Presenters

Dr. Desiree Viramontes
McKinney Vento State Coordinator
Highly Mobile and At-Risk Student Programs

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

TEA

Family Code: Consent to Treatment

Consent to Treatment of Child by Non-Parent

Family Code §32.001
People who may consent for *any* child, including homeless and unaccompanied youth.

a grandparent of the child

an adult sibling of the child

an adult aunt or uncle of the child

an adult who has actual care, control, & possession of the child & has written authorization to consent from a person having the right to consent

*Does not apply to consent for the immunization of a child.

TEA

Consent to Treatment by Child

FAM §32.003

A child may consent to medical, dental, psychological, and surgical treatment for the child by a licensed physician or dentist if the child is:

16 years of age or older and resides separate and apart from the child's parents, managing conservator, or guardian, with or without the consent of the parents, managing conservator, or guardian and regardless of the duration of the residence; and

AND
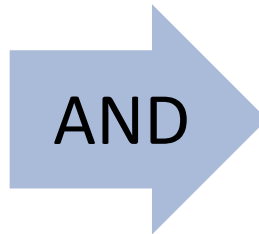
Managing their own financial affairs, regardless of the source of income.

TEA

Bookmark **FAM §32.001** & **FAM §32.003** for easy access.

- Utilize these resources:

  - To support adults who are caring for unaccompanied youth experiencing homelessness.

  - For instances when unaccompanied youth experiencing homelessness who are 16+ youth to support their access to medical treatment.

Truancy Prevention

Truancy Prevention Measures
TEC §25.0915(a-1)

As a truancy prevention measure under Subsection (a), a school district shall take one or more of the following actions:

Impose:

- A behavior improvement plan on the student that must be signed by an employee of the school, that the school district has made a good faith effort to have signed by the student and the student's parent or guardian; or
- School-based community service.

Refer the student to services aimed at addressing the student's truancy, such as:

- counseling, mediation, mentoring, a teen court program, community-based services, or other in-school or out-of-school services

Truancy Prevention | Students Experiencing Homelessness

TEC §25.0915(a-3)

A school district **must offer additional counseling** to a student and **may not refer the student to truancy court** under this section (§25.0951), or any other provision if the school determines that the student's truancy is the result of:

- Pregnancy
- Being in the state foster program
- **Homelessness**
- Severe or life-threatening illness or related treatment
- Being the principal income earner for the student's family

TEA

TEA Truancy Prevention Resource

**TAC 129. Subchapter BB.
Commissioner's Rules Concerning Truancy**

Chapter 129. Student Attendance

Subchapter BB. Commissioner's Rules Concerning Truancy

§129.1041. Definitions.

For the purposes of this subchapter, the definition of a school district includes an open-enrollment charter school.

Statutory Authority: The provisions of this §129.1041 issued under the Texas Education Code, §25.0915.

Source: The provisions of this §129.1041 adopted to be effective January 1, 2017, 41 TexReg 10278.

§129.1043. Minimum Standards.

The minimum standards for the truancy prevention measure(s) implemented by a school district under Texas Education Code, §25.0915, include:

(1) identifying the root cause of the student's unexcused absences and actions to address each cause;

(2) maintaining ongoing communication with students and parents on the actions to be taken to improve attendance;

(3) establishing reasonable timelines for completion of the truancy prevention measure; and

(4) establishing procedures to notify the admission, review, and dismissal committee or the Section 504 committee of attendance issues relating to a student with a disability and ensure that the committee considers whether the student's attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Statutory Authority: The provisions of this §129.1043 issued under the Texas Education Code, §25.0915.

Source: The provisions of this §129.1043 adopted to be effective January 1, 2017, 41 TexReg 10278.

§129.1045. Best Practices.

(a) A school district shall consider the following best practices for truancy prevention measures.

(1) Develop an attendance policy that clearly outlines requirements related to truancy in accordance with Texas Education Code (TEC), Chapter 25, Subchapter C, and communicate this information to parents at the beginning of the school year.

(2) Create a culture of attendance that includes training staff to talk meaningfully with students and parents about the attendance policy and the root causes of unexcused absences.

(3) Create incentives for perfect attendance and improved attendance.

(4) Educate students and their families on the positive impact of school attendance on performance.

(5) Provide opportunities for students and parents to address causes of absence and/or truancy with district staff and link families to relevant community programs and support.

(6) Develop collaborative partnerships, including planning, referral, and cross-training opportunities, between appropriate school staff, attendance officers, program-related liaisons, and external partners such as court representatives, community and faith-based organizations, state or locally funded community programs for truancy intervention or prevention, and law enforcement to assist students.

(7) Determine root causes of unexcused absences and review campus- and district-level data on unexcused absences to identify systemic issues that affect attendance.

TAC §129.1043 Minimum Standards

The minimum standards for the truancy prevention measure(s) implemented by a school district under TEC §25.0915, include:

1) Identifying the root cause of the student's unexcused absences and actions to address each cause;

2) Maintaining ongoing communication with students and parents on the actions to be taken to improve attendance;

3) Establishing reasonable timelines for completion of the truancy prevention measure; and

4) Establishing procedures to notify the ARD/IEP committee or the Section 504 committee of attendance issues relating to a student with a disability and ensure that the committee considers whether the student's attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Highlighted Best Practices for all LEAs (TAC §129.1045)

- (2) Create a culture of attendance that includes training staff to talk meaningfully with students and parents about the attendance policy and the root causes of unexcused absences.

- (5) Provide opportunities for students and parents to address causes of absence and/or truancy with district staff and link families to relevant community programs and support.

- (6) Develop collaborative partnerships, including planning, referral, and cross-training opportunities, between appropriate school staff, attendance officers, program-related liaisons, and external partners for truancy intervention or prevention, and law enforcement to assist students.

- (7) Determine root causes of unexcused absences and review campus- and district-level data on unexcused absences to identify systemic issues that affect attendance.

Highlighted Best Practices TAC §129.1045 (cont.)

(9) At the beginning of each school year, conduct a needs assessment and identify services and programs available within the school district and community that staff, students, and families may access to address barriers to student attendance.

The information must include:
(B) Services for students experiencing homelessness

(11) School districts should ensure that truancy prevention facilitators, juvenile case managers, attendance officers, McKinney-Vento Liaisons, foster care liaisons, Title IX coordinators, 504 coordinators, pregnancy and parenting coordinators, dropout prevention coordinators, special education staff, and other appropriate personnel, meet to contribute to the needs assessment and discuss internal and external collaboration opportunities.

TEA

Next Steps and Considerations: Truancy Prevention

- LEA support teams should monitor the attendance of students experiencing homelessness on a regular basis.

- Identify systemic issues that affect attendance.

- Educate students and families on the positive impact of school attendance on performance.

- Develop collaborative partnerships with internal and external stakeholders to develop truancy intervention and prevention programs.

- Provide opportunities for families to discuss circumstances that may be impacting attendance.

Student Discipline

Student Code of Conduct | TEC §37.001(a)(4)(f)

The LEA Student Code of Conduct must specify:

☑ Circumstances in which a student may be removed from classroom, campus, DAEP, or vehicle owned or operated by the district.

☑ Conditions that authorize or require principal or administrator to transfer a student to a DAEP.

☑ Conditions under which a student may be suspended or expelled.

★ Consideration will be given to a student's status as homeless as a factor in each decision concerning suspension, removal to DAEP, expulsion, or placement in JJAEP program, regardless of whether the decision concerns a mandatory or discretionary action.

TEA

Suspension: TEC §37.005(d)

LEAs **cannot** place a homeless student on out of school suspension unless the student engages in conduct described by Subsections TEC §37.005(c)(1)-(3)

Conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code

Unlawfully carrying a handgun under Penal Code 46.02.

Commits an offense with a prohibited weapon under Penal Code 46.05.

Conduct that contains the elements of a violent offense under Section 22.01, 22.011, 22.02, or 22.021, Penal Code

Assault, Sexual Assault, Aggravated Assault, Aggravated Sexual Assault

Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of: marihuana or a controlled substance, a dangerous drug, an alcoholic beverage

TEA

- The campus behavior coordinator may coordinate with the LEA McKinney-Vento liaison to identify appropriate alternatives to out-of-school suspension students experiencing homelessness. (TEC §37.005(d)).

- LEAs should explore all available options, such as ISS and alternative means of receiving coursework, to meet the individual needs of each student.

TEA Student Discipline Contact Information

Mary Scott

StudentDisciplineSupport@tea.texas.gov

https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline

TEHCY Discipline Toolkit

Why does Discipline and McKinney-Vento Matter?

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

2.5x
More likely to be suspended from school (OSS), despite not having a stable home to which to return.

2x
As likely to be referred to In-School Suspension (ISS).

5x
More likely to be referred to a Disciplinary Alternative Education Program (DAEP).
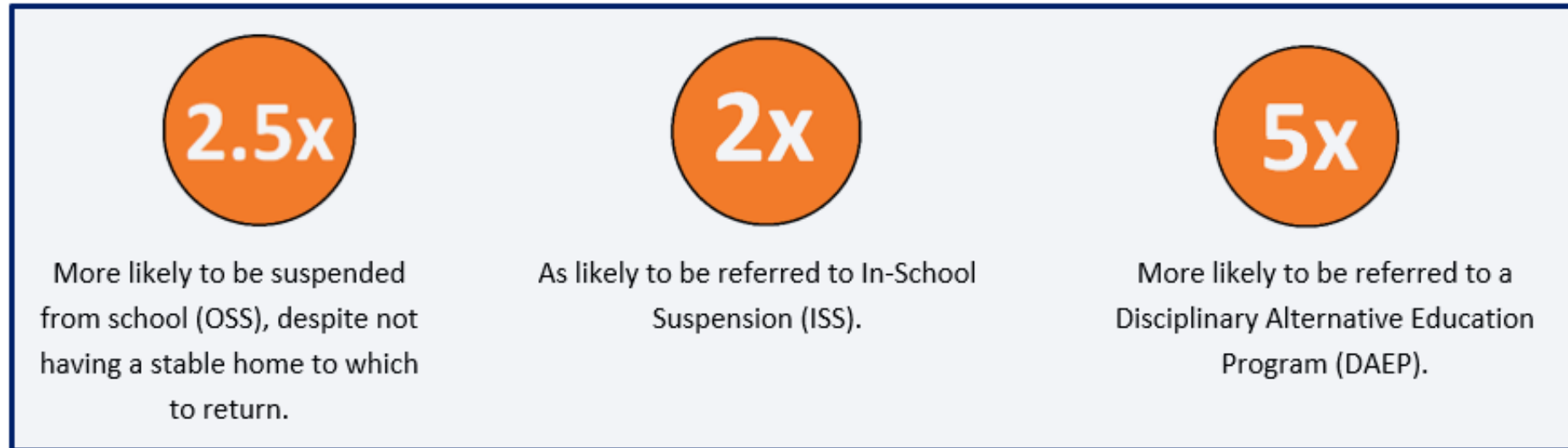
Most commonly referred to these three (3) types of exclusionary discipline: ISS, OSS, and DAEP for violating student codes of conduct, which are the lowest level of disciplinary violation. **(PEIMS Summer Submission for 22-23 school year)**

TEA

Discipline & McKinney-Vento
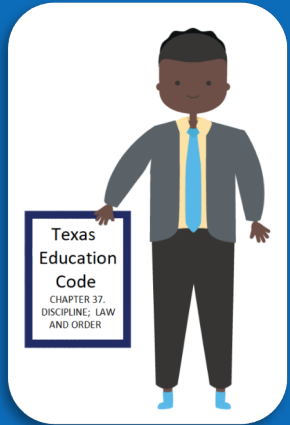
A **student's status as homeless** must be considered in decisions concerning suspensions/removals, regardless of them being mandatory or discretionary action. **TEC §37.001(a)(4)(f)**

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

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

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

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

NEW!

TEHCY Discipline Toolkit

- Comprehensive overview of how to support and respond to students experiencing homelessness related to discipline.

- Includes practices, procedures, and tools that LEAs will be able to use to strengthen services and supports to students experiencing homelessness.

- Serves as both an orientation manual and a ready reference resource for new and experienced LEA leaders.

- Released: October 23, 2024

TEHCY

Texas Education for Homeless Children and Youths (TEHCY)

Discipline Toolkit

TEA Texas Education Agency

TEA
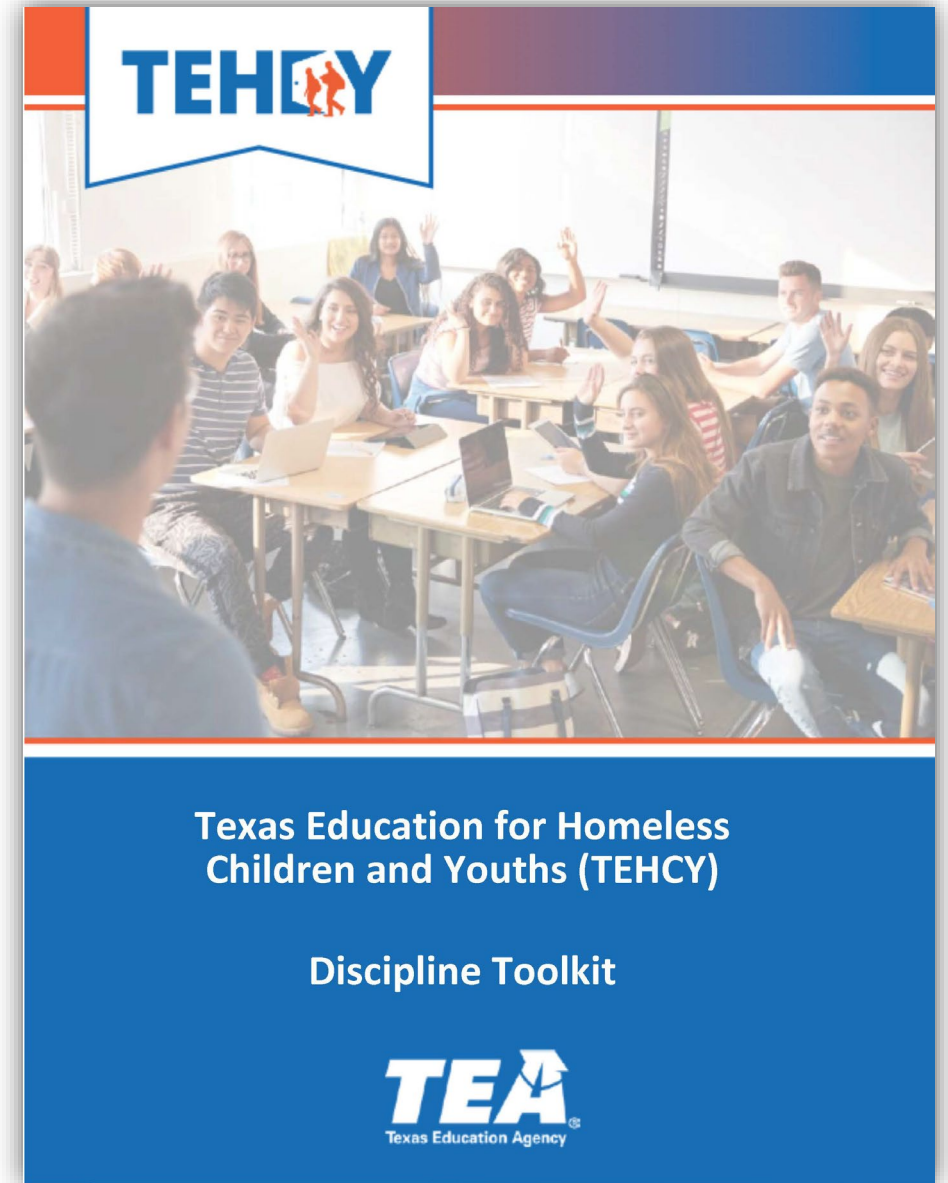
TEHCY Discipline Webinar Recording

- Training was held on November 7, 2024, from 11:00 – 12:00 PM CT

- High-level overview & walk-through of the new Discipline Toolkit

  - 1415 registered attendees

NOVEMBER 7, 2024, RECORDED WEBINAR

TEHCY Discipline Toolkit High-Level Walkthrough

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

VIEW DETAILS

TEA
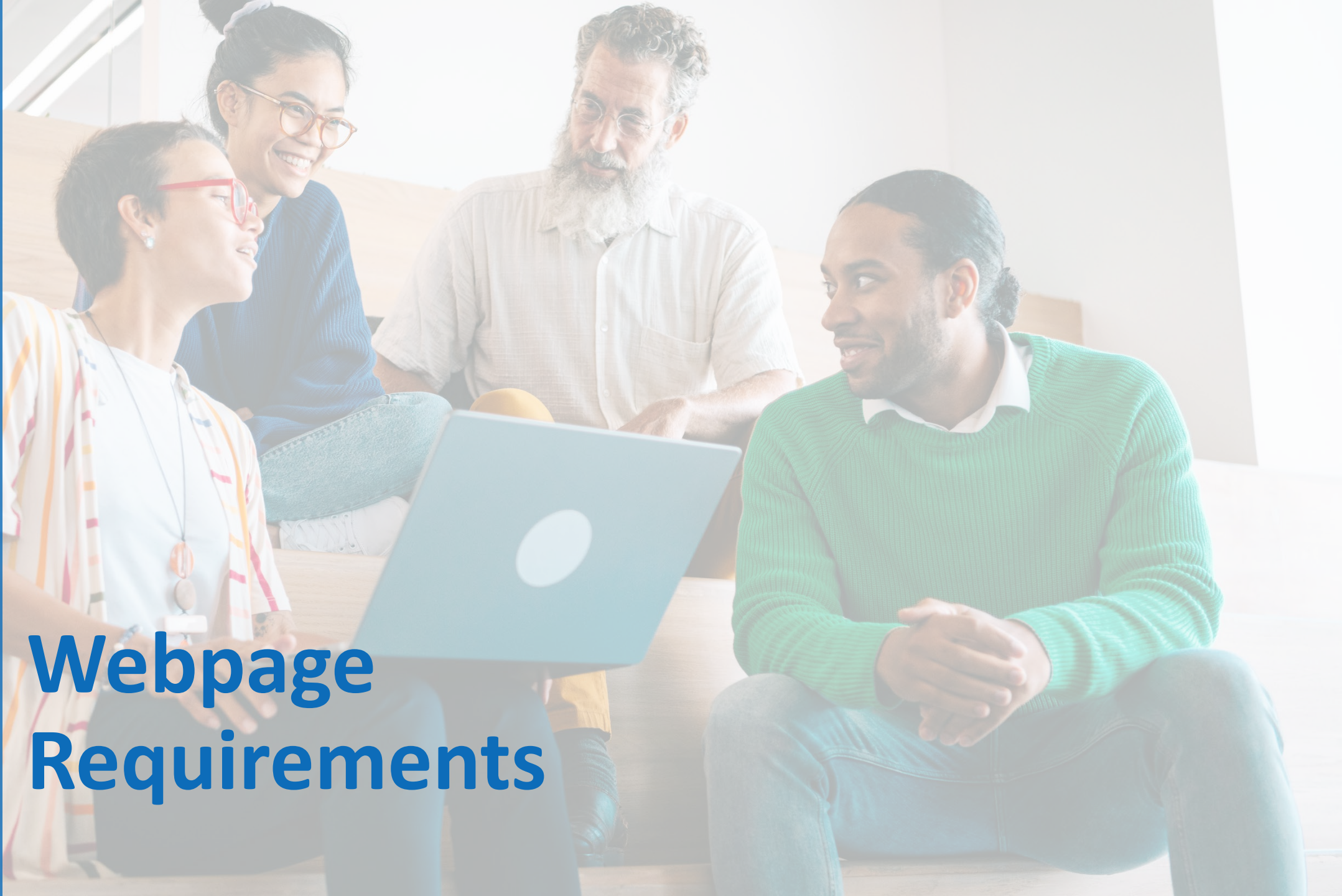
Webpage Requirements

State Requirements TEC §33.906

Each school that maintains a webpage must post information regarding local programs and services (including charitable programs and services) available to students who are homeless.

- Must be compiled in a format and style that is easily understandable by students or parents, as appropriate based on the grade levels the school offers.
- This section does not apply to a school within an LEA that:
  - Has an enrollment of fewer than 3,000 students; and
  - Is primarily located in a county with a population of less than 50,000.

TEA

HISD

🏠 📅   About Us   Board   **Parents & Students**   Directory   Careers   myHISD   News   Resources   HISDtv   Enroll Now   🔍

HISD | Homeless Education Office
WORKING TODAY FOR A BETTER TOMORROW

CONTACT US

NAME	TITLE	E-MAIL
Lisa Jackson	Sr. Manager/Homeless Liaison	Ljacks14@houstonisd.org
Ilka Rosado	Manager/Foster Care Liaison	irosado@houstonisd.org
Ludivina Gomez	Sr. Administrative Assitant	Lgomez11@houstonisd.org
Brenda Adams	General Clerk III	brenda.adams@houstonisd.org
Irenia Fernandez	Outreach Worker	irenia.fernandez@houstonisd.org
Jason West	Outreach Worker	jwest4@houstonisd.org
Karina Gomez	Outreach worker	karina.gomez@houstonisd.org
Velma Collins	Outreach Worker	velma.howzecollins@houstonisd.org
Latisha Miles	Outreach Worker	latisha.miles@houstonisd.org
Samira Benjamin	Parent/Community Liaison	samira.benjamin@houstonisd.org
Sasha Sims	Parent/Community Liaison	sasha.sims@houstonisd.org

LOCATION

Student Re-Engagement Center at Brock
1417 Houston Avenue
Houston, TX 77007

Telephone: 713-556-7237
HomelessEducation@houstonisd.org

TEA

Information for the LEA McKinney-Vento Webpage

Ensure the following information is included and **up to date**:

McKinney-Vento Liaison **contact information**.

LEA **program services** available to students and families and **how to access** them.

McKinney-Vento **posters** (digital format can be accessed on the TEHCY webpage).

Local community resources (e.g., shelters, housing authority, charitable organizations, etc.)

What is a local program or service?

District Services

- McKinney-Vento Liaison contact information
- McKinney-Vento services
- Nutrition services
- Academic program eligibility and services
- After-school programs and tutoring services

Local Community Resources

- Shelters
- Food banks
- Local Workforce Solutions
- Local Housing Authorities
- Clinics and mental health services
- Other charitable organizations

HISD Community Resource Page

Next Steps and Considerations: McKinney-Vento Webpage

Determine if your LEA has a **McKinney-Vento webpage**.

→

Evaluate current content and organize **key resources**.

→

Assess additional information needed to **support students and families**.

Develop a process to **review and update webpage** content on a regular basis.

→

Utilize the **regional McKinney-Vento webpage** to find additional local resources.

→

Collaborate with your **Regional McKinney-Vento Liaison** to support this process.

TEA

Regional McKinney-Vento Webpage Examples
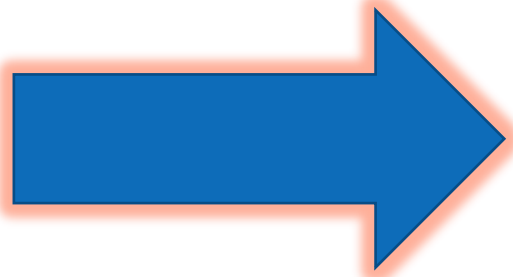
REGION 13
EDUCATION SERVICE CENTER

BELL
LLANO
BURNET
WILLIAMSON
MILAM
GILLESPIE
BLANCO
TRAVIS
LEE
HAYS
BASTROP
KENDALL
COMAL
CALDWELL
FAYETTE
GUADALUPE
GONZALES

ESC 13
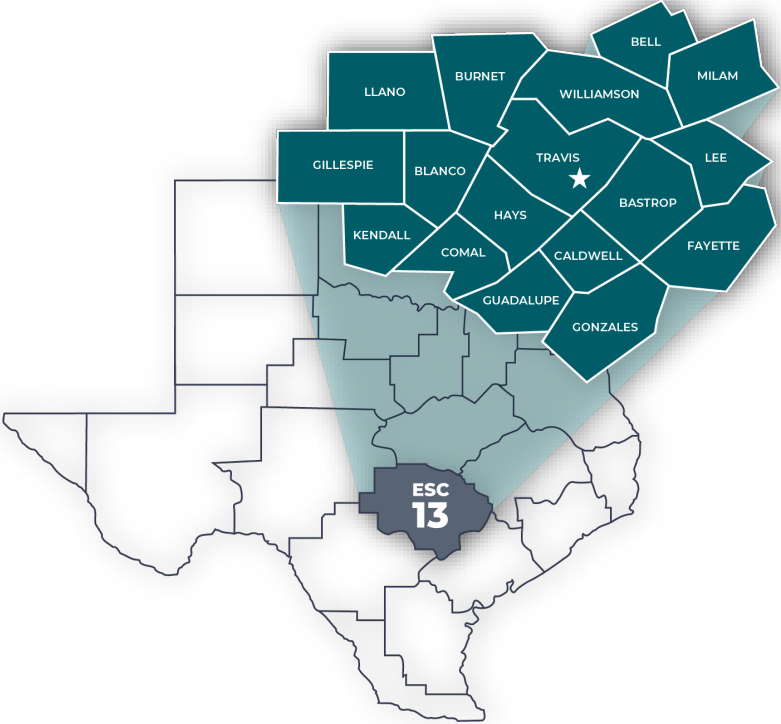
McKinney-Vento Homeless Education

Supporting students experiencing homelessness.

⭐ Subscribe for Email Updates   ✦ Contact Us

All   Events   Resources   Services   Articles

🟡 Event

TEHCY Region 13 ONLY SSA Member Meeting

| Mar 27, 2025 | FREE |

Required meeting for TEHCY Region 13 SSA Member LEAs will provide essential updates on grant requirements, member responsibilities, and the latest federal, state, and local regulations.

View Event Details   Register

🔴 Spreadsheet

Region 13 McKinney-Vento Liaisons

Contact list of Region 13 McKinney-Vento Liaisons.

View Spreadsheet Details

🔴 Resource

TEHCY
Texas Education for Homeless Children and Youth

Texas Education for Homeless Children and Youth

Ensuring a free and appropriate public education for all school-age children and youth experiencing homelessness in Texas.

View Resource Details

TEA

Results Driven Accountability (RDA) High-Level Overview

Results Driven Accountability (RDA) Resources

- [RDA Webpage](#)

- [2024 Accountability Manual](#)

- [RDA Overview for Federal Programs 11/2024 Webinar](#)

- [2024 BE/ESL/EB and OSP — RDA Determination Level Framework](#)

Results Driven Accountability (RDA)

The RDA system is a data-driven framework developed and implemented annually for local educational agencies (LEAs) by the Division of Review and Support in coordination with other departments within the Texas Education Agency (TEA). The RDA Chapter 12 in the Accountability Manual provides comprehensive technical documentation about the RDA system, including program areas, indicators, measurement requirements, data sources, and more. This system is used by the TEA as one part of its annual evaluation of LEA performance and program effectiveness. It is worth noting that the RDA Chapter 12 was previously a standalone RDA Manual, formerly called Performance-Based Monitoring Analysis System (PBMAS).

| 2024 Accountability Manual | RDA Data and Reports | 2024 RDA Overview |

RDA Webinars for LEAs and ESCs

Day and Time	Title	Presenters	Webinar Links
September 19, 2024 2:00 - 3:00 p.m.	RDA Overview for Federal Programs	Jennifer Patterson, Lori Merrell, Raul Alvarado, Julia Ramirez, David Mapps, and Zane Wubbena	9-19-2024 Agenda View 9-19-2024 Webinar
November 14, 2024 2:00 - 3:00 p.m.	RDA Overview for Federal Programs	Jennifer Patterson, Lori Merrell, Raul Alvarado, Julia Ramirez, David Mapps, and Zane Wubbena	11-14-2024 Agenda View 11-14-2024 Webinar

TEA

OSP Results Driven Accountability (RDA) Resources

- Cross-walk
- OSP guide
- Self-assessment Rubric (last page to turn in)
- Resource sheet
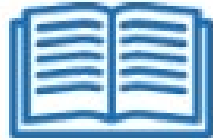
OSP Self-Assessment Guide

OSP Self-Assessment

OSP RDA Technical Assistance Crosswalk

OSP Self-Assessment RDA Crosswalk

TEA

OSP Self-Assessment Guide: Rubric

SELF-ASSESSMENT GUIDE

OTHER SPECIAL POPULATIONS (OSP)

(McKinney-Vento Act / Military-Connected / Foster Care)

Other Special Populations

- **Students in Foster Care**
- **Students Experiencing Homelessness**
- **Military-Connected Students**

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20. School Stability

PROBING QUESTION

What leeway does the LEA provide for military-connected students seeking to enroll when in the custody of a non-custodial parent? [TEC §162, Art. VI; TEC §25.004]

SOURCES OF EVIDENCE

☐ Procedures.
☐ Guidelines for waiving tuition.
☐ List of allowable actions by non-custodial parents.
☐ Identification of non-custodial parents.

DEVELOPING	PROFICIENT	EXEMPLARY
LEA is **developing procedures** for allowing special guardianship for military-connected students.	The LEA has **established procedures** for allowing special guardianship for military-connected students. The LEA **allows special power of attorney** for guardianship and other actions requiring parental consent. LEA **does not charge tuition** for a student living in care of non-custodial parent living in another jurisdiction than the parent (if applicable). The LEA allows students in care of non-custodial parents to **continue attending the school in which they enrolled** when residing with their parent.	The LEA has **established systematic procedures** for situations involving non-custodial parents, identifying military-connected students in the custody of a non-custodial parent, and informing military-connected students' families of their options regarding non-custodial parents. The LEA reviews these procedures annually.

TEA

MV Self-Assessment: FILLABLE SELF-ASSESSMENT

Implementation – McKinney-Vento Act	Developing	Proficient	Exemplary
1. LEA Policy and Procedures			
2. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.			
3. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.			
4. Public Notice of Educational Rights			
5. Immediate enrollment of students experiencing homelessness.			
6. Identification and Referral Process			
7. Dispute Resolution Process			
8. Comparable Services			
9. Coordination of Referrals, Resources, and Services			
10. Transportation and School of Origin			
11. Postsecondary Transition			
12. Postsecondary Transition			
13. Transition Assistance			
Student Performance – McKinney-Vento Act	Developing	Proficient	Exemplary
1. Academic Interventions and Progress Monitoring			
2. Utilization of State Assessment and Promotion Data			
Family Engagement/Parental Involvement – McKinney-Vento Act	Developing	Proficient	Exemplary
1. Parent Involvement			
McKinney Vento Act TOTAL			

1. Tally marks have been transferred for each area (implementation, student performance, and family engagement/parental involvement) in each cell to indicate the quality level selected.

2. The LEA will need to manually calculate the overall summary score by adding the tally marks for the specific column and entering the total number calculated in the text box provided at the bottom of the summary sheet for each quality level

Pg. 61

TEA

OSP Self-Assessment: FILLABLE SELF-ASSESSMENT

OTHER SPECIAL POPULATIONS (OSP)

(McKinney-Vento Act / Military-Connected / Foster Care)

FILLABLE SELF-ASSESSMENT

Division of Special Populations Monitoring and the Department of Special Populations General Supervision and Monitoring

2024-2025

TEA
Texas Education Agency

Planning pages with rubric scoring descriptions:
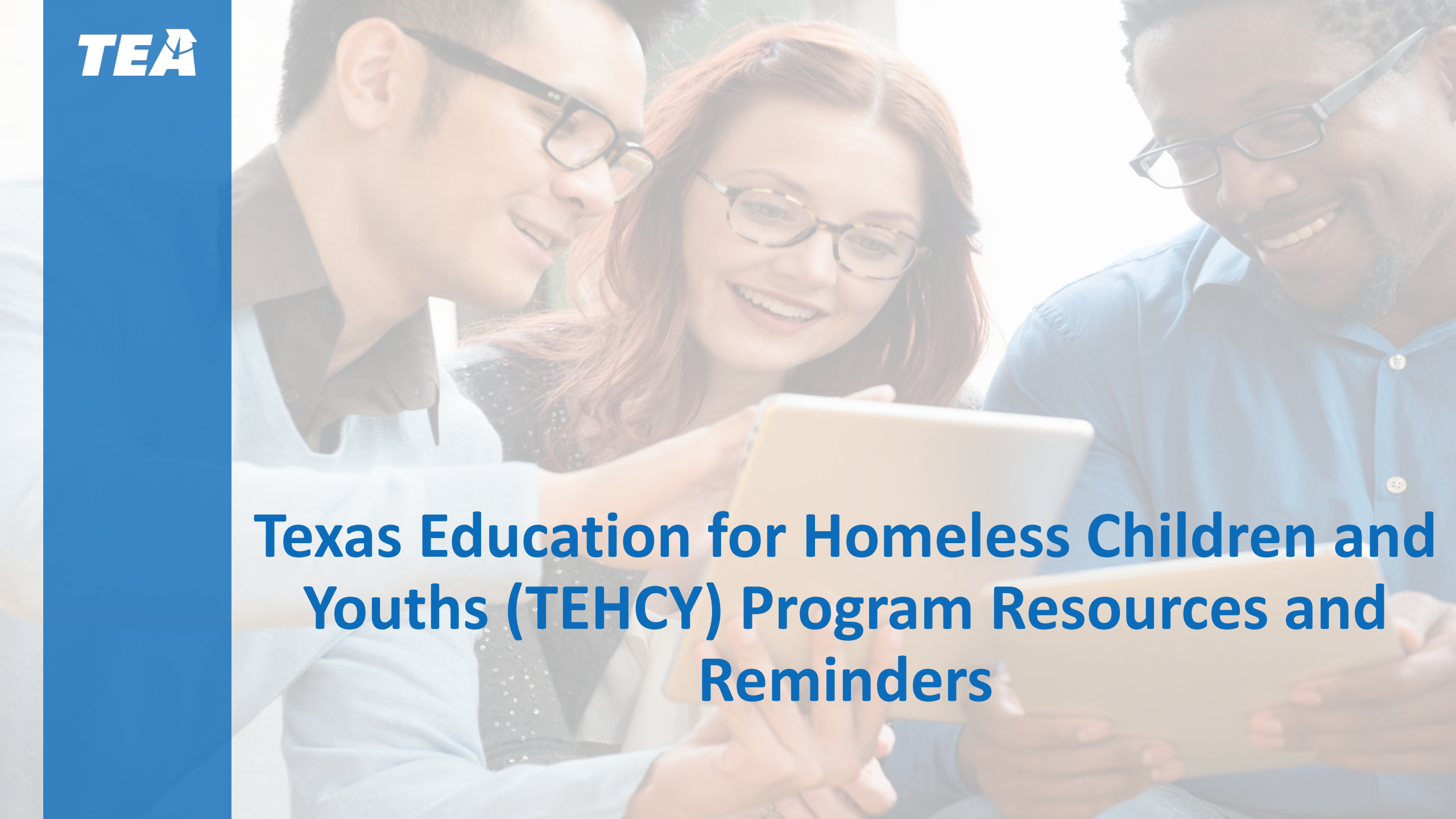
- Pages 11 – 30: Implementation

- Pages 51 – 53: Student Performance

- Pages 57 – 58: Family Engagement and Parental Involvement

- Page 61: **Self-Assessment Result** (Turn in)

NEW!

Completing the MV portion of the Self-Assessment is a requirement for TEHCY sub-grantees (pg. 10 of the 24-26 TEHCY Grant Program Guidelines) (Due 11/1/24)

TEA

Texas Education for Homeless Children and Youths (TEHCY) Program Resources and Reminders

TEALearn

Strategies to Support Highly Mobile Students

FREE

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

Self-paced
4 credits

Enroll

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

TEA

Nutrition Benefits
TAC § 89.1605(a)(3)

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

Local Educational Agencies (LEAs) must ensure there is an expedited process in place for all students who qualify to receive nutrition benefits upon enrollment. The process must expedite communication with the LEA nutrition coordinator to ensure that eligible students are not 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 provide annual training to new and returning staff on nutrition eligibility and application processes.

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 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

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.

*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 the 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 staff 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, 504 programs, Pregnancy Related Services)

Additional Foster Care and McKinney-Vento Items:

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

Scan QR Code to download the toolkit, hard copy in your handouts!

19 TAC 89 FF Subchapter 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

State District Selection Provision

- In Texas, we have a state district selection provision: TEC § 25.001(b)(5).

- If a family is homeless, they can select to enroll in any district in the state.

- Students experiencing homelessness would be enrolling under the state provision.

  - The McKinney-Vento Liaison will assist in selecting the campus that best meets the needs of students experiencing homelessness.

  - McKinney-Vento transportation does not apply.

TEHCY Program Technical Assistance Process

Professional Development (recorded trainings)

OCTOBER 10, 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

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

OCTOBER 19, 2021, RECORDED WEBINAR

Supporting Seniors and Unaccompanied Youth Experiencing Homelessness wit...

Students experiencing homelessness often feel overwhelmed and unaware of resources and supports available to support their post-secondary goals. Attendees will learn about tools and resources available...

VIEW DETAILS

APRIL 12, 2021, RECORDED WEBINAR

McKinney-Vento 401 | McKinney-Vento Program Best Practices

This training reviews the five best practices to support McKinney-Vento Program implementation. Attendees will learn strategies to assist in the development and evaluation of McKinney-Vento professional developmen...

VIEW DETAILS

APRIL 9, 2021, RECORDED WEBINAR

McKinney-Vento 301 | Building Community Connections

This training will provide strategies and best practices to develop and maintain McKinney-Vento program community partnerships to support students experiencing homelessness.

VIEW DETAILS

TEA

McKinney-Vento 101 Resources

McKinney-Vento 101 | Overview to Key Components
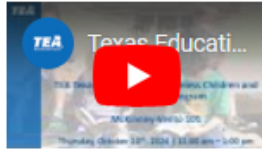
Training Description

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-Vento law and provide the educational definition of homelessness. We will review the roles and responsibilities of LEAs and McKinney-Vento liaisons to support students experiencing homelessness. It will address the key components of identification, enrollment and access. Finally, it will outline the dispute resolution process.

Download Resources

Sample Student Residency Questionnaire (SRQ)

Sample Intake Form

HDHS Immunization Flow Chart

NCHE Unaccompanied Youth Flowchart

Sample Transportation Letter

Sample FAFSA Verification Form

McKinney-Vento 101 Webinar Slide Deck (PDF)

TEA

AskTED

All LEAs must designate a McKinney-Vento Liaison to carry out the duties listed in the federal McKinney-Vento Act.

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

** New Tool **
AskTED Navigation & Locating LEA MV Liaisons

NEW!

Panel 1

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
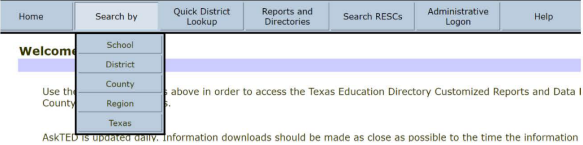
There are two (2) ways to access AskTED.
1. Go to TEA Webpage → Select AskTED from Popular Applications in the dark blue menu at the top.

Popular Applications | AskTED | ECOS for Educators | Grant Opportunities | Secure Applications | TEAL Login | TSDS

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.

Panel 2
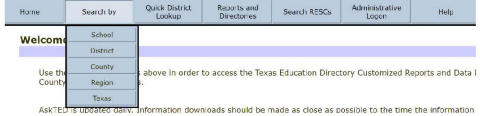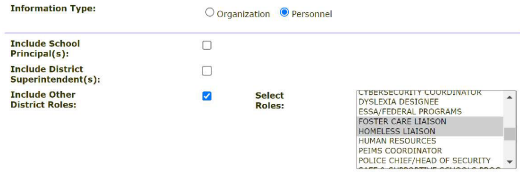
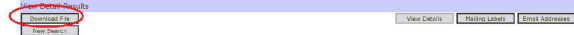For further assistance, users may find the resource useful: AskTED Quick Reference Guide.

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.

Panel 3

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**.

TEHCY Upcoming Trainings and Events

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

TEA

2024-25 HMAR Webinars

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

Sign Up for Updates!