Highly Mobile and At-Risk Student Programs Division Webinar

Thursday, April 1, 2021
1:00pm-2:30pm
Webinar Objectives and Outline

Provide relevant program information and updates and take a deeper dive on resources available to ESC and LEA leaders who support highly mobile and at-risk students.

Agenda

1. Texas Winter Storm
2. Data Utilization
3. Spring and Summer Planning
4. Closing
Highly Mobile and At-Risk Student Programs Division

Purpose
To increase awareness, build capacity, and improve TEA supports, resources and tools available for schools to address the unique needs and statutory requirements of highly mobile and at-risk students.

We are committed to improving the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.

Military Connected Students
Pregnancy Related Services
Foster Care and Student Success
Texas Education for Homeless Children and Youth Program
Child Abuse and Neglect Awareness (including mandatory reporting and human trafficking prevention)
Mental and Behavioral Health
Highly Mobile and At-Risk Student Programs Division

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What are the implications following the Severe Winter Storm?
2021 Severe Winter Weather Guidance for Students Experiencing Homelessness

In response to the February 2021 severe winter weather, the TEA Texas Education Agency has produced information for school districts and charter schools to support planning and instruction.

2021 Severe Winter Weather: Guidance for Students Experiencing Homelessness

February 2021 Inclement Winter Weather

In response to the February 2021 inclement weather, TEA has produced information for school districts and charter schools to support planning and instruction.
Disaster Response and McKinney-Vento Identification

During a time of crisis or disaster, a process must be in place to assess a student’s housing status.

All LEAs are required to identify students experiencing homelessness.

Develop an auditable process to support identification and program services.

Identification and coding do not carry over from year-to-year.
Student Mental Health Implications For Educators: After the Winter Storm Disaster

Consider Compounded Trauma Experiences and the Impact on Learning

Learn and Share Resources

Disaster Mental Health Resources for Educators and Parents/Guardians

Create A Sense of Emotional Safety and School Connectedness
Student Mental Health Implications For Educators: After the Winter Storm Disaster

Identify early warning signs of mental health challenges

What are the school’s procedures for referring student for help?

What consultation is available for you?

Access TEA’s COVID-19 Mental Health Resources Quick Reference Tool
Highly Mobile Student Data from COVID-19
## Snapshot Data

<table>
<thead>
<tr>
<th>Student Group</th>
<th>October 2019</th>
<th>October 2020</th>
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</thead>
<tbody>
<tr>
<td>Foster Care</td>
<td>17,451</td>
<td>17,090</td>
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<tr>
<td>Homeless</td>
<td>78,926</td>
<td>57,811</td>
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<tr>
<td>Military</td>
<td>105,787</td>
<td>144,683</td>
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<td>At-risk</td>
<td>2,776,481</td>
<td>2,636,849</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>3,309,610</td>
<td>3,233,417</td>
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</table>
**Engaged**
Student was responding to requests from administrators and teachers and completing assignments.

**Unengaged/Disengaged**
Student was responding to requests from administrators and teachers; however, the student was not completing assignments. For secondary students, enrolled in multiple classes, not completing assignments in any core content areas would count as unengaged. Students should be classified as unengaged regardless for the underlying reason for not being engaged (whether by choice or uncontrollable circumstance).

[TEA COVID-19 FAQ: Student Attendance: Uncontactable Student Guidance](#)
Not Contactable/Uncontactable
An uncontactable student is defined as a student that did not participate in the continuing instruction formats provided by the district and for whom multiple efforts to contact them or their relatives listed as the student’s contacts failed during the COVID-19 pandemic as campuses transitioned from in-person to virtual learning platforms in the 2019-2020 school year.
Highly Mobile Engagement Data Spring 2020

- Engaged:
  - Foster: 87%
  - Homeless: 94%
  - Military: 88%
  - EcoDis: 91%
- Not Contactable:
  - Foster: 3%
  - Homeless: 5%
  - Military: 1%
  - EcoDis: 2%
  - Not Highly Mobile: 2%
- Not Engaged:
  - Foster: 10%
  - Homeless: 15%
  - Military: 10%
  - EcoDis: 10%
  - Not Highly Mobile: 7%

Missing students
Students who were disengaged or not contactable during Spring 2020

- Homeless: 15% Not Engaged, 5% Not Contactable
- Military: 4% Not Engaged, 1% Not Contactable
- Foster Care: 10% Not Engaged, 3% Not Contactable
- Not Highly Mobile/All Students: 7% Not Engaged, 2% Not Contactable
- EcoDis: 10% Not Engaged, 3% Not Contactable
Learning Model, October 2020

- Foster: 74% On-campus, 23% Remote Asynchronous, 3% Remote Synchronous
- Homeless: 59% On-campus, 36% Remote Asynchronous, 6% Remote Synchronous
- Military: 60% On-campus, 34% Remote Asynchronous, 6% Remote Synchronous
- Not Highly Mobile/All Students: 54% On-campus, 39% Remote Asynchronous, 7% Remote Synchronous
- EcoDis: 50% On-campus, 42% Remote Asynchronous, 8% Remote Synchronous
Utilizing Data to Support Special Populations
“Data is a powerful tool that makes our students visible. It informs decision makers and leaders of challenges that may otherwise be overlooked. Regardless, if you are a data-enthusiast or a newbie when it comes to using and understanding your student outcomes and program data, it must be seen as an essential element of your work.”

“I am curious. Inquiry is my passion. Data adds texture and opportunity to our work. I am grateful for PEIMS! Leaders can use data stories to nurture teams toward new ideas, growth, and change. ‘How might we explore data sets, reflect deeply together, vision, hypothesize, and innovate with our services for kids?’ ‘How might we better impact the life-course for all of our students?’”

“Data is essential to becoming an agent of change. It is a universal language that can clearly articulate our students’ powerful and inspiring stories. Data is the foundation to create equitable academic access, opportunities, and outcomes for all students experiencing homelessness.”

“Data gives us purpose. If someone asked me why we need to support students in foster care, I would respond with, “Only 1 in 4 students in foster care graduated high school last year.” Those statistics provide powerful arguments.”
Preliminary Planning

Found a purpose
- To understand how the COVID-19 pandemic has affected highly mobile students

Spelled out intent
- To find trends in engagement, non-contactable students, and current learning models

Developed a general hypothesis
- “Highly mobile students were less engaged and less contactable than not highly mobile students.”

Pin-pointed useful data
- Crisis codes from 19-20 and 20-21
Team members helped run data and build out graphs and tables to find trends.

Linked the data back to our main purpose in order to focus on the most important data points.

Reworked the data into new visuals that highlighted the most important points.

Discussed the final product as a team, getting everyone’s insight on what the findings meant to them.
Utilizing Data For Strategic Planning

Determine what data reports will assist with informed decisions to support:

- Policies and Procedures
- Identified Needs
- Program Implementation
- Interventions and Progress Monitoring
- Staffing and Support Services
What information are you trying to identify and monitor?

Program Component Reports: Share Your Vision

- **Student Demographics**
- **Campus or District Enrollment**
- **Elementary and Secondary**
Program Report Components: Share Your Vision

- Report Information
- Collaboration
- Report Access
Texas Education Agency

Total Enrollment Counts in Student Program and Special Populations Reports

PEIMS Data 2020-2021

Statewide

<table>
<thead>
<tr>
<th>All Enrollment</th>
<th>At Risk</th>
<th>Bilingual</th>
<th>Dyslexic</th>
<th>Economically Disadvantaged</th>
<th>English Learner</th>
<th>ESL</th>
<th>Foster Care</th>
<th>Gifted &amp; Talented</th>
<th>Homeless</th>
<th>Military Connected</th>
<th>Special Education</th>
<th>Title I</th>
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Back to Standard Reports Home Page

Search Reports by State, Region, County, District, School

TEA Home Page
Dropout Prevention, Recovery, and Behavioral Health Data Journey: Start Here Using TEA PEIMS Data Reports!

School Performance
Through the Public Education Information Management System, known as PEIMS, Texas has built one of the largest education data bases in the world. This data provides a treasure trove of information for researchers, parents and the public at large to mine and learn about the workings of districts and charters, as well as TEA. That information and other data is used to create a number of reports that provide information about a variety of topics, such as student performance, spending and implementation of legislation.

Texas Academic Performance Reports
The Texas Academic Performance Reports (TAPR), formerly known as the AEIS (Academic Excellence Indicator System) reports, pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and low income status. The reports also provide extensive information on school and district staff, programs, and student demographics.

Accountability Rating System
The Accountability Ratings site shows ratings as well as the data used to determine the ratings.

Completion, Graduation, and Dropouts
The Texas Education Agency (TEA) prepares data, reports, and additional resources related to graduates and dropouts in Texas public schools.

Resources
Following is a list of resources related to graduates and dropouts in Texas public schools.

Data
View Texas public school completion, graduation, and dropout data at the state level or search by campus, district, county, or education service center region.

Reports
View reports on secondary school completion, graduation, and dropouts in Texas public schools.

Additional Documents

Academic Performance (STAAR) with Special Populations Data

Completion, Graduation, Dropouts Data and Discipline Data Products
# Mental Health Related Staffing: Assessing State Capacity with PEIMS Data and Recommended Ratios

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</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>250/1</td>
<td>431/1</td>
<td>422/1</td>
<td>413/1</td>
<td>12,536</td>
<td>12,835</td>
<td>13,306</td>
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<td>School Psychologist</td>
<td>1,000/1</td>
<td>2,792/1</td>
<td>2,769/1</td>
<td>2,751/1</td>
<td>1,934</td>
<td>1,956</td>
<td>1,997</td>
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<tr>
<td>Social Worker</td>
<td>400/1</td>
<td>7,200/1</td>
<td>6,882/1</td>
<td>6,626/1</td>
<td>750</td>
<td>787</td>
<td>830</td>
</tr>
</tbody>
</table>

*from national associations
Youth Mental Health Data Examples: Explore and Contribute!

Youth Risk Behavior Surveillance System (YRBSS)

2019 YRBS Results and Data Available Now

Search CDC for Texas YRBS Data Reports

Search a Variety of Data Sources for MH Statistics

COVID Experiences Surveys (CovEx)

Families Can Allow Children and Youth to Participate in COVID Surveys with the CDC

Inquire about your school participating in the Texas YRBS - High School Youth
Considerations for Spring and Summer Planning
Utilize Student Data: Plan and Implement Summer Program Services

- Course Credit Acceleration
- Credit Recovery Programs
- Bridging Programs
- Enrichment Activities
- Parent Involvement
Key Actions for Success: Utilize Student Data for Planning and Implementing Summer Program Services

Utilize Academic and Grade Level Program Reports to Determine:

- Student Groups Receiving Services
- Resources Needed
- Target Goals
- Communication Plan
- Outcome Data
Needs Assessment: Data Drives District Planning, Multi-Tiered Systems of Support (MTSS), Continuous Quality Improvement (CQI)

ASSESS
ASSESS NEEDS and ASSETS THROUGH MULTIPLE DATA SOURCES; IE. School Climate Surveys, MTSS Data.

PLAN
PLAN HIGH-LEVEL VISION, GOALS, and STRATEGIES; ALLOCATE RESOURCES; IE. MTSS

DELIVER
ACTION PLANS, PROVIDE SERVICES (MTSS) ASSESS with DATA for CONTINUOUS QUALITY IMPROVEMENT
Key Considerations

Disaster Preparedness
- Utilize state resources
- Actively identify students
- Be prepared

Utilizing Data
- Data is accessible to YOU!
- Have a data analysis process with your team
- Find your mental and behavioral health data

Spring Planning
- Plan and implement summer program services
- Use data to determine summer programming
- Needs assessment, innovation, budgeting, grants!
Purple Star Campus Designation Application

Applications period: **April 5th - June 1st**

- **Criteria**
  - Campus-based military liaison
  - Webpage for military-connected families
  - Student campus transition program
  - Participation in one of three initiatives to support military-connected students and families.

- **Information sessions:**
  - April 20th 1:00 – 2:00 pm CST
  - May 4th 11:00 – 12:00 pm CST
FAQs

2021 Severe Winter Weather: Students Experiencing
2021 Pregnancy Related Services FAQ

In response to the February 2021 severe winter weather, the

Children and Youth (TECH) Program has answered

support local education agencies (LEAs) and Mobile

experiencing homelessness.

1. Should students who were displaced due to

many of our families may be eligible for the

impact of the severe winter storm. Each school

address the unique needs of each student and

emergency assistance from FDRA or other

LEAs in collaboration with their McKinney-Vento

and enrollment of students who were displaced

McKinney-Vento eligibility definition listed below.

The McKinney-Vento Homeless Assistance Act assists

individuals who lack fixed, regular, and

adequate nighttime living arrangements, that:

• Sharing the housing of other persons;

• Living in motels, hotels, trailer parks, alternative adequate accommodations;

• Living in emergency or transitional shelters;

• Living in a public or private place not meant
to be looked occupied for human habitation;

• Living in cars, parks, public spaces, or

train stations, or similar settings;

• Migratory children living in the above.

2. Are LEAs required to identify students who

yes. All LEAs districts and open enrollment

students who are experiencing homelessness.

Foster Care Frequently Asked Questions (FAQ)

Highly Mobile and At-Risk Student Programs Division

PEIMS Coding

1. When a student leaves foster care, do they remain coded for the year?

A student should remain coded for the entire year, regardless of whether the student is no longer in foster care due to reunification with parents, an adoption, or another outcome.

The Foster Care Indicator code does not carry over from year to year. A student’s status in Texas Department of Family Protective Services (DFPS) Managing Conservatorship is temporary. The student must be re-identified in PEIMS at the beginning of each school year.

2. Are foster care students also coded as “at-risk” under TEC 29.088?

Yes. Students enrolled with documentation that indicates they are currently in foster care must be coded with PEIMS at-risk indicator code #1.

Students in foster care may also meet other criteria for the at-risk indicator. These should be considered separately from a student’s foster care status. If a student leaves foster care, they may continue to be coded as at-risk under other qualifying criteria.

In some circumstances, students in or formerly in foster care should be coded with PEIMS at-risk indicator code #13 under TEC 29.088 (D)(13). By definition alone, students in or formerly in foster care do not meet the state criteria for indicator code #13.

For more information, te_articles/TEA_Enrollment_FAQ_42

3. How do I code a student who is from another state’s foster care system?

If the student is not in DFPS Managing Conservatorship, they are not flagged for foster care status in PEIMS; however, they may be eligible for school nutrition and Every Student Succeeds Act (ESSA) benefits (see the “Other” Section of this FAQ). We encourage foster care leaders and local educational agencies (LEAs) to look out for students in these scenarios and support them, even though they are not captured in PEIMS.

4. Can students in foster care also be coded as homeless?

Yes. Students who are awaiting foster care placement are not eligible to be identified as homeless. However, there are scenarios when a student in foster care is living in a setting that meets the definition of homeless under McKinney-Vento. For example, a Child With Out Placement, also known as CWOP, is living in a setting that meets the McKinney-Vento definition of homelessness. In these settings,

Although TEC only requires PEIMS reporting of students who are in DFPS Managing Conservatorship, students in the managing conservatorship of another state should receive the same benefits as students in DFPS.

LEAs throughout Texas offer Pregnancy Related Services (PRS) supports, Education Home Instruction (EHI), and PRS CEHI-related services designed to help students stay in school and adjust physically.

For more information, te_articles/TEA_Enrollment_FAQ_42

Submit a Waiver if CEHI services will be provided through a remote synchronous method?

Need to submit a waiver if CEHI services will be provided through a remote synchronous method. LEAs should document how they are addressing students via remote instruction, in their learning plan for the attendance (synchronous).

Inside CEHI services through a remote synchronous or asynchronous required to have 4 hours of CEHI services?

Having full-time remote instruction and the LEA is not providing in-home not necessarily need to receive 4 hours of weekly CEHI services from a PRS and the remote instruction being provided meets the guidelines set forth in PRINS plan (asynchronous) or under the LEA’s submitted attestation (asynchronous) provided additional PRS program support to students, as the all required PRS documentation and ensure the PRS indicator is removed six week postpartum period (ten weeks with a doctor’s note).
2021-2022 Texas Education for Homeless Children and Youth (TEHCY) Grant

- Grant Posted – Friday, March 19th
- Eligible Applicants – LEAs and ESCs
- Applicant Webinar – Wednesday, April 7th at 2:00 pm
- Application Due Date – Tuesday, May 18th

For more information visit the TEA Grant Opportunities page.
Texas Education for Homeless Children and Youth Program Summit

▪ Save the Date!
▪ Tuesday, August 3rd, and Thursday, August 5th, 2021.
▪ Registration Free!
▪ The Call for Proposals is Now Open!

TEHCY Program Summit
August 3rd & 5th, 2021
TEHCY Program Spring Training Schedule

- Supporting Seniors and Unaccompanied Youth Experiencing Homelessness with Post-Secondary Planning and Access: **Wednesday, May 5th**

- Nuts and Bolts of McKinney-Vento School of Origin Transportation Services: **Tuesday, April 6th and Thursday, May 6th**

- McKinney-Vento 301 | Building Community Connections: **Tuesday, April 13th, Tuesday, April 20th, and Wednesday, May 12th**

- McKinney-Vento 401 | McKinney-Vento Program Best Practices: **Thursday, April 15th, Thursday, April 22nd, and Tuesday, May 11th**

For More Registration Information Visit the [TEHCY Support Center Webpage](#).
Upcoming Trainings and Events

• Prevention and Awareness of Human Trafficking Statewide Webinar Series
  ▪ Friday, May 14th – Children’s Advocacy Centers of Texas 10:30-11:30 am CST
  ▪ Friday June 4th – Year in Review | Preparing for Summer 10:30-11:30 am CST

• Spring ACET
  ▪ McKinney-Vento - Thursday, April 29th 11:15 am -12:30 pm CST
  ▪ Pregnancy Related Services – Wednesday, April 28th 9:45 – 11:00 am CST

• Mental Health
  ▪ Mental health Toolkit - June
  ▪ SSSP Module – June – September
  ▪ Mental Health Website – June

• Highly Mobile and At-Risk Webinar
  ▪ Thursday, September 16th 1:00 – 2:30 pm CST
Mental Health, Trauma and Trauma - Informed Practices

Access Project Restore to Get Started!
Upcoming Awareness Events

April

- Child Abuse Prevention month
- Month of the Military Child Purple Up!

May

- Mental Health Awareness month
- Foster Care Awareness month
Accessing TEA COVID-19 Resources

Resources provided by year | 19-20 and 20-21

Tabs provided by topic:

- General Support
  - Updated May 12 2020
  - Accountability, School Boards, Charters, Mental Health, Student Discipline, School Safety, School Improvement, Emergency Child Care Guidance

- Special Populations
  - Updated May 7 2020
  - English Learners, Highly Mobile and At-Risk, Gifted and Talented

TEA COVID Webpage
TEA COVID Special Populations
TEA COVID Mental Health Resources

Please direct questions that arise to: disasterinfo@tea.texas.gov inbox or the appropriate program office.
HM&AR Division Emails

- **Military Connected Students**
  - MilitaryConnectedStudents@tea.texas.gov

- **Pregnancy Related Services**
  - PregnancyRelatedServices@tea.texas.gov

- **Foster Care and Student Success**
  - FosterCareLiaison@tea.texas.gov

- **Texas Education for Homeless Children and Youth Program**
  - HomelessEducation@tea.texas.gov

- **Child Abuse and Neglect Awareness**
  - PreventingHumanTrafficking@tea.texas.gov

- **Mental and Behavioral Health**
  - Julie.wayman@tea.Texas.gov
Thank you!

**Following today’s webinar, the presentation and a recording will be posted on the HM&AR website.**