

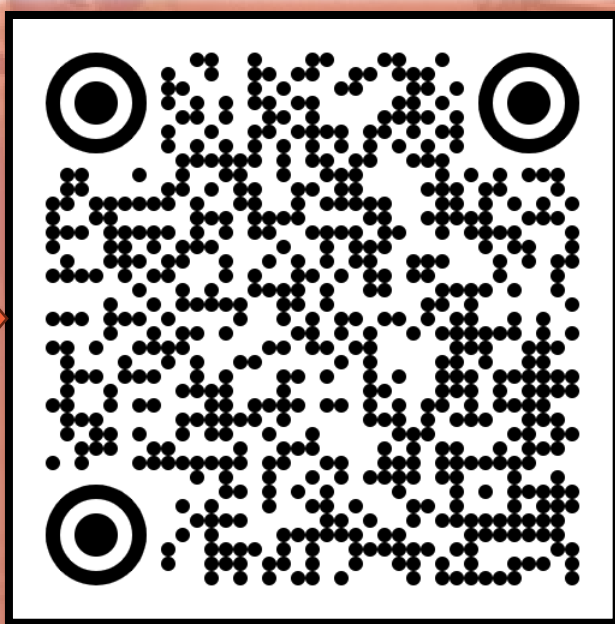


Highly Mobile and At-Risk (HMAR) Student Programs Division

Quarterly Webinar #4

Thursday, May 1, 2025
1:00pm-2:30pm

Please
take 1-2
minutes to
complete
this pre-
webinar
survey.





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
- Career and Technical Education (CTE) Guest Speaker – Mr. Dale Fowler
- Foster Care and Student Success
- Texas Education for Homeless Children and Youth (TEHCY) Program
- Military-Connected Student Programs
- HMAR General Updates
- Mental Health and Educator Wellness Guest Speaker – Ms. Sara Vercher
- 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. 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, Ed.D

Manager

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



SCAN THIS QR CODE
To Visit our HMAR Webpage



Dale Fowler

Statewide Career and Technical Education (CTE) Coordinator



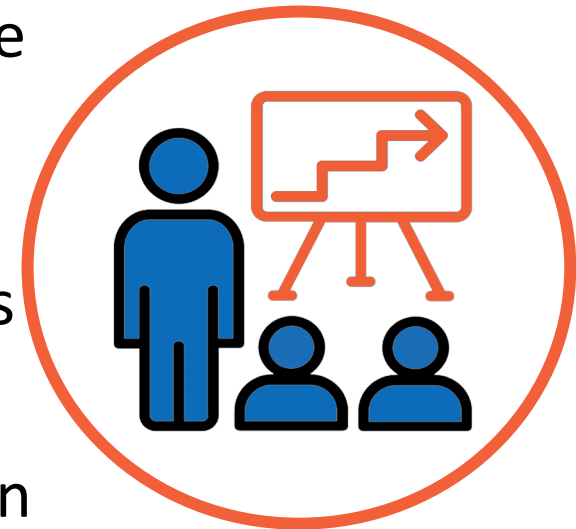
Sara Vercher, LMSW

Student Mental Health Program Manager



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.





Guest Speaker

Dale Fowler

Statewide Career and Technical
Education (CTE) Coordinator

Career and Technical Education (CTE)



Can be a highly effective approach to supporting at-risk students, offering them **a pathway to both career readiness and academic success.**



By providing hands-on, real-world learning experiences, CTE programs can help students **connect their education to potential career paths, increasing engagement and motivation.**

Secondary CTE Enrollment by Special Populations in TX

1,455

Public High Schools

1,668,741

Public High School Enrollment

1,180,579

High School CTE Concentrators

1,189,533

Total Secondary CTE Enrollment

9.1%

COUNT: 108,288

Individuals With Disabilities (ESEA/IDEA)

55.0%

COUNT: 654,412

Individuals from Economically Disadvantaged Families

21.6%

COUNT: 256,960

Individuals Preparing for Non-traditional Fields

0.2%

COUNT: 2,359

Single Parents

12.9%

COUNT: 153,211

English Learners

1.2%

COUNT: 14,783

Homeless Individuals

0.1%

COUNT: 1,376

Youth in Foster Care

1.0%

COUNT: 11,829

Youth with Parent in Active Military

0.3%

COUNT: 3,396

Migrant Students

**Perkins V
Special Populations
& Priority Groups**

Key Benefits of CTE Program of Studies for At-Risk Students

Increased Engagement and Motivation:

CTE programs often feature projects, internships, and other activities that allow students to **apply their learning in a practical, real-world context**, making education more relevant and engaging.

Improved Academic Performance:

Students involved in CTE programs have been shown to have **higher graduation rates, better academic performance, and lower dropout rates**.

Program of Studies and Opportunities:

CTE **work-based learning** programs provide students with valuable skills and knowledge related to specific industries.

In addition, students can earn **Industry-Based Certifications (IBCs)** to help prepare them for post-high school careers or further education.

Key Benefits of CTE Program of Studies for At-Risk Students

Enhanced Employability Skills:

CTE programs can also **foster the development of essential employability skills** such as communication, teamwork, and problem-solving, which are valuable in the workplace.

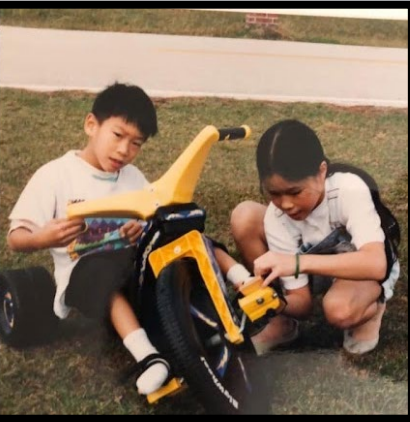


Access to Resources and Support:

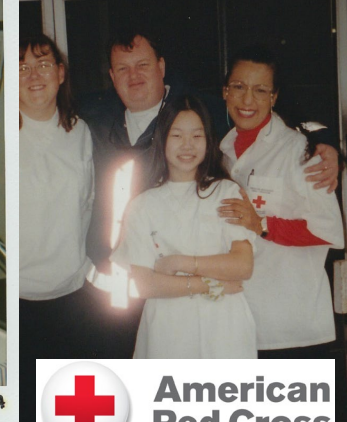
Many CTE programs offer **additional support services**, such as tutoring, mentoring, or job placement assistance, which are beneficial for at-risk students.

Furthermore, CTE provides **Career and Technical Student Organization (CTSO)**, such as HOSA – develop leadership skills, gain technical expertise, and prepare for future careers through activities like competitions, projects, and networking.

CTE and CTSO can Shift the Trajectory of a Child's Life



- Ann -
10.22.98 in Cardiac Rehab...
"being a patient" observed by
R... mullen (2) - Clinical Rotation
HOSA










Further Thoughts on CTE

Perkins V and Special Populations

CTE Concentrator vs CTE Completers

A-F Accountability in Texas and the role CTE & IBC play

Texas CTE Indicator Autocoding Codes and Definitions	
	
 Not CTE	Code 4 (Not CTE): A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.
 CTE Participants	Code 5 (CTE Participant): A student completing EITHER: Only one CTE course for any number of credits; OR More than one course for less than two credits where a CTE course is defined by 19 TAC 126 (C), Chapter 127 (B) or 130 (the student does not have to pass or receive credit).
 CTE Explorers	Code E (CTE Explorer): A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).
 CTE Explorers*	*Code E (CTE Explorer): A student completing enough program of study courses in a regional program of study to be coded a 6 or 7, but completes the school year in a district and geographic region where the regional program is not approved. The code 6 or 7 is changed to a code E.
 CTE Concentrators	Code 6 (CTE Concentrator): A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.
 CTE Completers	Code 7 (CTE Completer): A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.
*Regional programs of study are approved in ESC geographic regions where there is specialized regional labor market demand for specific occupations. Students concentrating (code 6) and/or completing (code 7) a program of study outside of approved geographic ESC regions are assigned a code E (Explorer).	

Priority Steps for Implementing Successful CTE Programs for At-Risk Students

Work collaboratively in your school system across multiple departments to support at-risk students.

Leverage funding (e.g., Perkins V, State Transportation, State weighted CTE, Title IV, Title I Part A, McKinney-Vento, Local Funds, etc.)

Strategies for Implementing Successful CTE Programs for At-Risk Students



Collaborate with Local Businesses

Provides students with valuable real-world learning experiences through internships, apprenticeships, and job shadowing.



Personalize Learning/Tailor CTE programs

To meet the individual needs and interests of at-risk students, ensuring they have access to appropriate support and resources.



Focus on Program of Studies

Provides students with clear career guidance & opportunities for advancement, helps them envision their future & stay motivated.



Integrate Academic & Career and Technical Training

Provides a well-rounded education that prepares students for both academic and career success.



Provide Ongoing Support

Mentoring, tutoring, and job placement assistance can help students succeed in their chosen career paths.

CTE Resources for HMAR Student Programs

Foster Care

- ACTE: [Supporting Foster Youth in CTE](#)
- TEA Foster Care Guide: [Chapter 11](#)

Military-Connected

- ACTE: [Supporting Military-Connected Learners in CTE](#)
- DoDEA: [Career Technical Education \(CTE\) Program](#)

McKinney-Vento

- ACTE: [Supporting Learners Experiencing Homelessness in CTE](#)
- NCHE: [Supporting Students Experiencing Homelessness Through CTE](#)

Additional Resources

- ACTE: [Supporting Single Parents in CTE](#)
- TEA: [Career and Technical Education \(CTE\) Website](#)

A photograph of a group of students walking up a wide, modern staircase in a school building. The students are wearing backpacks and casual clothing. The staircase has metal railings and is situated next to large glass windows that look out onto a green landscape. The image is slightly faded to allow the text overlay to be prominent.

Foster Care & Student Success

Foster Care & Student Success

Closing out the school year

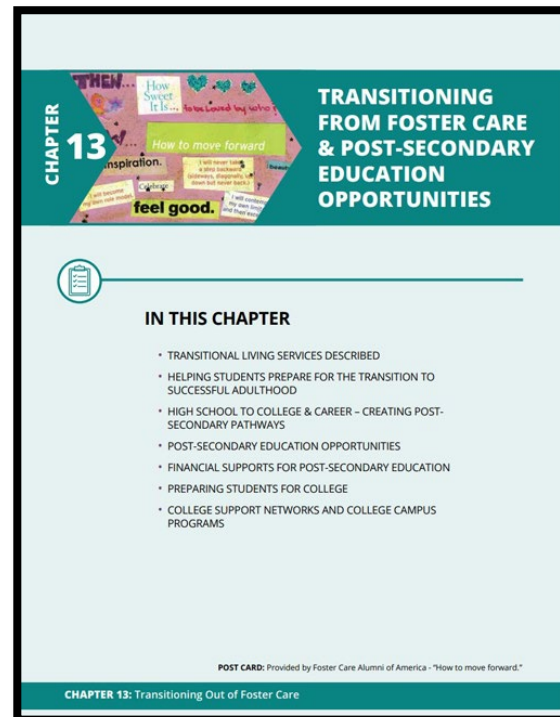
Transition Assistance Reminder

Planning for the next school year

May is National Foster Care Awareness Month

Save the Date: Foster Care Summit 2025

- Meetings with 11th and 12th grade students in foster care to speak about post-secondary opportunities
- Provide FAFSA support for students in 12th grade who are graduating; it is a graduation requirement (**for all students).





“School districts and open-enrollment charter schools must provide professional development opportunities and resources to support key staff members such as principals, registrars, counselors, designated liaisons, nutrition coordinators, and transportation specialists on local processes and procedures for facilitating successful school transitions for students who are homeless or in substitute care.”

[§89.1605\(c\)](#)

Transition Assistance Toolkit



Nutrition Benefits

TAC § 89.1605(a)(3)

All students who are identified as homeless or in foster care are eligible for the US Dept of Agriculture Child Nutrition Program.

Local Educational Agencies (LEAs) must ensure there is an expedited process in place for students who qualify to receive nutrition benefits upon enrollment. The process must communicate with the LEA nutrition coordinator to ensure that eligible students are charged in error or experience delays in receiving these benefits.

Best Practices



Appropriate LEA or campus staff should immediately notify food services when a new student enrolls.



Verify student coding is in alignment with effective date.



Ensure student confidentiality.



Collaborate with your Nutrition Coordinator to establish processes, such as sending an approval notification via email.



LEAs should annual new staff or eligible applicants.



REMINDER: Applications must be expedited when the student qualifies for SNAP benefits. Ensure systems and supports are student and family-centered!



Enrollment Conferences

TAC § 89.1605(b)

Local Educational Agencies must convene an enrollment conference with a student who is homeless or in foster care within the first two weeks, or as soon as feasible after a student who is homeless or in substitute care enrolls at a new school. The student participation in the meeting should be addressed on a case-by-case basis. The conference cannot delay or impede enrollment.



The enrollment conference may be used in conjunction with an existing meeting designed for a similar purpose for newly enrolled students.

An **Enrollment Conference** is a student-centered meeting for a newly enrolled student designed to:

- Identify academic and extracurricular interests.
- Review credits and assessment information.
- Introduce school processes and opportunities for engagement.
- Determine social-emotional support.
- Develop course and instructional strategies.
- Communicate confidential information that impact a student's success, if needed.



Key People to Consider Including:

- School Administrators
- McKinney-Vento Liaisons
- Foster Care Liaisons
- School Counselors

Others to Include*:

- | LEA AND CAMPUS STAFF | COMMUNITY SUPPORT |
|--|--|
| » Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.) | » Parent or Guardian |
| » Teachers | » Relative or Foster Placement Caregiver |
| » Social Workers | » Texas DFPS Caseworker |
| » Dropout Prevention Specialist | » DFPS Educational Decision Maker |
| » Attendance/Tuency Officer | » CASA Volunteer |

*Additional people may be invited, as needed.

**Discussion topics are required in TAC § 89.1605(b)(3) and should be adapted to meet the unique needs of each student.



Student Welcome Packet Requirements and Best Practices

TAC § 89.1605(a)(1)

Local Educational Agencies (LEAs) must provide welcome packets to students who are homeless or in foster care within the first two weeks of enrollment. LEAs may include required welcome packet contents with any existing items being provided to new students.



Welcome Packet Required Items:

- Extracurricular activities (e.g., fine arts, athletics, etc.)
- Club activities
- Information on fee waivers
- Tutoring opportunities
- Student code of conduct
- Available student supports
- Contact information for pertinent school staff

- Contact information for key school members:
- School counselors
- Nurses
- Social workers
- Foster Care Liaison
- McKinney-Vento Liaison
- Principal & Assistant Principals
- Registrars
- Nutrition coordinators
- Transportation specialists
- Additional support staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc., programs, Pregnancy Related Services)



Additional Foster Care and McKinney-Vento Items:

- | | | |
|-------------------------|-----------------------------------|--|
| ⊕ Student clubs | ⊕ Mentor programs | ⊕ Post-secondary planning activities |
| ⊕ After school programs | ⊕ Family engagement opportunities | ⊕ Summer and holiday resources |
| ⊕ Enrichment programs | ⊕ Student ambassador programs | ⊕ Other community resources available in your area (e.g., Find-Help.org) |



School Introductions to Ease Transitions

TAC § 89.1605(a)(2)

School introductions are welcoming activities provided by the school to new students. Staff can introduce students to the school in a variety of ways, such as giving tours of the campus, hosting welcome events, and providing one-on-one student support. These activities can help students acclimate to their new environment, adjust academically, meet new friends, and participate in extracurricular activities. While LEAs are required to provide introductions to students who are homeless or in foster care, these supports are beneficial for easing the transitions of all newly enrolled students.



Strategies to Ease Transitions

- Provide introductions (e.g., staff introductions, campus tours, activities, welcome events, etc.) within two weeks of enrollment.
- Implement mentoring programs in which staff or community mentors can facilitate introductions, have lunch with students, and check-in with students throughout the day.
- Provide information on peer-to-peer programs, such as student-led activities, clubs, programs, extracurriculars, etc.
- Designate a staff member to whom the student can reach out for support and services. This person provides a safe space for the student to share any concerns, needs, or life changes.



Key Contacts

- Campus staff members.
- Staff members who have been designated as student mentors.
- Community mentor sponsor. Student-led groups.
- Student ambassadors and faculty sponsors.



Student Ambassadors

Student ambassadors are students who represent the school and introduce new students to the campus and its culture. Student ambassadors are familiar with the campus environment and have a positive attitude, great communication skills, leadership qualities, and are accepting of others.

Student ambassadors can organize and/or participate in the following activities:

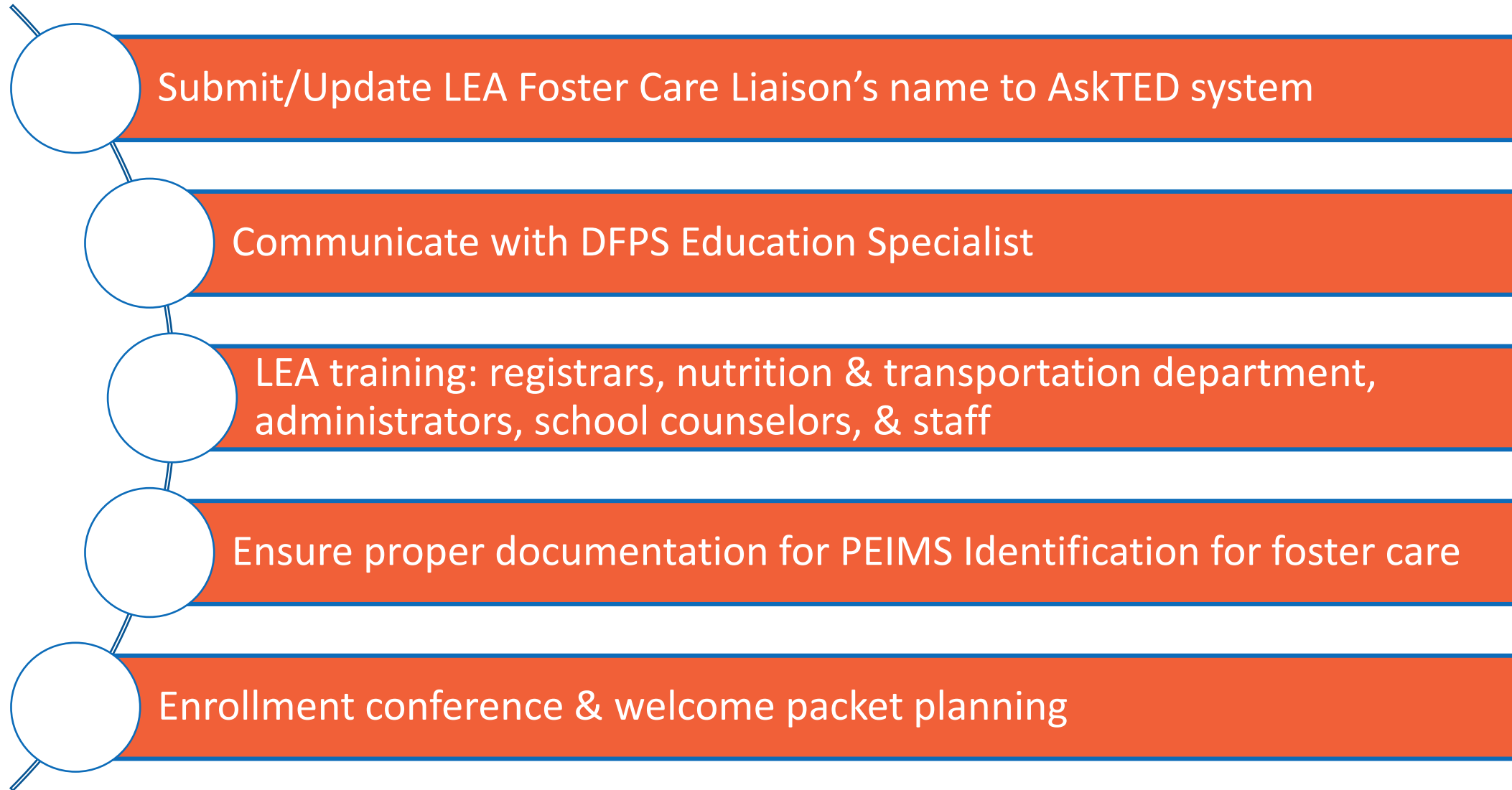
- Newcomer social events throughout the school year.
- Tours of the campus library, nurse's office, counseling office, gym, and cafeteria.
- Accompanying new students to lunch during the first week of school.



View Transition Assistance Webinars on YouTube
[Transition Assistance Part I](#); [Transition Assistance Part II](#)



Planning for Next School Year



May is National Foster Care Awareness Month

- Foster Care Month Toolkit
 - [Child Welfare Information Gateway](#)



- [National Foster Care Month | The Administration for Children and Families](#)



Foster Care Summit 2025 – SAVE THE DATE



SAVE
THE
DATE

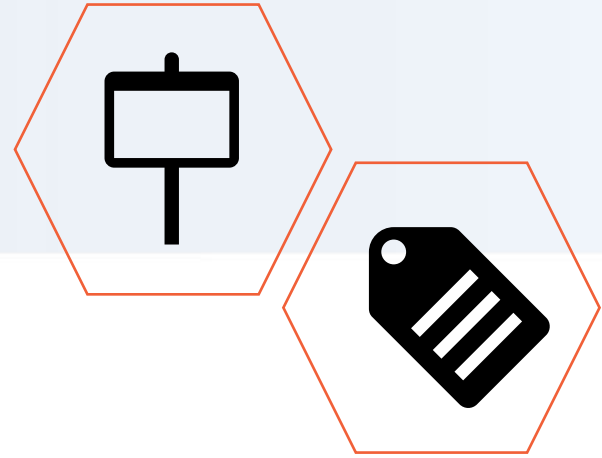
- **Tentative Dates:** Will be during the first week of December (2nd – 3rd)
- **Location:** University of North Texas (Denton, Texas)
- **Objective:** provide guidance, resources, tips, and tools to assist LEAs and child welfare organizations with addressing the educational needs and requirements of students in foster care, as required by Every Student Succeeds Act



A young woman with dark hair tied back is focused on assembling a small robot. She is using her hands to connect wires to a circuit board. The robot has a black body and a prominent yellow wheel. The background is a blurred classroom setting with computer monitors and other equipment. The overall lighting is soft and natural.

Texas Education for Homeless Children and Youth (TEHCY)

TEHCY End of Year (EOY) Reminders



EOY and Summer Planning

- Progress monitoring, summer school enrollments

Review McKinney-Vento program needs and community partnerships

- Include items in your request from your program services assessment.
- Reach out to community partners about the upcoming school year

Develop strategies to develop and communicate your program needs

- Include District Data, EOY survey information, community information

McKinney-Vento Liaison Summer Duties

For M-V students to meet the same academic standards as housed students, consider the following:



End-of-year progress checks

Summer enrichment programs

Summer school enrollments

Communicating summer support information



Informing parents or guardians about educational opportunities available to their students and providing them opportunities to participate in their student's education.



McKinney-Vento Liaison Summer Duties

Liaisons must ensure students who are experiencing homelessness:



Are informed of their independent status for the purpose of the Free Application for Federal Student Aid (FAFSA).

TEHEY
Texas Education for
Homeless Children and Youth

SAMPLE FAFSA VERIFICATION FORM

**Verification Letter for Unaccompanied Homeless Youth for the
Purposes of Federal Financial Aid**

Student Name: (Student's Full Name)

DOB: (Month/Date/Year)

SSN: (###-##-####)

I am providing this letter of verification as the (District Name) McKinney-Vento Homeless Liaison.



McKinney-Vento Liaison Duties EOY Considerations

Professional development:



Review, assess, and revamp professional development for all school personnel (registrars, transportation, counselors, administrators, etc.) to ensure successful identification of McKinney-Vento eligible students.

Registrars, Nutrition
Coordinators, and
Transportation Specialists

Counselors

Principals, Administrators, and
Designated Liaisons



McKinney-Vento Liaison Duties EOY Considerations

Professional development:

Registrars, Nutrition Coordinators, and Transportation Specialists

McKinney-Vento 201 | State Provisions: This training covers strategies for enrollment, identification, and dispute resolution processes, helping registrars understand how to mitigate challenges or barriers to school enrollment.

McKinney-Vento 301 | Transportation: Focuses on transportation strategies, including School of Origin Transportation Services and funding.



McKinney-Vento Liaison Duties EOY Considerations

Professional development:

Principals, Administrators, Counselors, and Designated Liaisons

McKinney-Vento 101 | Overview to Key Components: This webinar provides an introduction to the McKinney-Vento law, including the educational definition of homelessness, roles and responsibilities of LEAs, and key components of identification, enrollment, and access.

Funding and Sustainability: Insights into long-term grant planning and leveraging other state and federal programs to support students experiencing homelessness.

McKinney-Vento 401 | Discipline: Part of the TEHCY Discipline Toolkit Walkthrough, this webinar presents rich content and discussion about discipline as it relates to students experiencing homelessness.



Collaborate with programs: CTE, EB, SPED, etc.:

- Develop LEA policies and procedures to support implementation of School of Origin transportation services
- Include School of Origin program services and procedures in your annual McKinney-Vento trainings

Review intake forms to assess:

- What services were already provided?
- What items were requested but not available?
- How often do families contact you for additional services and supports?

Review Intake Form



Review program services

**Review funding sources for
program services**

**Develop grant proposals and
community partnerships**

Services Provided at Intake

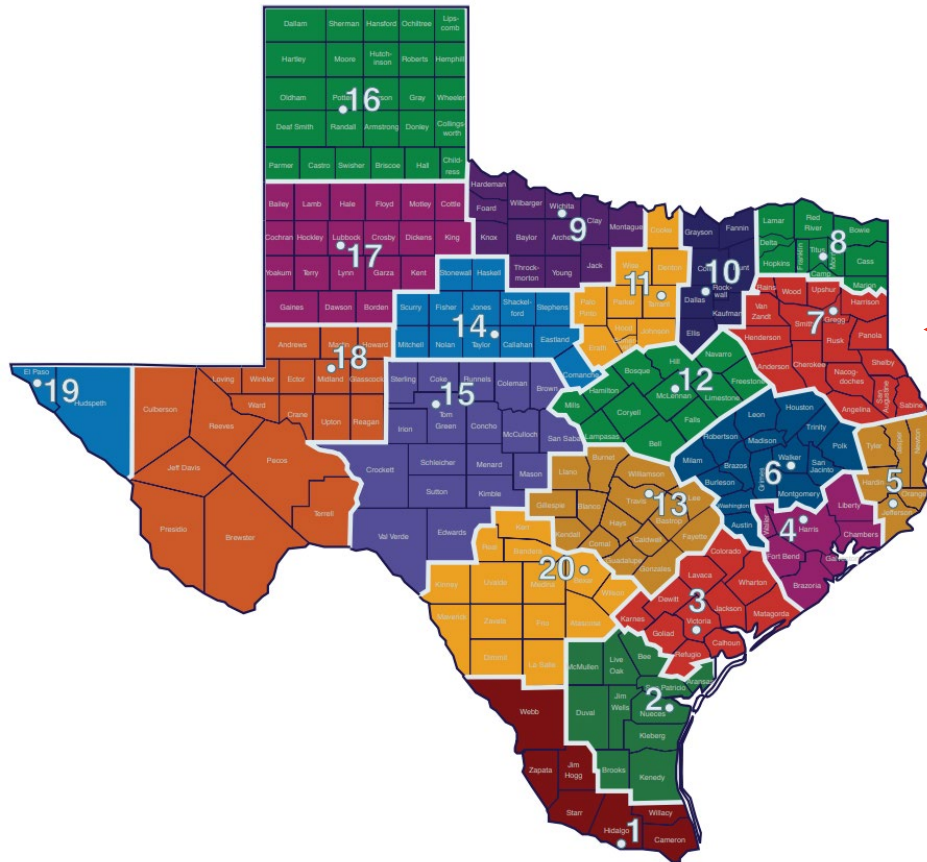
SERVICES
Assist w/participation in Title I Parent Programs
Birth certificate
Basic needs/Hygiene kit
Community agency referral
Consultation with McKinney-Vento staff
Emergency clothing or referral
Emergency food or referral
Emergency shelter referral
Emergency utility assistance referral
Enrollment assistance
Family support services (counseling and social work)
Immunizations or immunization records
Non-emergency housing referral
Nutrition - School Lunch
Parent education: Community Ed/ESL
Parent education: FIT Letter/Pamphlet
Referrals: medical, dental, other
School records
School supplies
Transportation (school of origin)
Transportation (accessing services)
Other services not listed above:



End of Year Reminders (continued)

- Needs assessment of your McKinney Vento Program
 - Start by assessing what services and supplies are provided by your LEA to McKinney-Vento eligible students (school supplies, hygiene items, free school meal programs).
 - After gaps in services have been identified, take a reflective look at what needs, and services are still unmet
- Run all of your McKinney Vento reports available before summer rollover.
 - Think what data will you need for EOY reports, needs assessment, presentations, etc.
- Send out EOY survey to students/families, pertinent district personnel, and community partners.

Statewide ESC Regional McKinney Vento Liaison Support



Professional Development

Resources & Supports

Technical Assistance

Check-in with your ESC Service Center for Summer Professional Development options!





TEHCY Office Hours

Thursday,
May 15, 2025

10:30 – 11:15 AM CT

Registration



Military-Connected Student Program



Military-Connected Program

Statewide MSI Data Report

Planning for Summer: Suggested Activities

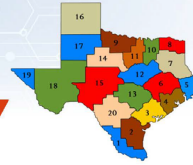
Purple Star Campus Designation Application Reminders

PSCD Site Visits

Professional Development Opportunities

Statewide Military Student Identifier Data Report

HIGHLY MOBILE & AT RISK UNIT | MILITARY-CONNECTED STUDENT PROGRAM



2024 Texas Military Student Identifier Data Report

In efforts to strengthen the infrastructure, implementation, and support for military-connected students across Texas, TEA is strategically engaging with Education Service Center Regions and (i.e., ESC 1-20) Voluntary ESC Military Champions to increase awareness, build capacity, and strengthen supports for addressing the needs of military connected students and families across Texas.

This data report was prepared using 2022, 2023, and 2024 Fall Snapshot PEIMS data (C197) as an opportunity for state and regional partners to:

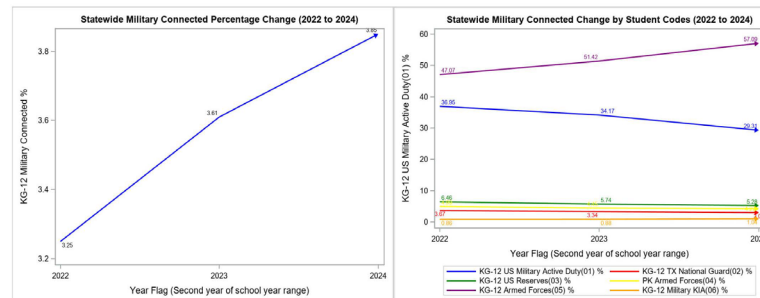
- Gain understanding of statewide and regional data trends regarding Military-Connected Student;
- Understand implementation of Purple Star Campus Designation;
- Identify areas for strengthening and improvement;
- Discuss and determine ways to enhance implementation strategies for supporting military-connected students

The following data report provides high-level information regarding the Texas Military Student Identifier (MSI) 2024, including overall statewide counts and trends of military connected students by MSI type, ESC Region, and information on Purple Star Campus Designation (PSCD).

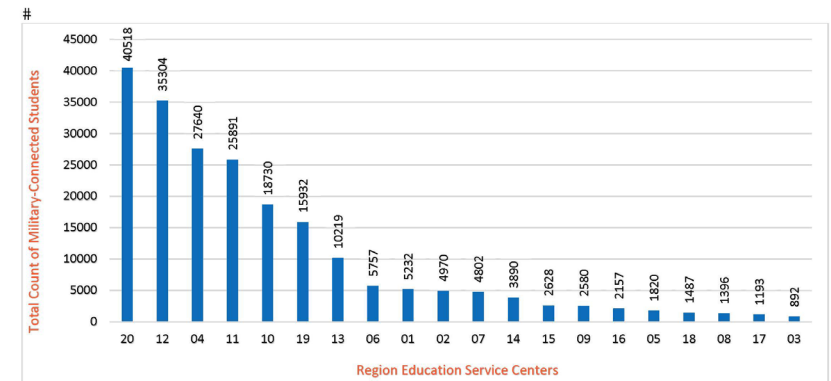
Statewide Military-Connected Student Count (3-Year Trend)

Military Status (PEIMS Code)	2022	2023	2024
Active Duty in US Military (1)	65,236	68,103	62,436
TX National Guard (2)	6,476	6,665	6,415
Reserve Force (3)	11,404	11,440	11,248
Pre-K (4)	8,817	8,878	9,102
Veteran (5)	83,112	102,483	121,629
Fallen in the Line of Duty (6)	1,514	1,757	2,208
Total Military-Connected Students	176,556	199,326	213,038

Statewide Military-Connected Student Change (3-Year Trend)



2024 Statewide Military-Connected Student Count by ESC Region



Statewide Purple Star Campus Designation (PSCD) – 5 Year Trend

Region (ESC)	Area	Total Number of M-C Students (Fall 2024 PEIMS)	24 – 25 PSCD Campuses	23 – 24 PSCD Campuses	22 – 23 PSCD Campuses	21 – 22 PSCD Campuses	20 – 21 PSCD Campuses
1	Edinburg	5,232	36	4	4	1	6
2	Corpus Christi	4,970	24	17	5	3	1
3	Victoria	892	1	0	0	0	0
4	Houston	27,640	35	4	0	1	0
5	Beaumont	1,820	3	0	0	0	0
6	Huntsville	5,757	7	7	0	0	0
7	Kilgore	4,802	2	0	0	0	0
8	Mount Pleasant	1,396	1	0	0	0	0
9	Wichita Falls	2,580	5	1	6	0	7
10	Richardson	18,730	8	2	0	0	0
11	Fort Worth	25,891	8	13	1	7	3
12	Waco	35,304	48	11	27	2	18
13	Austin	10,219	11	2	6	0	1
14	Abilene	3,890	9	1	7	1	0
15	San Angelo	2,628	7	5	2	5	1
16	Amarillo	2,157	0	0	0	0	0
17	Lubbock	1,193	1	0	0	1	2
18	Midland	1,487	0	0	0	0	0
19	El Paso	15,932	117	37	52	9	50
20	San Antonio	40,518	219	48	69	15	27
TOTAL		213,038	542	152	179	45	116

Suggested Activities: May and Summer 2025



Review **Military Student Identifier process** and identify any enhancement or improvement needed.



Ensure district and campus **webpage for military families** are updated with Fall enrollment and registration resources, calendars, and supports.



Schedule and provide district and campus **professional development on supporting military-connected students**, including MSI/PEIMS Identification.



Review **PSCD rubric** and/or Other Special Populations (OSP) **Results Driven Accountability Self-Assessment for Military Connected** to identify opportunities for strengthening program implementation for the following school year.



To the Administrator Addressed (TAA): PSCD



To the Administrator Addressed

Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	April 3, 2025
SUBJECT:	2025-26 Purple Star Campus Designation (PSCD) Application and Month of Military Child (MOMC)
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

The Purple Star Campus Designation (PSCD) recognizes Texas school systems that show support and commitment to meeting the unique needs of military-connected students and their families. The Texas Education Agency (TEA) will accept applications for the 2025-26 school year from April 4, 2025, through June 6, 2025, from campuses demonstrating they have met the established criteria:

1. Designating a campus-based military liaison and conducting professional development for campus staff on topics related to military-connected students;
2. Creating and maintaining an easily accessible webpage that includes information for military-connected students and their families;
3. Implementing a campus transition program; and
4. Offering at least one of the following initiatives:
 - A resolution showing support for military-connected students and families;
 - Participation in Month of the Military Child or Military Family Appreciation Month; or
 - Partnership with a school liaison officer to encourage and provide opportunities for active-duty military members to volunteer in the local schools, speak at a school assembly or host a school field trip.

Currently, 692 campuses across the state have earned this unique designation as a Purple Star Campus. Please visit the [Purple Star Campus Designation](https://www.tea.texas.gov/purplestar) website for the list of previously awarded campuses that received the designation.

Any Texas public school can become a Purple Star Campus, regardless of the size of its military-connected student population. Districts are encouraged to support campuses and help them meet the criteria for PSCD status. Applications are accepted on an annual basis, and the designation lasts for two (2) years. After the two-year period, campuses that were previously awarded the designation must re-apply to maintain their special designation as a Purple Star Campus. To see the rule that supports this designation, visit [19 TAC Chapter 61, Subchapter FF. Commissioner's Rules Concerning Veterans and Military Dependents](#).

Available PSCD Trainings and Resources

TEA hosted a PSCD application Interest Meeting on March 19, 2025, to assist school systems in learning how to complete their 2025-26 PSCD application. A [recording of the Interest Meeting](#) and a downloadable PDF copy of the [Interest Meeting presentation](#) are available.

Additionally, TEA's Military-Connected Student Program has developed numerous resources to support school systems in understanding and strengthening the requirements and implementation of PSCD.

- 2025-26 PSCD [Application Exemplar Recording](#) and [Application Exemplar PDF](#)
- TEA Learn Course: [Purple Star Rise](#)
- PSCD [Application Overview and Checklist](#) (PDF)
- PSCD [Application Guide](#) (PDF)
- PSCD Campus Self-Assessment: [Application Rubric](#) (PDF)
- PSCD [Frequently Asked Questions](#) (PDF)

For more information and additional PSCD resources, please visit the [Purple Star Campus Designation website](https://www.tea.texas.gov/purplestar).

April is Month of Military Child (MOMC)

Governor Greg Abbott has proclaimed April as the Month of the Military Child (MOMC). MOMC is a time to honor the sacrifices made by military-connected children worldwide. On April 11, 2025, 'Purple Up! For Military Kids' will be celebrated to show support and thank military children for their strength and sacrifices. Wearing purple on this day is a visible way to show support and thank military-connected youth for their strength and sacrifices. Purple indicates that all branches of the military are supported:

- Air Force – Blue
- Army – Green
- Navy – Blue
- Marine – Red
- Coast Guard – Blue

Together, these all combine as a single color = Purple.

For more information, toolkits, and ideas on how to celebrate Month of the Military Child, visit the following links:

- [Military Interstate Children's Compact Commission](#) (MIC3)
- The Military Child Education Coalition (MCEC): [Month of the Military Child Toolkit](#)
- [U.S. Department of Defense Education Activity \(DoDEA\)](#)

Contact Information

If you have any questions concerning the PSCD application process and/or supporting military-connected students, please contact us by sending an email to MilitaryConnectedStudents@tea.texas.gov.

Purple Star Campus Designation (PSCD) Reminders

PSCD Criteria	Definition
Campus-based Military Liaison	A campus must designate an assigned staff member as a military liaison.
Webpage for Military Families	A campus must create and maintain an easily accessible webpage for military families that includes information for military-connected students and their families.
Campus Transition Program	A program that provides support to military-connected students through a campus-based military liaison or peer-to-peer mentoring program.
Military Initiatives	<p>A campus must offer at least one of the following initiatives:</p> <ul style="list-style-type: none"> A. a resolution showing support for military-connected students and families, B. participation in the Month of the Military Child or Military Family Month, or C. a partnership with a school liaison to encourage and provide opportunities for active-duty military members to engage with local schools.

- Created by 86th Legislature (SB 1577)
- Began 2020-21 school year (TEA has awarded 5 years of PSCD)
- Awarded annually each Fall
- Designation lasts 2 years
- Campuses must re-apply for the designation



Timeline: Important Dates for PSCD Application Process



Helpful Resources – PSCD Webpage

NEW!

SY 2025-26 Purple Star Campus Application Information

- 25-26 PSCD Application Interest Meeting (March 19, 2025): [Recording](#) | [Interest Meeting PDF](#)
- ****NEW**** 25-26 PSCD Application Exemplar Training: [Exemplar Recording](#) | [Exemplar PDF](#)
- 25-26 PSCD Application Office Hour | April 16, 2025 @ 10:00 - 11:00 AM CST | [Registration Closed](#)
- 25-26 PSCD Application Office Hour | May 21, 2025 @ 10:00 - 11:00 AM CST | [Registration Link](#)
- 2025-26 Purple Star Campus Designation Application and Month of Military Child (MOMC) To The Administrator (TAA)

Relevant Tools and Resources

• General PSCD Resources

- ****NEW**** TEA Learn Course: [Purple Star Rise](#) - Released January 2025
- [PSCD Annual Calendar and Timeline Recommendations](#) (PDF)
- Commonly used key terms, definitions, and acronyms for educators ([PDF](#))
- Texas Law and Policy Requirements to Support Military-Connected Students ([PDF](#))

• PSCD Application Support

- [PSCD Application Guide](#) (PDF)
- [PSCD Application Overview and Checklist](#) (PDF)
- PSCD Campus Self-Assessment: [Application Rubric](#) (PDF)
- [PSCD Frequently Asked Questions](#) (PDF)

• PSCD Criteria Support

- Supporting Military-Connected Students: [Professional Development Resources and Tools](#)
- [PSCD Webpage Requirements for Military Families](#)
- [PSCD Campus Transition Program Best Practices](#)
- [PSCD Military Initiatives](#)

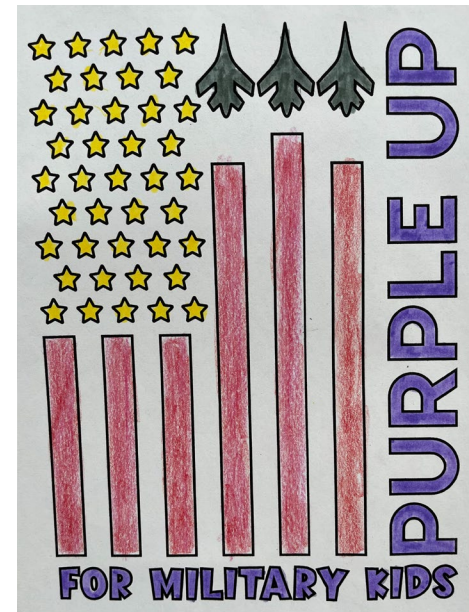


Tips & Strategies from PSCD Application Submission



- Ensure the campus-based military liaison selected is an **employee of the LEA**.
- Use the **PSCD Application Rubric** to ensure your responses and evidence upload meets all the requirements, descriptions, and necessary details.
- Use the **application PDF** to view & preplan your responses prior to starting the application. Complete application submission in one sitting.
- Use the *optional* **Evidence Template** to help organize and plan out your evidence uploads. Upload **MUST** be in ONE PDF file. Remember to include detailed description.
- View the newly developed **Application Exemplar** recording and PDF to assist you in understanding how to align your responses with the rubric and examples of accepted responses.
- Ensure the '**Submit**' button is clicked upon the completion of the application. Applicants will have the ability to **download a copy of their submission**.

PSCD Site Visit – Flour Bluff ISD (ESC 2) Highlights





PSCD Site Visit – Waller ISD (ESC 4) Highlights



Thank you for celebrating Month of the Military Child in April!



Purple Star Rise:

Supporting Our Military-Connected Students in Texas

A self-paced, comprehensive training for educators and campus points of contact supporting the Purple Star Campus Designation program in Texas.

Scan the QR code to register through TEA's Learning Management System.



MCEC[®]



MIC3 Compact 101 Asynchronous Course



Online Training Portal Live



MIC3Training.net

- Complete the **FREE** course on demand (on your schedule)
- Receive 1.5 hrs CPE certificate
- Recommended audience:
 - All LEA Staff
 - All ESC Staff
 - All military-connected student stakeholders
 - Parents/families of military-connected students
- Can count as Purple Star Campus PD Requirement





Resources



**UPDATED**

- The final Accountability System Manual for 2025 Accountability Ratings is now available.
- Chapters 1-12 have been adopted.

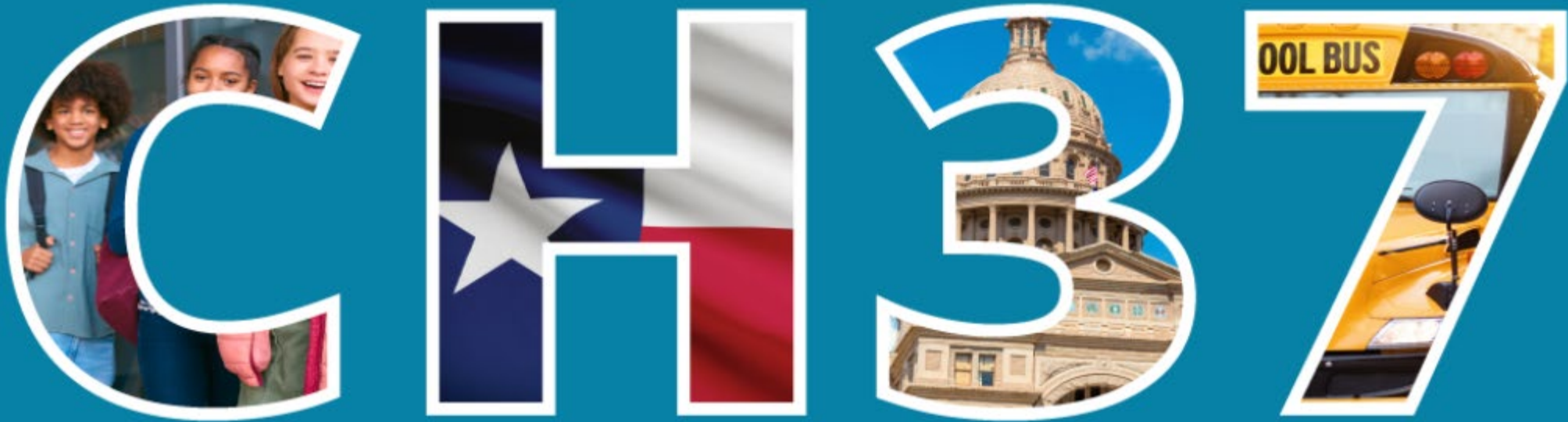
Learn More:



2025 Accountability Manual



Welcome to Chapter 37 Student Discipline Updates 2024-25



CHAPTER 37: DISCIPLINE

All-in-One Charter School Update Form



All-In-One Charter School Update Form

Please complete and submit this form for charter updates such as:

- AskTED Updates
- District and Campus Level Updates
- Campus Number Request for newly approved campuses
- Site Information Form for newly approved sites
- Campus Activation (includes submission of certificate of occupancy) to begin to serve students
- Campus/Site Information Verification for newly opening locations
- Property Purchase/Lease Notification

General inquiries regarding charter school AskTED may be sent to CharterAskTED@tea.texas.gov.

Questions regarding newly approved campuses or sites may be sent to CharterAmendments@tea.texas.gov.

To access your charter school's current AskTED information, navigate to [AskTED](#), select "Search By," then "District," and enter the search information. To view personnel roles, check the boxes for "Include School Principals," "Include District Superintendents," and "Include Other District Roles," then select "All District Roles."



Please select the type of request.

Campus Number Request (County District Campus Number, CDCN for newly approved campuses) ☐

Campus-level Information or Personnel ☐

Site Information Form (for newly approved sites) ☐

Campus/Site Information Verification ☐

Activate a new campus (to begin serving students) ☐

Property Purchase/Lease Notification ☐

District-level Information or Personnel (board members or staff) ☐

Self-Care: The Oxygen Mask

Sara Vercher, LMSW

Student Mental Health Program Manager

Why is a Self-Care Plan Important?

A self-care plan is important to point us back to our path when we lose our way.

It helps to:

- Remind us who we are
- Manage stress
- Improve mental and physical health
- Enhance overall well-being
- Promote positive coping skills to support self-regulation



A preventative tool created by you to outline all the ways you feel cared for when life takes you off balance.

Areas of Wellness

- Emotional
- Financial
- Social
- Spiritual
- Physical
- Political
- Intellectual
- Environmental

Self-Care Examples

Positive affirmation:

things I'm grateful for

1)

2)

3)

my mood



my morning routine



.....

hours of sleep

< 4 h 4-5 h 6-7 h 8 h <

This week to care for my body I am going to:



This week to care for my mind I am going to:



This week to care for my emotions I am going to:



How do I use a Self-Care Plan?

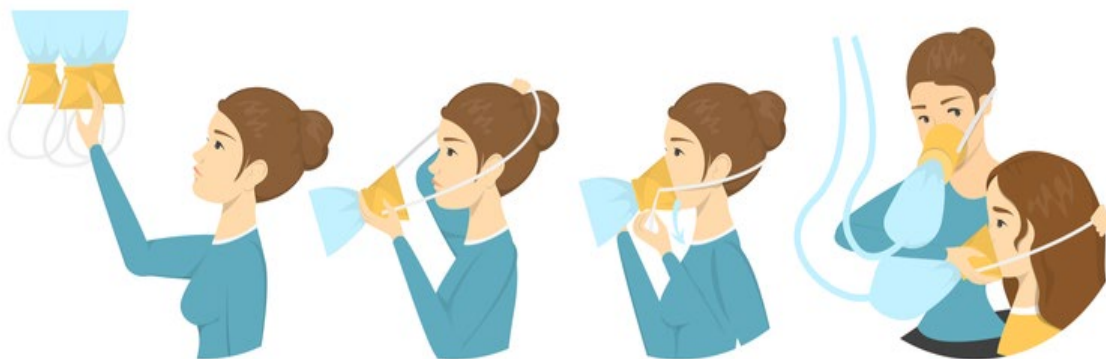


Emotional	Financial	Social	Spiritual	Physical	Political	Intellectual	Environmental
Set positive boundaries	Adjust budget	Be you	Set time to re-align with your values	Start small, celebrate often	Be with like-minded people	Start that new book	Plan a day to work at the library
Ask for help	Set short- and long-term goals	Laugh often	Go to a place/space that brings you peace and harmony	Give gratitude for your body	Control the when, where, and how	Sign up for a class to learn something new	Seek out a new walking route
Give and receive grace freely	Celebrate victories along the way	Connect with your community	Share your values with a loved one	Try something new	Freedom to choose no news	Join a social club with topics that stretch your knowledge	Move the furniture around for a fresh look



Prioritize your well-being

Put Your Oxygen Mask On First



- Have clear expectations
- Start small
- Tweak an existing practice vs start a new one
- Intentionally calendar
- Adjust regularly



HMAR Reminders



- Be sure to sign up for our Program Newsletters
 - Highly Mobile and At-Risk
 - Texas Education for Homeless Children and Youth
 - Foster Care and Student Success
 - Military-connected students
- Contains important information, updates, announcements, and upcoming trainings and presentations.



April 11, 2025

Highly Mobile and At-Risk Student Programs



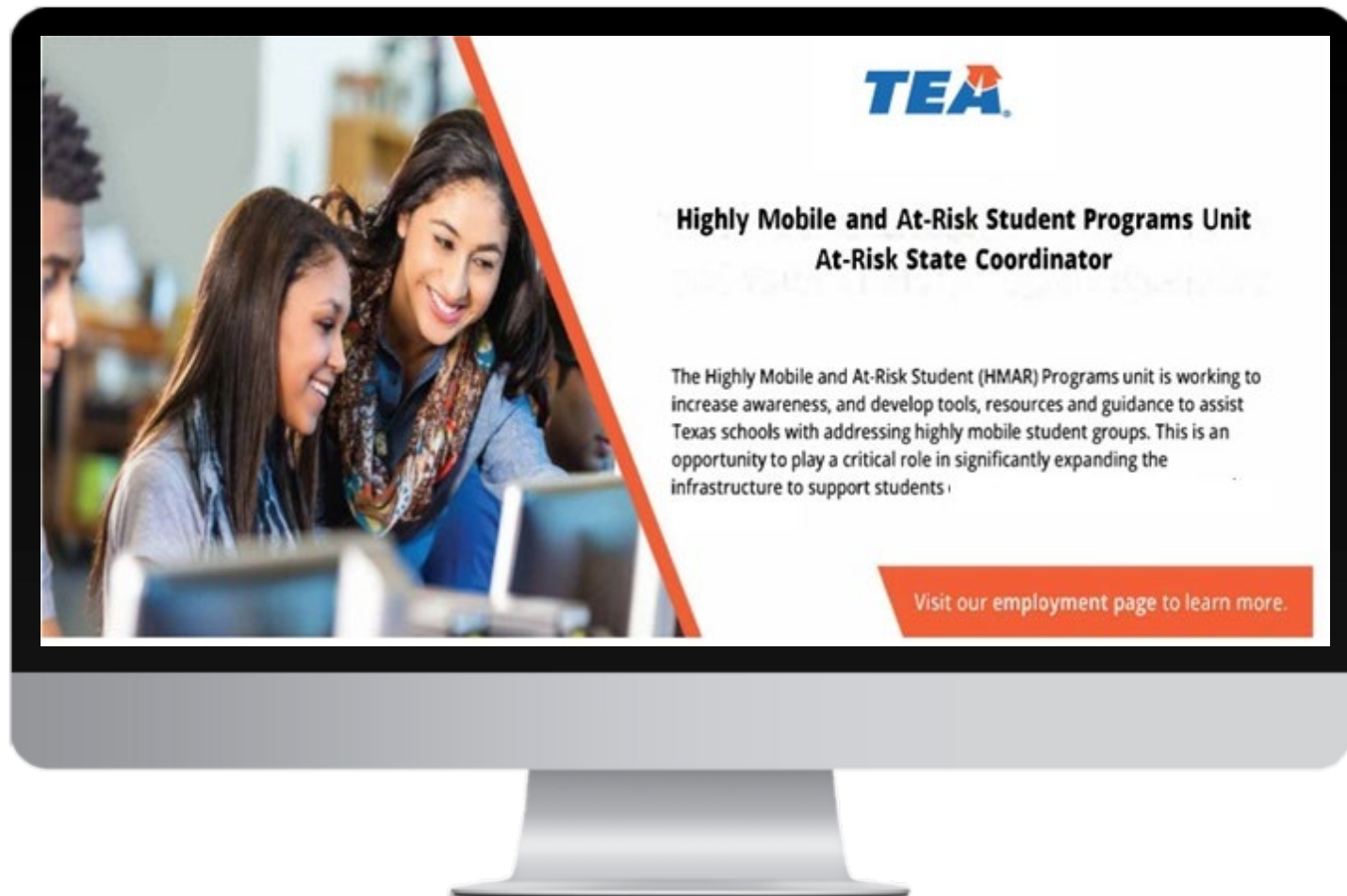
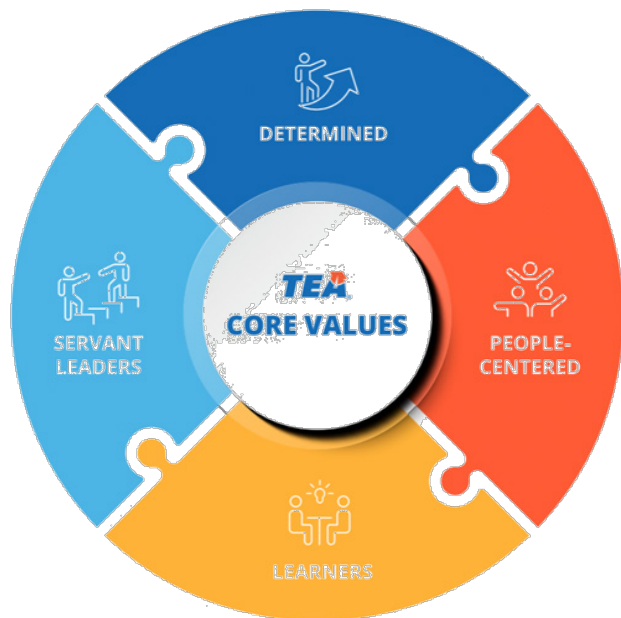
In this issue

- Greetings Colleagues and Friends!
- Need Technical Assistance? Ask your ESC Regional Liaisons/Champions
- HMAR Program Highlights
- Military-Connected Students Program
- Foster Care & Student Success
- Texas Education for Homeless Children and Youth (TEHCY) Program
- Reminders: 24-25 Celebration Stories Across TX
- Have Questions? Contact Us!



Join Our Team! HMAR At-Risk Coordinator Position

COMING SOON



Free McKinney-Vento & Foster Care Drivers Ed (Funded by TWC)

The applicant must meet at least one of the following criteria:

McKinney-Vento:

- ✓ Student is between 15-21 years old and has experienced/experiencing homelessness.

Domestic Violence:

- ✓ Student or parent has experienced/experiencing dating or family violence. *(No age restriction)*

Foster Care:

- ✓ Student is aged 14-17 years old and currently in foster care.
- ✓ Student is between 18-21 years old and in Foster care paid by DFPS.
- ✓ Student is younger than 26 years old and aged out of TX Foster Care.

Driving For Success McKinney-Vento & Foster Care Drivers Ed Program

FREE DRIVERS ED!

ELIGIBLE APPLICANTS

- ✓ McKinney-Vento
- ✓ Foster Care
- ✓ Family/Dating Violence

For Ages 14-25 Available in: ASL, English, and Spanish.

CALL US (877) 900-0030 **DrivingQuest**

APPLY HERE

bit.ly/DFS-MV

FIVE EASY STEPS TO FOLLOW

HOW TO APPLY

1 REGISTER

Submit your application on Driving For Success.



2 CALL DFS 877-900-0030

We will review your application, assess your eligibility, and go over driver's education services.

3 E-SIGN APPLICATION

E-sign application will be sent to your email, and we will also forward the required eligibility forms to your case manager.

4 TWC APPROVAL

Expect a response within 5-10 business days. Once approved, you'll receive an on-boarding call to get started with the program.



5 START DRIVERS ED

Get started on your Driver's Education journey with DrivingQuest at no cost!



HMAR Unit – Individual Program’s Email Contact



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



HMAR 24-25 Celebration Stories Across Texas

LAST CALL!

Please consider submitting ANY HMAR (TEHCY, FC, MIL, etc.) celebrations, events, or achievements so that we can highlight all the AMAZING things that are happening in Texas all because of YOU!



Sign Up for our Program Updates & Announcements!



Popular Applications

AskTED

ECOS for Educators

Grant Opportunities

Secure Applications

TEAL Login

TSDS

TEA

Texas Education Agency

Search

Search TEA.gov

A - Z Index

Contact

Employment

Sign Up for Updates

TEA Contact Us

Help Desk

About TEA

Texas Schools

Academics

Finance & Grants

Reports & Data

Student Assessment

Texas Education

TexasAssessment.gov

Parents can log in to the Family Portal to get their child's STAAR results along with customized resources.

Learn More

Supplemental Special Education Services

LOG IN, LEARN MORE

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

Coronavirus (COVID-19)

TEA is closely monitoring the novel Coronavirus outbreak. TEA has produced important updates.

Texas Schools

Visiting TEA

TEA offices are open and meetings are being held in-person and virtually. Please contact the

About

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



Today's Key Take-Aways

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

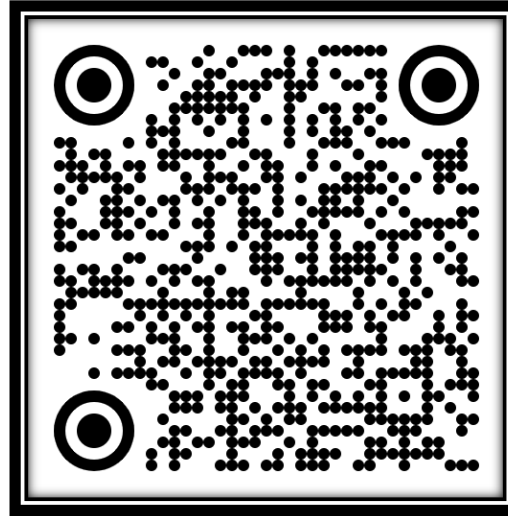
Facts and Reminders

- **CTE:** Can help students connect their education to potential career paths, increasing engagement, and motivation
- **HMAR:** 24-25 Celebrations Across Texas Submission closes 6/6
- **TEHCY:** EOY reminders and Summer Planning

Tools and Resources

- **HMAR resources:** Free Driver's Ed Opportunity, 24-25 HMAR Newsletter
- **FC resources:** Chapter 13 'Transition' Foster Care Guide
- **TEHCY resources:** TEHCY Web portal, Student Residency Questionnaire
- **Military resources:** Statewide MSI Data Brief, Purple Star Rise, MIC3 101 Course
- **Self-Care Plan:** Prioritize your well-being

Thank you!



Feedback Survey

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