# 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

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# List of Acronyms

ARD – Admission, Review and Dismissal

AskTED – Ask Texas Education Director

BE/ESL – Bilingual Education/English as a Second Language

CASA – Court Appointed Special Advocate

CTE – Career and Technical Education

DFPS – Department of Family and Protective Services

ESSA – Every Student Succeeds Act

ESC – Educations Service Center

ESEA – Elementary and Secondary Education Act

FAFSA – Free Application for Federal Student Aid

FC – Foster Care

IDEA – Individuals with Disabilities Education Act

IGC – Individual Graduation Committee

LEA – Local Education Agency

PET – Personal Enrollment Tracking

PID – Personal Identification Database

PGP – Personal Graduation Plan

SLO – School Liaison Officer

STAAR – State of Texas Assessments of Academic Readiness

STAAR ALT 2 – State of Texas Assessments of Academic Readiness Alternate 2 Assessment

SRQ – Student Residency Questionnaire

TAC – Texas Administrative Code

TEA – Texas Education Agency

TEC – Texas Education Code

TEHCY – Texas Education for Homeless Children and Youth

TEKS – Texas Essential Knowledge and Skills

TREx – Texas Records Exchange

TSDS PEIMS – Texas Student Data Systems | Public Education Information Management Systems

# Purpose of the Self-Assessment

The purpose of the self-assessment is to assist LEA leadership teams in evaluating and improving their other special populations (OSP) programs. The self-assessment is intended to help the leadership team take a proactive approach by addressing areas of concern in the OSP programs and improving student outcomes.

# Self-Assessment: An Overview

The self-assessment includes a list of sources of evidence that may be used to complete the self-assessment. The components of the self-assessment are: probing questions, quality levels, results, and follow-up questions. The self-assessment includes three sections: implementation, student progress, and family engagement/parental involvement. The self-assessment results provide an overall indication of the quality level for each area of the self-assessment. The self-assessment will provide results to build an actionable plan for improving the LEA other special populations (OSP) programs. The final component includes follow-up questions about an LEA's OSP programs. The self-assessment can be used on an annual basis by LEAs to evaluate the strengths and weaknesses of their OSP programs and to evaluate student performance. While the self-assessment may be used as a continuous improvement tool by all LEAs, LEAs with a determination level (DL) of 3 or 4 will be required to review their program through the self-assessment. LEAs with a DL of 1 or 2 may review their program through the self-assessment but are not required to. LEAs with a DL 3 or 4 will be required to submit their completed self-assessment to TEA for review.

# Self-Assessment Instructions

The self-assessment evaluation includes seven steps:

- **Step 1:** Identify sources of evidence, noted in a separate document not included in the self-assessment.

- **Step 2:** Read the guiding questions and quality levels for each compliance/strategy area listed.

- **Step 3:** Select the quality level that *best* describes each compliance/strategy area listed.

- **Step 4:** Analyze the results from the self-assessment by tallying the quality levels for the compliance/strategy areas listed.

- **Step 5:** Use the results to develop the self-assessment summary, which serves as a continuous improvement plan.

- **Step 6:** Answer the self-assessment follow-up questions *(optional).*

- **Step 7:** Use results from the summary to obtain support from the technical assistance division at the Texas Education Agency (TEA).

# Self-Assessment

The self-assessment is divided into three sections: implementation, student progress, and family engagement/parental involvement. Each section includes probing questions and compliance/strategy areas. There are three quality levels for each compliance/strategy area: developing, proficient, and exemplary. Written justification should be provided for each quality level selected.

| Other Special Populations Self-Assessment |
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**Implementation**

*McKinney-Vento Act (Students Experiencing Homelessness):*

1. How does the LEA develop, review, and revise policies that remove barriers to the enrollment and retention of homeless children and unaccompanied youth in schools?
2. Has the LEA designated an appropriate staff person as the LEA McKinney-Vento Liaison?
3. How does the LEA McKinney-Vento Liaison inform LEA and school staff, service providers, and advocates working with homeless families, parents and guardians of homeless children, and homeless unaccompanied youth, of the duties of the local McKinney-Vento Liaison?
4. How does the LEA ensure that public notice of the educational rights of homeless children and youth is disseminated in locations frequented by parents or guardians?
5. How does the LEA ensure that they immediately enroll homeless children and unaccompanied youth, even if they do not have the records normally required for enrollment?
6. How does the LEA ensure that homeless children and unaccompanied youth are identified by school personnel through outreach and coordination activities?
7. Does the LEA have procedures to ensure that disputes over eligibility, school selection, or enrollment in a school are mediated?
8. How does the LEA in collaboration with the McKinney-Vento Liaison ensure that homeless children and unaccompanied youth enroll in, and have equal opportunity to succeed in, schools in the LEA?
9. How does the LEA ensure that homeless families, children, and unaccompanied youth receive referrals to health care services, dental services, mental health, and substance abuse services, housing services, and other appropriate services?
10. Does the LEA have policies and procedures to ensure that transportation is provided, at the request of the parent, guardian, or in the case of an unaccompanied youth, the McKinney-Vento Liaison, to and from the school of origin?
11. Does the LEA McKinney-Vento Homeless liaison have a systematic process in place to inform unaccompanied youth about their independent student status on the FAFSA and assist with verification of the status?
12. Does the LEA have mechanisms in place to ensure that homeless children and unaccompanied youth receive assistance from professional school counselors to support with college and career transition planning?
13. Does the LEA have systems to ease transition of students experiencing homelessness upon enrollment or identification?

*Military-Connected:*
14. How does the LEA identify military-connected students, and how does the LEA use this information to improve student outcomes?
15. What systems does the LEA use to ensure the ease of transition for military-connected students?
16. How does the LEA ensure transitioning military-connected students can participate in extra-curricular activities and are integrated into their receiving school's community?
17. How does the LEA promote post-secondary study for military-connected students?
18. How does the LEA maintain connection with the closest military installation(s) and School Liaison Officer(s) (SLO) (if applicable)?
19. How does the LEA support a military-connected student who has moved after the end of their junior year of high school to graduate on time?
20. What leeway does the LEA provide for military-connected students seeking to enroll when in the custody of a non-custodial parent?
21. How does the LEA honor the previous school's placement of a military-connected student when considering placement in academic courses, education programs, and special education services?

*Foster Care:*
22. Does the LEA have a designated Liaison in place for addressing enrollment and school transitions for students in foster care?
23. Is the LEA properly identifying students in foster care and coding students in PEIMS?
24. Are students in foster care enrolled immediately without delay?
25. Are there additional systems in place to ease school transitions in the first two-weeks of enrollment for students in foster care?
26. Are school counselors working with students in foster care to make sure they graduate with endorsements and have post-secondary plans in place? Are students provided information in their 11th and 12<sup>th</sup> grade about how to activate their lifetime tuition and fees waiver benefit?
27. Are students placed in educational programs and coursework using assessments, recommendations and programs based on the student's prior enrollment and course placement from the sending school? Is the LEA utilizing the referral made by the student's sending school (when applicable) concerning an evaluation for special education?
28. Does the LEA have procedures, systems, and processes in place for coordinating with DFPS and addressing school of origin transportation, and payment for "additional transportation costs" for students in foster care? Does the LEA coordinate with local child welfare representatives to support Education Best-Interest Decisions?
29. Does the LEA have local policies, procedures and practices in place that assists with the awarding of credit for highly mobile foster care students?
30. Does the LEA work in a collaborative multidisciplinary manner amongst district and campus leaders to support the needs of students in foster care? Does the LEA work collaboratively with stakeholders outside of the district to support the needs of students in foster care?

## Student Performance

*McKinney-Vento Act (Students Experiencing Homelessness):*
1. Does the LEA have established procedures to ensure early academic interventions and ongoing progress monitoring to address the academic needs of identified students experiencing homelessness?
2. Does the LEA utilize student data to identify and implement academic interventions and support services to ensure students experiencing homelessness achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time?

*Military-Connected:*

3. Does the LEA utilize student data to identify and implement academic interventions and support services to ensure military-connected students achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time?

*Foster Care:*

4. Does the LEA utilize student data to identify and implement academic interventions and support services to ensure students in foster care achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time?

## Family Engagement/Parental Involvement

*McKinney-Vento Act (Students Experiencing Homelessness):*

1. How does the LEA ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children?

*Military-Connected:*

2. How does to the LEA engage with military families?

*Foster Care:*

3. Does the LEA collaborate and include the child's education-decision maker, caregiver, and/or caseworker, or other relevant parties concerning education matters, where 'parents' are normally consulted with on behalf of the student?

*Both the proficient quality level and the exemplary quality level successively build on the previous quality level (e.g., The exemplary quality level also includes the criteria for both the developing quality level and the proficient quality level.)*

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **1.   LEA Policy and Procedures**<br><br>How does the LEA develop, review, and revise policies that remove barriers to the enrollment and retention of homeless children and unaccompanied youth in schools, including the adoption of policies to ensure that homeless children and unaccompanied youth are not stigmatized or segregated based on their homeless status?<br><br>**42 U.S.C. § 11432 (g)(7)(A)(B)**<br>**42 U.S.C. § 11432 (g)(1)(J)(i)** | The LEA in collaboration with the McKinney-Vento Liaison is **developing a process to support the development, review, and revision of** LEA or campus enrollment policies or practices that may act as a barrier to enrollment and retention of homeless children and unaccompanied youth.<br><br>The LEA in collaboration with the McKinney-Vento Liaison is **developing a process to support the development and adoption** of policies to ensure that homeless children and unaccompanied youth are not **stigmatized or segregated** based on their homeless status. | The LEA in collaboration with the McKinney-Vento Liaison **has established a process** to develop, review, and revise any **LEA or campus** enrollment policies or practices (e.g., enrollment, identification, transportation, etc.) that **may act a barrier to enrollment and retention** of homeless children and unaccompanied youth.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a process to develop, revise, and adopt policies** to ensure that homeless children and unaccompanied youth are not **stigmatized or segregated** based on their homeless status. | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process** to develop, review, and revise any **LEA or campus** enrollment policies or practices (e.g., enrollment, identification, transportation, etc.) that **may act a barrier to enrollment and retention** of homeless children and unaccompanied youth annually.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established an annual systematic process to develop, review, revise, and adopt policies annually** to ensure that homeless children and unaccompanied youth are not **stigmatized or segregated** based on their homeless status.<br><br>Implementation dates of the **new or revised policies** (e.g., enrollment, identification, transportation, etc.) are provided to **new and returning LEA or campus staff annually** a part of the **LEA McKinney-Vento communication and training plan**. |

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| *Justification for Quality Level* | |

# I. Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **2. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.**<br><br>Has the LEA designated an appropriate staff person as the LEA McKinney-Vento Liaison to carry out the duties described in paragraph (6)(A)?<br><br>**42 U.S.C. § 11432 (g)(1)(J)(ii)** | The LEA is **developing a process to designate** a staff person as the **LEA McKinney-Vento Liaison**.<br><br>The LEA is **developing a process to provide the contact information** and **required duties** of the designated LEA McKinney-Vento Liaison **to LEA and campus staff**.<br><br>The LEA is **developing a process to update** the LEA McKinney-Vento Liaison information **in AskTED**. | The LEA has **established a process to designate** a staff person as the **LEA McKinney-Vento Liaison** and **provide in writing the liaison duties listed in the McKinney-Vento statue** as it relates to serving homeless children and unaccompanied youth.<br><br>The LEA in collaboration with the McKinney-Vento **Liaison has established a process to provide the contact information** and the **required duties** of the designated McKinney-Vento Liaison **to LEA and campus staff**.<br><br>The LEA **has established a process to review and/or update** the McKinney-Vento Liaison information **in AskTED** and **provides this information to their ESC McKinney-Vento Liaison** contact prior to the start of the school year. | The LEA has **established a systematic annual process to designate** a staff person as the **LEA McKinney-Vento Liaison** and **provide in writing the liaison duties listed in the McKinney-Vento statue** as it relates to serving homeless children and unaccompanied youth.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic process to provide the contact information** and the **required duties** of the designated McKinney-Vento Liaison **to community stakeholders, new and returning LEA, and campus staff** as part of the **LEA McKinney-Vento communication and training plan.**<br><br>The LEA has an established a systematic process to ensure The LEA McKinney-Vento Liaison information is updated and current **in AskTED** when any staffing changes occur during the school year and **provides these updates to their ESC McKinney-Vento Liaison** contact as they occur. |

| *Justification for Quality Level* | |
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## I.    Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **3. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.**<br><br>How does the LEA McKinney-Vento Liaison inform LEA and school staff, service providers, and advocates working with homeless families, parents and guardians of homeless children, and homeless unaccompanied youth, of the duties of the local McKinney-Vento Liaison?<br><br>**42 U.S.C. § 11432 (g)(6)(B)** | The LEA in collaboration with the McKinney-Vento Liaison **is developing a**:<br>• LEA **McKinney-Vento website**<br>• Process to **disseminate McKinney-Vento posters** and **other program information**, and<br>• **McKinney-Vento communication and training plan** to inform **LEA and campus staff**, (e.g., administrators, counselors, registrars, social workers, etc.,) **service providers and community stakeholders** working with homeless families, parents and guardians of homeless children, and homeless unaccompanied youth, **of the duties of the LEA McKinney-Vento Liaison.** | The LEA in collaboration with the McKinney-Vento Liaison **has developed a**:<br>• LEA **McKinney-Vento website**<br>• Process to **disseminate McKinney-Vento posters** and **other program information**, and<br>• **McKinney-Vento communication and training plan** to inform **LEA and campus staff**, (e.g., administrators, counselors, registrars, social workers, etc.,) **service providers and community stakeholders** working with homeless families, parents and guardians of homeless children, and homeless unaccompanied youth, **of the duties of the local McKinney-Vento Liaison.** | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to**:<br>• Update their **LEA McKinney-Vento website**<br>• Disseminate **McKinney-Vento posters** and **other program information**, and<br>• **Review, modify, and update their annual McKinney-Vento communication and training plan** as needed to **inform and provide professional development to new and returning LEA and campus staff**, (e.g., administrators, counselors, registrars, social workers, etc.,) **service providers and community stakeholders** working with homeless families, parents and guardians of homeless children, and homeless unaccompanied youth, of the duties **of the local McKinney-Vento Liaison.** |

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| *Justification for Quality Level* | |

# I.    Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **4.   Public Notice of Educational Rights**<br><br>How does the LEA ensure that public notice of the educational rights of homeless children and youth is disseminated in locations frequented by parents or guardians of such children and youth, and unaccompanied youth, in a manner and form understandable to parents and guardians of homeless children and youth, and unaccompanied youth?<br><br>**42 U.S.C. § 11432 (g)(6)(A)(vi)** | The LEA in collaboration with the McKinney-Vento Liaison is **developing a process** to ensure **annual dissemination of McKinney-Vento posters to all campuses**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison is **developing a McKinney-Vento program webpage** that includes the **educational rights of homeless children and unaccompanied youth**. | The LEA in collaboration with the McKinney-Vento Liaison **has developed a process** to ensure **annual dissemination of McKinney-Vento posters to all campuses.**<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has developed a process to disseminate McKinney-Vento posters to local hotels and shelters in their attendance zone.**<br><br>The LEA in collaboration with the local McKinney-Vento Liaison **has developed a McKinney-Vento program webpage** that includes the **educational rights of homeless children and unaccompanied youth**.<br><br>McKinney-Vento posters include the **contact information for the McKinney-Vento Liaison.** | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process** to ensure **annual dissemination of McKinney-Vento posters to all campuses** and **verifies the posters have been posted** where parents, guardians, or unaccompanied youth can **easily access this information**.<br><br>The LEA in collaboration with the McKinney-Vento **Liaison has established a systematic annual process to disseminate McKinney-Vento posters to local hotels, shelters, and throughout the community** (e.g., food pantries, churches, non-profits, local housing authority, city, and county offices, etc.) **in their attendance zone.**<br><br>**The LEA has established a systematic annual process to review and update their McKinney-Vento program webpage** to include **resources** (e.g., LEA, campus, community, etc.) the **educational rights of homeless children and unaccompanied youth**, and **the electronic McKinney-Vento posters**.<br><br>All McKinney-Vento posters include the McKinney-**Vento Liaison contact information.** |

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| *Justification for Quality Level* | |

# I. Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **5. Immediate enrollment of students experiencing homelessness.**<br><br>How does the LEA ensure that they immediately enroll homeless children and unaccompanied youth, even if they do not have the records normally required for enrollment, such as previous academic records, records of immunization, and other required records, proof of residency, or other documentation; or has missed application or enrollment deadlines during any period of homelessness?<br><br>**42 U.S.C. § 11432 (g)(3)(C)(i)(I)**<br>**42 U.S.C. § 11432 (g)(3)(C)(i)(II)** | The LEA in collaboration with the McKinney-Vento Liaison **is developing a process to review and revise LEA or campus enrollment protocols or practices** that **may act as a barrier to immediate enrollment**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison is **developing a process to inform LEA and campus staff** (e.g., administrators, counselors, registrars, front office staff, etc.) of the **McKinney-Vento immediate enrollment provision**. | The LEA in collaboration with the McKinney-Vento Liaison **has developed a process to review and revise LEA or campus enrollment protocols or practices that may act as a barrier to immediate enrollment**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a process to inform LEA and campus staff** (e.g., administrators, counselors, registrars, front office staff, etc.) of the **McKinney-Vento immediate enrollment provision** and provide resources to **assist in obtaining student records** (e.g., immunizations, birth certificates, etc.). | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process** to develop, review, revise, and adopt **LEA or campus enrollment protocols or practices that may act as a barrier to immediate enrollment**.<br><br>New or revised protocols and practices are posted to LEA and campus websites and are provided to **new and returning LEA and campus staff as part of LEA annual McKinney-Vento communication and training plan**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to inform new and returning LEA and campus staf**f (e.g., administrators, counselors, registrars, front office staff, etc.) of the **McKinney-Vento immediate enrollment provision** and provide resources **to assist in obtaining student records** (e.g., immunizations, birth certificates, etc.) **as part of LEA annual McKinney-Vento communication and training plan**. |

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# I. Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **6. Identification and Referral Process**<br><br>How does the LEA ensure that homeless children and unaccompanied youth are identified by school personnel through outreach and coordination activities?<br><br>**42 U.S.C. § 11432 (g)(6)(A)(i)** | The LEA in collaboration with the McKinney-Vento Liaison **is developing a Student Residency Questionnaire (SRQ)** to facilitate the identification of homeless children and unaccompanied youth. | The LEA in collaboration with the McKinney-Vento Liaison **has developed a Student Residency Questionnaire (SRQ) to** facilitate the identification of homeless children and unaccompanied youth. The **Student Residency Questionnaire (SRQ)** is included in the LEA and campus **online and paper enrollment process**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a process to inform LEA and campus staff** (e.g., administrators, counselors, registrars, front office staff, etc.) how to **utilize the Student Residency Questionnaire (SRQ)** to assist with the identification and immediate provisional enrollment of homeless children and unaccompanied youth.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a process for LEA and campus staff** (e.g., administrators, counselors, registrars, front office staff, etc.) to **facilitate identification, coding, and referrals** to the **McKinney-Vento Liaison or their designee during the school year**. | The LEA in collaboration with the McKinney-Vento **Liaison has established a systematic annual process to develop, review, and revise the Student Residency Questionnaire (SRQ)** to facilitate the identification of homeless children and unaccompanied youth. The **Student Residency Questionnaire (SRQ)** is included in the LEA and campus **online and paper enrollment process.**<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to inform new and returning LEA and campus staff** (e.g., administrators, counselors, registrars, front office staff, etc.) how to utilize the **Student Residency Questionnaire** (SRQ) to assist with the identification and immediate provisional enrollment of homeless children and unaccompanied youth **as part of LEA annual McKinney-Vento communication and training plan**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process for LEA and campus staff** (e.g., administrators, counselors, registrars, front office staff, etc.,) to **facilitate identification, coding, and referrals** to the **McKinney-Vento Liaison or their designee as part of LEA annual McKinney-Vento communication and training plan**. |

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| *Justification for Quality Level* | |

# I.  Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **7.  Dispute Resolution Process**<br><br>Does the LEA have procedures to ensure that disputes over eligibility, school selection, or enrollment in a school are mediated in accordance with 42 U.S.C. § 11432 (g)(3)(E)?<br><br>**42 U.S.C. § 11432(g)(6)(A)(vii)** | The LEA in collaboration with the McKinney-Vento Liaison is **developing local policies and procedures that addresses McKinney-Vento disputes over eligibility, school selection, or enrollment in school,** to ensure they are **mediated and resolved in a timely manner**. | The LEA in collaboration with the McKinney-Vento Liaison **has developed and implemented local policies and procedures to address McKinney-Vento disputes over eligibility, school selection, or enrollment in school,** to ensure they are **mediated and resolved in a timely manner**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has developed written procedures and documents** that includes an **explanation of the decision made by the LEA** regarding eligibility, school selection, or enrollment in school and **the right of the parent, guardian, or unaccompanied youth to appeal or dispute any decision**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has developed written procedures and documents that outlines the process once the enrollment decisions has been made** that include the following information in **way that is understandable** to the parent, guardian, or unaccompanied youth:<br>• an explanation of the reasons for the determination, and<br>• a description of the appeal process, including appeal timelines and information on how and whom to appeal the decision | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to review, revise, and implement local policies and procedures to address McKinney-Vento disputes over eligibility, school selection, or enrollment in school,** to ensure they are **mediated and resolved in a timely manner**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to review and revise written procedures and documents** that includes an **explanation of the decision made by the LEA** regarding eligibility, school selection, or enrollment and **the right of the parent, guardian, or unaccompanied youth to appeal or dispute any decision.**<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to review and revise written procedures and documents that outlines the process once the enrollment decisions has been made** that include the following information in **way that is understandable** to the parent, guardian, or unaccompanied youth:<br>• an explanation of the reasons for the determination, and |

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| | | | • a description of the appeal process, including appeal timelines and information on how and whom to appeal the decision<br><br>The LEA in collaboration with the local McKinney-Vento Liaison has **established a systematic annual process** to provide training to new and returning LEA and campus staff on **new or revised policies, written procedures, and documents** that outlines the LEA **policies and procedures** for the McKinney-Vento dispute resolution process as **part of LEA annual McKinney-Vento communication and training plan**.<br><br>The LEA in collaboration with the local McKinney-Vento Liaison includes their **local dispute resolution process** and any documents or resources to **assist parents, guardians, or unaccompanied youth** with the dispute resolution process on their **McKinney-Vento webpage**. |

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| *Justification for Quality Level* | |

# I.     Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **8.  Comparable Services**<br><br>How does the LEA in collaboration with the McKinney-Vento Liaison ensure that homeless children and unaccompanied youth enroll in, and have equal opportunity to succeed in, schools in the LEA including:<br>• Ensuring access to services through Head Start programs (including early head start programs; IDEA Parts B and C, and other preschool programs administered by the LEA<br>• Comparable educational services including programs in Career and Technical Education; educational programs for emergent bilingual students; programs for Gifted and Talented students; and school nutrition programs.<br>• Comparable educational services provided under Title I, Part A of the ESEA<br><br>**42 U.S.C. § 11432 (g)(6)(A) (iii)**<br>**42 U.S.C. § 11432 (g)(4)(B-D)**<br>**TEC § 89.1605**<br>**TEC § 89.1609**<br>**TEC § 89.1615** | The LEA in collaboration with the McKinney-Vento Liaison is **developing a process** to review and revise LEA policies and protocols to support **equitable access and continuity of comparable services** to:<br>• Implement a **referral process** for **Head Start** and **LEA preschool** programs<br>• Implement **collaboration and coordination** with LEA Special Education, BE/ESL, Career and Technical Education, Gifted and Talented programs to support **access and continuity of comparable services**<br>• Implement **enrollment** in **school nutrition programs**<br>• Implement **collaboration and coordination** with **Title I, Part A** educational programs and support services | The LEA in collaboration with the McKinney-Vento Liaison **has established a process** to review and revise LEA policies and protocols to support **equitable access and continuity of comparable services** to:<br>• Implement a **referral process** for **Head Start** and **LEA preschool** programs<br>• Implement **collaboration and coordination** with LEA Special Education, BE/ESL, Career and Technical Education, Gifted and Talented programs to support **access to and continuity of comparable services**<br>• Implement **enrollment** in **school nutrition programs**<br>• Implement **collaboration and coordination** with **Title I, Part A** educational programs and support services<br>• Inform **LEA and campus staff of these policies annually** | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process** to review and revise LEA policies and protocols to support **equitable access and continuity of comparable services** to:<br>• Implement a **referral process** for **Head Start** and **LEA preschool** programs<br>• Implement **collaboration and coordination** with LEA Special Education, BE/ESL, Career and Technical Education, Gifted and Talented programs to support **access to and continuity of comparable services**<br>• Implement **enrollment** in **school nutrition programs**<br>• Implement **collaboration and coordination** with **Title I, Part A** educational programs and support services<br>• Inform **returning and new LEA and campus staff** of these policies a part of the **LEA McKinney-Vento communication and training plan** at the **beginning and throughout the school year**<br>Implementation dates of the **new or revised policies** are provided to new and returning **LEA or campus staff annually** a part of the **LEA McKinney-Vento communication and training plan**. |

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| *Justification for Quality Level* | |

# I.    Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **9. Coordination of Referrals, Resources, and Services**<br><br>How does the LEA ensure that homeless families, children, and unaccompanied youth receive referrals to health care services, dental services, mental health, and substance abuse services, housing services, and other appropriate services?<br><br>**42 U.S.C. § 11432 (g)(6)(A)(iv)** | The LEA in collaboration with the McKinney-Vento Liaison is **developing an intake process/document** to gather basic information from homeless families and unaccompanied youth to **assess and provide community resources**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison is **developing a follow-up communication process/document** to assess and provide any new or additional resources. | The LEA in collaboration with the McKinney-Vento Liaison **has developed and implemented an intake process/document** to gather basic information from homeless families and unaccompanied youth to assess and **provide community resources** for:<br>• Health care<br>• Dental services<br>• Mental health<br>• Substance abuse<br>• Housing services<br>• Other appropriate services<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has developed a follow-up communication process/document** to assess and provide any **new or additional community resources** to homeless families and unaccompanied youth **throughout the school year or during the summer break**.<br><br>The McKinney-Vento **has developed a process** to documents the dates and resources provided **during the intake process or during any follow-up communication/activity** that occurs with the family or unaccompanied youth **throughout the school year or during the summer break**. | The LEA in collaboration with the McKinney-Vento Liaison **has established an annual systematic intake process/document** to gather basic information from homeless families and unaccompanied youth to **assess and provide community resources** for:<br>• Health care<br>• Dental services<br>• Mental health<br>• Substance abuse<br>• Housing services<br>• Other appropriate services<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established an annual systematic follow-up communication process/document** to assess and provide any **new or additional community resources** to homeless families and unaccompanied youth **throughout the school year or during any summer, holiday, or extended school break**.<br><br>The McKinney-Vento Liaison **has established a systematic annual process** to document the dates and resources provided **during the intake process or during any follow-up communication/activity** that occurs with the family or unaccompanied youth **throughout the school year or during any summer, holiday, or extended school break.**<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established** |

| | | | a systematic annual process to develop and post a list of community resources on their McKinney-Vento webpage.<br><br>The LEA in collaboration with the McKinney-Vento Liaison reviews their intake data annually to identify any gaps or trends in the resources provided. This data is utilized to help improve the supports provided to students and families experiencing homelessness. |
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| *Justification for Quality Level* | |

# I.    Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing** ☐ | **Proficient** ☐ | **Exemplary** ☐ |
| **10. Transportation and School of Origin**<br><br>Does the LEA have policies and procedures to ensure that transportation is provided, at the request of the parent, guardian, or in the case of an unaccompanied youth, the McKinney-Vento Liaison, to and from the school of origin?<br><br>**42 U.S.C. § 11432 (g)(1)(J)(iii)** | The LEA in collaboration with the McKinney-Vento Liaison is **developing policies and procedures** to ensure that **School of Origin transportation services** are provided in a **timely manner**. | The LEA in collaboration with the McKinney-Vento Liaison **has established policies and procedures** to ensure that **School of Origin transportation services** are provided in a **timely manner**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison has developed a:<br><br>• **McKinney-Vento transportation intake process/form** to assess and document School of Origin transportation services<br>• McKinney-Vento School of Origin transportation **request process/document**<br>• McKinney-Vento transportation document that **outlines the School of Origin transportation process**<br>• McKinney-Vento transportation **document that provides School of Origin bus information** (e.g., route, pick-up and drop off time, start date, contact information, etc.), **to homeless families or unaccompanied youth,** and<br>• **Process to track and monitor** School of Origin transportation services | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to develop, review, and revise policies, procedures, and documents** to ensure that **School of Origin transportation services** are provided in **a timely manner**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison has **established a systematic annual process to develop, review, and revise**:<br>• McKinney-Vento **transportation intake process/form** to assess and document School of Origin transportation services<br>• McKinney-Vento School of Origin transportation **request process/document**<br>• McKinney-Vento transportation document that **outline the School of Origin transportation process**<br>• McKinney-Vento transportation **document that provide School of Origin bus information** (e.g., route, pick-up and drop off time, start date, contact information, etc.) **to homeless families or unaccompanied youth**, and<br>• **Process to track, monitor, and review** McKinney-Vento School of Origin transportation services **in collaboration with LEA transportation staff.** |

| | | | The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process** to inform new and returning LEA and campus staff of McKinney-Vento transportation policies and procedures **as part of the McKinney-Vento communication and/or training plan.** |
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| *Justification for Quality Level* | |

# I. Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **11. Postsecondary Transition**<br><br>Does the LEA McKinney-Vento Homeless liaison have a systematic process in place to inform unaccompanied youth about their independent student status on the FAFSA and assist with verification of the status?<br><br>**42 U.S.C. § 11432 (g)(6)(A)(x)(III)**<br>**TEC § 89.1613** | The LEA in collaboration with the McKinney-Vento Homeless Liaison is **developing a process to inform** students who were **identified as both homeless and an unaccompanied youth during their senior year of high school** about their **independent status on FAFSA** and provide the student a **FAFSA verification status form**. | The LEA in collaboration with the McKinney-Vento Homeless Liaison **has established a process to inform** students who were **identified as both homeless and an unaccompanied youth during their senior year of high school** about their **independent status on FAFSA** and provide the student a **FAFSA verification status form**.<br><br>The McKinney-Vento Liaison **has developed a process** to **draft and disseminate FAFSA verification letters to homeless unaccompanied youth** (e.g., monthly, quarterly, each semester, etc.).<br><br>The McKinney-Vento Liaison **has developed a process** to provide copies of the FAFSA letters to the **designated professional school counselor contact each semester**. | The LEA in collaboration with the McKinney-Vento Homeless Liaison **has established a systematic annual process to inform students** who were **identified as both homeless and an unaccompanied youth during their senior year of high school about their independent status on FAFSA** and provide the student a **FAFSA verification status form**.<br><br>The McKinney-Vento Liaison **has developed a systematic monthly process** to **draft and disseminate FAFSA verification letters to homeless unaccompanied youth**.<br><br>The McKinney-Vento Liaison **has developed a process** to provides a copy of the FAFSA letters to the **designated professional school counselor contact each month**. |

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| *Justification for Quality Level* | |

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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **12. Postsecondary Transition**<br><br>Does the LEA have mechanisms in place to ensure that homeless children and unaccompanied youth receive assistance from professional school counselors to support with college and career transition planning?<br><br>**42 U.S.C. § 11432 (g)(1)(K)**<br>**TEC § 89.1613** | The LEA in collaboration with the McKinney-Vento Homeless Liaison is **developing a process to assist** students experiencing homelessness with **college and career transition planning**. | The LEA in collaboration with the McKinney-Vento Homeless Liaison **has established a process to assist** students experiencing homelessness with:<br>• Development of a four-year plan that includes post-secondary college and career options<br>• Provide opportunities for career development and exploration activities<br>• Complete career interest inventories<br>• Information on dual credit courses<br>• Post-secondary planning<br>• Provide FAFSA assistance/verification letter for homeless unaccompanied youth | The LEA in collaboration with the McKinney-Vento Homeless Liaison **has established a systematic annual process** to assist students experiencing homelessness with:<br>• Development of a four-year plan that includes post-secondary college and career options<br>• Provide opportunities for career development and exploration activities<br>• Complete career interest inventories<br>• Information on dual credit courses<br>• Post-secondary planning<br>• Provide FAFSA assistance/verification letter for homeless unaccompanied youth<br><br>The McKinney-Vento Liaison **has established a systematic annual process** to coordinate and collaborate with **new and returning professional school counselors and/or post-secondary advisors** to support students experiencing homelessness with **postsecondary college and career transition planning as part of their McKinney-Vento communication and/or training plan.** |

| *Justification for Quality Level* | |
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## I.     Implementation – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **13. Transition Assistance**<br><br>Does the LEA have systems to ease transition of students experiencing homelessness upon enrollment or identification?<br><br>**TEC § 89.1605** | The LEA is in collaboration with the local McKinney-Vento Homeless Liaison **is developing systems** to ease transitions of students experiencing homelessness upon enrollment or identification. | The LEA in collaboration with the local McKinney-Vento Homeless liaison **has established a process** to ease transitions of students experiencing homelessness by:<br>• Providing welcome packets, introduction to school processes and programs during the first two weeks of enrollment at a new school<br>• Providing introductions for new students that maintain student privacy and confidentiality to the school environment and process<br>• Convening an enrollment conference within the first two weeks of enrollment or within the first two weeks after a student is identified as homeless | The LEA in collaboration with the local McKinney-Vento Homeless liaison **has established a systematic annual process** to ease transition of students experiencing homelessness by:<br>• Providing welcome packets, introduction to school processes and programs during the first two weeks of enrollment at a new school<br>• Providing introductions for new students that maintain student privacy and confidentiality to the school environment and process<br>• Convening an enrollment conference within the first two weeks of enrollment or within the first two weeks after a student is identified as homeless<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process** to inform LEA and campus staff of the processes to ease the transition of students experiencing homelessness **as part of their McKinney-Vento communication and/or training plan.** |

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| *Justification for Quality Level* | |

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **14.  Identification/PEIMS**<br><br>How does the LEA identify military-connected students, and how does the LEA use this information to improve student outcomes?<br><br>**ESSA of 2015, §1111(h)(1)(C)(ii))**<br>**TEC §25.006** | LEA has **a plan to include** the military student identifier question to their enrollment packet. | LEA **includes** the military student identifier question in their enrollment packet.<br><br>The LEA **provides identification data to school staff**. | The LEA has **established a systematic process** for identifying military-connected students upon enrollment and uses data gathered on military-connected students to better personalize academic services and supports for students.<br><br>The LEA **provides identification data to teachers, counselors, and other key staff** and **trains staff** on providing appropriate support to military-connected students.<br><br>LEA **identifies transition patterns, needs, and supports** that are associated with particular categories of mobile students and with particular sending and receiving LEAs. |

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| *Justification for Quality Level* | |

## I. Implementation – Military-Connected

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **15. Ease of School Transitions (a)**<br><br>What systems does the LEA use to ensure the ease of transition for military-connected students?<br><br>**TEC §162, Art. IV**<br>**TEC §25.006** | The LEA is **developing a system** for easing transitions for military-connected students during the first two weeks of enrollment.<br><br>Campuses give **30 days** for students to obtain immunizations. | The LEA has **a process** to ease the transition of military-connected students.<br><br>Campuses give **30 days** for students to obtain immunizations.<br><br>Campuses **accept unofficial records** in the event that official records cannot be obtained.<br><br>Campuses **send official records within 10 days** of request.<br><br>The school district **does not charge tuition** for students who reside in military housing and are exempt from taxation by the district. | The LEA has **established a systematic process** for easing the transition of military-connected students and reviews this process annually.<br><br>The LEA **communicates with families** on the importance of notifying schools of upcoming transitions.<br><br>The campus has a designated staff member serving as a **military liaison who provides support and professional development** for key personnel around academic transfer challenges.<br><br>The LEA or **campus maintains an easily accessible webpage** with information for military families on relocation, enrollment and registration, academic planning, counseling and support services, and the campus-based military liaison contact. |

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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **16. Ease of School Transitions (b)**<br><br>How does the LEA ensure transitioning military-connected students can participate in extra-curricular activities and are integrated into their receiving school's community?<br><br>**TEC §162, Art. VI(B)**<br>**19 TAC §61.1063**<br>**TEC §25.006** | The LEA has **a plan to develop guidelines and programs** to support the integration of military-connected students into the school community. | LEA has **developed guidelines** for waiving deadlines and certain try-out rules in extra-curricular activities. | LEA has **developed systematic processes** to foster student access to extracurricular programs, including waiving deadlines and certain try-out rules in extra-curricular activities.<br><br>The campus has a designated staff member serving as a **military liaison, who oversees programs** that help integrate military-connected students into the school community and **provides training to key staff** on transition challenges for military-connected students.<br><br>The campus offers **a student transition program** led by school staff, the campus military liaison, or student leaders. |
| *Justification for Quality Level* | | | |

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **17. Post-Secondary Preparation**<br><br>How does the LEA promote post-secondary study for military-connected students?<br><br>**TEC §25.006**<br>**19 TAC §61, Subchapter FF** | Students **may graduate** with endorsements.<br><br>Students **may have post-secondary plans** in their personal graduation plans. | Students **graduate** with endorsements.<br>Students **have post-secondary plans** in their personal graduation plans.<br>The LEA provides services for military-connected students in transition **when applying and receiving post-secondary funding**. | The LEA has **a systematic process for ensuring students graduate** on-time and preparing students for post-secondary study. The LEA reviews this process annually.<br><br>The LEA provides services for military-connected students in transition for **all aspects of post-secondary study**.<br><br>The campus has a designated staff member serving as a **military liaison who provides guidance to military-connected students** on college, career, and military readiness.<br><br>Students are **connected with college campus tours, out of town opportunities, and/or other opportunities** to link students with college and career exploration. |

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| *Justification for Quality Level* | |

# I.  Implementation – Military-Connected

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **18. Collaboration with Stakeholders**<br><br>How does the LEA maintain connection with the closest military installation(s) and School Liaison Officer(s) (SLO) (if applicable)?<br><br>**TEC §25.006** | The LEA is **developing systems of communication** between nearby military bases and SLO (if applicable). | The LEA **maintains a partnership** with nearby military base(s) and SLO(s) (if applicable).<br><br>The LEA **provides information to base leadership** on its needs and how the base can support and engage with campuses to benefit students. | The LEA **maintains the relationship with base personnel at the system level**. The LEA keeps aware of military developments, the mission of its nearby base(s), and understands the nature of the service members employed there.<br><br>If applicable: The LEA **collaborates and maintains a relationship with its SLO**, who provides training to LEA staff and promotes TEA military-connected student resources.<br><br>The LEA **engages active-duty military members on campus** by offering them to volunteer at local schools, speak at a school assembly, or host a school field trip. |

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| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **19. Graduation Preparation**<br><br>How does the LEA support a military-connected student who has moved after the end of their junior year of high school to graduate on time?<br><br>**TEC §162, Art. VII**<br>**TEC §25.006** | The LEA **is developing processes** that support transitioning students in their senior year to graduate on time.<br><br>The LEA **considers the variability** of military-connected students' coursework and **may provide alternative options** for students who do not meet the LEA's graduation requirements. | The LEA has **established procedures** to lessen the adverse impact of student moves to a new school after the end of the student's junior year of high school.<br><br>The LEA **waives specific courses** required if similar coursework has been completed in other LEA, otherwise the LEA **finds an alternative**.<br><br>The LEA **accepts end-of-course exams required for graduation from the sending school, national achievement tests, or alternative tests** in lieu of the receiving school's testing requirements. If the receiving LEA does not find the student eligible to graduate, it **requests a diploma from the previous LEA.** | The LEA has **established systematic procedures and training for key staff** to ensure military-connected students transitioning after the end of their junior year are able to graduate on time. The LEA reviews these procedures annually.<br><br>The LEA **reviews the Interstate Compact on Education Opportunity for Military Children**, **trains staff** on its requirements regarding graduation preparation, and **works with member states** to establish transition procedures. |

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# I.    Implementation – Military-Connected

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **20. School Stability**<br><br>What leeway does the LEA provide for military-connected students seeking to enroll when in the custody of a non-custodial parent?<br><br>**TEC §162, Art. VI**<br>**TEC §25.004** | 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.<br><br>The LEA **allows special power of attorney** for guardianship and other actions requiring parental consent.<br><br>LEA **does not charge tuition** for a student living in care of non-custodial parent living in another jurisdiction than the parent (if applicable).<br><br>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. |
| *Justification for Quality Level* | | | |

# I. Implementation – Military-Connected

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **21. Course Placement / Transcript Interpretation**<br><br>How does the LEA honor the previous school's placement of a military-connected student when considering placement in academic courses, education programs, and special education services?<br><br>**TEC §162, Art. V** | The LEA reviews coursework for transitioning students and **seeks to award students credit** for courses taken at the sending school.<br><br>The LEA has a process for evaluating a student's eligibility for educational programs and **seeks to place students in the same programs** as the sending school.<br><br>The LEA reviews the student's current IEP and **seeks to provide comparable special education services** as the sending school. | Campuses **honor the previous school's placement** of the student in academic courses and educational programs (GT, BE/ESL).<br><br>Campuses **provide comparable special education services** based on student's current IEP.<br><br>The LEA **is flexible when waiving course/program prerequisites**. Students in **kindergarten-1ˢᵗ grade are allowed to continue with their grade level** from their last state, regardless of age. | The LEA **has established systematic processes and trains key staff to work with the sending school and to evaluate the previous coursework** and educational programs for transitioning military-connected students to ensure minimal disruption of their academic advancement. The LEA reviews these processes annually.<br><br>Campuses provide comparable or equivalent academic, educational, and special education services. The LEA **provides additional support for students** if the receiving school does not have comparable courses, programs, and/or services as the sending school.<br><br>The LEA is flexible when waiving course/program prerequisites and **allows students to advance based on mastery of content**.<br><br>The LEA **maintains an easily accessible webpage** with information for military families on academic planning. |

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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **22.  Designation of FC Liaison:**<br><br>Does the LEA have a designated Liaison in place for addressing enrollment and school transitions for students in foster care?<br><br>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.<br><br>The LEA FC Liaison information is **up-to-date and accurately maintained** in AskTED.<br><br>**Campuses have processes** in place for communicating with the FC Liaison when needed.<br><br>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.<br><br>Regular ongoing training and information is provided and shared to campuses via the FC Liaison.<br><br>**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.<br><br>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.<br><br>**Processes, procedures, and checklists are used** to ensure compliance with foster care liaison duties and related requirements.<br><br>The **LEA has developed and coordinated "Campus Champions"** to assist LEA FC Liaison serving students in foster care. |

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| *Justification for Quality Level* | |

| I. | Implementation – Foster Care | | |
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| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **23. Identification**<br><br>Is the LEA properly identifying students in foster care and coding students in PEIMS? LEAs are required to identify students in Texas DFPS Managing Conservatorship in PEIMS (**TEC § 7.029**) | The **LEA is developing a method** for identifying students in foster care.<br><br>District staff **are developing an awareness** of the necessary paperwork and required forms provided by DFPS to accurately identify a student in foster care. | The LEA has a **process in place for identifying students** in foster care at enrollment. This process accounts for both in person and remote enrollment.<br><br>**Front office staff are familiar with the required paperwork** for identifying students in foster care.<br><br>There are **clear processes in place for properly identifying students** while maintaining student privacy and anonymity. | There are **clear processes** in place for identifying students, while maintaining student privacy and anonymity, and **communicating this information with the district FC Liaison**.<br><br>**Ongoing training** is provided to front office staff on how to properly identify and serve students in foster care. |

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# I.     Implementation – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **24.  Immediate Enrollment**<br><br>Are students in foster care enrolled immediately without delay?<br>LEAs are required to enroll students in foster care immediately. DFPS has up to 30 days to provide records normally required for enrollment (e.g., immunization records)<br><br>**TEC § 25.002(g)** | **Students sometimes experience delays** with enrollment and are not always enrolled immediately.<br><br>The **LEA is in the process of reviewing and revising** any LEA or campus enrollment policies or practices that may act as a barrier to immediate enrollment. | **Students are enrolled immediately** without delay (regardless if they have paperwork generally required for enrollment).<br><br>The **LEA has written policies and procedures in place** to ensure there are no barriers to immediate enrollment for students in foster care, including familiarity with CPS enrollment expectations. | There is **a systemized process** for communicating with LEA FC Liaison regarding new students upon enrollment that is reviewed at-least annually.<br><br>There is a **systematized process for reviewing and revising any LEA or campus enrollment policies** or practices that may act as a barrier to immediate enrollment that is reviewed at-least annually.<br><br>**At-least annually,** front office staff, administrators, counselors, and other **relevant staff are trained** on immediate enrollment requirements for students in foster care.<br><br>The **LEA FC Liaison has an established relationship with the DFPS Regional Education Specialist** to assist with enrollment challenges. There is a systematized annual process for the LEA to communicate with the DFPS Education Specialist. |

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| *Justification for Quality Level* | |

# I.   Implementation – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **25. School Transitions**<br><br>Are there additional systems in place to ease school transitions in the first two-weeks of enrollment for students in foster care?<br><br>LEAs are required to develop and implement systems to Ease School Transitions, as outlined in TAC § 89.1065) (occurs in first 2 weeks of school) The following activities are required for students in foster care (and students experiencing homelessness):<br>• Welcome packets<br>• Campus introduction<br>• Nutrition benefits upon enrollment<br>• Enrollment conference | **Campuses are developing** processes in place to ease school transitions in the first 2-weeks of enrollment for students in foster care, as outlined in TAC § 89.1065. | **Campuses have the following activities** in place to ease school transitions for students in foster care:<br>• Welcome packets<br>• Campus introductions<br>• Nutrition benefits upon enrollment<br>• Enrollment conference | **Training is provided** to appropriate school personnel concerning required transition activities.<br><br>**LEA campus staff actively use TREx, TSDS and enrollment systems such as PID and PET** to look up information and connect with the child's previous school(s) in the event of missing records, missing partial/credits, educational gaps, or any other reason a student's previous school(s) may need to be contacted. In these instances, FC Liaisons and campus staff collaborate for the betterment of the student.<br><br>**Procedures, policies, and checklists are used** to ease school transitions and reviewed annually. |

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| *Justification for Quality Level* | |

# I.    Implementation – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **26.  Post-Secondary Preparation**<br><br>• Are school counselors working with students in foster care to make sure they graduate with endorsements and have post-secondary plans in place, as outlined in?<br><br>**TAC 89 § 16133**<br><br>• Are students provided information in their 11th and 12<sup>th</sup> grade about how to activate their lifetime tuition and fees waiver benefit?<br><br>**TEC § 54.366** | **The LEA is working with each campus to develop** a process to ensure foster students are planning for post-secondary opportunities including:<br>  • Endorsements<br>  • Post-Secondary plans in their PGP's<br>  • Awareness of the lifetime college tuition and fee waivers in grades 11/12 | LEA or campuses **have a process** to check that student in foster care:<br>Are on track to graduate with endorsements.<br><br>Have-post-secondary plans in their PGP's.<br>Are aware of their lifetime college tuition and fees waiver benefit. | **Students are connected** to college campus tours and/or other opportunities to link students with college and career exploration.<br><br>**Students are connected** to Higher Education FC Liaisons to support and encourage students in progressing to post-secondary.<br><br>**Student's frequently** have their tuition and fees waiver activated by enrollment in a dual credit course, or college course where students may earn college credit.<br><br>**The LEA uses data** to inform planning and targeted communication and outreach with students, concerning their PGP, Endorsements, College and Career plans, and notification of the tuition and fees waiver.<br><br>**This information is shared and discussed** among the school counselor, foster care liaison and other relevant parties within the district.<br><br>**Systemized processes** including policies, procedures, and checklists **are in place** and annually reviewed by staff and shared in training. |

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| *Justification for Quality Level* | |

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **27. Continuity - Placement in Educational Programs, Courses and Services**<br><br>• Are students placed in educational programs and coursework using assessments, recommendations and programs based on the student's prior enrollment and course placement from the sending school:<br><br>**TAC § 89.1609**<br><br>   ▪ *Educational programs include, but are not limited to, gifted and talented program services, bilingual, or special language services for emergent bilingual students, career and technical education and early college high school.*<br>   ▪ *Course placement includes, but is not limited to honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathway courses.*<br><br>• Is the LEA utilizing the referral made by the student's sending school (when applicable) concerning an evaluation for special education in accordance with the established timelines?<br><br>**TAC § 89.1011**<br>**TAC § 89.1615** | A **majority of students are consistently placed in coursework and educational programs** similar to the student's previous school.<br><br>The **LEA sometimes utilizes** the student's referral for a special education evaluation (when applicable) that was made by the student's sending school. | **All students are placed** in similar education programs and coursework based on assessments, recommendations, and information from the previous school without delay.<br><br>**Students are provided** the opportunity to earn their same endorsement category, when applicable.<br><br>**The receiving school accepts** a referral to an evaluation for SPED services and adheres to all required timelines (when applicable).<br><br>When a student is already eligible for SPED services, the receiving district or charters school **must ensure** that it meets the student transfer requirements. | The **LEA ensures seamless transition** between the sending and receiving school and works with the sending school to ensure all credits, coursework, and details concerning the student's coursework are coordinated.<br><br>There are **consistent communication processes** established between the Special Education Department and LEA Foster Care Liaison to ensure services are provided in a timely manner and meet the unique needs of each student.<br><br>**Annual training is provided** to appropriate school personnel concerning the importance of continuity of educational services and programs, as described in this section.<br><br>The **LEA uses data collected to evaluate** the overall effectiveness of the LEAs processes and identifies avenues for targeted improvement to ensure maximum continuity for students in foster care annually.<br><br>**Systemized processes** including policies, procedures, and checklists are in place and annually reviewed by staff and shared in training. |

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| *Justification for Quality Level* | |

# I. Implementation – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **28. School Stability – ESSA Requirements**<br><br>• Does the LEA have procedures, systems, and processes in place for coordinating with DFPS and addressing school of origin transportation, and payment for "additional transportation costs" for students in foster care?<br><br>**ESEA section 1112(c)(5)(B)**<br><br>• Does the LEA coordinate with local child welfare representatives to support Education Best-Interest Decisions?<br><br>**ESEA section 1111(g)(1)(E)(i)** | The **LEA is developing** a process to ensure transportation procedures for foster care students are in place.<br><br>The **LEA and DFPS sometimes** work together concerning education best-interest. | Transportation **procedures are in place** and the district has a process for collaborating with child welfare to address 'additional transportation costs' associated with maintaining a child in their school of origin (when needed).<br><br>The **LEA has a process** for annually reviewing and updating this policy and procedures with the Child Welfare point of contact.<br><br>The **LEA regularly collaborates** with DFPS to provide information about student needs, strengths and makes recommendations and has a process in place for coordinating on best-interest decisions. | School districts **work collaboratively with child welfare** to ensure that school of origin transportation is provided, and additional costs associated are covered when needed for students in foster care. The **LEA is familiar** with TASB's Exhibit B Individual Transportation Plan Template for Students in Foster Care and uses this resource to support LEA planning concerning transportation for students in foster care.<br><br>The **LEA actively works with DFPS** to make collaborative education best-interest decisions.<br><br>The **LEA FC Liaison plays a lead role** in collecting information from appropriate parties in the school (teacher, coach, counselor, etc.) and collaborates with DFPS to inform school of origin.<br><br>The **FC Liaisons works with** the appropriate parties among the sending and receiving school, transportation departments, child welfare parties, etc. to ensure a student remains in their school of origin, whenever possible.<br><br>The **LEA FC Liaison plays a lead role in ensuring** use of TASB Exhibit A Students in Foster Care Educational Best Interest Factors form and coordinates with LEA staff and DFPS to inform education best-interest decisions.<br><br>**Training is provided** to appropriate staff on ESSA School Stability requirements for |

| | | | students in foster care annually.<br><br>**Processes are in place** to collect data concerning 'additional transportation costs' including how many students were served, the actual costs, and method of delivery are maintained and regularly reviewed.<br><br>**Systemized processes** including policies, procedures, and checklists are in place and annually reviewed by staff and shared in training. |
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## I.  Implementation – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **29. Award of Credit for Highly Mobile Foster Care Students**<br><br>Does the LEA have local policies, procedures and practices in place that assists with the awarding of credit for highly mobile foster care students?<br><br>**TAC § 89.1607** | The **LEA does not have consistent** policies and procedures in place to allow for proportional credit (½ credit of a full credit course) to be awarded for previous coursework taken.<br><br>The **credit by exam window is not consistent**ly offered outside of the normal testing window schedule for students in foster care.<br><br>Credit Recovery **plans are sometimes offered** to students who were denied credit outside of the district. | **Policies and procedures are in place** for addressing proportional credit for previous coursework taken. Students are allowed to earn credit, when they demonstrate proficiency, for previous coursework taken, prior to enrollment.<br><br>The **credit by exam window is flexible and open** for students in foster care to participate in, at any time.<br><br>Credit recovery and **course transition plans are in place** for students who were denied credit outside of the district. | Training **is provided regularly** to appropriate school personnel on the districts policies concerning the awarding of credit, credit recovery, and alternative opportunities for students to earn and receive course credit.<br><br>Student **progress is monitored** and tracked by the LEA Foster Care Liaison. The Liaison utilizes this information to work with school counselors and other relevant parties to assist students in maximizing their credit hours.<br><br>Credit Recovery **plans are in place** and frequently reviewed and discussed to pro-actively support students.<br><br>**Data** containing the number of credit recovery and transition plans in place **are collected annually**. This information is reviewed regularly to improve processes and systems, as well, as support students.<br><br>**Systemized processes** including policies, procedures, and checklists are in place and annually reviewed by staff and shared in training. |

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| *Justification for Quality Level* | |

# I.     Implementation – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **30.  Collaboration with Stakeholders**<br><br>• Does the LEA work in a collaborative multidisciplinary manner amongst district and campus leaders to support the needs of students in foster care?<br><br>• Does the LEA work collaboratively with stakeholders outside of the district to support the needs of students in foster care (child welfare, CASA community organizations, others)? | The **LEA inconsistently collaborates** across departments internally to address the needs of students in foster care.<br><br>**The LEA in consistently collaborates** with external stakeholders to address the needs of students in foster care. | The **LEA collaborates** across departments to address the needs of students in foster care.<br><br>The **LEA collaborates with external stakeholders** to address the needs of students in foster care. | The **LEA has a regular process** in place for coordinating with internal stakeholders.<br><br>The **LEA has a regular process** in place for coordinating with external stakeholders.<br><br>The **LEA conducts cross-department training** to increase awareness and promote coordination for serving students.<br><br>The **LEA participates** in cross-agency training and planning to increase awareness and promote coordination with external stakeholders to best serve students.<br><br>The **FC Liaison plays a lead role** in coordinating internal and external collaboration to support students in foster care.<br><br>**Written procedures and processes** for collaboration **are in place** and reviewed annually. |

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| *Justification for Quality Level* | |

# II.  Student Performance – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **1. Academic Interventions and Progress Monitoring**<br><br>Does the LEA have established procedures to ensure early academic interventions and ongoing progress monitoring to address the academic needs of identified students experiencing homelessness? | The LEA, in collaboration with the McKinney-Vento Liaison is **developing a process to monitor student grades and attendance** each semester and **communicate** with appropriate LEA personnel regarding students in need of additional academic support.<br><br>The LEA, in collaboration with the McKinney-Vento Liaison **is developing process to collaborate and coordinate** ongoing academic progress monitoring in partnership with LEA and campus staff. This includes, but is not limited to **monitoring attendance, grades, credit recovery, end of course exam proficiency, etc., each semester.** | The LEA, in collaboration with the McKinney-Vento Liaison **has established a process to monitor student grades and attendance and communicates with the appropriate LEA and campus staff** (e.g., administrators, counselors, Special Education, BE/ESL, Gifted and Talented staff, etc.,) regarding students in need of **additional academic support each semester**.<br><br>The LEA, in collaboration with the McKinney-Vento Liaison **has established a process to collaborate and coordinate** ongoing academic progress monitoring **in partnership with LEA and campus staff** (e.g., administrators, counselors, Special Education, BE/ESL, Gifted and Talented staff, etc.,).  This includes, but is not limited to **monitoring attendance, grades, credit recovery, end of course exam proficiency, etc., each semester.** | The LEA, in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to monitor student grades and attendance and communicates with appropriate LEA and campus staff** (e.g., administrators, counselors, Special Education, BE/ESL, Gifted and Talented staff, etc.,) regarding students in need of **additional academic support every grading period**.<br><br>The LEA, in collaboration with the McKinney-Vento Liaison **has established a systematic process to collaborate and coordinate** ongoing academic progress monitoring **in partnership with LEA and campus staff** (e.g., administrators, counselors, Special Education, BE/ESL, Gifted and Talented staff, etc.).<br><br>This includes, but is not limited to **monitoring attendance, grades, credit recovery, end of course exam proficiency, etc., each grading period**. |

| *Justification for Quality Level* | |
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## II.    Student Performance – McKinney-Vento Act

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **2. Utilization of State Assessment and Promotion Data**<br><br>Does the LEA utilize student data to identify and implement academic interventions and support services to ensure students experiencing homelessness achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time? | The LEA in collaboration with the McKinney-Vento Liaison is **developing a process to utilize student data** to **identify and facilitate academic interventions and support services** for students experiencing homelessness.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **is developing a process to communicate** any **attendance or academic concerns** with the appropriate LEA or campus staff **each semester**. | The LEA in collaboration with the McKinney-Vento Liaison **has established a process to utilize student data** to **identify and facilitate academic interventions and support services** for students experiencing homelessness.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a process to communicate** any **attendance or academic concerns** with the appropriate LEA or campus staff **each semester**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a process to meet with LEA or campus staff** (e.g., administrators, counselors, attendance officers, dropout prevention staff, Special Education, BE/ESL, Gifted and Talented program staff, etc.,) **annually to review student progress monitoring components** (e.g., attendance, grades, credits, assessments, intervention, etc.,) for **high school students (grades 9$^{th}$-12$^{th}$) experiencing homelessness** to support achievement on **state-mandated assessments and cohort graduation.** | The LEA in collaboration with the McKinney-Vento **Liaison has established a systematic annual process** to **utilize student data** to **identify and facilitate academic interventions and support services** for students experiencing homelessness.<br><br>The LEA in collaboration with the McKinney-Vento **Liaison has established a systematic process to communicate** any **attendance or academic concerns** with the appropriate LEA or campus staff **each grading period**.<br><br>The LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual process to meet with LEA or campus staff** (e.g., administrators, counselors, attendance officers, dropout prevention staff, Special Education, BE/ESL, Gifted and Talented program staff, etc.,) **at the end of each semester or as needed to review student progress monitoring components** (e.g., attendance, grades, credits, assessments, intervention, etc.,) for **high school students (grades 9$^{th}$-12$^{th}$) experiencing homelessness** to determine any **interventions and services** needed to support **achievement on state-mandated assessments and cohort graduation**.<br><br>These processes are **reviewed annually** and **included** in their McKinney-Vento communication and training. |

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| *Justification for Quality Level* | |

# II.     Student Performance – Military-Connected

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **3.  Progress Monitoring**<br><br>Does the LEA utilize student data to identify and implement academic interventions and support services to ensure military-connected students achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time? | The LEA is **developing a process to utilize student data** to identify and facilitate academic interventions and support services for military-connected students. | The LEA ensures that military-connected **students make up any deficits** or ensure students who are ahead can **continue where they left off.**<br><br>The LEA **has established a process to meet with LEA or campus staff** (e.g., administrators, counselors, attendance officers, dropout prevention staff, Special Education, BE/ESL, Gifted and Talented program staff, etc.,) **annually to review student progress monitoring components** (e.g., attendance, grades, credits, assessments, intervention, etc.,) **for eleventh and twelfth grade military-connected students** to support achievement on state mandated assessments and cohort graduation. | LEAs have **established systematic processes for tracking the performance** of military-connected students and ensuring transitioning students can make up any deficits or continue where they left off. **The LEA reviews these processes annually.**<br><br>The LEA has a **systematic process to meet with LEA or campus staff** (e.g., administrators, counselors, attendance officers, dropout prevention staff, Special Education, BE/ESL, Gifted and Talented program staff, etc.,) **at the end of each semester or as needed to review student progress monitoring components** (e.g., attendance, grades, credits, assessments, intervention, etc.,) to determine any modifications needed to ensure eleventh and twelfth grade students, to support **achievement on state mandated assessments and cohort graduation.** |
| *Justification for Quality Level* | | | |

# II.  Student Performance – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **4. Progress Monitoring**<br><br>Does the LEA utilize student data to identify and implement academic interventions and support services to ensure students in foster care achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time? | The LEA is developing a process to utilize student data to identify and facilitate academic interventions and support services for students in foster care.<br><br>The LEA is developing a process to ensure that students are connected to appropriate support services (e.g., behavioral, and mental health, etc.) when needed. | The LEA has established a process to communicate any attendance or academic concerns with the appropriate LEA or campus staff each semester.<br><br>The LEA has established a process to meet with LEA or campus staff (e.g., administrators, counselors, attendance officers, dropout prevention staff, Special Education, BE/ESL, Gifted and Talented program staff, etc.,) annually to review student progress monitoring components (e.g., attendance, grades, credits, assessments, intervention, etc.,) for eleventh and twelfth grade students in foster care to support achievement on state mandated assessments and cohort graduation.<br><br>The LEA has a process to ensure that students are connected to appropriate support services (e.g., behavioral, and mental health, etc.) when needed. | The LEA in collaboration with the Foster Care Liaison has established a systematic process to communicate any attendance or academic concerns with the appropriate LEA or campus staff each grading period.<br><br>The LEA in collaboration with the Foster Care Liaison has a systematic process to meet with LEA or campus staff (e.g., administrators, counselors, attendance officers, dropout prevention staff, Special Education, BE/ESL, Gifted and Talented program staff, etc.,) at the end of each semester or as needed to review student progress monitoring components (e.g., attendance, grades, credits, assessments, intervention, etc.,) to determine any modifications needed to ensure eleventh and twelfth grade students in foster care, to support **achievement on state mandated assessments and cohort graduation.**<br><br>The LEA pro-actively connects students (when needed) to appropriate support services (e.g., behavioral, and mental health, etc.) and monitors the **effectiveness of these supports on student achievement.** |

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| *Justification for Quality Level* | |

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **1. Parent Involvement**<br><br>How does the LEA ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children?<br><br>**42 U.S.C. § 11432 (g)(6)(A)(v)** | The LEA, in collaboration with the McKinney-Vento Liaison is **developing an intake process/document** to gather basic information from parents/guardians/families to assess and **provide any LEA, campus, or community programs, resources, or opportunities** for parent/guardians/families to participate and support their child's education.<br><br>The LEA, in collaboration with the McKinney-Vento Liaison is **developing a follow-up communication process/document** to assess and **provide any new or additional** LEA, campus, or community programs, resources, or opportunities to parents/guardians/families so that they can participate and support their child's education **throughout the school year or during the summer break.** | The LEA, in collaboration with the McKinney-Vento Liaison **has developed and implemented an intake process/document** to gather basic information from parents/guardians/families to assess and **provide any LEA, campus, or community program, resources, or opportunities** for parent/guardians/families to participate and support their child's education.<br><br>The LEA, in collaboration with the McKinney-Vento Liaison **has developed a follow-up communication process/document** to assess and **provide any new or additional** LEA, campus, or community programs, resources, or opportunities to parents/guardians/families so that they can **participate and support** their child's education **throughout the school year or during the summer break.** | The LEA, in collaboration with the McKinney-Vento Liaison has establish a **systematic annual intake process/document** to gather basic information from parents/guardians/families to assess and **provide any LEA, campus, or community program, resources, or opportunities** for parent/guardians/families to participate and support their child's education.<br><br>The LEA, in collaboration with the McKinney-Vento Liaison **has established an annual systematic follow-up communication process/document** to assess and **provide any new or additional** LEA, campus, or community programs, resources, or opportunities to parents/guardians/families so that they can **participate and support** their child's education **throughout the school year or during any summer, holiday, or extended school break**.<br><br>LEA in collaboration with the McKinney-Vento Liaison **has established a systematic annual McKinney-Vento communication plane to** inform parents/guardians/families on **a regular and planned cadence throughout the year**. |

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| *Justification for Quality Level* | |

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **2.   Military Family Engagement**<br><br>How does to the LEA engage with military families?<br><br>**TEC §25.087** | The LEA **provides standard updates** to military families.<br><br>The LEA **is developing a plan to increase outreach** to military families.<br><br>The LEA is **in the process of appointing** a designated point of contact for military families. | The LEA **maintains outreach** to military families to keep them informed of academic and non-academic opportunities.<br><br>The LEA **has a point of contact** for military families who provides support with enrollment and academic planning.<br><br>Students are given **excused absences to visit their parent or legal guardian** who is called for duty for, on leave from, or returns home from deployment. | The LEA has **established a systematic process of reaching** out to families **beyond the scheduled schoolwide parent-teacher meetings** to keep them informed of academic and non-academic opportunities.<br><br>Campuses **have a designated staff member serving as a military liaison** who is knowledgeable of military-connected student issues, trains key staff on engaging military families, and serves as a point-of-contact for military families.<br>Campuses have **programs for engaging parents who are deployed or soon-to-be-deployed.**<br><br>Campuses **offer a military initiative** to engage active-duty military members with the school.<br><br>The LEA **maintains an easily accessible webpage** with information for military families, including information on relocation, enrollment and registration, academic planning, counseling and support services, and the campus-based military liaison contact. |

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| *Justification for Quality Level* | |

# III.    Family Engagement/Parental Involvement – Foster Care

| CDN | Quality Levels | | |
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| **Strategy** | **Developing ☐** | **Proficient ☐** | **Exemplary ☐** |
| **3. Parent Involvement**<br><br>Does the LEA collaborate and include the child's education-decision maker, caregiver, and/or caseworker, or other relevant parties concerning education matters, where 'parents' are normally consulted with on behalf of the student?<br><br>• For example, activities such as 'enrollment conferences, consultation and sign-off of the student's graduation plan, etc. | The LEA sometimes works with the child welfare education-decision maker, caregiver, or caseworker, concerning pertinent education matters.<br><br>The LEA is developing a process for communicating required information to the student's education decision-maker, as noted on the 2085-E.<br><br>The LEA is in the process of developing specific resources to engage foster parents and caregivers. | The LEA communicates with the child welfare education-decision maker, caregiver, or caseworker on pertinent education matters.<br><br>The LEA has processes for communicating required information to the student's education decision-maker, as noted on the 2085-E.<br><br>The LEA regularly communicates information to foster parents and caregivers to support the academic success of students. | The LEA regularly communicates with relevant parties in the student's case, such as the child welfare education-decision maker, caregiver, or caseworker on pertinent education matters.<br><br>The LEA provides regular training and communication opportunities with the child's caregiver, education-decision maker, caseworker, or other relevant parties, to ensure they have an opportunity to ask questions on education related matters.<br><br>The LEA has consistent processes and written procedures in place, to ensure that the LEA communicates required information to the student's education decision-maker, as noted on the 2085-E.<br><br>The LEA provides intentional support and engagement with foster parents and caregivers to address the individualized and unique needs of students in foster care. |

| *Justification for Quality Level* | |
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# Self-Assessment Results

McKinney-Vento Act
(Students Experiencing Homelessness)

- 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.

- 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.

| 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** | | | |

## Military-Connected

- 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.

- 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.

| Implementation – Military-Connected | Developing | Proficient | Exemplary |
|---|---|---|---|
| 14. Identification/PEIMS | | | |
| 15. Ease of School Transitions (a) | | | |
| 16. Ease of School Transitions (b) | | | |
| 17. Post-secondary Preparation | | | |
| 18. Collaboration with Stakeholders | | | |
| 19. Graduation Preparation | | | |
| 20. School Stability | | | |
| 21. Course Sequencing/Transcript Interpretation | | | |
| Student Performance – Military-Connected | Developing | Proficient | Exemplary |
| 3. Progress Monitoring | | | |
| Family Engagement/Parental Involvement – Military-Connected | Developing | Proficient | Exemplary |
| 2.    Military Family Engagement | | | |
| | | | |
| **Military Connected TOTAL** | | | |

## Foster Care

- 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.

- 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.

| Implementation – Foster Care | Developing | Proficient | Exemplary |
|---|---|---|---|
| 22. Designation of FC Liaison | | | |
| 23. Identification | | | |
| 24. Immediate Enrollment | | | |
| 25. School Transitions | | | |
| 26. Post-Secondary Preparation | | | |
| 27. Continuity-Placement in Educational Programs, Courses and Services | | | |
| 28. School Stability – ESSA Requirements | | | |
| 29. Award of Credit for Highly Mobile Foster Care Students | | | |
| 30. Collaboration with Stakeholders | | | |
| Student Performance – Foster Care | Developing | Proficient | Exemplary |
| 4. Progress Monitoring | | | |
| Family Engagement/Parental Involvement – Foster Care | Developing | Proficient | Exemplary |
| 3. Parent Involvement | | | |
| | | | |
| Foster Care TOTAL | | | |

## Other Special Populations Self-Assessment Overall Totals

- The LEA will need to manually calculate the OSP overall total by adding the totals in each column to create the overall OSP rating for each quality level.

| OSP Overall Totals | Developing | Proficient | Exemplary |
|---|---|---|---|
| McKinney-Vento Act Totals | | | |
| Military-Connected Totals | | | |
| Foster Care Totals | | | |
| OSP Overall TOTAL | | | |

# Self-Assessment Summary

**Use the results to complete the self-assessment summary. The summary provides you with an actionable plan for setting Other Special Populations (OSP) learner priorities aimed at improving both OSP learner compliance and student progress.**

**The list below provides a description of what information should be put in each column of the below summary table:**

- **In column 1:** List the areas that were identified as *Developing* in the self-assessment.
- **In column 2:** List the (treatable) causes for each area needing improvement.
- **In column 3:** List the goals for addressing each area needing improvement.
- **In column 4:** List the strategies that will be used to achieve the goals.
- **In column 5:** Explain how the goal(s) and strategies connect to the district improvement plan.
- **In column 6:** Enter both the time frame and the person responsible for achieving the goal(s).

| Area(s) for Improvement | Cause(s) | Goal(s) | Strategies | Connection to District Improvement Plan | Timeframe/ Individual Responsible |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
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# Follow Up Questions

**Please consider the questions below about your LEA's program:**

**McKinney-Vento Questions**

- What areas of strength did you identify? What areas of growth did you identify?

- How did the areas of growth affect outcomes for students experiencing homelessness?

- What research-based practices can be used to address areas that need improvement?

- How does the LEA in collaboration with the McKinney-Vento Liaison identify barriers to identification, enrollment, and access to program services needed to improve academic outcomes for students experiencing homelessness?

- How does the LEA ensure that other special programs (e.g., Special Education, BE/ESL, Career and Technical Education, Gifted and Talented, etc.,) collaborate with the McKinney-Vento Liaison to monitor academic progress and interventions needed to support students experiencing homelessness?

- Who is responsible at the LEA to develop, review, and revise policies and procedures pertaining to students experiencing homelessness?

- Who is responsible at the LEA to promote equitable access of comparable services for students experiencing homelessness?

# Sources of Evidence

**LEAs can use the sources of evidence document to identify quality levels for the components of the self-assessment. However, sources of evidence may vary from LEA-to-LEA based on a LEA's size, resources, personnel, population, and other factors. Two common terms used in the sources of evidence include:**

- *Policy*: Required by law or by TEA (e.g., legal policy and local policy).
- *Procedure*: Established or official way an LEA fulfills policy. This could include, but is not limited to, internal manuals, operating procedures, and/or handbooks used to guide the LEA in its local OSP processes.

> *Below is a list of evidence that can be used to complete the self-assessment. This list does not include all possible sources of evidence. LEAs are encouraged to use additional sources of evidence as needed to justify quality levels. Please document the use of additional sources of evidence.*

| Implementation – McKinney-Vento Act | |
|---|---|
| **LEA Policies and Procedures** | **Awareness of LEA McKinney-Vento Liaison Designation and Duties** |
| • Policies and procedure regarding students experiencing homelessness<br>• Meeting agendas or emails supporting review of district policy and procedures, and projected date that the updated policy will be adopted and implemented<br>• Student handbook | • LEA staff directory that identifies the McKinney-Vento Liaison<br>• LEA website that identifies the McKinney-Vento Liaison<br>• AskTED and ESC website that identifies the McKinney-Vento Liaison<br>• LEA annual training plan<br>• Sign-in sheets/agendas/email confirmations from relevant LEA and campus staff trainings<br>• Other materials (e.g., posters, brochures, flyers, etc.) that provide the McKinney-Vento Liaison's contact information<br>• Documentation of McKinney-Vento LEA poster distribution and other program information<br>• Student handbook |

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| **Public Notice of Education Rights**<br><br>• Materials such as posters or brochures explaining the educational rights of students experiencing homelessness and a list of locations where available (e.g., campuses, hotels, shelters, food pantries, etc.,)<br>• LEA McKinney-Vento Program webpage<br>• Student handbook<br>• Evidence that the McKinney-Vento Liaison or staff conducts outreach to relevant community groups to inform them of McKinney-Vento rights and services for students experiencing homelessness (e.g., copies of meeting agendas, minutes, handouts, notes, presentations, etc.,)<br>• Participation in local Continuum of Care or coordination with state or local housing agencies (if applicable) | **Immediate Enrollment of Students Experiencing Homelessness**<br><br>• Policies and procedure regarding students experiencing homelessness<br>• Meeting agendas or emails supporting review of district policy and procedures, and projected date that the updated policy will be adopted and implemented<br>• LEA annual training plan<br>• Sign-in sheets/agendas/email confirmations from relevant LEA and campus staff trainings<br>• Resources provided to assist with attaining immunizations, birth certificates, etc.,<br>• Student handbook |
| **Identification and Referral Process**<br><br>•Policies and procedure regarding students experiencing homelessness<br>• Student Residency Questionnaires or enrollment forms documenting the identification process in place for students experiencing homelessness<br>• LEA or campus enrollment packets<br>• Policies and procedures for ensuring TSDS PEIMS coding of identified students experiencing homelessness<br>• LEA annual training plan<br>• Sign-in sheets/agendas/email confirmations from relevant LEA and campus staff trainings | **Dispute Resolution Process**<br><br>•Policies and procedure regarding students experiencing homelessness<br>• Examples of written notification that is provided to parents, guardians, and unaccompanied youth regarding the determination made and description of the appeal timeline and process.<br>• Examples of the dispute resolution documents that are provided to parents, guardians, or unaccompanied youth to complete and begin the dispute process<br>• Training content specific to the dispute resolution process (e.g., policies, procedures, timelines, documents, etc.,) |
| **Comparable Services**<br><br>• LEA policy with evidence of providing comparable services<br>• Sample letters and/or meeting agendas with Head Start and local early childhood programs<br>• Collaboration with special programs (e.g., Special Education, BE/ESL, Career and Technical Education, Gifted and Talented, etc.,) to assist with continuity of educational services or referral process<br>• School nutrition services<br>• Description Title I Part a funds reserved by the LEA for services to support students experiencing homelessness | **Coordination of Referrals, Resources, Services**<br><br>• Intake Form or notes<br>• Community Resource list/guide<br>• Evidence of referrals to community agencies<br>• LEA webpage with community resources information<br>• Flyer or brochures provided to parents, guardians, or unaccompanied youth<br>• Community collaboration meeting agenda, notes, presentations, etc. |

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|---|---|
| homelessness<br>• Evidence that the LEA ensures coordination with Title I and McKinney-Vento program staff (e.g., comprehensive needs assessment, meeting agendas, minutes, notes, emails, etc.,) | |
| **Transportation and School of Origin**<br><br>• Policies and procedures regarding students experiencing homelessness<br>• Evidence of communication with parent, guardian, unaccompanied youth and transportation department<br>• Evidence coordination and collaboration with McKinney-Vento Liaison and Transportation department<br>• Transportation referral form or email<br>• Brochures or letters<br>• Intake form or notes | **Postsecondary Transition**<br><br>• Four-year plans completed by students<br>• Career Inventory Results<br>• Course Guide<br>• Dual Enrollment policies<br>• Evidence that students took career development courses<br>• Notes or other evidence of meetings with parents and students college and career planning<br>• Summer student internships<br>• Counselor meeting agendas and presentation |
| **Transition Assistance**<br><br>• Policies and procedures regarding students experiencing homelessness<br>• Evidence of communication with parent, guardian, unaccompanied youth<br>• Enrollment conference agenda, notes, checklist, etc.<br>• Brochures or letters<br>• Intake form or notes<br>• Welcome packets | |

## Implementation – Military-Connected

| | |
|---|---|
| **Identification**<br><br>• Enrollment packets<br>• PEIMS data<br>• LEA data system and reports | **Ease of School Transitions (a)**<br><br>• Procedures for transition and enrollment<br>• Communication with families on school transitions<br>• Military liaison duties<br>• Military family webpage<br><br>**Ease of School Transitions (b)**<br><br>• Guidelines for student acceptance in extra-curricular activities<br>• Military liaison duties<br>• Student transition program activities (pictures, social media, presentation materials, etc.) |
| **Post-Secondary Preparation**<br><br>• Student graduation data reports<br>• Procedures for monitoring graduation plans<br>• Counseling schedule, notes, or other evidence of meetings with students and/or families regarding post-secondary preparation<br>• Military liaison duties<br>• Student attendance of college events | **Collaboration with Stakeholders**<br><br>• Correspondence and evidence of meetings between LEA and military base(s)<br>• Correspondence and evidence of meetings between LEA and SLO<br>• Professional development materials from SLO trainings<br>• Evidence of active-duty military member engagement on campus (pictures, social media, event flyers, presentation materials, etc.) |
| **Graduation Preparation**<br><br>• Procedures for determining graduation eligibility for transitioning students<br>• Course equivalencies<br>• Attendance rosters and/or materials for professional development on requirements for the Military Interstate Compact (MIC) and TEC 25.006.<br>• Correspondence and evidence of meetings with LEAs outside of Texas | **School Stability**<br><br>• Procedures<br>• Guidelines for waiving tuition<br>• List of allowable actions by non-custodial parents<br>• Identification of non-custodial parents |

| Course Sequencing / Transcript Interpretation | Professional Development |
|---|---|
| • Procedures<br>• Collaboration with sending schools (correspondence, meeting notes, course equivalencies)<br>• Special considerations made for military-connected students<br>• Military family webpage link | • Attendance sheets<br>• Professional development materials<br>• Military liaison duties<br>• Professional development materials from SLO trainings |

## Program Implementation – Foster Care

| Designation of FC Liaison: | Identification |
|---|---|
| • AskTED<br>• Documented processes in training manuals<br>• Clear process and procedures for communicating student information to FC Liaison are in place and documented.<br>• An annual process for reviewing and maintaining FC Liaison information is documented.<br>• A training schedule and roster of who attended trainings are maintained. | • Guidance documents for identifying students in foster care and process for accurately identifying students are documented.<br>• Clear process and procedures for communicating student information to FC Liaison are in place and documented.<br>• An annual process for reviewing and maintaining FC Liaison information is documented.<br>• A training schedule and roster of who attended trainings are maintained. |
| **Immediate Enrollment:**<br><br>• A copy of policies and procedures are provided.<br>• Annual process for reviewing and refining policies and practices is in place and documented.<br>• The process for how to communicate between the FC Liaison and campus staff is documented.<br>• A training schedule and roster of who attended training is maintained.<br>• Training is provided to appropriate school personnel concerning required transition activities.<br>• LEA campus staff actively use PID and PET systems to look up information and connect with the child's previous school(s) in the event of missing records, educational gaps, or any other reason a student's previous school(s) may need to be contacted. In these instances, FC Liaisons and campus staff are encouraged | **School Transitions:**<br><br>• Sample welcome packet<br>• A process for campus introductions is documented.<br>• A process for assisting students in securing their nutrition benefits are documented.<br>• A process for how enrollment conferences are conducted is documented at the LEA and campus level.<br>• A training schedule and roster of who attended trainings concerning required transition activities are maintained.<br>• An explanation of how PID and PET is used by FC Liaisons and other campus staff to support students when additional information is needed from a previous school that the child attended is documented and integrated into training. |

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|---|---|
| to collaborate for the betterment of the student. | |
| **Post-Secondary Preparation:**<br>• The process for communicating with students in foster care concerning their tuition and fees waiver benefit is documented.<br>• The LEA has data on the number of students in foster care in grades 9-12 that have PGP's, endorsements and/or post-secondary plans in place, in comparison to the total number of students in foster care.<br>• The LEA has a report on the number of students in foster care who are informed of their tuition and fees waiver and the number of students who activate the tuition and fees waiver.<br>• The LEA has a documented process and related data report to inform post-secondary preparation and planning with students, including number of students in grades 9-12 that have PGP's, endorsements and/or post-secondary plans in place, in comparison to the total number of students in foster care. | **Continuity- Placement in Educational Programs, Courses and Services:**<br>• District policies, guidance, and practice promote educational continuity and the expectations concerning consistent placement in educational programs and services that were provided by the previous school (when applicable)<br>• A data report that maintains and tracks educational placement and coursework continuity is maintained.<br>• A training schedule and roster of who attended trainings concerning the importance of educational continuity and program placement are maintained.<br>• Data report with information reviewed and analyzed. |
| **School Stability**<br>• A training schedule and roster of who attended trainings concerning the importance of educational continuity and program placement are maintained.<br>• Data report with information reviewed and analyzed.<br>• A process for collaborating with DFPS concerning education best-interest decisions and sharing relevant information with the designated child welfare point of contact is reviewed and maintained annually.<br>• A report describing 'additional transportation' costs and related data for students in foster care annually is collected and available for review.<br>• A training schedule and roster of who attended trainings concerning the importance of educational continuity and program placement are maintained. | **Award of Credit for Highly Mobile Foster Care Students**<br><br>• District policies, procedures and guidance documents concerning the award of credit for mobile students.<br>• Credit by exam window schedule<br>• A data report containing the number of credit recovery and transition plans in place annually, as it relates to promotion, graduation, etc. is available.<br>• A training schedule and roster of who attended training is maintained. |

| Collaboration with Stakeholders: | |
|---|---|
| • A list of internal department contacts is maintained.<br>• A list of external department contacts is maintained.<br>• A training schedule for internal and external coordination is maintained.<br>• A consistent meeting schedule is implemented across departments and organizations to promote coordination. | |

## Student Performance – McKinney-Vento Act

| Academic Interventions and Progress Monitoring | Utilization of State Assessment and Promotion Data |
|---|---|
| • Evidence of academic monitoring (e.g., attendance reports, six- or nine-week grade reports, credit reports, etc.,)<br>• Evidence of communication with LEA and campus staff regarding students in need of additional academic support.<br>• Evidence coordination and collaboration with LEA and campus staff to support ongoing progress monitoring<br>• Evidence of student supports (e.g., tutoring, summer school, IGC, etc.,) | • Disaggregated McKinney-Vento student data<br>• Procedures for making data available to the appropriate LEA and campuses staff<br>• Evidence of modifications made to programs based on data analysis<br>• Evidence of communication with other special programs (e.g. Special Education, BE/ESL, Career and Technical Education, Gifted and Talented, etc.,) to review and monitor student progress.<br>• Evidence of communication with LEA and campus staff of attendance or academic concerns |

## Student Performance – Military-Connected

| Progress Monitoring | |
|---|---|
| • Academic planning data<br>• Assessment data<br>• Course placement testing for transitioning students | |

## Student Performance – Foster Care

| Academic Interventions and Progress Monitoring | Utilization of State Assessment and Promotion Data |
|---|---|
| • Evidence of communication with LEA and campus staff regarding students in need of additional academic support or attendance concerns.<br>• Evidence of student supports (e.g., tutoring, summer school, IGC, etc.)<br>• Procedures for making data available to the appropriate LEA and campus staff | • Disaggregated Foster Care student data<br>• Evidence of communication with other special programs (e.g.<br>• Special Education, BE/ESL, Career and Technical<br>• Education, Gifted and Talented, etc.,) to review and monitor<br>• student progress.<br>• Evidence of academic monitoring (e.g., attendance reports, six- or nine-week grade reports, credit reports, etc.,)<br>• Evidence of coordination and collaboration with LEA and campus staff to support ongoing progress-monitoring |

## Family Engagement/Parental Involvement – McKinney-Vento Act

| Parental Involvement | |
|---|---|
| • LEA website<br>• Program welcome letter, brochure, and resources<br>• Parent surveys<br>• Newsletters<br>• Flyers for open houses<br>•Documentation for engagement events/activities held (e.g., planning documents, invitations, agendas, etc.,) | |

## Family Engagement/Parental Involvement – Military-Connected

**Engagement with military families**

- Evidence of outreach (flyers, emails, event rosters, etc.)
- Military family point of contact
- Military liaison duties
- Procedures regarding student absences
- Evidence of school programs for active-duty military members (pictures, social media, event flyers, presentation materials, etc.)
- Military family webpage link

## Family Engagement/Parental Involvement – Foster Care

**Engagement with education-decision makers, caregivers, caseworkers, and/or education-decision makers (parent engagement for students in foster care):**

- The district has a documented process for following up with parties from the child welfare system, concerning the needs of students in foster care.
- The district has documentation to support the frequency of communication with those supporting the student (education decision-maker, caregiver, caseworker, etc.)
- Documentation highlighted special events and/or opportunities where relevant parties from the child welfare system are engaged and invited to participate.

**Additional Sources of Evidence**

*List other sources of evidence included in your OSP program self-assessment.*