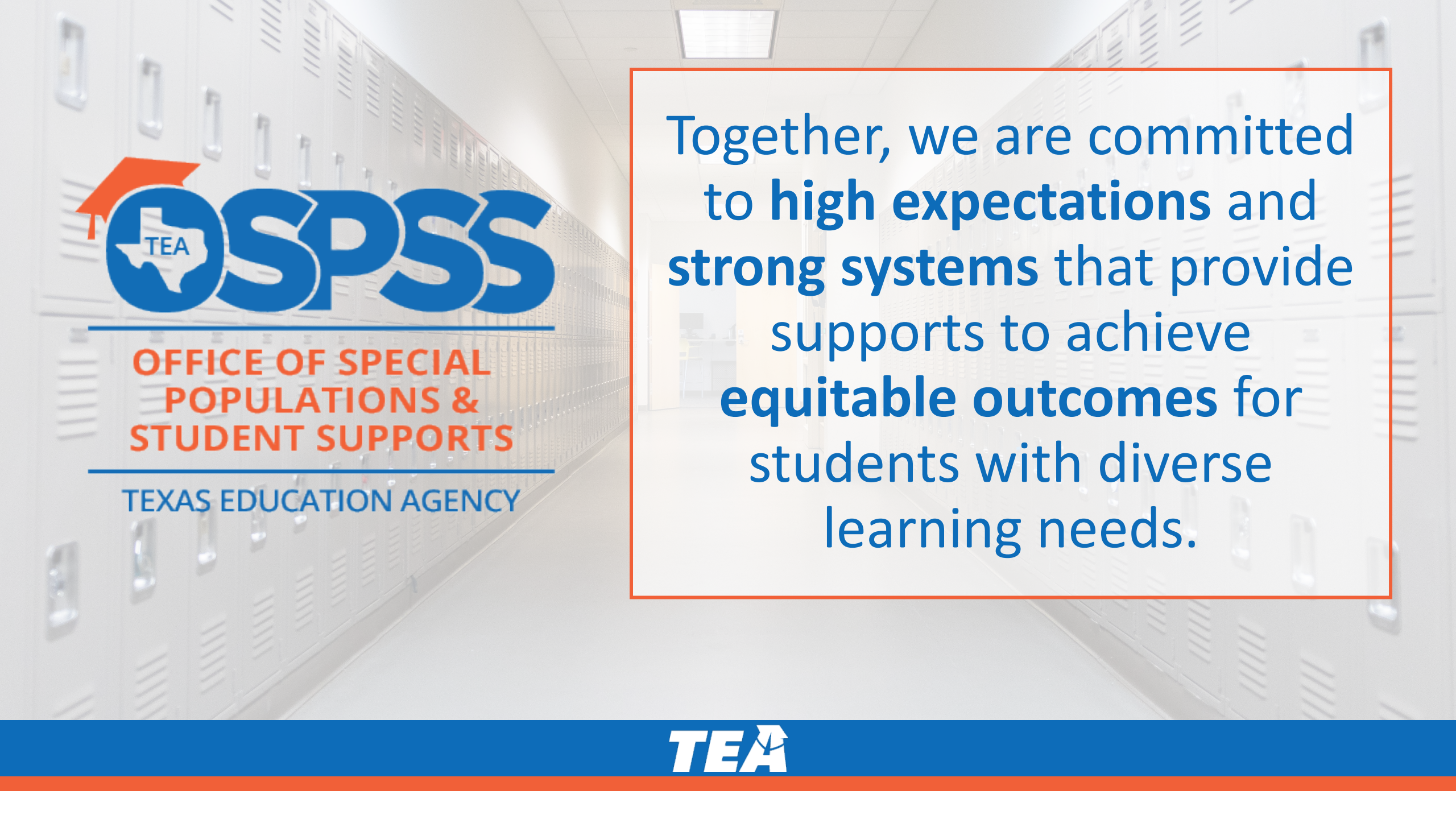
Highly Mobile and At-Risk Student Programs Division Webinar

Thursday, September 19, 2024
1:00pm-2:30pm

(Scan the QR Code to take our Get to Know You survey)



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

TEA
OSPSS
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
TEA

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
- General Reminders
- Foster Care and Student Success
- Texas Education for Homeless Children and Youth (TECHY) Program
- Military-Connected Student Programs
- HMAR General Updates
- Closing

Highly Mobile and At-Risk Student Programs Division

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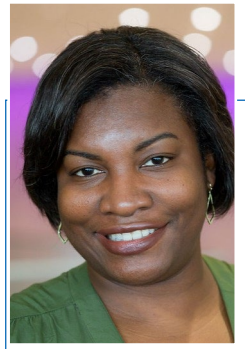

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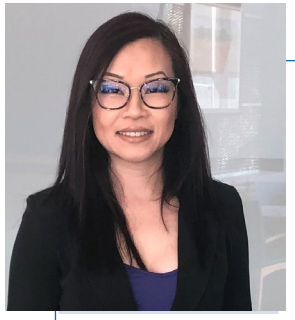

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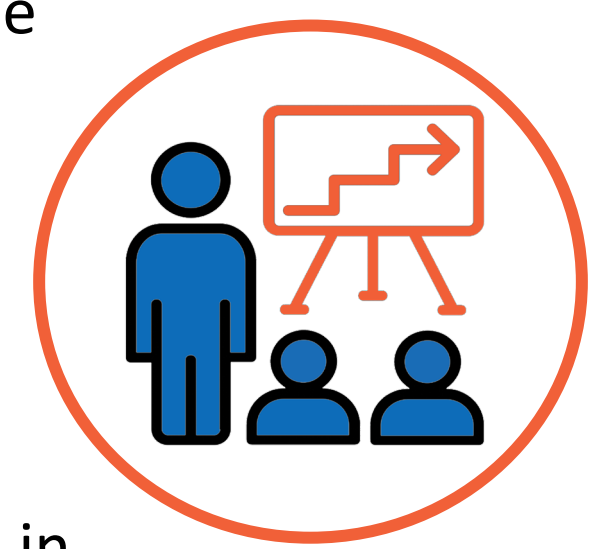
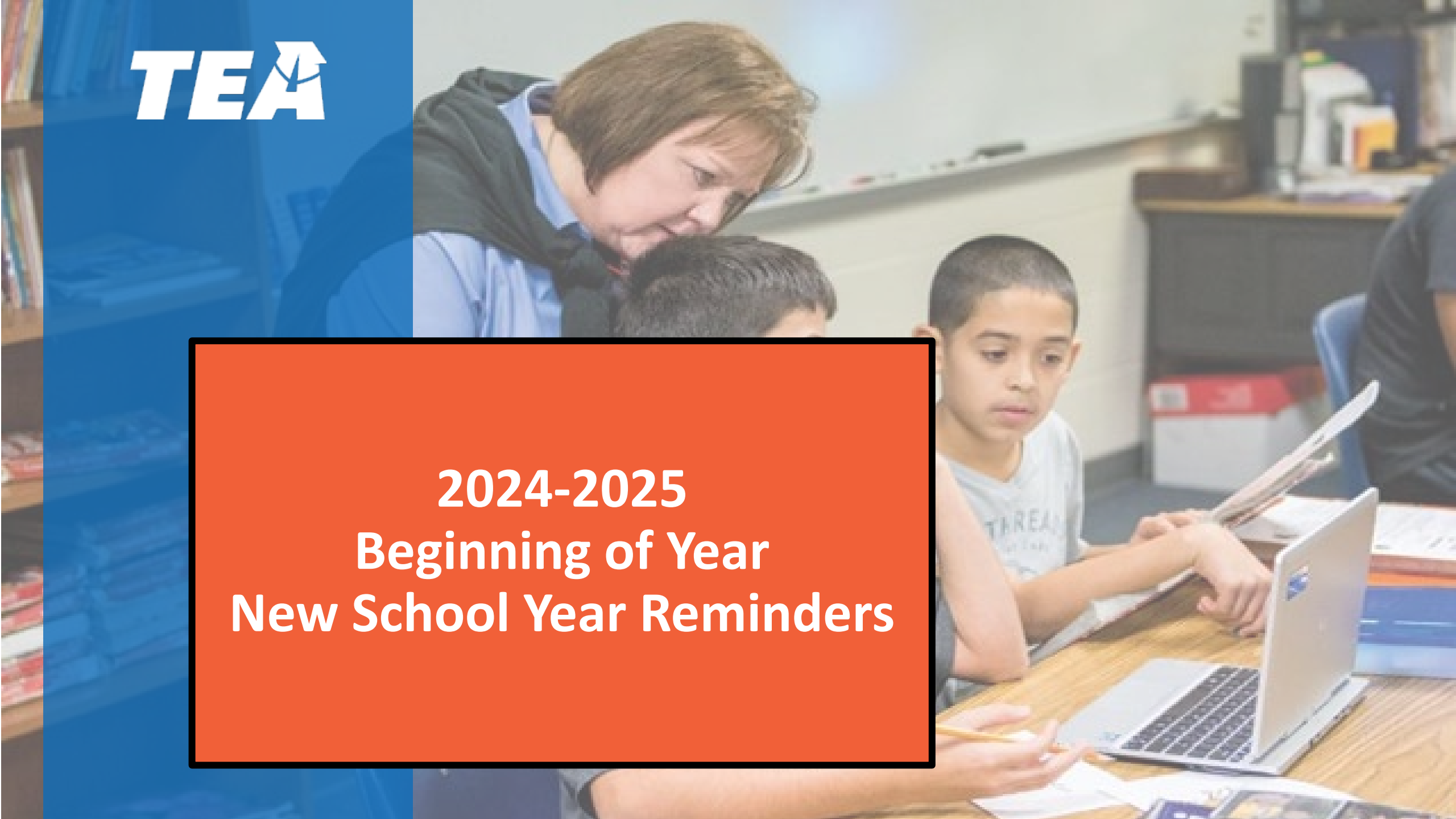
Technical Support and Engagement

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





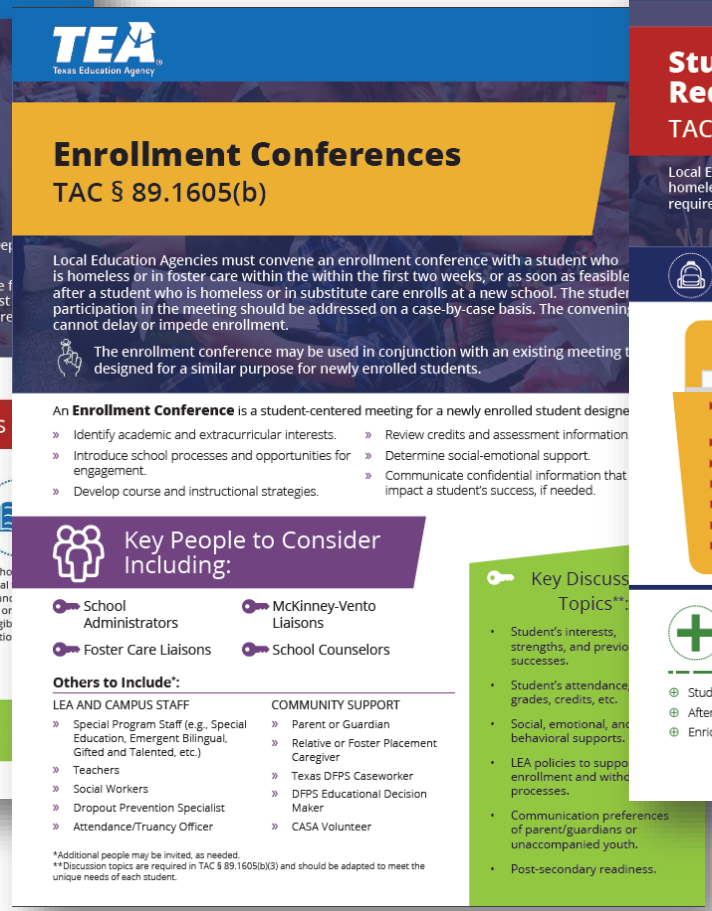
2024-2025
Beginning of Year
New School Year Reminders

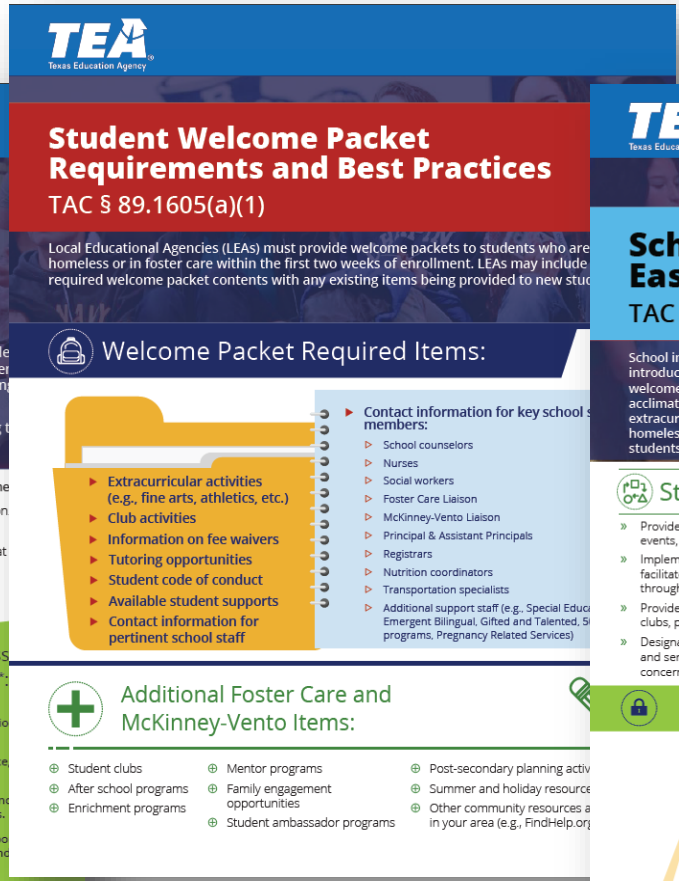
Transition Assistance - Key Reminders (TAC 89 FF)

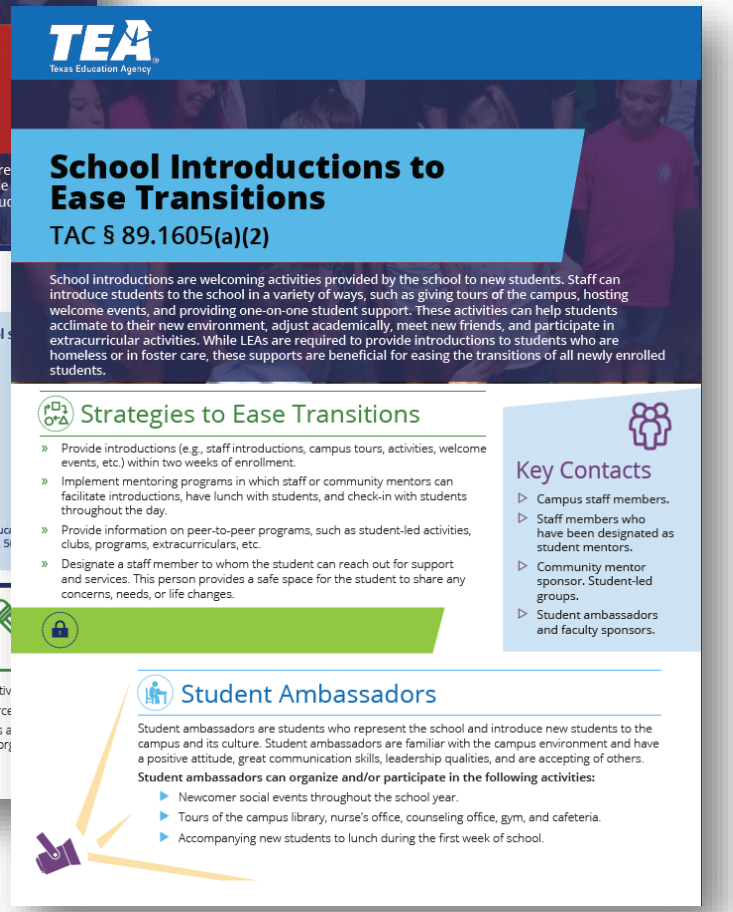
- All newly enrolled foster care and homeless students must:
  - Have an **enrollment conference** (within first 2 weeks of enrolling or as soon as feasible).
  - **Receive a welcome packet** with information and resources about the school.
  - Be **provided a warm-introduction** to the school, provided a tour of the campus, meeting relevant staff, learning about school opportunities, etc.
  - **Receive expedited nutrition benefits**, from the first day of enrollment (without delay).

- Scan the QR code to download TAC 89 FF

Transition Assistance Toolkit







View Transition Assistance Webinars on YouTube

Transition Assistance Part I; Transition Assistance Part II

Ask TED (Texas Education Directory)

- AskTED is TEA's online Texas Education Directory.

- AskTED is real-time database where each district and charter school's Foster Care (FC) and McKinney-Vento (MV) liaison contact information is maintained.

- AskTED makes FC and MV Liaison information publicly available to support LEAs, parents, child welfare workers with school transitions, troubleshooting, etc.

AskTED

All LEAs must designate a McKinney-Vento and Foster Care Liaison to carry out the duties listed in the federal McKinney-Vento Act, Texas Education Code, and ESSA.

LEAs must ensure their designated Liaison's contact information in AskTED is **up to date** throughout the school year.

Districts submit their liaison information to TEA through the district's AskTED administrator.

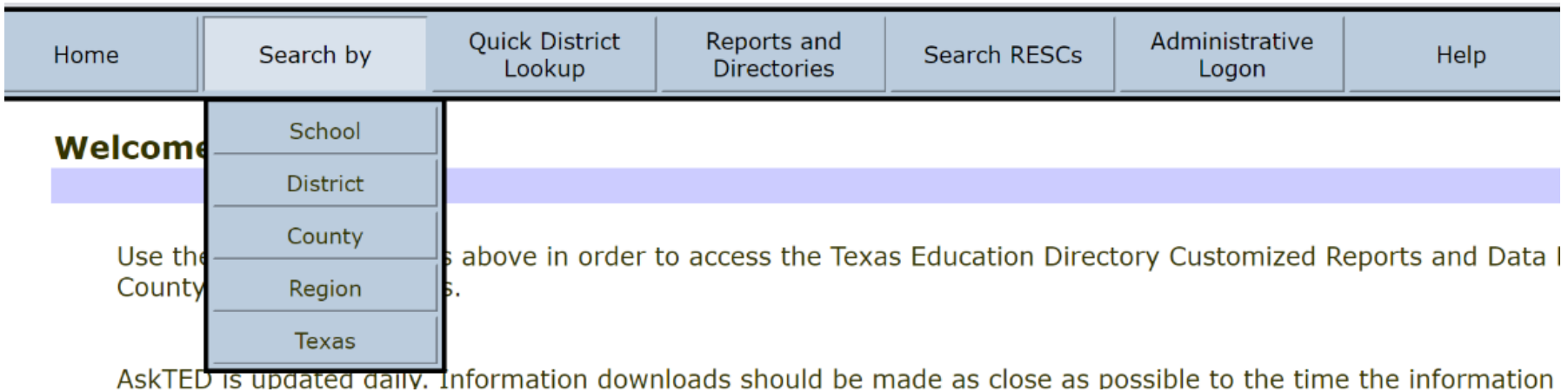
Charter schools submit their liaison information to TEA's Charter School Division directly CharterSchools@tea.texas.gov

Navigating to AskTED

Go to TEA Webpage → Select AskTED from Popular Applications in the dark blue menu at the top.

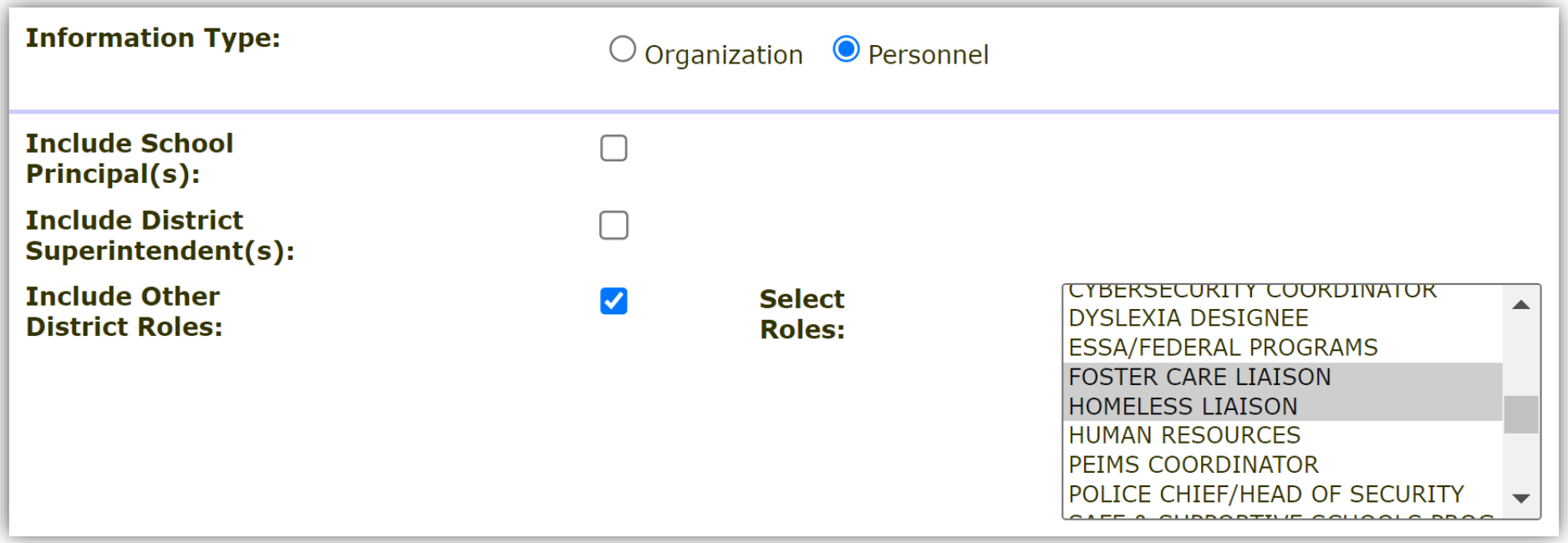
Select "**Search by**" and choose how you would like to sort the list:

A. School → Enter School name or School number
B. District → Enter District name or District number
C. County → Enter County name or County number
D. Region → Select Region from drawdown list
E. Texas



Searching Directory for Liaisons

a. Information Type: Select “**Personnel**”
b. Check boxes: Select “**Include Other District Roles**”
c. Select the role: “**Homeless Liaison**” or “**Foster Care Liaison**” from the drawdown menu.



d. Select “Search” at the bottom of the page.

Downloading Information

To download the list (or desired information), click on the "**Select All**" purple button (or portion of information that you would like), then select "**View Details**".

Choose "**Download File**" to export the information into Excel (.csv file)

** New Tool **

AskTED Navigation & Locating LEA (MV and FC) Liaisons

Introduction

AskTED is an online directory of Texas school information, including charter schools. The directory is primarily used by people seeking contact information for schools, districts, and education service centers. AskTED is a real-time database that is updated regularly by Texas LEAs.

To that end, Texas School Districts and Open-Enrollment Charter Schools are required to have both Homeless and Foster Care Liaisons as individual designated roles for all LEAs. The information must be maintained and stored in AskTED. It is important for LEAs to keep this information regularly updated, so that McKinney-Vento and Foster Care Liaison information is publicly available, and these points of contacts are available to support students and remove barriers related to school transitions and mobility.

Submitting or Updating Liaison Information

Each LEA needs to ensure the contact information for their designated liaison is current and up to date throughout the school year. When information needs to be updated (e.g., change of designated staff, phone number, or email address), these changes need to be submitted to the AskTED database.

- For school districts, changes and/or submissions will be completed to TEA through each school district's AskTED administrator.
- For charter schools, AskTED updates are to be emailed directly to the Charter School Division at TEA at CharterSchools@tea.state.tx.us. More information can be found here for Charter Schools.

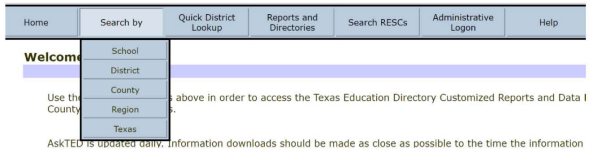
Steps to Search for Liaison Information

There are two (2) ways to access AskTED.

1. Go to TEA Webpage → Select AskTED from Popular Applications in the dark blue menu at the top.

2. Navigate directly to AskTED Webpage.

When on AskTED homepage, users can use the drop-down menus at the top of the page to access the Texas Education Directory Customized Reports and Data Files. Under the 'Search by' menu, you will find searches for School, District, County, Region, and Texas.



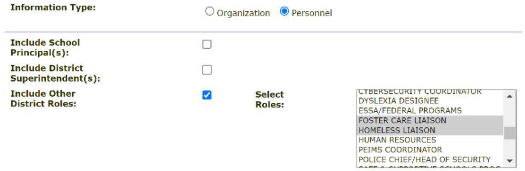
For further assistance, users may find the resource useful: AskTED Quick Reference Guide.

Searching Directory for Liaisons

Below are instructions with pictures to view and download liaison contact information from TEA's AskTED database.

1. Go to AskTED Webpage.
2. Select "**Search by**" and choose how you would like to sort the list:
   A. School → Enter School name or School number
   B. District → Enter District name or District number
   C. County → Enter County name or County number
   D. Region → Select Region from drawdown list
   E. Texas

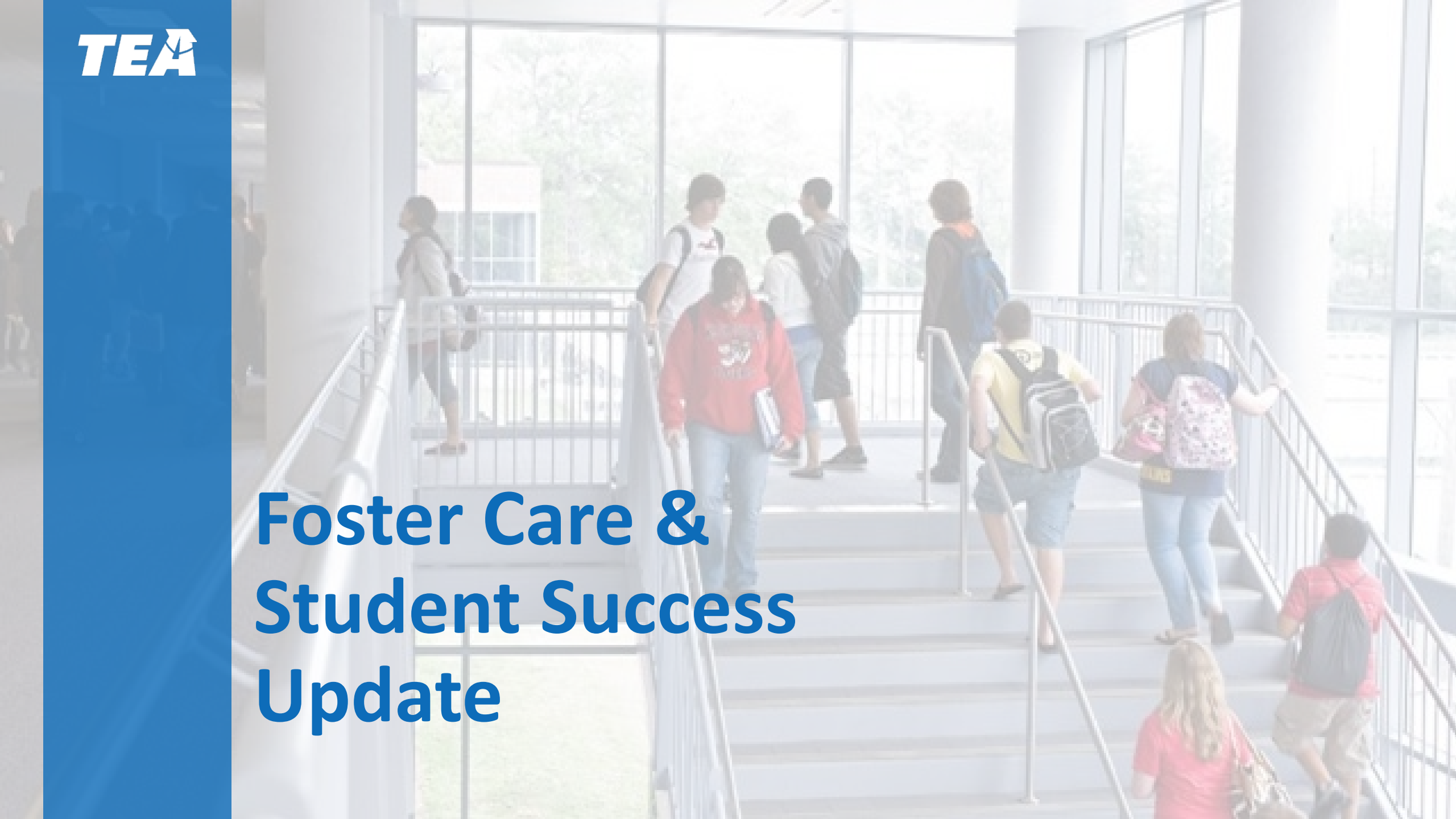
3. For each of the above guidance from Step 2 (i.e., A-E), you will then need to select:
   a. Information Type: Select "**Personnel**"
   b. Check boxes: Select "**Include Other District Roles**"
   c. Then select the role you are searching for: "**Homeless Liaison**" or "**Foster Care Liaison**" from the drawdown menu.



4. Select "**Search**" at the bottom of the page.
5. To download the list (or desired information), click on the "**Select All**" purple button (or portion of information that you would like), then select "**View Details**".

6. Choose "**Download File**" to export the information into Excel (.csv file)

LEAs are required to keep Homeless and Foster Care Liaisons' information regularly updated in AskTED. Please **review** and **update** this information **regularly**.



Foster Care & Student Success Update

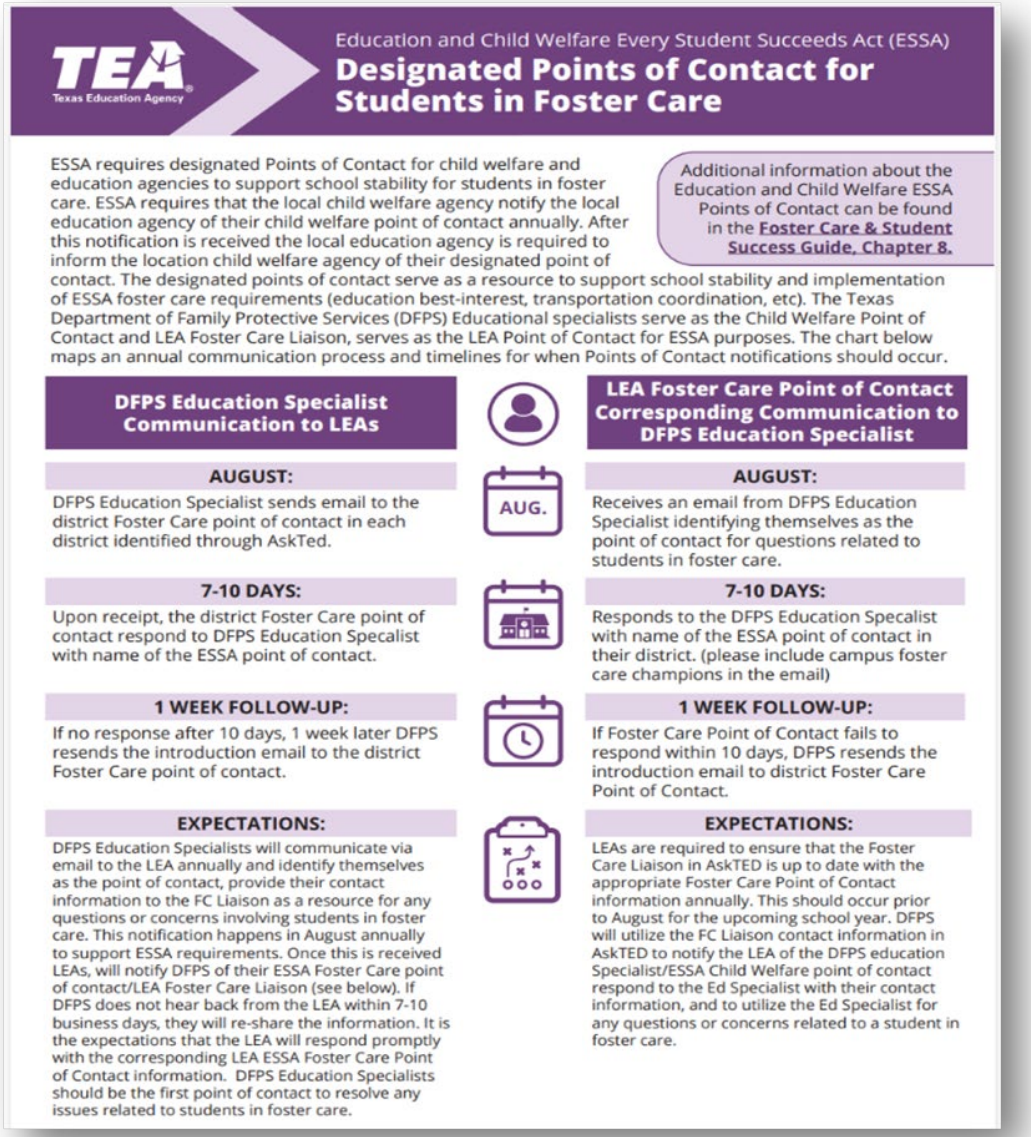
Foster Care & Student Success

- Foster Care Liaison
- Self-Assessment
- TSDS PEIMS Guidance
- Enrollment Conference

Foster Care Liaisons

- ✓Notify TEA of Liaison via AskTED
- ✓Inform the District & Campus Leaders of the LEA Foster Care Liaison
- ✓Designate & Train “Campus Champions”
- ✓Accurately identify students for PEIMS and data use
- ✓Facilitate effective enrollment & withdrawal
- ✓Ease student transition
- ✓Coordinate across departments
- ✓Coordinate with child welfare partners
- ✓Professional Development

Foster Care Liaison Designated POC



Education and Child Welfare Every Student Succeeds Act (ESSA)

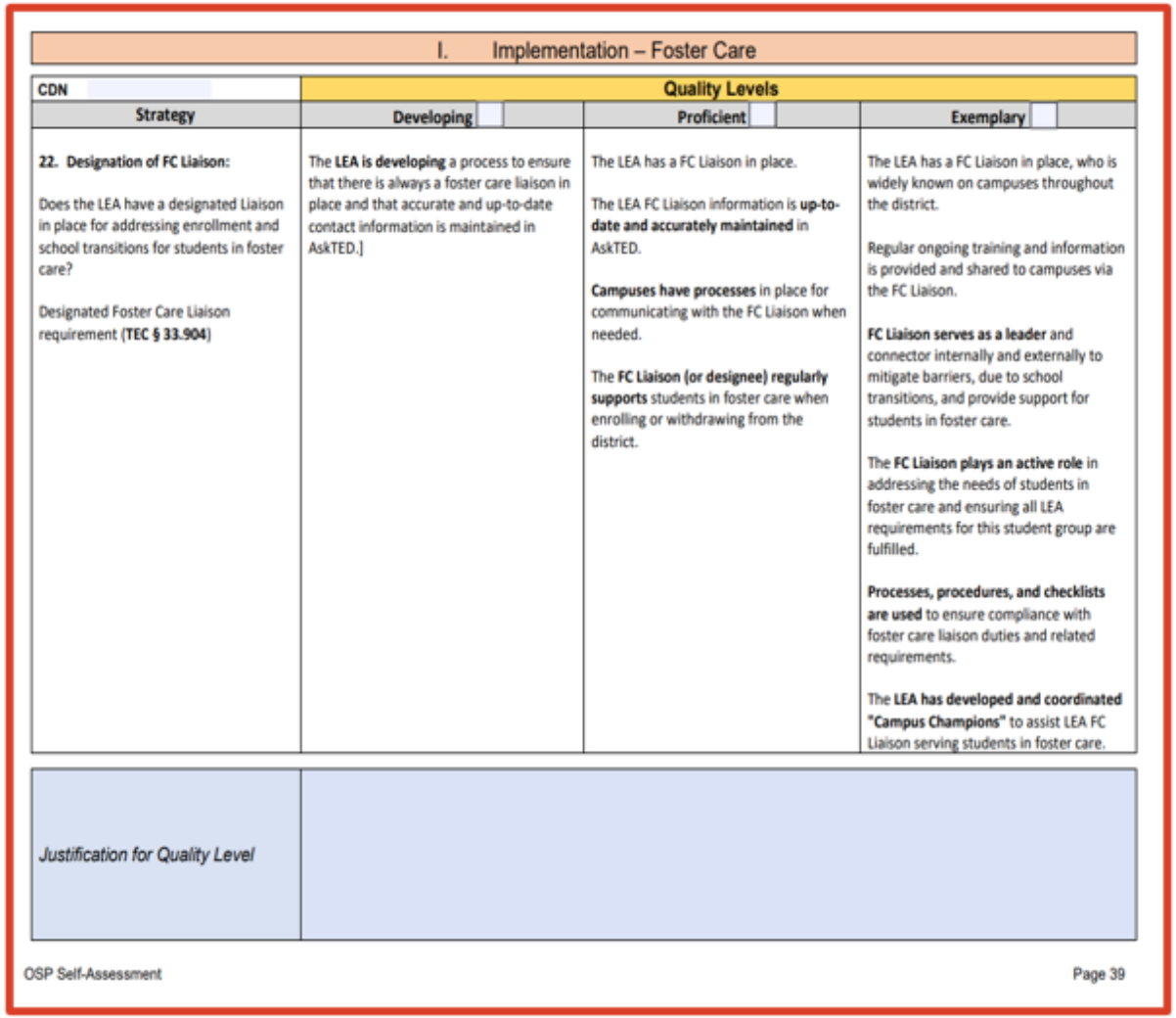
Designated Points of Contact for Students in Foster Care

ESSA requires designated Points of Contact for child welfare and education agencies to support school stability for students in foster care. ESSA requires that the local child welfare agency notify the local education agency of their child welfare point of contact annually. After this notification is received the local education agency is required to inform the location child welfare agency of their designated point of contact. The designated points of contact serve as a resource to support school stability and implementation of ESSA foster care requirements (education best-interest, transportation coordination, etc). The Texas Department of Family Protective Services (DFPS) Educational specialists serve as the Child Welfare Point of Contact and LEA Foster Care Liaison, serves as the LEA Point of Contact for ESSA purposes. The chart below maps an annual communication process and timelines for when Points of Contact notifications should occur.

Additional information about the Education and Child Welfare ESSA Points of Contact can be found in the Foster Care & Student Success Guide, Chapter 8.

DFPS Education Specialist Communication to LEAs	LEA Foster Care Point of Contact Corresponding Communication to DFPS Education Specialist
AUGUST: DFPS Education Specialist sends email to the district Foster Care point of contact in each district identified through AskTed.	**AUGUST:** Receives an email from DFPS Education Specialist identifying themselves as the point of contact for questions related to students in foster care.
7-10 DAYS: Upon receipt, the district Foster Care point of contact respond to DFPS Education Specalist with name of the ESSA point of contact.	**7-10 DAYS:** Responds to the DFPS Education Specalist with name of the ESSA point of contact in their district. (please include campus foster care champions in the email)
1 WEEK FOLLOW-UP: If no response after 10 days, 1 week later DFPS resends the introduction email to the district Foster Care point of contact.	**1 WEEK FOLLOW-UP:** If Foster Care Point of Contact fails to respond within 10 days, DFPS resends the introduction email to district Foster Care Point of Contact.
EXPECTATIONS: DFPS Education Specialists will communicate via email to the LEA annually and identify themselves as the point of contact, provide their contact information to the FC Liaison as a resource for any questions or concerns involving students in foster care. This notification happens in August annually to support ESSA requirements. Once this is received LEAs, will notify DFPS of their ESSA Foster Care point of contact/LEA Foster Care Liaison (see below). If DFPS does not hear back from the LEA within 7-10 business days, they will re-share the information. It is the expectations that the LEA will respond promptly with the corresponding LEA ESSA Foster Care Point of Contact information. DFPS Education Specialists should be the first point of contact to resolve any issues related to students in foster care.	**EXPECTATIONS:** LEAs are required to ensure that the Foster Care Liaison in AskTED is up to date with the appropriate Foster Care Point of Contact information annually. This should occur prior to August for the upcoming school year. DFPS will utilize the FC Liaison contact information in AskTED to notify the LEA of the DFPS education Specialist/ESSA Child Welfare point of contact respond to the Ed Specialist with their contact information, and to utilize the Ed Specialist for any questions or concerns related to a student in foster care.

Self- Assessment – Foster Care



I. Implementation – Foster Care

CDN	Quality Levels		
Strategy	**Developing** ☐	**Proficient** ☐	**Exemplary** ☐
22. Designation of FC Liaison: Does the LEA have a designated Liaison in place for addressing enrollment and school transitions for students in foster care? Designated Foster Care Liaison requirement (**TEC § 33.904**)	The **LEA is developing** a process to ensure that there is always a foster care liaison in place and that accurate and up-to-date contact information is maintained in AskTED.]	The LEA has a FC Liaison in place. The LEA FC Liaison information is **up-to-date and accurately maintained** in AskTED. **Campuses have processes** in place for communicating with the FC Liaison when needed. The **FC Liaison (or designee) regularly supports** students in foster care when enrolling or withdrawing from the district.	The LEA has a FC Liaison in place, who is widely known on campuses throughout the district. Regular ongoing training and information is provided and shared to campuses via the FC Liaison. **FC Liaison serves as a leader** and connector internally and externally to mitigate barriers, due to school transitions, and provide support for students in foster care. The **FC Liaison plays an active role** in addressing the needs of students in foster care and ensuring all LEA requirements for this student group are fulfilled. **Processes, procedures, and checklists are used** to ensure compliance with foster care liaison duties and related requirements. The **LEA has developed and coordinated "Campus Champions"** to assist LEA FC Liaison serving students in foster care.
Justification for Quality Level			

OSP Self-Assessment Page 39

- Self – Assessment
- Evaluate your current program & utilize the results to drive improvement
- OSP Self-Assessment

TSDS PEIMS Guidance – Foster Care

Table Identification	Name	Date Issued	Date Updated
C196	FosterCareType	08/01/2013	09/01/2023

Descriptor	Short Description	Long Description
1	Student Is Current Conservator of DFPS	Student is currently in the conservatorship of the Department of Family and Protective Services
2	PK Student Previously In Conservator of DFPS Adversary Hearing	Prekindergarten Student Was Previously In The Conservatorship Of The Department Of Family And Protective Services Following An Adversary Hearing Held As Provided By Section 262.201, Family Code.
3	PK student prior foster care in another state, now resides in Texas	Prekindergarten Student Is Or Ever Has Been In Foster Care In Another State Or Territory, If The Child Resides In This State (Texas). TEC 29.153(B)

- TSDS PEIMS Coding for students in Foster Care.
- Improve coding of students based on accurate documentation
- Training regarding the codes and documentation

Foster Care & TSDS PEIMS Scenarios

If a student leaves foster care within the school year, do they remain coded for the remainder of the year?

Yes. When a student received the FC TSDS PEIMS Indicator code, the student remains coded the full school year & summer months even if the student leaves foster care within the school year.

If a student remains in FC, does the FC Indicator carry over from year-to-year?

No. The FC Indicator code does not carry over from year to year.

The student must re-identify in TSDS PEIMS at the beginning of the school year.

FC Guide p. 81

Foster Care TSDS PEIMS Guidance

TEA Foster Care | PEIMS Coding | Supplemental Guidance

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

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

- This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS.[1]
- The Texas Legislature only granted TEA permission to collect the "foster care" status of students in Texas DFPS Managing Conservatorship, therefore student's from another state's foster care system and students who are identified as Unaccompanied Refugee Minors (URM) living in Texas, although both may be considered in "foster care" should not be coded for the purpose of PEIMS.

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

*{Forms **do not** include **letters or memos on DFPS letterhead** (unless for the purposes of pre-k verification[2]) or **other documentation from contracted Child Placing Agencies** stating that a student is in DFPS Managing Conservatorship.}*

Acceptable Documentation:

☑ *All* forms in the 2085 series:

- Foster Care/Residential Care - 2085 FC
- Kinship or Other Non-Foster Caregiver - 2085 KO
- Verified Kinship Foster Caregiver - 2085 KF
- Legal Risk - 2085 LR
- Home and Community-based Services (HCS) - 2085 HCS
- Supervised Independent Living - 2085 SIL
- Designation of Education Decision-Maker - 2085 E[3]

[1] A 'Kinship' Caregiver is a relative or fictive kin who provides care for a child. A relative is a member of the child's biological family. A fictive kin is a person who has a longstanding and significant relationship with a child in DFPS conservatorship or with the child's family. For more information about "foster care" and other settings a student may live in visit pg. 36 of the Foster Care & Student Success Resource Guide.

[2] If a student is eligible for prekindergarten because the student *is* or *ever has been* in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code, the parent or caregiver of the child will be mailed a verification letter of prekindergarten eligibility. *Districts are asked to accept the DFPS letter as proof of eligibility to enroll these children in free prekindergarten*. For assistance in obtaining a letter, please contact the DFPS Education Specialists in your area for assistance or for a description of other forms of proof of eligibility. Additional information is provided on pg. 74 of the Foster Care & Student Success Resource Guide.

[3] ***All*** students in DFPS Managing Conservatorship are required to present an Education Decision-Maker 2085 (E-2085) form at enrollment in accordance with Family Code § 263.004. If a student does not have this form at enrollment, please request it. The form includes the contact information for the education decision-maker and caseworker. Schools, in accordance with TEC § 25.007 *are required* to notify the education decision-maker and caseworker regarding any event that may significantly impact the education of a child. It is critical that schools receive this form and store it with other privacy-protected records. The Foster Care

October 2015

TEA Foster Care | PEIMS Coding | Supplemental Guidance

- Designation of Medical Consenter - 2085 B

☑ DFPS Kinship Caregiver Agreement - 0695

☑ Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).

Non-Acceptable Documentation:

- Placement Authorization forms from Child Placing Agencies*
- Letters from Child Placing Agencies*
- Memorandums and Letters on DFPS letterhead *(unless for pre-k verification)***
- Documents from another state's child welfare system***
- Authorization Agreement for Nonparent Relative or Voluntary Caregiver - The State of Texas***
- Agreement for a Parental Child Safety Placement - DFPS 2298***
- Home and Community-based Services (HCS), Department of Aging and Disability Services - Form 8665**
- Documentation that a student is in conservatorship under another party other than Texas DFPS (e.g. Unaccompanied Refugee Minors)***
- Court/and or Legal paperwork stating another party outside of Texas DFPS is legally authorized representative or the custodial parent***

Students with this documentation **are likely in DFPS managing conservatorship and will also have a 2085.*
*** Students with this documentation **may** or **may not** be in DFPS managing conservatorship. Students who are in DFPS conservatorship will also have a 2085.*
****Student's with this documentation **are not** in Texas DFPS managing conservatorship.*

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

& Student Success Resource Guide contains additional information in Chapter 9 and on pg. 91, regarding education decision-making and who to contact for what purpose(s).

October 2015

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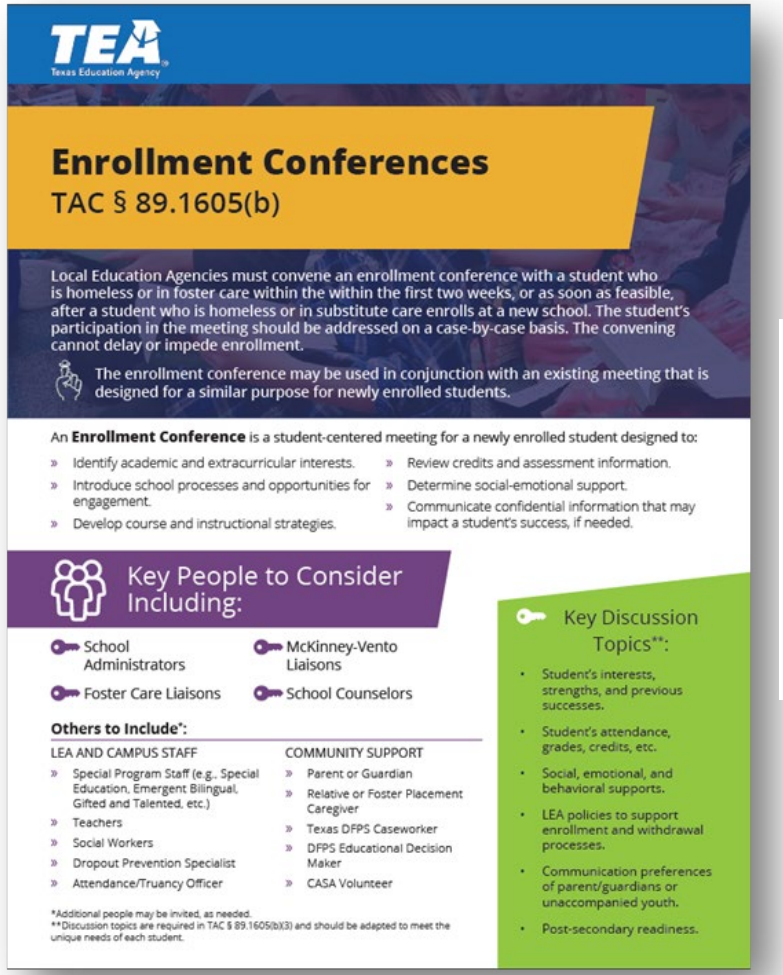
Enrollment Conference

- Reminder: The enrollment conference should be held for a student who is homeless or in foster care within the first two weeks, or as soon as feasible after the student enrolls at a new school.
- The enrollment conference may be used in conjunction with an existing meeting that is designed for a similar purpose for newly enrolled students.



TEA
Texas Education Agency

Enrollment Conferences
TAC § 89.1605(b)

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the 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's participation in the meeting should be addressed on a case-by-case basis. The convening cannot delay or impede enrollment.

The enrollment conference may be used in conjunction with an existing meeting that is 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.
- Introduce school processes and opportunities for engagement.
- Develop course and instructional strategies.
- Review credits and assessment information.
- Determine social-emotional support.
- Communicate confidential information that may 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
- Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.)
- Teachers
- Social Workers
- Dropout Prevention Specialist
- Attendance/Truancy Officer

COMMUNITY SUPPORT
- Parent or Guardian
- Relative or Foster Placement Caregiver
- Texas DFPS Caseworker
- DFPS Educational Decision Maker
- 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.

Key Discussion Topics**:

- Student's interests, strengths, and previous successes.
- Student's attendance, grades, credits, etc.
- Social, emotional, and behavioral supports.
- LEA policies to support enrollment and withdrawal processes.
- Communication preferences of parent/guardians or unaccompanied youth.
- Post-secondary readiness.

State Foster Care Training Opportunities

Foster Care Office Hours: 2024-2025

Wednesday,
November 20, 2024
11:00-12:00 PM
Registration

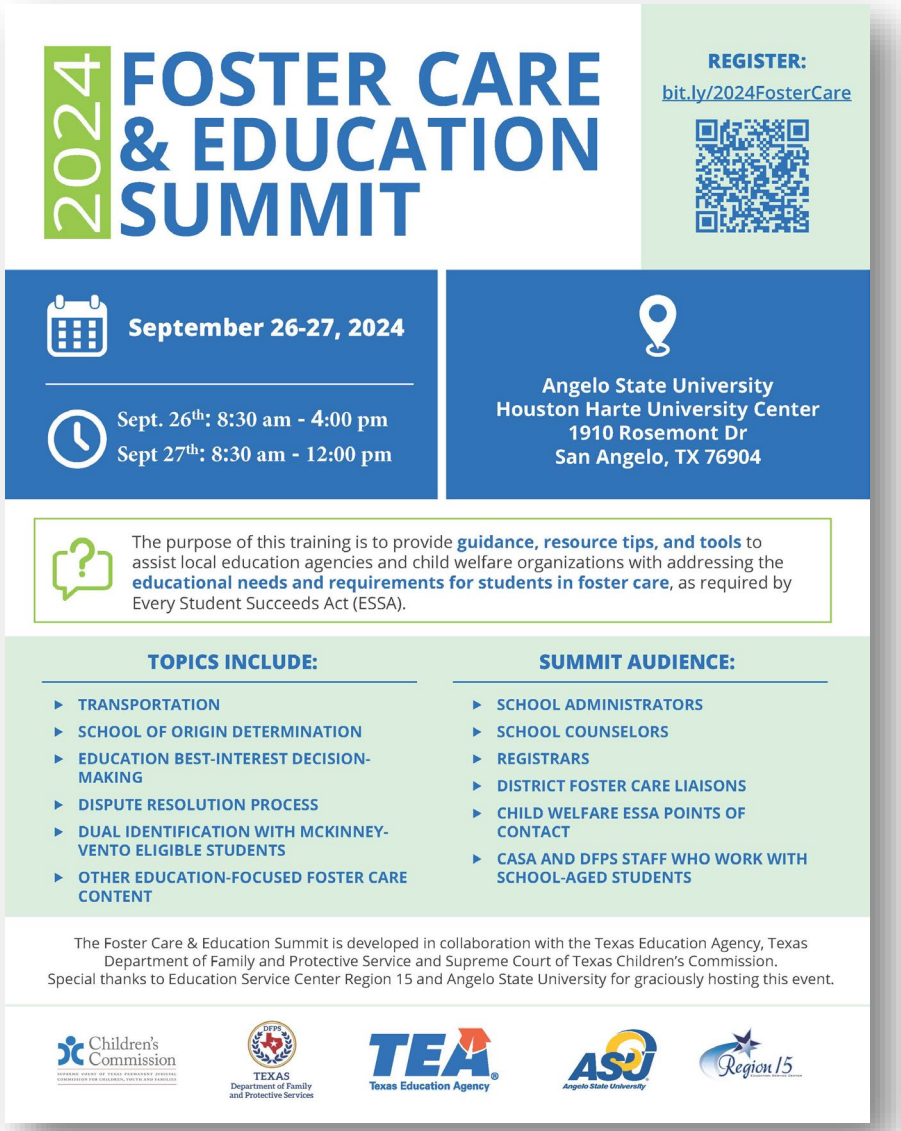
Wednesday,
January 15, 2025
11:00-12:00 PM
Registration

Monday,
March 31, 2025
2:00-3:00 PM
Registration

Wednesday,
April 30, 2025
2:00-3:00 PM
Registration

Friday,
May 16, 2025
11:00–12:00 PM
Registration

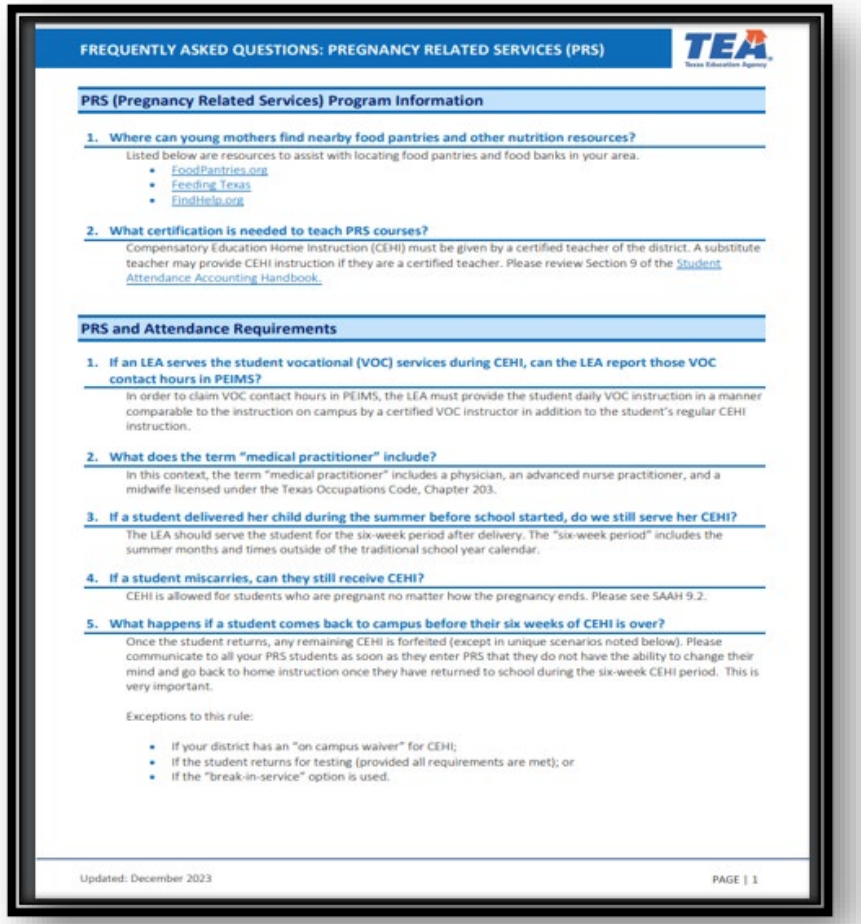
2024 Foster Care & Education Summit



At-Risk Updates

Pregnancy-Related Services

Program Support - Student Attendance Accounting Handbook: Section 9



FREQUENTLY ASKED QUESTIONS: PREGNANCY RELATED SERVICES (PRS)

PRS (Pregnancy Related Services) Program Information

1. **Where can young mothers find nearby food pantries and other nutrition resources?**
   Listed below are resources to assist with locating food pantries and food banks in your area.
   - FoodPantries.org
   - Feeding Texas
   - FindHelp.org
2. **What certification is needed to teach PRS courses?**
   Compensatory Education Home Instruction (CEHI) must be given by a certified teacher of the district. A substitute teacher may provide CEHI instruction if they are a certified teacher. Please review Section 9 of the Student Attendance Accounting Handbook.

PRS and Attendance Requirements

1. **If an LEA serves the student vocational (VOC) services during CEHI, can the LEA report those VOC contact hours in PEIMS?**
   In order to claim VOC contact hours in PEIMS, the LEA must provide the student daily VOC instruction in a manner comparable to the instruction on campus by a certified VOC instructor in addition to the student's regular CEHI instruction.
2. **What does the term "medical practitioner" include?**
   In this context, the term "medical practitioner" includes a physician, an advanced nurse practitioner, and a midwife licensed under the Texas Occupations Code, Chapter 203.
3. **If a student delivered her child during the summer before school started, do we still serve her CEHI?**
   The LEA should serve the student for the six-week period after delivery. The "six-week period" includes the summer months and times outside of the traditional school year calendar.
4. **If a student miscarries, can they still receive CEHI?**
   CEHI is allowed for students who are pregnant no matter how the pregnancy ends. Please see SAAH 9.2.
5. **What happens if a student comes back to campus before their six weeks of CEHI is over?**
   Once the student returns, any remaining CEHI is forfeited (except in unique scenarios noted below). Please communicate to all your PRS students as soon as they enter PRS that they do not have the ability to change their mind and go back to home instruction once they have returned to school during the six-week CEHI period. This is very important.

   Exceptions to this rule:
   - If your district has an "on campus waiver" for CEHI;
   - If the student returns for testing (provided all requirements are met); or
   - If the "break-in-service" option is used.

Updated: December 2023 PAGE | 1

Financial Compliance

Christina Page
Attendance Specialist
(512)463-9530

TEA Financial Compliance Division

Email: christina.page@tea.texas.gov

Program Services

Dr. LaTrenda Watson
State Coordinator

TEA Pregnancy Related Services

Email:
PregnancyRelatedServices@tea.texas.gov

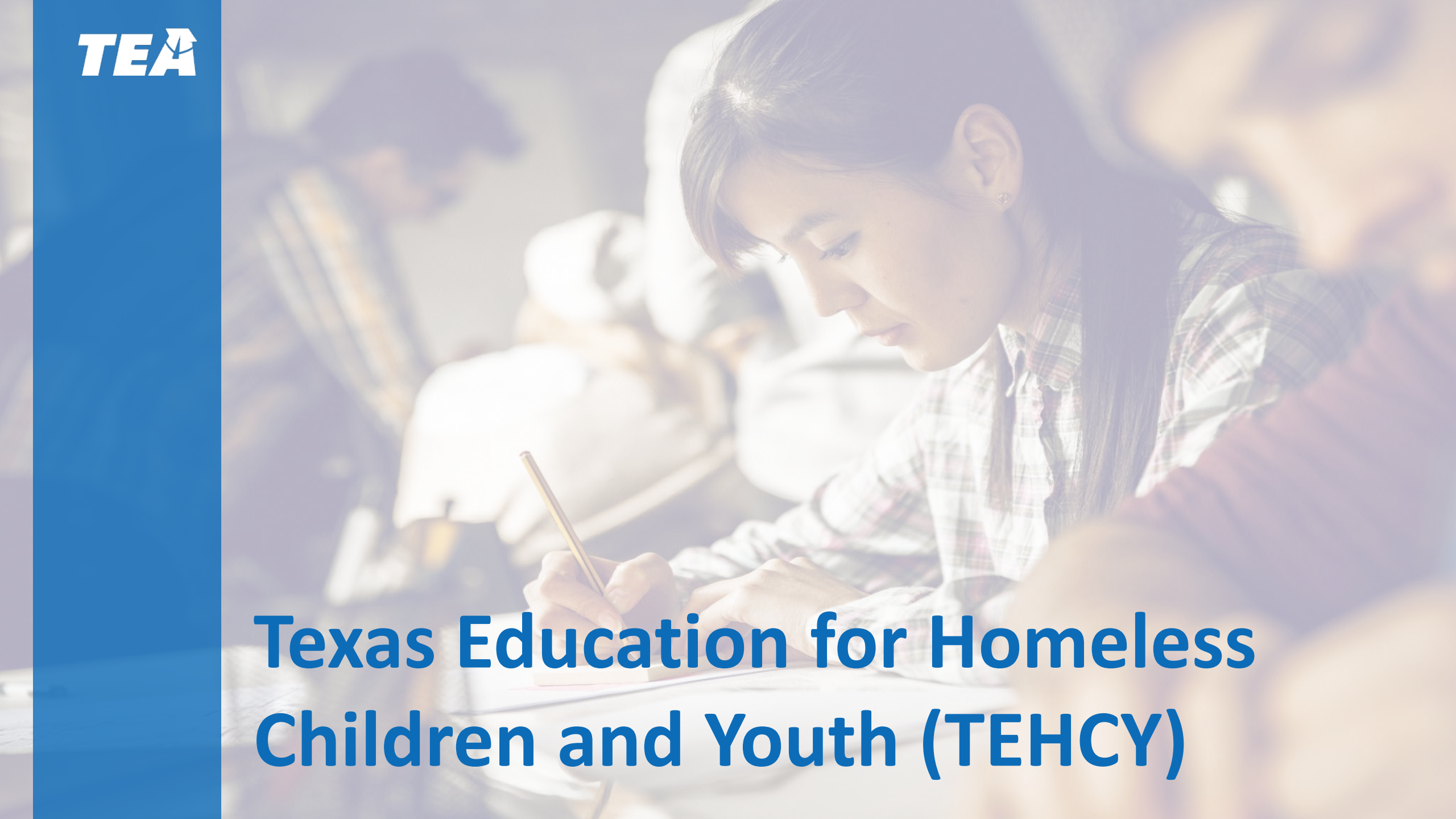
State Compensatory Education – At-Risk

"Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

E. is **pregnant** or is a **parent**;

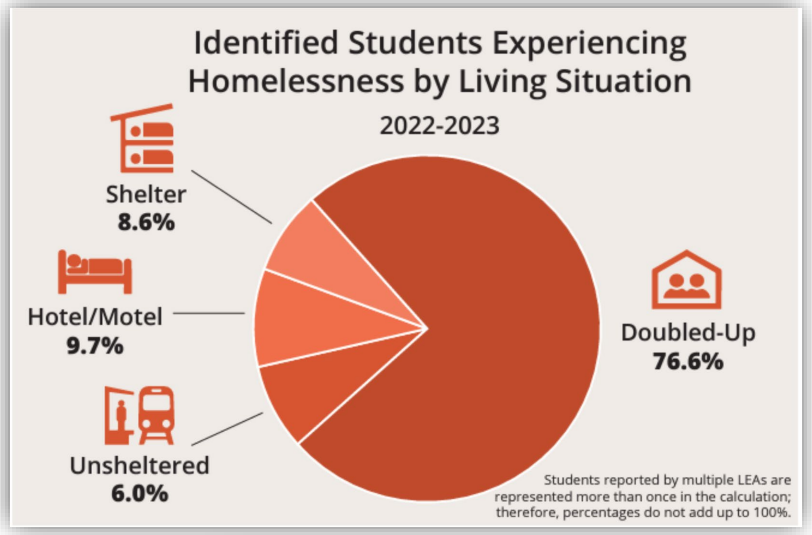
- Any student who is pregnant or is a parent should be coded at-risk and can receive services.
- Male students who are parents should be coded at-risk and can receive services.
- Note: The SCE-funded programs are designed to facilitate the well-being and self-sufficiency of student parents by providing and coordinating supplementary services to ensure that they remain in school and earn a high school diploma.

6.2.2.1 State Criteria for Identification of Students at Risk of Dropping out of School



Texas Education for Homeless Children and Youth (TEHCY)

TSDS PEIMS Guidance – Homeless Status

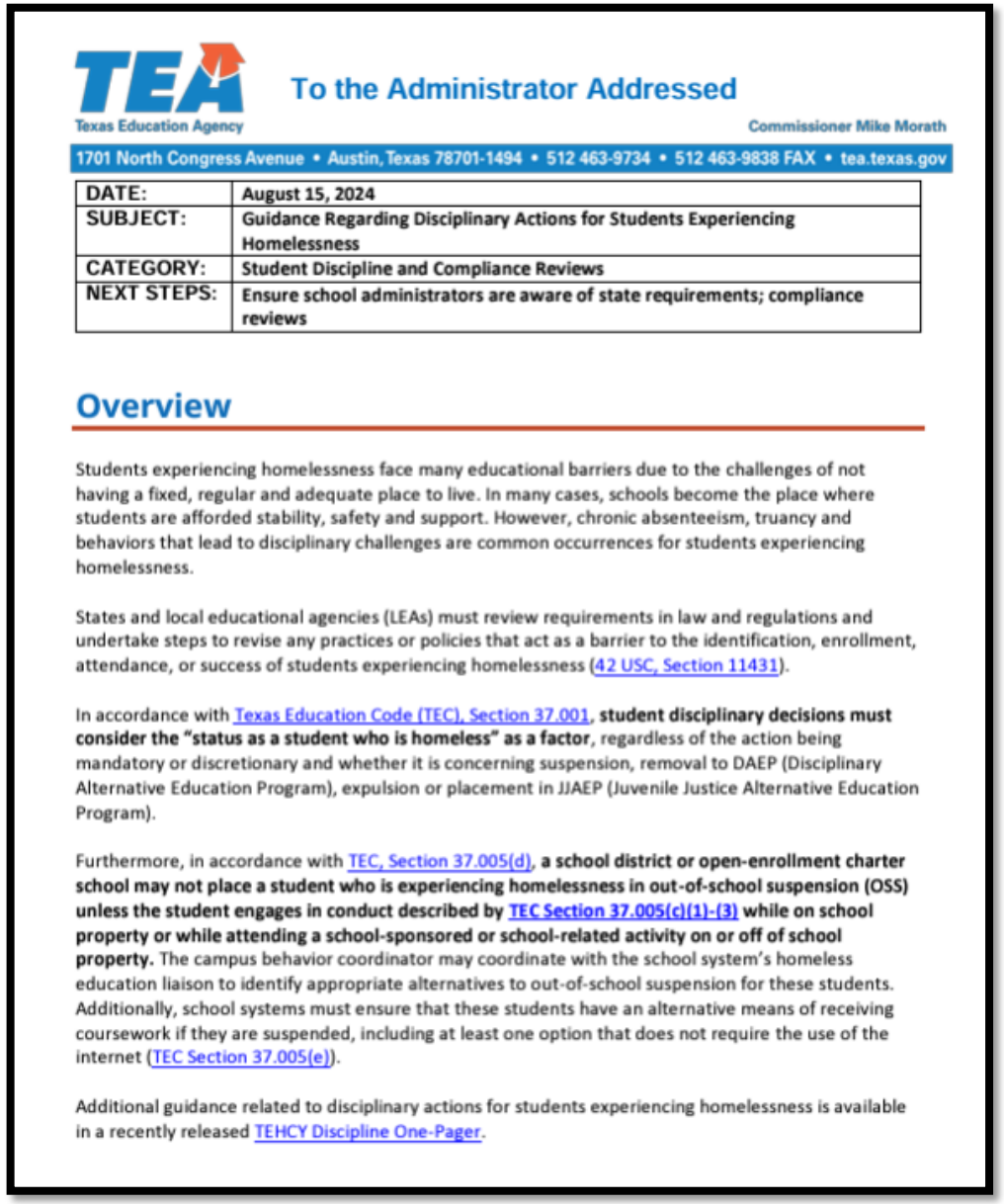


- TSDS PEIMS Coding for students experiencing homelessness
- Improve coding of students based on accurate documentation

Table Identification	Name	Date Issued	Date Updated
C189	HomelessStatus	03/01/2012	03/01/2024

Descriptor	Short Description	Long Description
2	Student Lives Temporarily Doubled-Up During The Current School Year	Student lives temporarily **doubled-up** (sharing residence with a family or individual) at any time during current school year.
3	Student Is Unsheltered At Any Time During The Current School Year	Student is **unsheltered** (i.e., lives on the street, lives in cars, parks, campgrounds, temporary trailers [including FEMA trailers], or abandoned buildings) at any time during current school year.
4	Student Lives In A Motel Or Hotel Any Time During The Current School Year	Student lives in **motel or hotel** at any time during current school year.
5	Student Lives In A Shelter At Any Time During The Current School Year	Student lives in a **shelter**, transitional housing at any time during current school year.

TAA Guidance Regarding Disciplinary Actions for Students Experiencing Homelessness



TEA Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

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

DATE:	August 15, 2024
SUBJECT:	Guidance Regarding Disciplinary Actions for Students Experiencing Homelessness
CATEGORY:	Student Discipline and Compliance Reviews
NEXT STEPS:	Ensure school administrators are aware of state requirements; compliance reviews

Overview

Students experiencing homelessness face many educational barriers due to the challenges of not having a fixed, regular and adequate place to live. In many cases, schools become the place where students are afforded stability, safety and support. However, chronic absenteeism, truancy and behaviors that lead to disciplinary challenges are common occurrences for students experiencing homelessness.

States and local educational agencies (LEAs) must review requirements in law and regulations and undertake steps to revise any practices or policies that act as a barrier to the identification, enrollment, attendance, or success of students experiencing homelessness (42 USC, Section 11431).

In accordance with Texas Education Code (TEC), Section 37.001, **student disciplinary decisions must consider the "status as a student who is homeless" as a factor**, regardless of the action being mandatory or discretionary and whether it is concerning suspension, removal to DAEP (Disciplinary Alternative Education Program), expulsion or placement in JJAEP (Juvenile Justice Alternative Education Program).

Furthermore, in accordance with TEC, Section 37.005(d), **a school district or open-enrollment charter school may not place a student who is experiencing homelessness in out-of-school suspension (OSS) unless the student engages in conduct described by TEC Section 37.005(c)(1)-(3) while on school property or while attending a school-sponsored or school-related activity on or off of school property.** The campus behavior coordinator may coordinate with the school system's homeless education liaison to identify appropriate alternatives to out-of-school suspension for these students. Additionally, school systems must ensure that these students have an alternative means of receiving coursework if they are suspended, including at least one option that does not require the use of the internet (TEC Section 37.005(e)).

Additional guidance related to disciplinary actions for students experiencing homelessness is available in a recently released TEHCY Discipline One-Pager.

- **Released** 8/15/24
- **Related to** Student Discipline and Compliance Reviews
- **Overview:** requirements in law and regulations as outlined in the TEHCY Discipline One-Pager
- **PEIMS Reporting**: report accurate, useful and timely data
  - Can only be assigned to OSS if engaged in conduct described in TEC 37.005(c)(1)-(3)
- **Compliance Reviews:** Recently began due to concerns of school systems:
  1. Placing 1 or more homeless student in OSS for reasons other than TEC 37.005(c)(1)-(3)
  2. Potential failure to submit accurate, useful, and timely PEIMS data to TEA
- **Next Steps:** Select school systems will undergo compliance review based on 23-24 SY data this Fall

NEW! Discipline Resource

TEA Texas Education Agency | TEHCY

The purpose of the McKinney-Vento Homeless Assistance Act is to identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources to meet the same challenging state academic standards established for all students.

Who is Covered by the McKinney-Vento Act?

Children and youth who lack a fixed, regular, and adequate nighttime residence, including those who:

- Are sharing the housing of other persons (doubled up) due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Are migratory children living in the above circumstances.
- Unaccompanied youth include a homeless child or youth not in the physical custody of a parent or guardian.

42 United States Code (USC), §11434(a)

Did You Know?

Children and youth experiencing homelessness face many educational barriers due to the disruption and trauma of not having a **fixed**, **regular**, and **adequate** place to live. In many cases, schools often become the one place where these children and youth are afforded **stability**, **safety**, and **support**. Chronic absenteeism, truancy, and behaviors that lead to disciplinary challenges can be common for students experiencing homelessness.

State and local educational agencies must review and undertake steps to revise any requirements in laws, regulations, practices, or policies that may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, children and youths experiencing homelessness (42 USC, §11431).

Disciplinary Challenges

Disruptive or defiant behaviors, such as Fight-Flight-Freeze responses, can be a result of situationally developed trauma for a student experiencing homelessness. These could include, but are not limited to:

- Prolonged lack of basic needs (e.g., food, water, clothing, etc.)
- Frequent transitions between temporary living locations and changing of schools.
- Gaps in academic and functional abilities (e.g., below grade level achievement, difficulty establishing relationships and trust with adults and peers, etc.)

Toxic stress from Adverse Childhood Experiences (ACEs) can change brain development and affect how the body responds to stress. LEAs should be aware of how trauma can impact the behavior of students experiencing homelessness (https://nn4youth.org/learn/trauma-informed-care-toolkit/).

tea.texas.gov tea.texas.gov/TEHCY

The McKinney-Vento Act does not grant exemption from standard local discipline policies. All students, including those students experiencing homelessness, must abide by the same Student Code of Conduct as their non-homeless peers.

However, when behaviors are directly related to a student's homelessness (e.g., tardiness, absenteeism), state law does have specific prohibitions and considerations for children and youth who are experiencing homelessness.

Prevention Measures for Chronic Absenteeism and Truancy

Before you count a student as truant, have you:

- ◯ Developed a behavior improvement plan?
- ◯ Offered school-based community service?
- ◯ Referred the student to services aimed at addressing the student's truancy (e.g., counseling, mediation, mentoring, a teen court program, community-based services, or other in-school or out-of-school services). Texas Education Code (TEC) § 25.0915

A school district **must offer additional counseling** to a student and **may not refer the student to truancy court** under Section 25.0951 or any other provision if the school determines that the student's truancy is the result of... homelessness.

19 Texas Administrative Code (TAC) §129.1043

Discipline Considerations

Disciplinary decisions must take into consideration 'a student's status as a student who is homeless' as a factor in each decision, regardless of whether the action is a mandatory **or** discretionary action. This includes suspension, removal to Disciplinary Alternative Education Program (DAEP), expulsion, or placement in Juvenile Justice Alternative Education (JJAEP) program (TEC §37.001).

LEAs are prohibited from placing a homeless student in out of school suspension (OSS) **unless** the student engages in conduct described by Subsections TEC §37.005(c)(1)-(3) while on school property or while attending a school-sponsored or school-related activity on or off of school property [TEC §37.005(d)]. TEC §37.005(b) limits the disciplinary removals for in school suspension (ISS) and OSS to a 3-day maximum length of term. TEC §37.005

Behavior coordinator + Administrator + McKinney-Vento Liaison meet & collaborate to determine appropriate disciplinary action.

Discuss alternatives to OSS for a student experiencing homelessness. TEC §37.005(d)

Administrator considered student's homelessness and recommends assignment of suspension [i.e., ISS **or** OSS as described by Subsections TEC §37.005(c)(1)-(3)]

During the period of the student's suspension, an alternative means of receiving all course work must be provided in the classes in the foundation curriculum under §28.002(a)(1) that the student misses due to the suspension.

District must provide at least one option for receiving the course work that does not require the use of the Internet. TEC §37.005(e)

If School of Origin transportation is being provided, it must continue to be provided if a placement at DAEP is determined.

Allowable Reasons for Assigning OSS to Students Experiencing Homelessness

PEIMS Disciplinary Action Reason Codes	Definition
05	Possessed, Sold, Used, Or Was Under the Influence of An Alcoholic Beverage
11	Brought a Firearm to School or Unlawful Carrying of a Handgun
12	Unlawful Carrying of a Location-Restricted Knife
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons
27	Assault Against a School District Employee or Volunteer
28	Assault Against Someone other than School District Employee or Volunteer
29	Aggravated Assault Against a School District Employee or Volunteer
30	Aggravated Assault Against Someone other than a school district employee or volunteer
31	Sexual Assault/Aggravated Sexual Assault Against a School District Employee or Volunteer
32	Sexual Assault/Aggravated Sexual Assault Against Someone other than a school district employee or volunteer
36	Felony Controlled Substance Violation
37	Possessed, Sold, Used, Or Was Under the Influence of An Alcoholic Beverage
62	Possessed, Sold, Gave, Used, Delivered, Or Was Under the Influence of Marihuana or Tetrahydrocannabinol
64	Possessed, Sold, Gave, Used, Delivered, Or Was Under the Influence of Other Controlled Substance

Updated 22-23 TEHCY Infographic for 2024 SY

NEW!

TEHCY Texas Education for Homeless Children and Youth

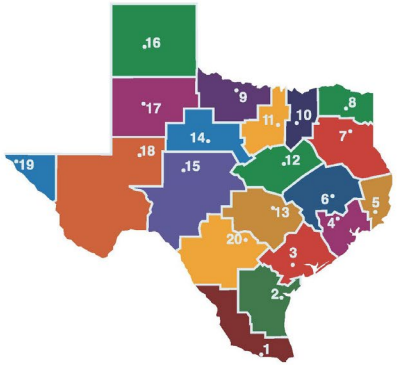
TEXAS EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

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 has a designated Regional McKinney-Vento Liaison who provides technical assistance and training to Local Educational Agencies (LEAs).

Students Experiencing Homelessness in Texas Public Schools

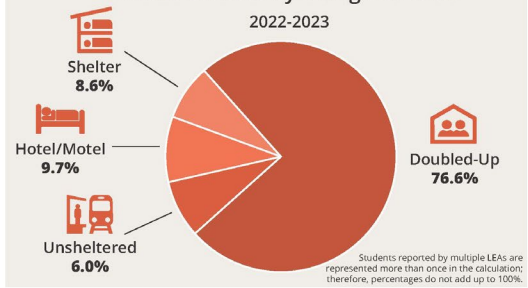
TEA attributed lower identification in 2020-21 due to the COVID-19 pandemic. By 2022-23, Texas identification has increased by 23%, which mirrors pre-pandemic counts.

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

TEHCY Texas Education for Homeless Children and Youth

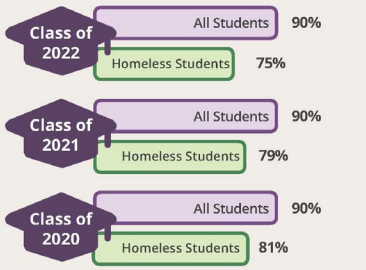
TEXAS EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

Identified Students Experiencing Homelessness by Living Situation



Students reported by multiple LEAs are represented more than once in the calculation; therefore, percentages do not add up to 100%.

Graduation Rate by Year



Students Identified as Homeless and Other Special Populations

2022-2023

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/tehcy

TEA TEHCY Base Page & TEHCY Web Portal

Texas Education for Homeless Children and Youth (TEHCY) Program

The Texas Education for Homeless Children and Youth (TEHCY) Program provides direction and leadership on the implementation of state and federal guidance regarding program services for McKinney-Vento eligible students. All Texas public schools, charter schools, and education services centers, collectively known as local education agencies (LEAs), must follow federal rules concerning the education of homeless students. These requirements are detailed in the McKinney-Vento Act.

TEHCY

TEA TEHCY is proud to announce the launch of the extended

TEHCY WEB PORTAL

Related Content

- Highly Mobile and At Risk Student Programs
- TEHCY Web Portal
- M-V Dispute Resolution Process
- Supports for At-Risk Schools & Students
- Texas Education Service Centers

Contact Information

Texas Education for Homeless Children and Youth (TEHCY) Program
Email: HomelessEducation@tea.texas.gov
Phone: (512) 463-9414

Dr. Desiree Viramontes
McKinney-Vento State Coordinator

Dr. Ann H. Lê
Highly Mobile and At-Risk Student Programs Specialist

Announcements

New Resources Recently Released NEW

- HMAR's AskTED How-To Guidance Document: **Updated 9/14/24**
- TEA TAA Guidance Regarding Disciplinary Actions for Students Experiencing Homelessness: **Released 8/15/24**
- TEHCY 2022-23 Infographics for 2024 SY: **Released 6/20/24**
- TEHCY Discipline One-Pager: **Released 6/14/24**
- TEA TAA Additional Severe Weather and Disaster Guidance: **Released 5/9/24**

Frequently Asked Questions (FAQs) NEW

- 2024 EHCY Grant Extension (FAQs): **Released 7/19/24**
- Supporting McKinney-Vento Students During Inclement Weather and Disasters (FAQs): **Released 5/9/24**

Upcoming Webinar Registration

SY 2024–25 McKinney-Vento Webinars

- **Register for MV 101** | Thursday, October 10, 2024
- **Register for MV 201** | Thursday, December 19, 2024
- **Register for MV 301** | Thursday, January 30, 2025
- **Register for MV 401** | Thursday, March 13, 2025

YouTube Channel: **TEHCY Program Webinars**

TEHCY Web Portal Training Library

TEA

McKinney-Vento Conference Opportunities

ACET Fall

October 29th- November 1st

Omni Houston

ACET Spring

April 22nd- 26th

Royal Sonesta Galleria Houston

TEHCY Upcoming Training Opportunities

TEHCY TALKS 2024-2025

(formerly known as Office Hours)

- Please scan the QR CODE to submit your preferences for 24-25 SY TEHCY Talk times!

- These are times in the month that TEHCY leadership team set aside for listening, sharing, and helping McKinney Vento Liaisons with their questions, queries, or concerns.
- Interactive opportunity to connect with other MV stakeholders across the state.

Military-Connected Student Program Updates

Beginning of the Year – Recommended Key Activities:

- Ensure district and campus Military Family webpages are updated with fall enrollment and registration resources, calendars, and supports
- Schedule and provide district and campus professional development on supporting military-connected students
- Review the Interstate Compact (TEC §162) with staff
- Host beginning of the year transition meetings with students to include:
  - building tours, transcript review services, graduation plans, extracurriculars, clubs and activities, etc.
  - Ensure military-connected students are enrolled in appropriate academic programming (e.g. G/T, SPED, AP, etc)

MIC3 MILITARY INTERSTATE CHILDREN'S COMPACT COMMISSION

Beginning of the Year – Recommended Key Activities

- Review Military Student Identifier (MSI) process and provide professional development

- Registrars, Liaisons, Counselors and other LEA staff should ensure military-connected students are coded correctly using PEIMS coding

Code Table Id	Name	XML Name	Date Issued	Date Updated
	CODE			

Code	Translation
0	Not a military-connected student
1	Student in grade KG – 12 is a dependent of an active duty member of the United States military
2	Student in grade KG – 12 is a dependent of a current member of the Texas National Guard (Army, Air Guard, or State Guard)
3	Student in grade KG – 12 is a dependent of a current member of a reserve force in the United States military
4	Pre-kindergarten student is: 1) 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, or 2) is the child of a member 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 killed while serving on active duty. Note: A student remains eligible for enrollment if the child's parent leaves the armed forces or is no longer on active duty after the child begins a prekindergarten class.
5	Student in grade KG – 12 is a dependent of a former member of one of the following: - the United States military - the Texas National Guard (Army, Air Guard, or State Guard) - a reserve force in the United States military
6	Student in grade KG – 12 was a dependent of a member of a military or reserve force in the United States military who was killed in the line of duty

2024-25 Purple Star Campus Designation

Congratulations to the 2024-25 Purple Star Campus Designations awardees!

- 541 campuses awarded the designation – release 9/19/24
- **202% increase from 2023-24 PSCD; 72% of awardees are earning PSCD for the first time.**
- 2024-25 SY List of awardees
- To The Administrator Addressed (TAA) – 9/19/24

Purple Star Campus Designation – Reminders

- **Criteria:**
  - Campus-based military liaison
  - Webpage for military-connected families
  - Student-led campus transition program
  - Professional development for staff
  - Participation in at least one of three special initiatives to support military-connected students and families
- Designation lasts 2 years; Campuses must re-apply for the designation.

Coming Fall 2024 | Purple Star Rise

MILITARY CHILD EDUCATION COALITION™ | MCEC®™

- Purple Star Rise
  - Project to create the gold star standard to assist LEAs in implementing effective Purple Star Campus programs
  - Great resources, tools, videos, brochures, posters, asynchronous professional development training modules and more!
  - Resources will be released this fall

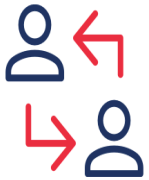
Military-Connected Students and Families – Free Resource

Military-connected students can experience unique challenges like deployments or frequent relocations

Dept of Defense has non-medical support for military families via Military OneSource

Counselors are trained in military life

For more information on how to access these services, click here to visit the site



In person

Face-to-face non-medical counseling occurs in an office setting in your local community. You have 30 days to schedule your first session after a Military OneSource consultant authorizes the service.

Telephone

Non-medical counseling by phone offers the flexibility of accessing counseling wherever you happen to be.

Online chat

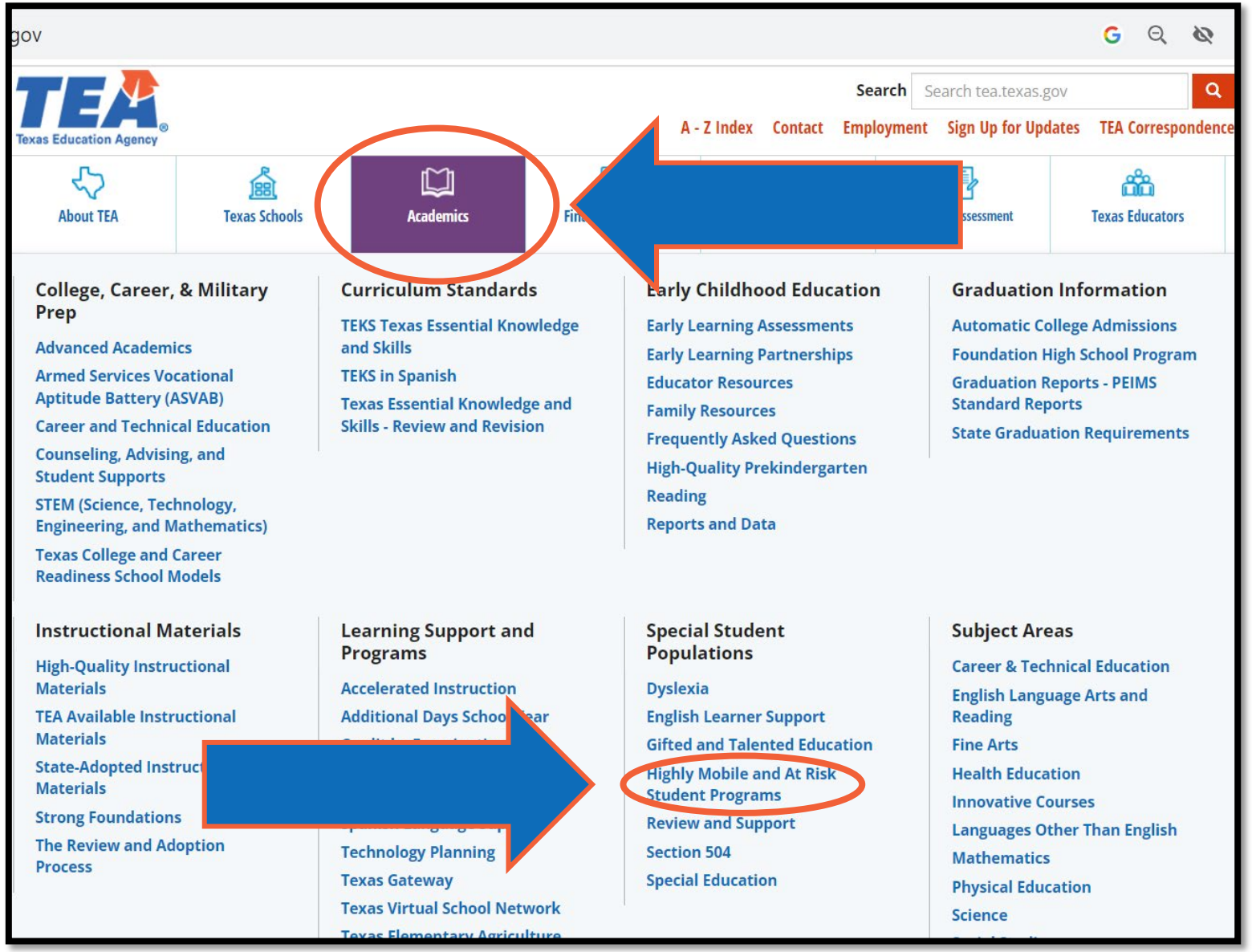
Online non-medical sessions take place in real time using secure chat. Hours for non-medical counseling via online chat are between 8 a.m. and 9 p.m. ET, Monday through Friday.

Video chat

Video non-medical counseling allows you to attend sessions using secure live video. Sessions are available Monday through Friday, 8 a.m. to 9 p.m. ET, and by appointment between 11 p.m. and 6 a.m. ET to accommodate time zones outside the continental U.S.

Webpages, Media, and More

TEA HMAR Webpage



HMAR Web Page Updates – Contact Information

Home / Academics / Special Populations

Highly Mobile and At Risk Student Programs

Contact Information

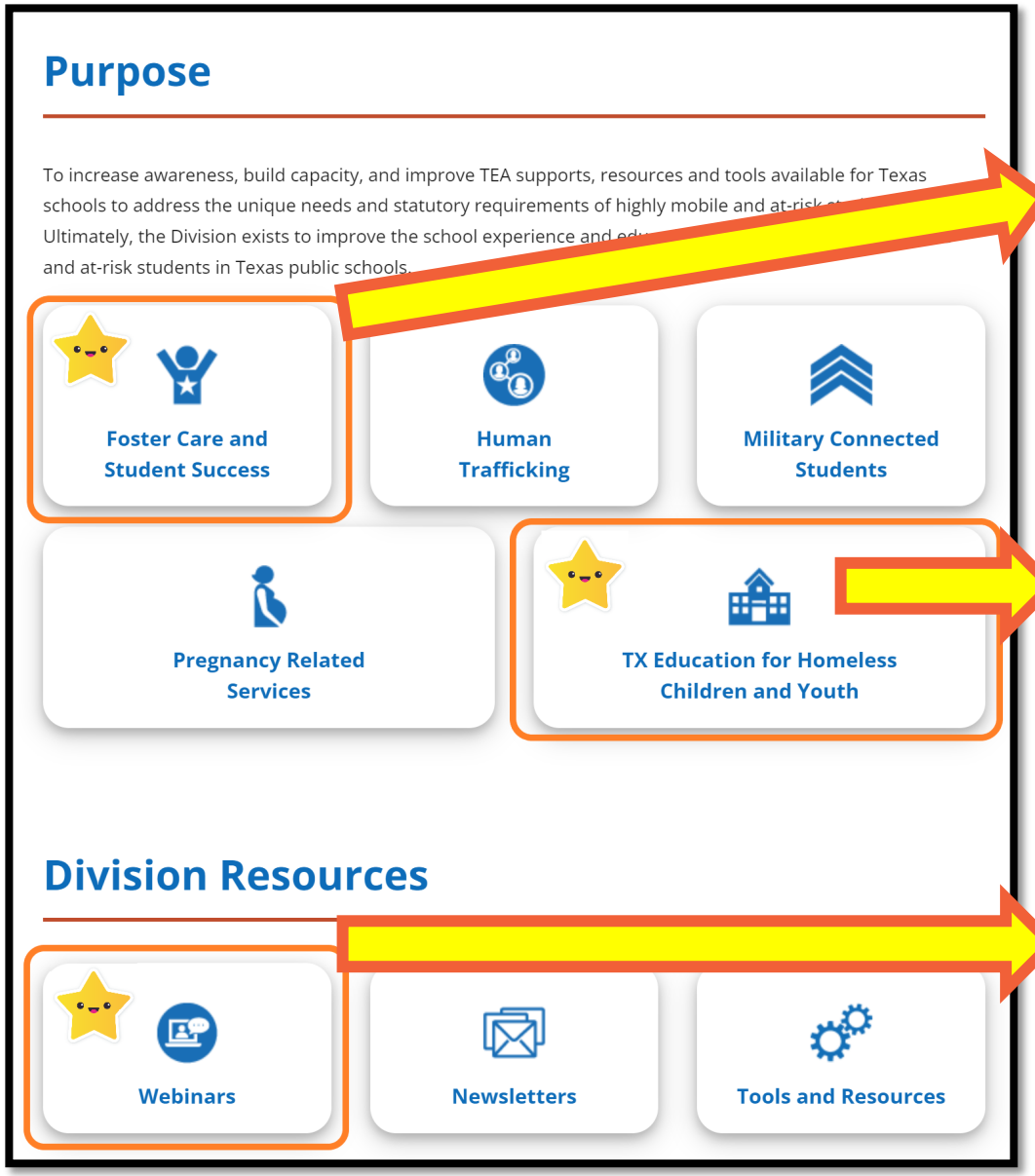
Highly Mobile and At Risk Student Programs (HMAR)

Kelly Kravitz | HMAR Director
Dr. Jimmy Bowser | HMAR Assistant Director
Dr. LaTrenda Watson | At-Risk State Coordinator
Dr. Desiree Viramontes | McKinney-Vento State Coordinator
Dr. Ann H. Lê | HMAR Program Specialist

Email Contacts

- HomelessEducation@tea.texas.gov
- MilitaryConnectedStudents@tea.texas.gov
- fostercareliaison@tea.texas.gov
- PregnancyRelatedServices@tea.texas.gov

HMAR Program Web Page Updates



Updated:

- Foster Care and Student Success
  - Foster Care Summit Info
  - Trainings relocated to Information and Resources
- TX Education for Homeless Children and Youth (TEHCY)
  - TEHCY Web Portal linked
  - New Announcement Section
  - Condensed layout
- Division Resources: Webinars
  - New Layout/organization (next slide)

HMAR Webinar Page Update

Special Student Populations Division We Trainings

This resource page houses the training webinar recordings and/or presentations of the Highly Mobile and At-Ris

Upcoming Webinars

Highly Mobile and At-Risk Student Program Division

YOUTUBE CHANNEL: HMAR Student Programs Webinar

SY 2024–25 Webinars

- **Register for SY 2024-25 Quarterly Webinar #1** | Thursday, September 19, 2024
- **Register for SY 2024-25 Quarterly Webinar #2** | Thursday, November 14, 2024
- **Register for SY 2024-25 Quarterly Webinar #3** | Thursday, February 13, 2025
- **Register for SY 2024-25 Quarterly Webinar #4** | Thursday, May 1, 2025

Texas Education for Homeless Children and Youth Program

YOUTUBE CHANNEL: TEHCY Program Webinars

SY 2024–25 Webinars

- **Register for MV 101** | Thursday, October 10, 2024
- **Register for MV 201** | Thursday, December 19, 2024
- **Register for MV 301** | Thursday, January 30, 2025
- **Register for MV 401** | Thursday, March 13, 2025

Previously Recorded Trainings

Local Education Agencies (LEAs) can view training recordings that were offered in previous school years below. These recordings are organized by program na en by school year. Additional resources can be located by navigating to the HMAR homepage and selecting the respective program.

Expand All

- Highly Mobile & At-Risk Student Programs
- Foster Care and Student Success
- Transition Assistance Webinar Series
- Human Trafficking Prevention and Awareness

2023-2024 Series

- Quarterly Webinar #1 | Thursday, September 14, 2023
- Quarterly Webinar #2 | Thursday, November 30, 2023 (unavailable)
- Quarterly Webinar #3 | Thursday, February 15, 2024
- Quarterly Webinar #4 | Thursday, May 2, 2024

2022-2023 Series

- HMAR Webinar Presentation | May 4, 2023
- HMAR Student Programs Webinar | February 16, 2023
- HMAR Student Programs Division Webinar | December 1, 2022
- HMAR Student Programs Division Webinar | September 29, 2022

2021-2022 Series

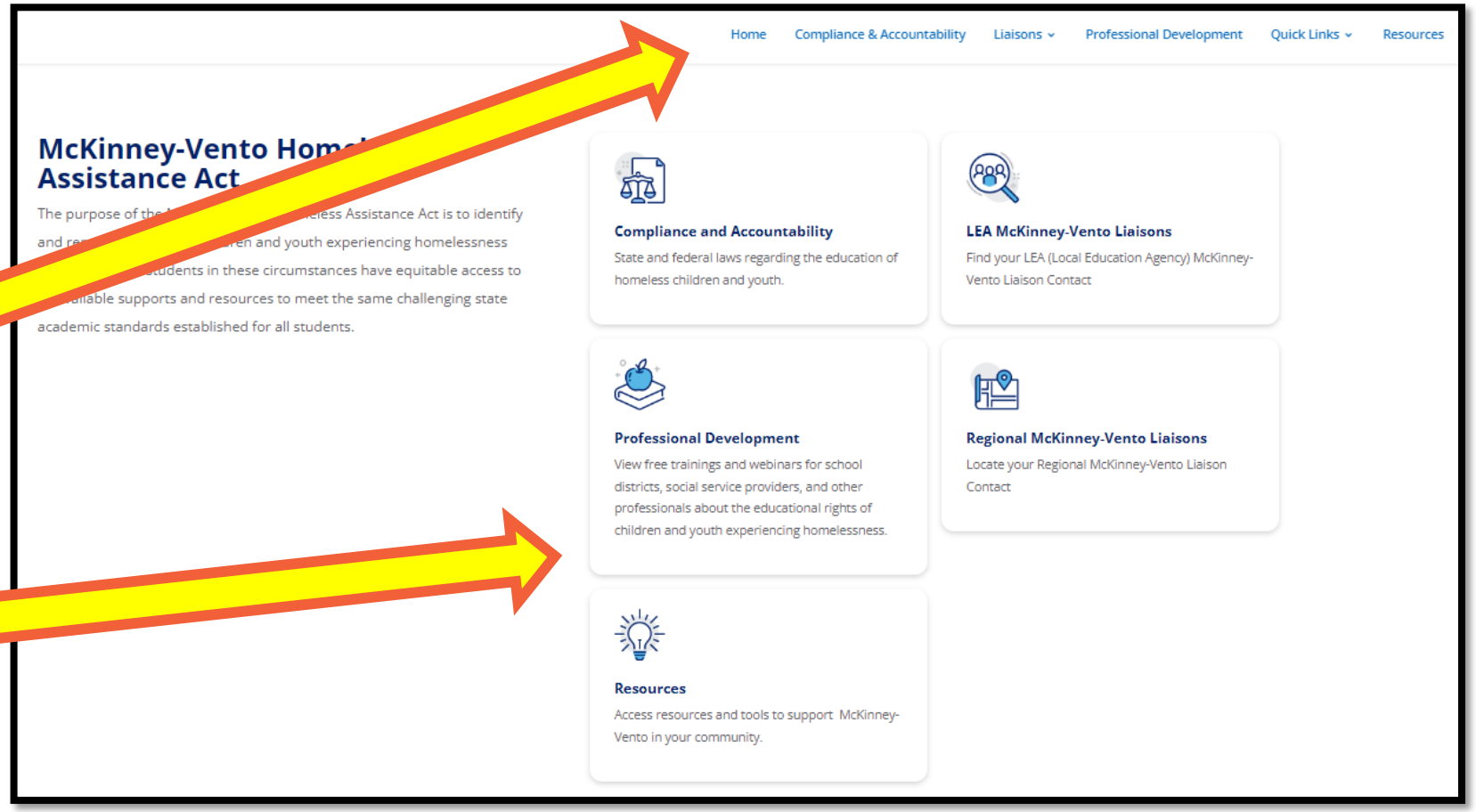
- HMAR Student Programs Webinar | March 31, 2022

TEHCY Web Portal

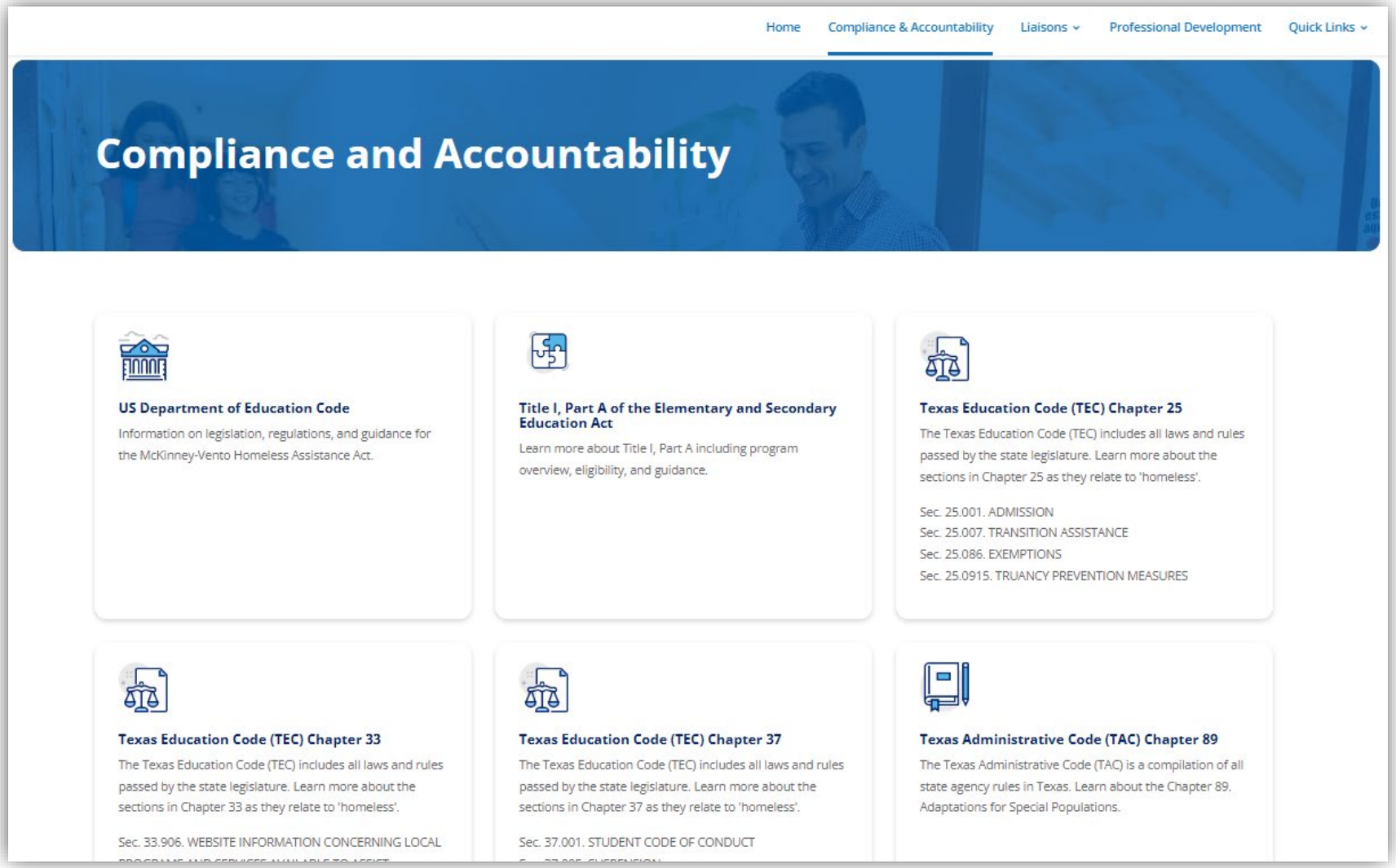
Navigating the TEHCY Web Portal

Two ways to navigate:

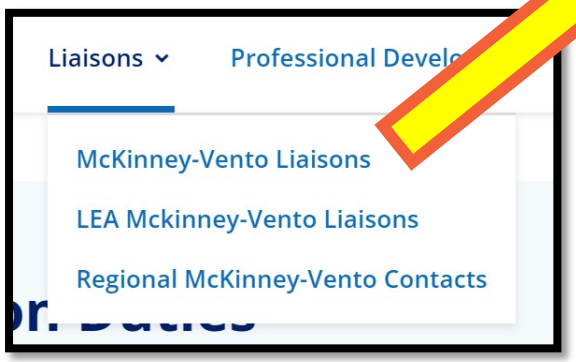
- Navigation tabs on the top
- Scroll to bottom of page to 5 “blocks”



Compliance and Accountability Tab



Liaisons – 3 Drop Down Options



McKinney-Vento Liaison Duties

Identify
Identify students experiencing homelessness in collaboration with school personnel and other organizations and agencies.

Enrollment
Ensure students experiencing homelessness are enrolled and provided equitable access to succeed in school.

Access to Services
Ensure students experiencing homelessness and families have access to educational services for which they are eligible.

Referrals
Provide referrals for medical, housing, and other appropriate services for students experiencing homelessness.

Inform
Inform parents or guardians of educational opportunities available to students and how they can participate in their student's education.

Post Educational Rights
Post educational rights in locations frequented by students, parents, guardians, and unaccompanied youth.

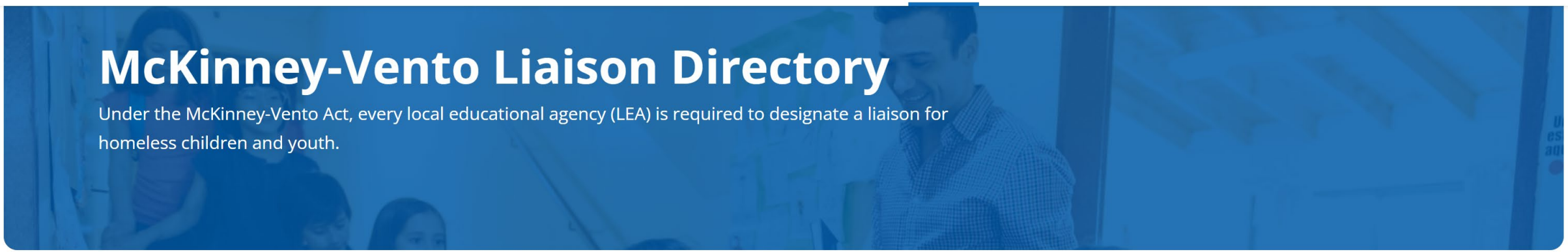
Mediate Disputes
Ensure enrollment disputes are mediated in accordance with local, state, and federal guidelines.

Transportation
Inform parents, guardians, and unaccompanied youth of all transportation services available, including school of origin transportation.

Professional Development
Provide school personnel professional development and supports to ensure identification of McKinney-Vento eligible students.

Unaccompanied Youth
Ensure unaccompanied youth (UY) are enrolled in school, have opportunities to meet the same state academic standards as housed students, and are informed of their independent status for the purpose of the Free Application for Federal Student Aid (FAFSA).

Local Liaisons – Importance of updated AskTED



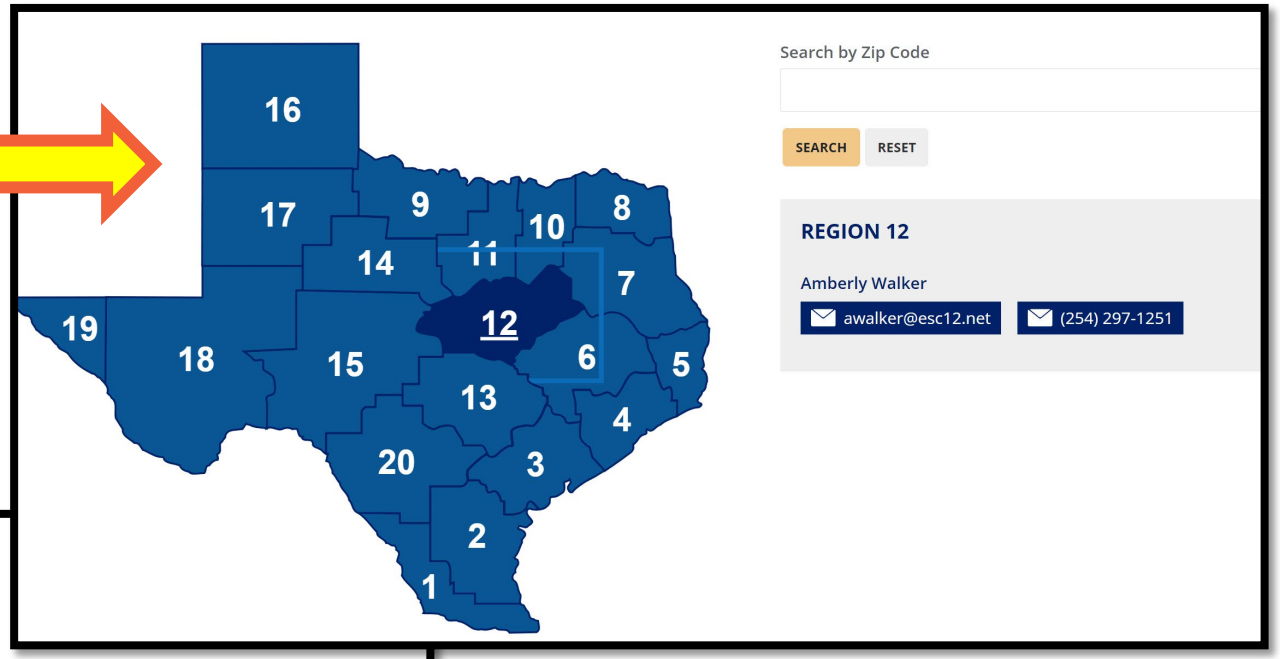
McKinney-Vento Liaison Directory

Under the McKinney-Vento Act, every local educational agency (LEA) is required to designate a liaison for homeless children and youth.

District	Liaison	Email	Phone	Region
A W BROWN LEADERSHIP ACADEMY	KRYSTAL THORNTON	kthornton@awbrown.org	(972) 709-4700 ext:2613	10
A+ ACADEMY	YVETTE DORTY	yvette.dorty@aplus-cs.org	(972) 557-6359	10
A+ UNLIMITED POTENTIAL	MR PAUL CASTRO	pcastro@aplusup.org	(713) 204-3837	04
ABBOTT ISD	MRS CHANNA PUSTEJOVSKY	channa.pustejovsky@abbottisd.org	(254) 582-3011	12
ABERNATHY ISD	MR RITCHIE THORNTON	rthornton@abernathyisd.com	(806) 298-4950	17

Regional Liaisons

- Click on Map
- Search by Zip Code
- Scroll to bottom for list



All Regional Contacts

Region 1, Tana Armitage
tarmitage@esc1.net
(956) 984-6069

Region 2, Veronica Benavides-Gonzales
veronica.benavides-gonzales@esc2.us
(361) 561-8675

Region 3, Rosanne Wagner
rwagner@esc3.net
(361) 573-0731 ext. 138

Region 4, Lashonda Evans
lashonda.evans@esc4.net
(713) 744-6380

Region 5, Brenda Thompson
brendat@esc5.net
(409) 951-1877

Region 6, Albert Archuleta
aarchuleta@esc6.net
(936) 435-8228

Region 7, Leslie Dowdle
ldowdle@esc7.net
(903) 988-6904

Region 8, Marilu Calixto
mcalixto@reg8.net
(903) 575-2668

Region 9, Taniqua Blakely
taniqua.blakely@esc9.net
(940) 322-6928

Professional Development (recorded trainings)

Search

APPLY

APRIL 11, 2024, RECORDED WEBINAR

McKinney-Vento 201 | State Provisions

Would you like a more in-depth training on McKinney-Vento enrollment, identification, and dispute resolution process? McKinney-Vento 201 will provide you the strategies to mitigate challenges or barriers to school...

VIEW DETAILS

MARCH 7, 2024, RECORDED WEBINAR

Funding and Sustainability

Are you interested in how your LEA can plan for and sustain ARP I, ARP II and TEHCY programming? This new TEA TEHCY Funding and Sustainability webinar walks participants through considerations for long-term grant...

VIEW DETAILS

FEBRUARY 27, 2024, RECORDED WEBINAR

McKinney-Vento 101 | Overview to Key Components

Are you new to working with students and families experiencing homelessness? Has it been a while since you had McKinney-Vento training? McKinney-Vento 101 will provide you the key components of the McKinney-...

VIEW DETAILS

MARCH 4, 2022, RECORDED WEBINAR

ARP Homeless II Webinar

ARP Homeless II Federal Grant Webinar

OCTOBER 19, 2021, RECORDED WEBINAR

Supporting Seniors and Unaccompanied Youth Experiencing Homelessness wit...

Students experiencing homelessness often feel

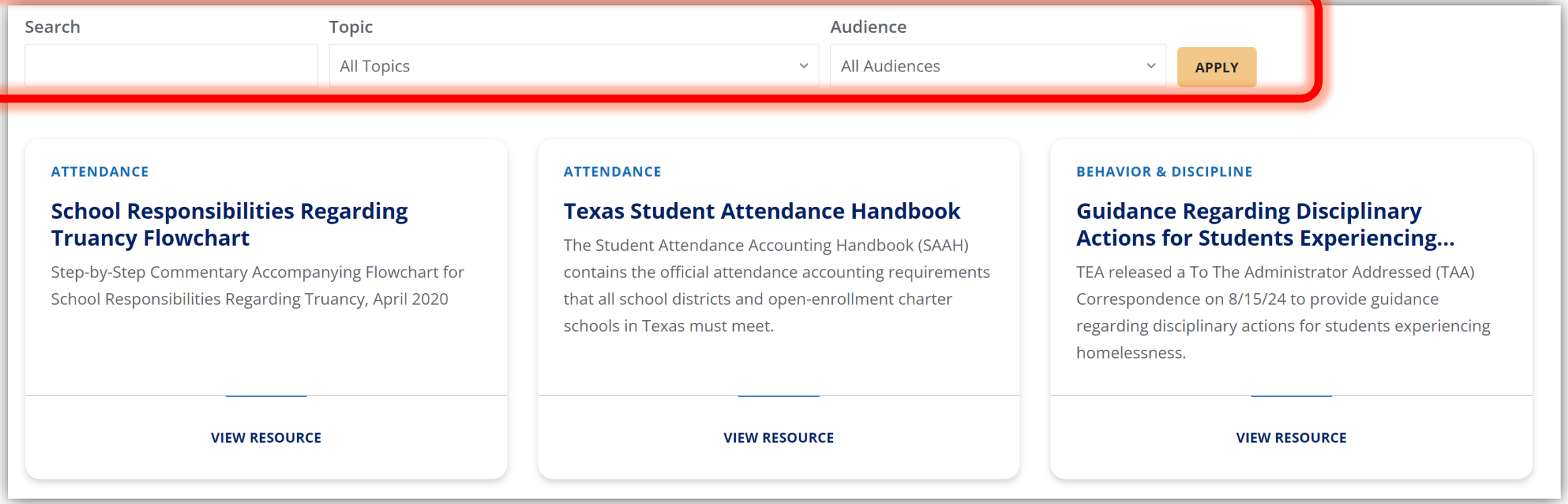
APRIL 12, 2021, RECORDED WEBINAR

McKinney-Vento 401 | McKinney-Vento Program Best Practices

This training reviews the five best practices to support

Resources (Library)

- Search by KEYWORD, TOPIC dropdown menu, or AUDIENCE menu
- **NEW** → Behavior & Discipline
- Sorted by “Topic” (in blue) in alphabetical order



In the News

New TEHCY Web Portal was featured in 92.9 Radio!

"…a game-changer for educators and students alike."

- Additional promotions:
  - Facebook
  - X (formerly Twitter)
  - Instagram

*"This initiative is more than just a website—it's a **commitment** to ensuring that **every** child in Texas has **access** to a stable, supportive education."*

** NEW**

TEHCY YouTube Channel

HMAR 24-25 Celebration Stories Across Texas

- We are embarking on a brand-new school year and want to be able to capture and commemorate all the hard work and dedication for our HMAR programs during the 24-25 SY.

- 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**!

- View 23-24 TEHCY Celebrations Across Texas

HMAR

Save the Dates and Reminders

2024-25 HMAR Webinars – SAVE THE DATE!

HMAR Quarterly Webinar #1

Thursday, September 19, 2024

1:00 pm – 2:30 pm

** TODAY **

HMAR Quarterly Webinar #2

Thursday, November 14, 2024

1:00 pm – 2:30 pm

Registration Link

HMAR Quarterly Webinar #3

Thursday, February 13, 2025

1:00 pm – 2:30 pm

Registration Link

HMAR Quarterly Webinar #4

Thursday, May 1, 2025

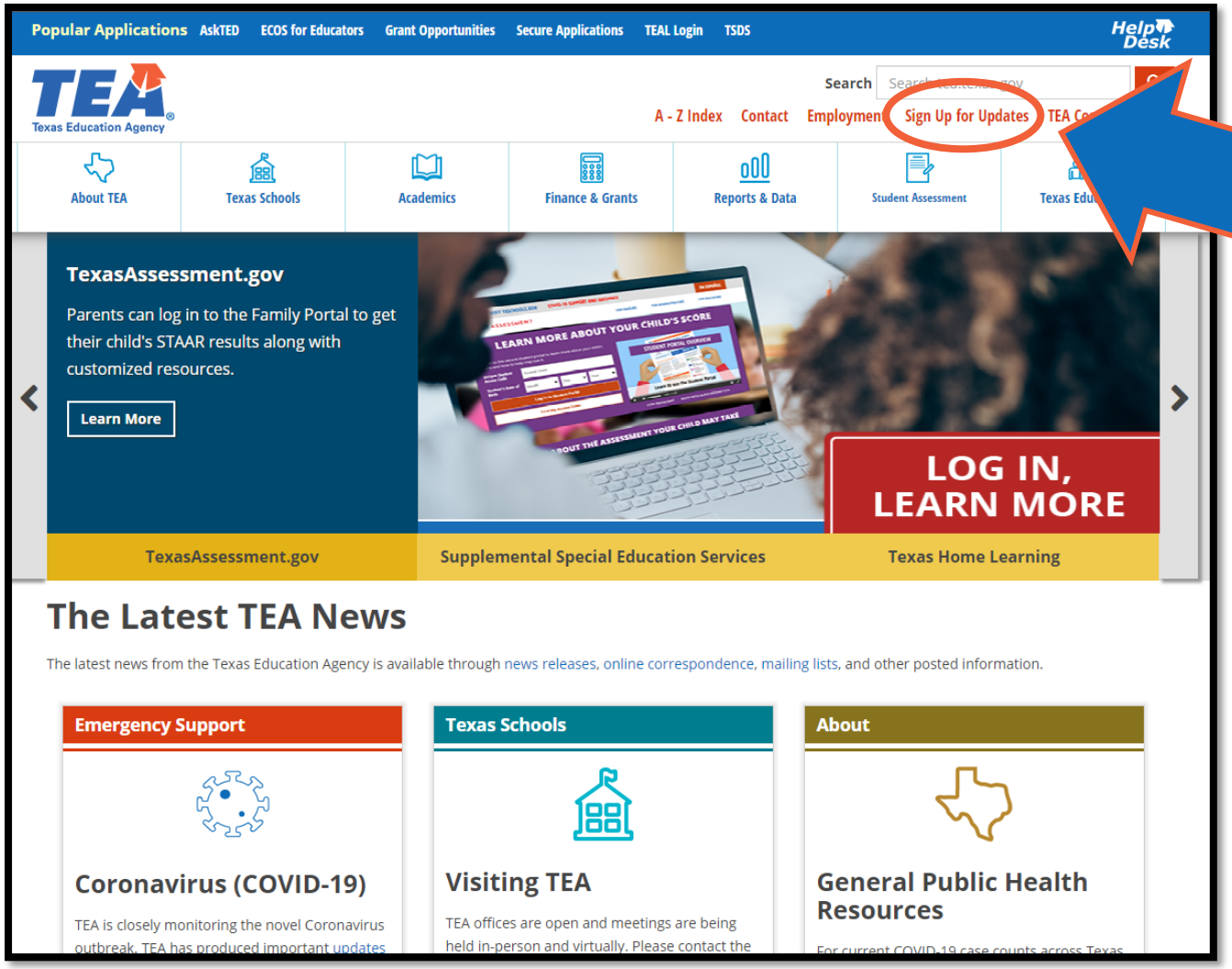
1:00 pm – 2:30 pm

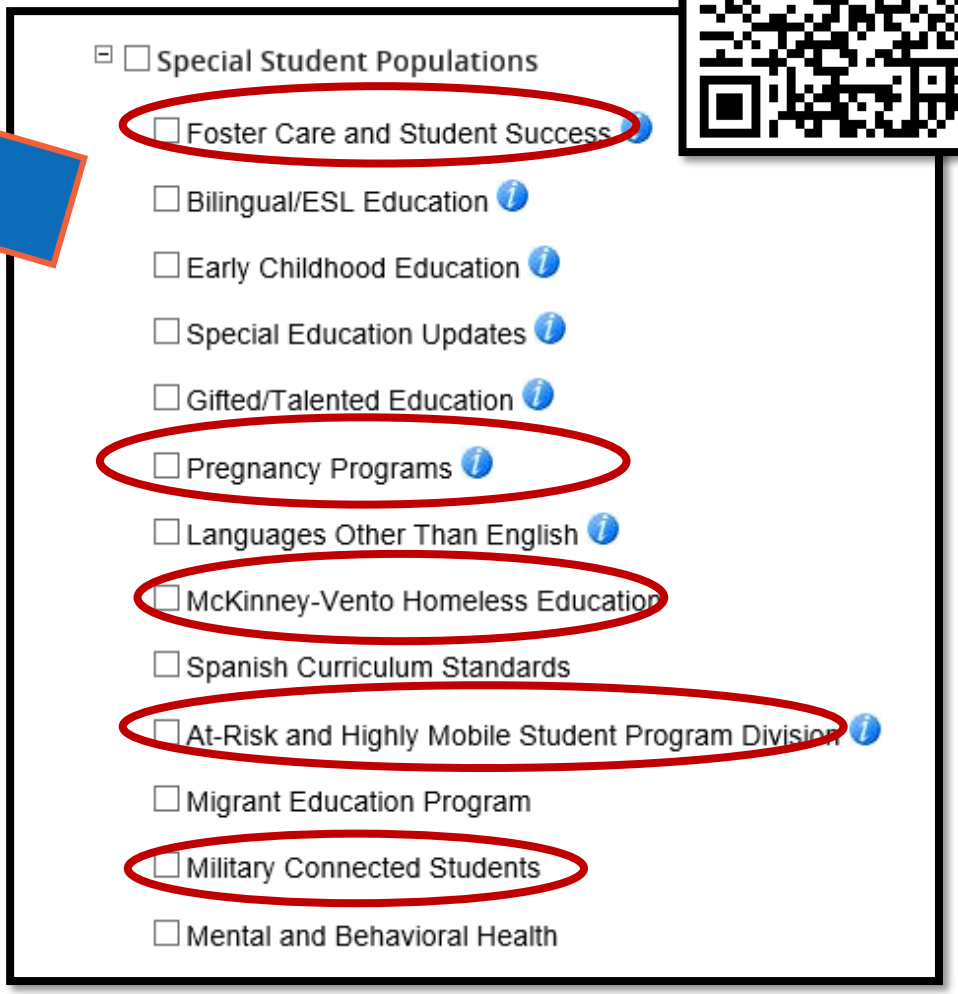
Registration Link

Upcoming Trainings and Events (24-25)

- **Texas Education for Homeless Children and Youth (TEHCY):**
  - MV 101: Thursday, October 10, 2024 -- Registration Link
  - Fall ACET Conference: October 29 – November 1 – Registration Information
  - NAEHCY Conference: November 16 – 19 – Registration Information
  - MV 201: Thursday, December 19, 2024 -- Registration Link
  - MV 301: Thursday, January 30, 2025 -- Registration Link
  - MV 401: Thursday, March 13, 2025 -- Registration Link
  - Spring ACET Conference: April 22 – 26 – *Information coming soon*
- **Foster Care:**
  - Foster Care Webinar #1 – Tuesday, October 15, 2024 – Registration Link
  - Foster Care Webinar #2 – Friday, March 7, 2025 – Registration Link
  - Foster Care Summit (San Angelo) – September 26 – 27th – Informational Page
- **Military Connected Students:**
  - Military Connected Students Webinar #1 – Wednesday, October 30, 2024 – Registration Link
  - Military Connected Students Webinar #2 – Wednesday, February 26, 2025 – Registration Link
  - Purple Star Campus Designation Application Meeting – Wednesday, March 19, 2025 - Registration Link

Sign Up for Updates!

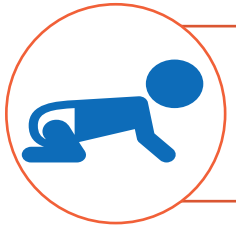




HM&AR Division Emails

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 Youth (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.

Reminders

- Ensure LEAs maintain current, up-to-date contact information for their liaisons in AskTED throughout the school year.
- Improve coding of students based on accurate documentation (PEIMS Coding)
- Ensure newly enrolled students in foster care or experiencing homelessness are provided an enrollment conference; welcome packet; warm introduction to the school; expedited nutrition benefits.

Resources & Webinars

- **Webpage updates**: Check out the new format & content (HMAR & individual programs)
- HMAR (and individual programs) **Webinar/Training Registrations**
- **HMAR resources**: AskTED Guidance Document, Transition Assistance Toolkit
- **Foster Care resources**: TEA Foster Care Website, TEA PRS FAQ, SAAH
- **TEHCY resources**: Web Portal, Infographics, Discipline One-Pager, TAA, and TEHCY TALKS
- **Military resources**: Purple Star TAA; Purple Star List, Military OneSource

Thank you!

Feedback Survey

Subscribe to Updates

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