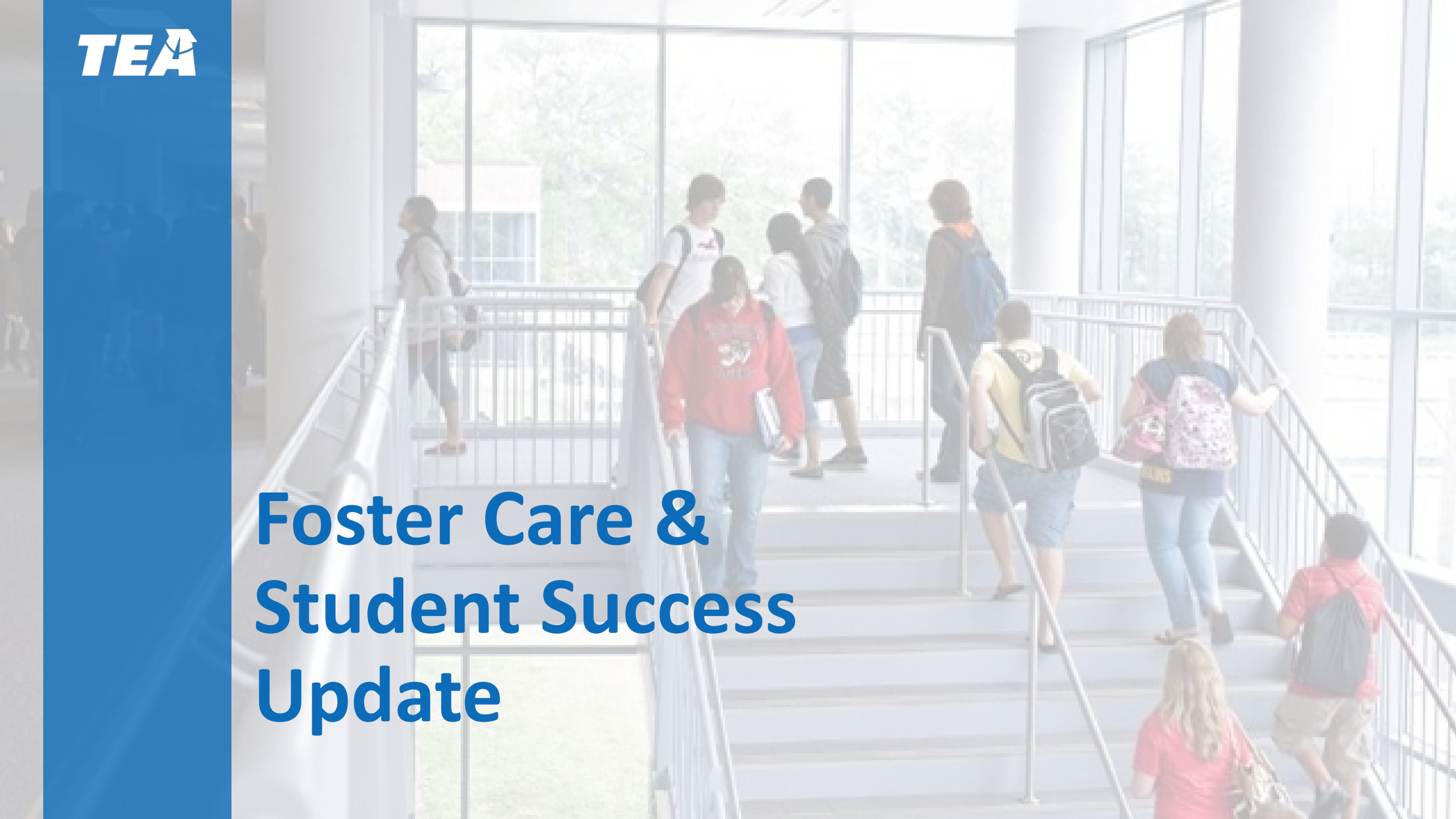
LEA Needs Assessment Data					
LEA Name & County-District Number: Type LEA Name and CDN					
Data Category	Prior Year	Immediate Prior Year	Goal for Current Year	Goal for Next Year	Observations/Needs
Student Achievement Data: <input checked="" type="checkbox"/> Approaches <input type="checkbox"/> Meets <input type="checkbox"/> Masters	Select One	Select One	Select One	Select One	Student Achievement
Reading/ELA	All Students				
	Students Experiencing Homelessness				
Math	All Students				
	Students Experiencing Homelessness				
Science	All Students				
	Students Experiencing Homelessness				
Student Achievement Data: <input type="checkbox"/> Approaches <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Masters	Select One	Select One	Select One	Select One	Student Achievement
Reading/ELA	All Students				
	Students Experiencing Homelessness				
Math	All Students				
	Students Experiencing Homelessness				
Science	All Students				
	Students Experiencing Homelessness				
Student Achievement Data: <input type="checkbox"/> Approaches <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Masters	Select One	Select One	Select One	Select One	Student Achievement

Documentation Needed!

New and improved worksheet format, forthcoming

- Categorizes suggested activities by class/object codes
- Space to document other fund sources researched

LEA Title I, Part A Reservation for Services to Students Experiencing Homelessness			
LEA Name & County-District Number:		Type LEA Name and CDN	
Estimated # of Homeless Students:	25	Estimated Per Pupil Reserved: \$	30.00
Recommended* Class/Object Code	Activity/Strategy	Estimated Amount	Other Fund Sources the LEA has researched to meet the needs of Students experiencing homelessness
6100	• Salary for LEA's Homeless liaison	\$ 100.00	
	• Other Salary - define and justify:	\$ -	
	Homeless Reservation subtotal for 6100	\$ 100.00	
6200	• Medical and dental services;	\$ -	
	• Birth certificates necessary to enroll in school;	\$ -	
	• Eyeglasses and hearing aids;	\$ -	
	• Immunizations;	\$ 100.00	
	• Counseling services to address anxiety related to homelessness that is impeding learning;	\$ 200.00	
	• Outreach services to students living in shelters, motels, and other temporary residences;	\$ -	
	• Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;	\$ -	
	• Tutoring services, especially in shelters or other locations where homeless students live;	\$ -	
	• Student fees that are necessary to participate in the general education program;	\$ -	
	• Other 6200 - define and justify:	\$ -	
Homeless Reservation subtotal for 6200	\$ 300.00		
6300	• Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;	\$ -	
	• Clothing and shoes necessary to participate in physical education classes;	\$ -	
	• Personal school supplies such as backpacks and notebooks;	\$ 100.00	
	• Other 6300 - define and justify:	\$ -	

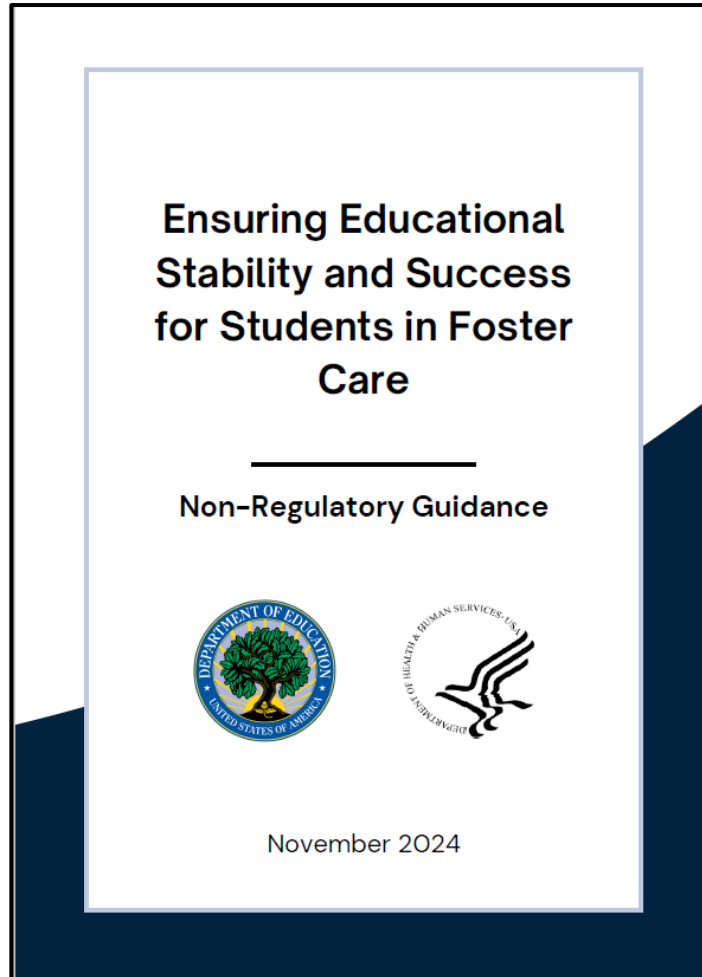
A photograph of a school hallway with a wide set of stairs. Several students with backpacks are walking up and down the stairs. The hallway has large windows on the right side, letting in bright light. The overall scene is bright and active.

Foster Care & Student Success Update

Non-Regulatory Guidance

Confidentiality

Post-Secondary Opportunities



- Released November 15, 2024
- This guidance is a joint effort between the U.S. Department of Education (ED) and the U.S. Department of Health and Human Services (HHS).
- This updated guidance is designed to answer frequently asked questions from State educational agencies (SEAs), local educational agencies (LEAs), and key partners concerning ESEA’s educational stability requirements and to support SEAs and LEAs and their human service agency counterparts in ensuring that students in foster care receive the necessary resources to thrive academically.

Title I Educational Stability Provisions

Ensuring Academic Success

Special Populations

Funding

Data Collection and Reporting

Expanded Information in Non-Regulatory Guidance



Transportation



State & Local
Points of Contact



Collaboration



Best Interest
Determination



Post Secondary
Transitions

Confidentiality

- The federal Family Educational Rights and Privacy Act (FERPA) is the privacy law governing an educational agency or institution that receives federal funds under any program administered by the Secretary of Education.
- FERPA requires parental consent before a school can share personally identifiable information in education records about a student, with some exceptions.
- FERPA allows the school to share information with the student's state or local child welfare caseworkers without requiring permission of or notice to the students' legal parents.

Texas law requires school districts & local campuses to notify the students' educational decision-maker and caseworker regarding events that may significantly impact the education of a student in foster care.

Students currently or formerly in foster care generally express a desire to have their foster care status kept private from school staff and peers.

File forms, tracking logs, notebooks, and data safely out of view of other students.

Keep records secure from individuals who do not need to know the student is in foster care.

All written information with student names should be password protected or locked in files in order to avoid confidentiality violations.

Protecting a student's privacy applies to oral and written communications.

Post-Secondary Opportunities

It is important that students applying for college fill out their FAFSA accurately to qualify for the maximum number of scholarships and financial resources available.

Students applying for financial aid in Texas should submit their FAFSA applications by the priority deadline in order to maximize the amount of aid they may receive.



Did You Know?

In accordance with TEC §28.0256, beginning in the 2021-2022 school year with students enrolled in the 12th grade, each student must do one of the following in order to graduate:


- ✓ Complete and submit a FAFSA;
- ✓ Complete and submit a Texas Application for State Financial Aid (TASFA); or
- ✓ Submit a signed opt-out form.

Reminder: When students complete their college application via applytexas.org, close attention should be paid when filling out their current or prior foster care status. These questions help colleges and universities identify students who may be eligible to receive additional financial and campus supports.

TIP: Texas Lifetime Tuition and Fees Waiver

- is activated regardless of whether a student completes a course
- Contact student's Preparation for Adult Living (PAL) staff to confirm eligibility
- DFPS State Tuition and Fee Waiver Form is provided in a hard copy by TX DFPS. Request multiple copies.
- If new form is needed, contact Regional DFPS PAL staff where youth is from or DFPS state office
- Student must present hard copy when enrolling at a public TX higher education institution.

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 font.

Monday,
March 31, 2025

2:00-3:00 PM

[Registration](#)

Wednesday,
April 30, 2025

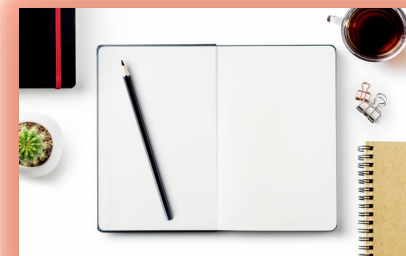
2:00-3:00 PM

[Registration](#)

Friday,
May 16, 2025

11:00–12:00 PM

[Registration](#)



A photograph of a young woman with long dark hair, wearing a plaid shirt, sitting at a desk in a classroom. She is looking down and writing on a piece of paper with a pencil. Other students are visible in the background, some out of focus. The lighting is soft and natural, suggesting a bright classroom environment.

Texas Education for Homeless Children and Youth (TEHCY)

Grant Updates

Local Review/Audit Letters

Title I: Part A Set Aside

Resources & Reminders

ARP-HCY Liquidation Updates

ARP Liquidation Extension

APPROVED

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.

- Regular Liquidation Period ended 12/30
- Texas received 81M
- We spent 70.3M or 86% of ARP Funds.
- We appreciate the collaboration and partnership to expend ARP Funding

TEHCY Grants Reminders & Updates



- **23-24 Continuation Grant: Extended to 2026**
 - EOY Report for 23-24 Grant will be at the end of the grant period
- **25-26 TEHCY Continuation Grant Spring/Summer 2025**
 - Continuation grant allow for a pre-award, 9/1/2025
- **25-26 TEHCY ESC Capacity Grant Spring/Summer 2025**

Local Audit Request

- In January, letters were sent to over 400 LEAs that potentially unallowably suspended one or more students in the 2023-24 school year*
- Letters strongly encouraged LEAs **to locally review agency guidance, evaluate their policies and procedures, and ensure compliance with all statutory requirements** related to disciplinary decisions for students experiencing homelessness
- Letters included **links to TEA guidance**, such as:
 - [Texas Education for Homeless Children and Youths \(TEHCY\) Discipline Toolkit](#);
 - [Texas Education Code, Chapter 37 - Student Discipline training](#);
 - [McKinney-Vento 101 through 401 webinars](#); and
 - [To The Administrator Addressed correspondence](#) issued in August 2024
- LEAs are strongly encouraged to **immediately implement corrective actions or improvements to current policies and procedures** if issues are identified

*SRDU recognizes in some cases, students may have been identified as experiencing homelessness after a disciplinary action has been taken, and that this is not always reflected in PEIMS.

Compliance Review Findings

Based on the compliance reviews conducted thus far, **some of the common findings are** —

Students were unallowably assigned OSS; reasons for suspensions varied (e.g., issues with SIS warnings; lack of district oversight; inadequate training for district/campus staff; lack of communication between staff members)

Failure to maintain detailed documentation (e.g., disciplinary referrals) to support the disciplinary actions and disciplinary action reasons reported through PEIMS

PEIMS disciplinary actions and disciplinary action reason codes were misreported

Students were not provided an alternative means of receiving course work, including a method that does not require use of the internet, during the suspension

Student Residency Questionnaire forms and disciplinary decision practices do not reflect Agency best practices

ESC Assistance

- TEA encourages LEAs to reach out to independent parties, such as ESCs, to help with local audits. Therefore, **ESCs are welcome to provide assistance if requested by the LEA.**
- Assistance for these reviews may include:
 - Helping ensure LEAs are aware of the relevant guidance documents/trainings offered by TEA, some of which are new
 - Considering the most common findings and assisting LEAs in identifying similar issues when reviewing their data and related policies/procedures
 - Recommending LEAs submit TIMS tickets if there are questions about PEIMS reporting of discipline or homeless codes
 - Encouraging LEAs to regularly check their AskTED contact information to ensure district staff is up-to-date

Title I, Part A Set-Aside

Homeless children and youths are automatically eligible for services under Title I, Part A of the ESEA, whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. (ESEA section 1115(c)(2)(E)). For example, homeless children and youths may receive Title I educational or support services from schoolwide and targeted assistance school programs.

Under section 1113(c)(3)(A) of the ESEA, an LEA must reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools.

Title I, Part A Set-Aside

- Title I, Part A funds may be used to provide a wide variety of services to homeless students.
- Title I, Part A funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. (ESEA section 1113(c)(3)(C)(ii)).

Clothing & Shoes
(uniforms & PE)

Student Fees
(Postsecondary).

Tutoring Services

Extended Learning Time
(Saturdays, after-school,
summer)

Medical &
Dental
Services

School Supplies
(Backpacks, notebooks)



Title I, Part A Set-Aside Considerations

1. Services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)).
2. Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources used to provide similar services for economically disadvantaged students generally.
 - USDA's National School Lunch Program and Breakfast Program,
 - public health clinics, or
 - local discretionary funds (sometimes provided by the PTA)

Outreach services to students living in shelters, motels, and other temporary residences



Counseling services to address anxiety related to homelessness that is impeding learning





Resource Center:

<https://region13.wistia.com/medias/q0ug6fwh4i>



Three Bags of Support:

<https://region13.wistia.com/medias/y9abgqbnyd>



Family Kit:

<https://region13.wistia.com/medias/7x927psshx>

McKinney-Vento 301 Transportation Recording Available

JANUARY 30, 2025, RECORDED WEBINAR

McKinney-Vento 301 | Transportation

McKinney-Vento 301 will provide you the strategies in supporting students experiencing homelessness and transportation, including School of Origin...





UPDATED: TEHCY Infographics (2023-24 data)



TEHCY Texas Education for Homeless Children and Youth



TEXAS EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

Students experiencing homelessness live in any of these situations:



Doubled-up with other people



Homeless Shelter



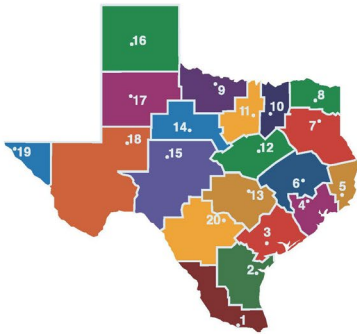
Hotel/Motel



Car, park, empty building, bus, or train station

McKinney-Vento eligible students have the right to:

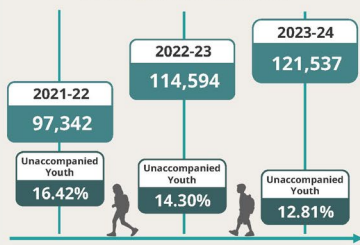
- ✓ Receive a free, appropriate public education.
- ✓ Enroll in school immediately, even if lacking documents normally required for enrollment.
- ✓ Enroll in school and attend classes while the school gathers needed documents.
- ✓ Enroll in the local school or continue attending their school of origin.
- ✓ Receive transportation to and from the school of origin, if requested.
- ✓ Receive educational services comparable to those provided to other students, according to the student's needs.



Each of the 20 Regional Education Service Centers (ESCs) has a designated Regional McKinney-Vento Liaison who provides technical assistance and training to Local Educational Agencies (LEAs).

HomelessEducation@tea.texas.gov | tea.texas.gov/tehcycy

Students Experiencing Homelessness in Texas Public Schools



Texas LEAs submitted 125,231 records of students experiencing homelessness at the close of the 23-24 SY. Of these submissions, 2.7% pertained to students who appeared more than once in the statewide data (i.e., students who changed schools and were reported as homeless by more than one school district). The above analysis presents the overall number of students experiencing homelessness as the unduplicated student count, while percentage figures in this infographic are calculated from all records in the statewide data set.

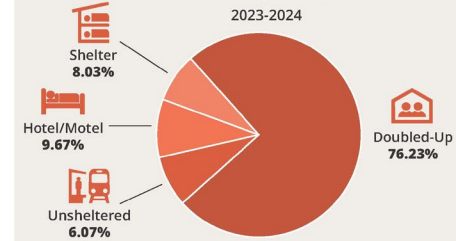


TEHCY Texas Education for Homeless Children and Youth

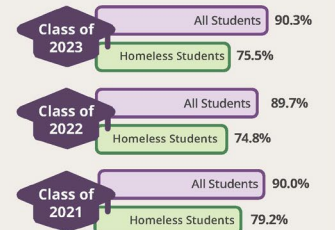


TEXAS EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

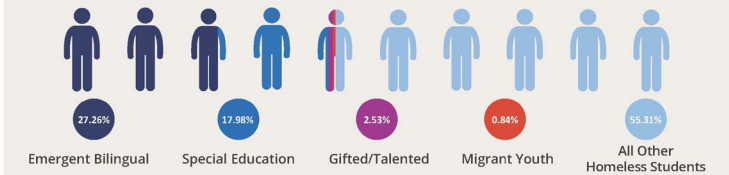
Identified Students Experiencing Homelessness by Living Situation



Graduation Rate by Year



Students Identified as Homeless and Other Special Populations



Because students may be identified in more than one special population group, these categories are not mutually exclusive; therefore, percentages do not add up to 100%.

HomelessEducation@tea.texas.gov | tea.texas.gov/tehcycy



McKinney-Vento Upcoming Training & Office Hours



Upcoming Training	Date & Time
<p data-bbox="759 425 1396 486">McKinney-Vento 401</p> <p data-bbox="955 505 1200 558">(Discipline)</p> <p data-bbox="894 572 1258 619"><u>Registration Link</u></p>	<p data-bbox="1589 462 2193 572">Thursday, March 13th, 2025, 11:00 am – 1:00 pm</p>

TEHCY Talks (Office Hour)

Thursday,
February 6, 2025

10:30 – 11:15 AM CT

[Registration](#)

TEHCY Talks (Office Hour)

Thursday,
April 10, 2025

10:30 – 11:15 AM CT

[Registration](#)

TEHCY Talks (Office Hour)

Thursday,
May 15, 2025


10:30 – 11:15 AM CT

[Registration](#)




Military-Connected Student Program

UPDATED: MSI Infographics (2023-24 data)



Texas has the **second highest number** of identified military-connected students in the nation with **nearly 215,000** attending public and open-enrollment charter schools.



Source: PEIMS 2023-24

Military-Connected Students

The Military Student Identifier:

2013-2014 School Year
 Texas Education Code TEC § 25-006
 Districts and open-enrollment charter schools are required to collect the military student identifier (MSI). This includes active duty, National Guard, and a reserve force.

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

2019-2020 School Year
 Texas Education Code TEC § 25-006
 The 86th Texas Legislature - SB 1557
 New PEIMS indicator codes. Students with a parent/guardian who:

1. Are veterans.
2. A member in the U.S. military or reserve force who have fallen in the line of duty.

UPDATED



Strengthening Military Student Identification (MSI)

Texas Education Code §25.006 requires districts and open-enrollment charter schools to collect data to identify their military-connected student population and submit to the Texas Education Agency (TEA).

Students in K-12th grade:



- Student is a dependent of a current member of one of the following:
 - U.S. military;
 - Texas National Guard (Army, Air Guard, or State Guard); or A
 - reserve force.
- Student is a dependent of a former member of one of the following:
 - U.S. military;
 - Texas National Guard (Army, Air Guard, or State Guard); or A
 - reserve force.
- Student was a dependent of a member of the U.S. military or reserve force who has fallen in the line of duty.

Prekindergarten students:

- A dependent of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces who is ordered to active duty by proper authority.
- A dependent of the armed forces of the United States, including the state military forces or a reserve component of the armed forces who was injured or has fallen in the line of duty.

FAQs


- What are the benefits of identifying students as military-connected?
 District and open-enrollment charter schools will be able to appropriately link military connected students and their families to resources, services, and laws (MCS) they are eligible for because of their active-duty status.
- What are a school's requirements for collecting military student identifier (MSI) data?
 Districts and open-enrollment charter schools must include the military student identifier question in their student enrollment packet.
- Does the parent/guardian need to provide proof of their military status?
 Verification of military status is not required for the purposes of the military student identifier. Verification may be required if the school has a special program for which there is an eligibility requirement, such as state-funded prekindergarten. Districts and open-enrollment charter schools should not make copies of Department of Defense (DoD) identification cards.
- How does the military student identifier (MSI) in the Public Education Information Management System (PEIMS) differ from the Federal Impact Aid Survey?
 PEIMS allows the TEA to collect data from districts and open-enrollment charter schools regarding their military connected student population, also known as the military student identifier (MSI). Districts and open-enrollment charter schools may choose to apply for impact aid funds based on the number of military-connected students; however, the collection of the Impact Aid survey is not connected to the PEIMS military student identifier. Districts and open-enrollment charter schools should ensure they are collecting the PEIMS military student identifier through their enrollment process.

TEA.Texas.gov/mil

512.463.9098

MilitaryConnectedStudents@tea.texas.gov





Purple Star Rise



[→ Start Here](#)



[🔄 Canvas Refresher](#)



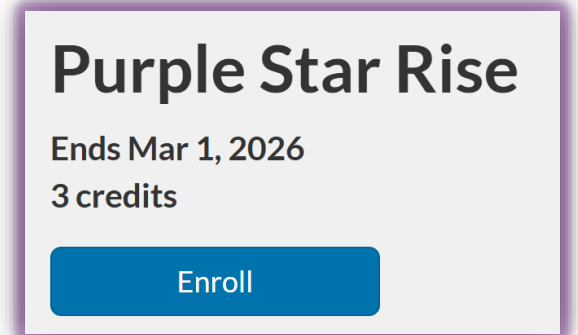
How to access Purple Star Rise

FREE

Two ways to access:

- Search "Purple Star Rise" in [TEA Learn Homepage](#); or
- Direct Link: [Purple Star Rise](#)

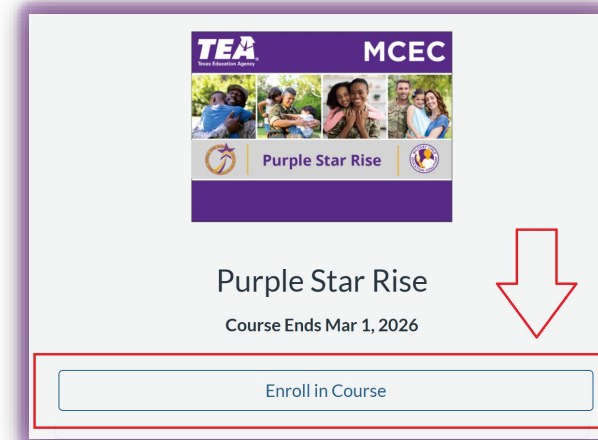
1. When you find the course, select '**Enroll**'



Purple Star Rise
Ends Mar 1, 2026
3 credits
[Enroll](#)

- If you do NOT have a TEA Learn account: **Register as new user**
- If you already have a TEA Learn account: **Sign In**

2. Then Select '**Enroll in Course**'



TEA **MCEC**
Purple Star Rise
Course Ends Mar 1, 2026
[Enroll in Course](#)

Overview: Purple Star Rise TEA Learn Course

- To assist LEAs in **implementing effective** Purple Star Campus programs.
- Resources, tools, videos, and asynchronous professional development training modules to **strengthen** Purple Star in Texas.
 - **Introductions:** Purple Star Campus Overview
 - **Module 1:** Purple Star Campus Designation
 - **Module 2:** Campus-Based Military Liaison
 - **Module 3:** Webpage for Military Family
 - **Module 4:** Campus Transition Program
 - **Module 5:** Military Initiatives
 - **Course Conclusion:** CPE Certificate





Purple Star Rise Modules Outline

Each content module was designed to build upon each other as information is presented to the learner. Format is aligned across the entire course.

- Module Overview and Objectives
- Targeted Content Aligned to the Module Focus
- Summary and Key Insights of the Module
- Check for Understanding
- Vetted Resources Aligned to the Module

10 unique tools were developed for Purple Star Rise to serve LEAs

Helpful Resources – Key Terms and Policy

Commonly Used Key Terms, Definitions and Acronyms for Educators Supporting Military-Connected Students and Families

This resource provides commonly used military key terms, definitions, and acronyms to assist education professionals in supporting military-connected students and families and military stakeholders. Having a shared understanding and common language helps to facilitate seamless transitions, enhance student engagement, and build strong, supportive school communities, and effective Purple Star Campuses.

Our goal is to empower schools with the knowledge and tools necessary to offer exceptional support, fostering an educational environment that effectively assists military families.



Additional [School Support Resources for Military Families](#) can be found on the TEA website.

[Glossary of Common Terms Used in Purple Star Rise](#)

Texas Law and Policy Requirements to Support Military-Connected Students

This document provides Texas laws and policy requirements to effectively provide campus transition support to incoming military-connected students. Use this document in combination with the [Purple Star Campus Designation Self-Assessment Application Rubric](#) to ensure the successful implementation, evaluation, continuous improvement, and sustainability of the Purple Star Campus Designation on your campus.

Below is a chart of key laws and policies meeting the statutory requirements and implementation best practice to support military-connected students throughout the TEALearn *Purple Star Rise* course.

Year	TEC Law	Highlight Summary
2005	TEC 52E.006	Transition Assistance for Military Dependents Mitigates and reduces barriers to school transitions for military-connected

- Commonly used key terms, definitions, and acronyms for educators supporting military-connect students and families ([PDF](#))
- Texas Law & Policy Requirements to Support Military-Connected Students ([PDF](#))

Helpful Resources - FAQs and Annual Timelines

PURPLE STAR CAMPUS DESIGNATION FREQUENTLY ASKED QUESTIONS

The Purple Star Campus Designation (PSCD) recognizes Texas district and open-enrollment school campuses that show their support and commitment to meeting the unique needs of military-connected students and their families. Below are answers to common questions TEA receives during the application period to support local education agencies (LEAs) as they work on their Purple Star applications.

For more information on the application process, established criteria, and timeline, please visit [Texas Education Agency Purple Star Campus Designation website](#). The current year's application window is posted.

Q1: Does the campus-based military liaison have to be an employee of the local school district?

A1: Yes. All campus-based military liaisons need to be an employee of the LEA. See the [Texas Administrative Code, Chapter 61, §61.1063](#).

Q2: Is it important to consult with my district webmaster to establish and regularly update the campus webpage for military families?

Purple Star Campus Annual Calendar and Timeline Recommendations

This document provides key considerations and recommendations for the campus-based military liaison to guide monthly and annual planning for the Purple Star Campus Designation (PSCD). The exemplary practices, lessons learned, and practical application examples below are from successful Purple Star Schools across Texas. Use in combination with the [PSCD Application Self-Assessment Rubric](#) to identify opportunities for continuous improvement and to strengthen program implementation for the following school year.



Use this resource to accompany the *Purple Star Rise* course, modules 1-5.

AUGUST: Upon receiving the Purple Star Campus Designation

1. **Publish** the TEA Purple Star Campus Designation Awardee announcements on the campus military family webpage.
2. **Promote** the campus and/or district resolution to increase leader awareness.

- PSCD [Frequently Asked Questions](#) (PDF)
- PSCD [Annual Calendar and Timeline Recommendations](#) (PDF)

Helpful Resources – PSCD Application Support

Purple Star Campus Designation (PSCD) Application Overview & Checklist

This document provides PSCD criteria and a program checklist, offering concise guidance and details for schools aiming to attain the Purple Star Campus Designation. Use this document with the [PSCD Self-Assessment Application Rubric](#) to ensure the successful implementation, evaluation, continuous improvement and sustainability of the Purple Star Campus Designation on your campus.

Purple Star Campus Designation Application Guide

The purpose of this guide is to provide a high-level overview of the Purple Star Campus Designation (PSCD) application and key tips, resources, and reminders for successfully submitting your campus's application and supporting military-connected students within your local education agency (LEA). The

Purple Star Campus Application Rubric



Purple Star Campuses must meet **all** requirements listed in [19 TAC § 61.1063](#). This rubric is intended to inform Purple Star Campus Designation candidates how their application will be evaluated against these requirements. Campus activities must be clearly articulated and supported by evidence. Please utilize this document as a guide when completing your application to ensure the quality of your submission meets the expectations set forth by TEA.

Note: Applications will not be graded on a scale. The overall determination of awards is contingent on TEA's final review. The purpose of this rubric is to allow campuses to self-assess the quality of their applications. Applicants are responsible for submitting detailed information to ensure TEA is able to make accurate determinations.

	Developing	Satisfactory	Exemplary
Scoring Key	Does not meet the criterion	Meets the criterion	Meets the criterion

- PSCD Application Overview & Checklist ([PDF](#))
- PSCD Application Guide ([PDF](#))
- PSCD Application Rubric ([PDF](#))

Helpful Resources – Military PD and Initiatives

Supporting Military-Connected Students Professional Development Resources and Tools

This document provides free, national comprehensive professional development resources for Purple Star Campus Designees across Texas. Tailored to meet the needs of K-12 education and other youth-serving professionals, this repository is categorized by topic and role specificity. The *Purple Star Rise* module resource, developed in collaboration with the Texas Education Agency and the Military Child Education Coalition®, is designed to support campus-based military liaisons, educators, counselors, campus administrators, and other youth-serving professionals as they serve



Other youth serving professionals are school counselors, school psychologists,

Military Initiatives

The Purple Star Campus Designation (PSCD) emphasizes the importance of fostering partnerships and collaboration between schools, local military installations, community stakeholders, and veteran service organizations. The military initiative component of the PSCD provides an opportunity to foster key partnerships and collaborations, an important aspect of the PSCD. Military initiatives aim to provide tangible engagement opportunities, increase awareness, and show appreciation and support for the service and sacrifice of military-connected students and families.

This resource gives an overview of PSCD requirements regarding different types of military initiatives, key strategies for planning and implementing, and related guidance for conducting annual recognition or special events.

When implementing military initiatives, documenting and highlighting related activities

- Supporting Military Connected Students PD Resources/Tools ([PDF](#))
- Military Initiatives ([PDF](#))

Helpful Resources – Webpage & Transition Program

Purple Star Campus Designation Webpage Requirements for Military Families

Creating an Effective Campus Webpage for Military Families

Establishing a dedicated webpage for military families is a requirement of the Purple Star Campus Designation (PSCD). This must be a dedicated webpage for military families — easily accessible and unique to your individual campus. The webpage provides critical and helpful information to a military family transferring in or leaving your campus. The PSCD requires specific components that must be included on the webpage for military families.

This resource outlines the required elements while also suggesting types of information that could be included on the webpage. Please ensure that your unique campus webpage for military families includes:

Campus Transition Program Best Practices

The Purple Star Campus Designation (PSCD) includes the requirement of a Campus Transition Program (CTP), including a peer-led student transition team. Schools can effectively support incoming military-connected students and promote a positive, inclusive school culture by clearly defining campus transition programs and implementing peer-led student transition teams. This element of PSCD is crucial for helping new military-connected students develop a sense of belonging and connectedness in their new school. This document outlines the requirements and best practice strategies for implementing a CTP. This document aligns and should be used in conjunction with the [PSCD Self-Assessment Application Rubric](#) to identify opportunities to strengthen campus transition programs and for continuous

- Webpage Requirements for Military Families ([PDF](#))
- Campus Transition Program Best Practices ([PDF](#))

SY 2025-26 Purple Star Campus Designation



- 25-26 SY Application window
 - April 4th – June 6th
- PSCD Spring Interest Meeting
 - March 19 @ 1:00-2:00 PM CST
 - [Registration Link](#)
- Office Hours (To be scheduled)
- Application Training (TBD)

Relevant Tools and Resources

- PSCD [Application Overview and Checklist](#) (PDF)
- PSCD [Application Guide](#) (PDF)
- PSCD Campus Self-Assessment: [Application Rubric](#) (PDF)
- PSCD [Frequently Asked Questions](#) (PDF)
- PSCD [Annual Calendar and Timeline Recommendations](#) (PDF)
- Commonly used key terms, definitions, and acronyms for educators supporting military-connect students and families (PDF)
- Supporting Military-Connected Students: [Professional Development Resources and Tools](#)
- Texas Law and Policy Requirements to Support Military-Connected Students (PDF)
- PSCD [Campus Transition Program Best Practices](#)
- PSCD [Military Initiatives](#)
- PSCD [Webpage Requirements for Military Families](#)

Previously Recorded PSCD Application Webinars

- 24-25 PSCD Application Webinar: [Presentation](#) (PDF) | [Recording](#) (held on February 20, 2024)

Purple Star Campus Support (PSC Designees Only) Professional Learning Community & Office Hours

Save the Dates



Professional Learning Community (PLC)

Three sessions offered
2:30 – 3:30 p.m. CST

- January 29, 2025
- March 19, 2025
- May 21, 2025

Register Here! To register for this series, open the camera app on your mobile phone and hover over the QR code, or click here:



REGISTER

Office Hours

Three sessions offered
1:00 – 2:00 p.m. CST

- February 5, 2025
- March 26, 2025
- May 28, 2025

Register Here! To register and speak to an MSC, open the camera app on your mobile phone and hover over the QR code, or click here:



REGISTER



The Texas Education Agency (TEA) is pleased to announce a free, specialized professional development opportunity for Purple Star Campus Designees (PSCD). This is the first time the agency has provided intentional training and coaching support for campuses who've earned the PSCD. TEA, in collaboration with the Military Child Education Coalition® (MCEC™), is proud to offer a 3-part Professional Learning Community series, that includes professional development and Purple Star office hours to strengthen support for campuses who are implementing PSCD. The PLC will take place in the second half of the 24-25 school year, January through May 2025.

Professional Learning Community (PLC) is a great way for educators to collaborate with and tap into a network of peers and partners to support military-connected students. This new PLC is designed for school professionals and educators at campuses across Texas that have earned the PSCD. Each PLC is unique, so plan to attend all three! During each session, you will be presented with a 15- to 20-minute lesson on best practices, followed by a real case or situation for discussion. Through a structured process, you will learn from one another and subject matter experts, bringing tangible knowledge back to your campus and Purple Star Campus Program.

Purple Star Office Hours are an opportunity for school professionals to ask questions and receive feedback on their Purple Star Campus program, or anything related to supporting military-connected students and families, from one of MCEC's Military Student Consultants (MSCs). MSCs are highly specialized education professionals with extensive knowledge of and experience with the Purple Star process and will be available during the office hours to provide support to schools that have received their PSCD.

- First time ever – TEA in collaboration with the Military Child Education Coalition (MCEC) is providing professional development and office hours for **Purple Star Campus Designees Only.**
- Goal to provide coaching, support and strengthened guidance to Purple Star Campus Designees.

- Unique Purple Star Campus Listserv
 - 23-24 PSCD Awardees
 - 24-25 PSCD Awardees
- Promotion across several social media platforms



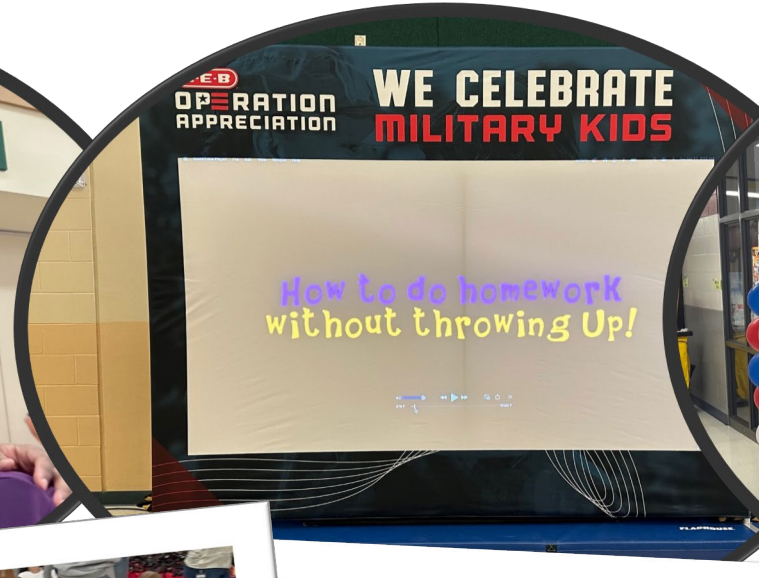
Celebrate Month of the Military Child (MOMC)



Join TEA in Celebrating Month of the Military Child!

- *PurpleUp!* Day – Friday, April 11th, 2025!
- LEAs may choose date(s) for MOMC celebrations

PurpleUp! Day – Northside ISD (San Antonio, TX)



SAVE THE DATE: April is Month of Military Child



Month of the Military Child Toolkit

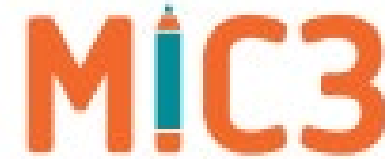
A collection of resources to help you celebrate military-connected children during April's Month of the Military Child.



Resources and Activities for MOMC



**MONTH OF THE
MILITARY CHILD**



MILITARY INTERSTATE
CHILDREN'S COMPACT
COMMISSION

Download resources to plan your event(s) and promote your activities throughout April!



U.S. Department of Defense



HMAR

Reminders,
Resources, and
Save the Dates





HMAR ESC Liaison & Champion Directory



Highly Mobile and At-Risk (HMAR) Student Programs



2024-25 ESC Liaisons/Champions

Introduction

This document serves as a contact directory for individual HMAR program liaisons and/or champions at the Education Service Centers (ESCs). Stakeholders can use this guide to locate their ESC's Homeless Liaison, Foster Care Champion, and Military-Connected Student Champion.



Homeless/McKinney-Vento

Texas Education for Homeless Children and Youths (TEHCY)

The TEHCY Program provides direction and leadership on the implementation of state and federal guidance regarding program services for McKinney-Vento eligible students.

- [TEHCY Webpage](#)
- Contact: Dr. Desiree Viramontes (McKinney-Vento State Coordinator)
- Email: HomelessEducation@tea.texas.gov
- Phone: (512) 463-9414



Foster Care

FOSTER CARE & STUDENT SUCCESS

Foster Care & Student Success maintains resources and information to advance the education of students impacted by foster care.

- [Foster Care Webpage](#)
- Contact: Dr. LaTrenda Watson (At-Risk State Coordinator)
- Email: FosterCareLiaison@tea.texas.gov
- Phone: (512) 936-6208



Military-Connected

MILITARY-CONNECTED STUDENTS

The Military-Connected Students Program provides information and resources to students, parents, and educators to assist with navigating transitions to new schools, communities, and repeated cycles of separation and reunion.

- [Military-Connected Webpage](#)
- Email: MilitaryConnectedStudents@tea.texas.gov
- Phone: (512) 463-9098



Highly Mobile and At-Risk (HMAR) Student Programs



2024-25 ESC Liaisons/Champions

REGION 1 EDUCATION SERVICE CENTER

Program Name	Role	Staff Name	Email	Phone
	Homeless Liaison	Tana Armitage	tarmitage@esc1.net	(956) 984-6069
	Foster Care Champion	Manuel Salinas	Mansalinas@esc1.net	(956) 984-6138
	Military-Connected Champion	Dr. Judith Solis	jsolis@esc1.net	(956) 984-6032

REGION 2 EDUCATION SERVICE CENTER

Program Name	Role	Staff Name	Email	Phone
	Homeless Liaison	Veronica Benavides-Gonzales	Veronica.Benavides-gonzales@esc2.us	(361) 561-8675
	Foster Care Champion	Veronica Benavides-Gonzales	Veronica.Benavides-gonzales@esc2.us	(361) 561-8675
	Military-Connected Champion	Cristina Sandoval	cristina.sandoval@esc2.us	(361) 561-8454

REGION 3 EDUCATION SERVICE CENTER

Program Name	Role	Staff Name	Email	Phone
	Homeless Liaison	Rosanne Wagner	rwagner@esc3.net	(361) 573-0731 x138
	Foster Care Champion	Rosanne Wagner	rwagner@esc3.net	(361) 573-0731 x138
	Military-Connected Champion	Rosanne Wagner	rwagner@esc3.net	(361) 573-0731 x138



FREE



Students Served by Special Education Who are Experiencing Homelessness or in Foster Care: Strategies to Support Highly Mobile Students 24-25

Self-paced
4 credits

Enroll



Developed by TEA in conjunction with the Multiple Exceptionalities and Multiple Needs Network

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

[Recording Available](#)

HMAR Quarterly Webinar #3

Thursday, February 13, 2025

1:00 pm – 2:30 pm CT

**** TODAY ****

HMAR Quarterly Webinar #4

Thursday, May 1, 2025

1:00 pm – 2:30 pm CT

[Registration Link](#)



Upcoming Trainings and Events (24-25)

■ Foster Care:

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



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

- MV 401 (Discipline): Thursday, March 13, 2025 -- [Registration Link](#)
- Spring ACET Conference (Houston): April 22–25, 2025 – [Registration Link](#)

■ Military Connected Students:

- Military Connected Webinar – Wednesday, February 26, 2025 – [Registration Link](#)
- PSCD Application/Interest 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!



Popular Applications ASKTED ECOS for Educators Grant Opportunities Secure Applications TEAL Login TSDS Help Desk

TEA Texas Education Agency

Search [Search TEA.gov]

A - Z Index Contact Employment **Sign Up for Updates** TEA Co

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

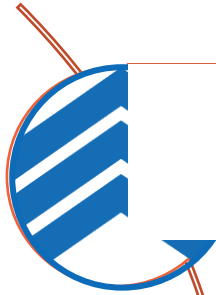
The Latest TEA News

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

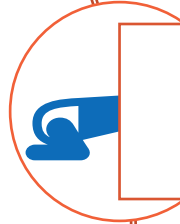
Emergency Support	Texas Schools	About
 Coronavirus (COVID-19) TEA is closely monitoring the novel Coronavirus outbreak. TEA has produced important updates.	 Visiting TEA TEA offices are open and meetings are being held in-person and virtually. Please contact the	 General Public Health Resources For current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

HMAR Unit – Individual Program’s Email Contact



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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

- **HMAR:** 24-25 Celebrations Across Texas Submissions
- **Foster Care:** Non-Regulatory Guidance, Post-Secondary Opportunities
- **TEHCY:** TEHCY grant reminders, Local Review/Audit, Title I Part A set-aside
- **Military:** PSCD Application Window, April is Month of Military Child

Tools and Resources

- **HMAR resources:** ESC Champion/Liaison Directory, TEA Learn
- **FC resources:** Foster Care & Student Success Guide, Non-Regulatory Guidance
- **TEHCY resources:** Infographics, MV videos, MV 301 resources
- **Military resources:** MSI Infographics, Purple Star Rise, PSCD resources

Thank you!



Feedback Survey

****The presentation and a recording will be posted on the HMAR's webinar website.**