A photograph of a female teacher with glasses and a white t-shirt sitting on the floor in a library, reading a book to a group of young students. The background shows bookshelves filled with books and blue storage bins. The text is overlaid on this image.

# Highly Mobile and At-Risk Student Programs Division Webinar

Thursday, November 18th, 2021  
1:00pm-2:30pm

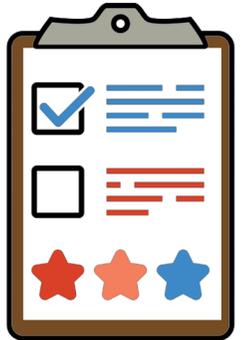


We equip school systems to increase awareness, promote equitable access, and improve outcomes for all special populations.

Provide updates, reminders, and key action items for staff to apply in preparation for the school year.

## Agenda

- Introduction
- Pregnancy Related Services
- Military Connected Students
- McKinney-Vento Program and Grant Updates
- Foster Care & Student Success Updates
- At-Risk Awareness and Updates
- Closing



# Highly Mobile and At-Risk Student Programs Division



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*Director*

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**LaTrenda Watson**

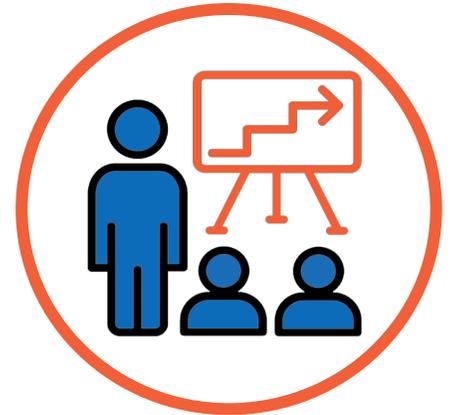
*At-Risk State Coordinator*

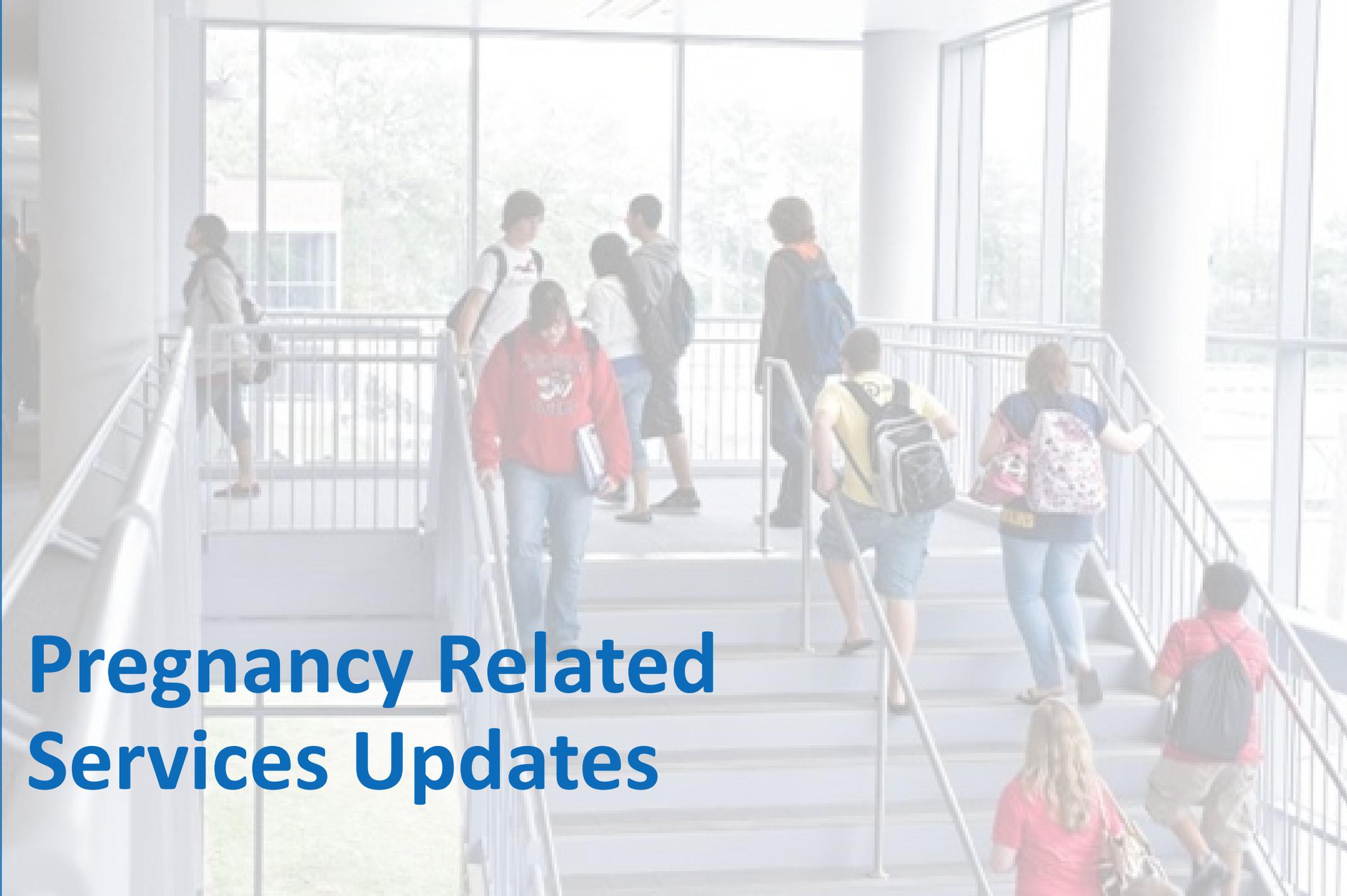
Highly Mobile and At-Risk Student Programs

Phone: 512-463-9414

Email: [LaTrenda.Watson@tea.texas.gov](mailto:LaTrenda.Watson@tea.texas.gov)

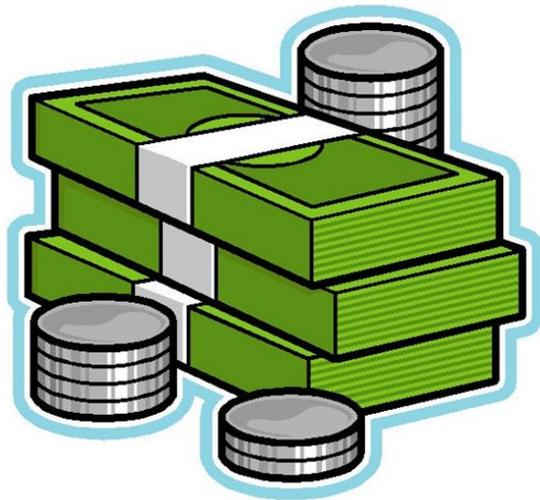
- 1) Please submit any questions during the presentation to the Zoom Q&A.
- 2) The resource document for this webinar is located on our webinar page.
- 3) This presentation will be recorded and available on HMAR website.
- 4) PDF of presentation will be posted with the resource links.



A photograph of a school hallway with a wide set of stairs. Several students with backpacks are walking up and down the stairs. The hallway has large windows on the right side, letting in bright light. The overall scene is a typical school environment.

# Pregnancy Related Services Updates

# What is Pregnancy Related Services (PRS)?



## Who is eligible for PRS services?

- PRS services are for the pregnant mothers only.

## How much is the funding?

- PRS has a weighted funding of 2.41 per student.

## Do we have to offer CEHI?

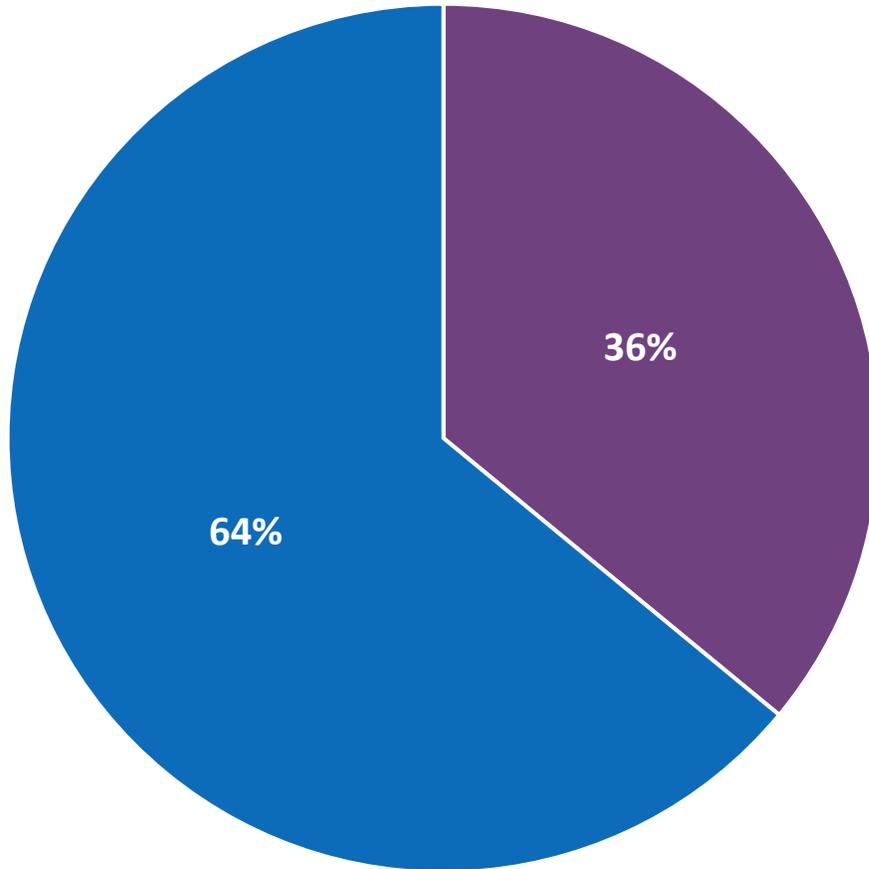
- A district is NOT required to provide PRS but if PRS is offered, then you are required to offer CEHI.

## Why should LEAs offer PRS?

- Identification of students is incredibly important to prevent dropout.
- LEAs receive an **additional 2.41 weighted funding** for each student served under PRS.
- LEAs that serve pregnant students through general education homebound (GEH) **do not receive** additional PRS funding.

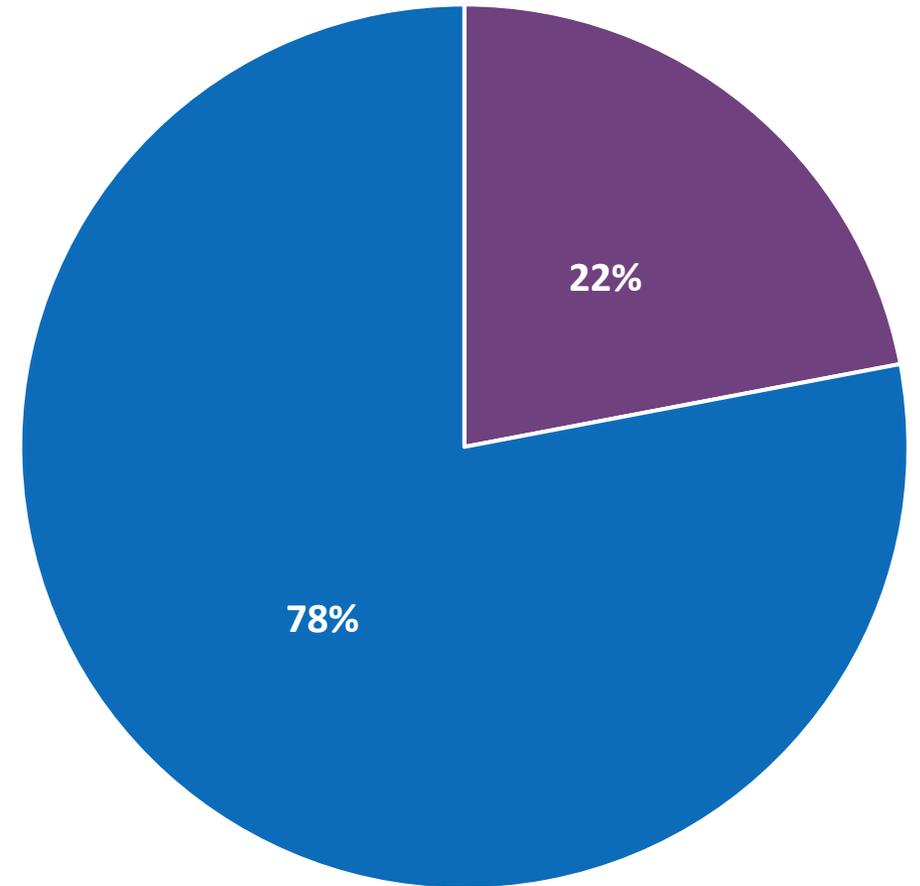
# PRS Identification

2012



■ Receiving PRS ■ Not Receiving PRS

2019



■ Receiving PRS ■ Not Receiving PRS

**1/2**

of teen mothers receive a high school diploma by age 22.

In 2019, the 86th Texas Legislature passed HB 3, requiring the Public Education Information Management System (PEIMS) to include pregnancy as a reason a student withdraws from or otherwise no longer attends public school (TEC § 48.009).

08

Pregnancy:

Student (female or male) withdrew from/left school because of pregnancy

**There are 3 Fundable virtual options:**

## Virtual instruction through SB 15 - SAAH 12.6

- If an LEA and the student meet criteria from SB15, a student may be served daily through a synchronous or asynchronous (requires board approval and posted learning plan) instruction method.
- Please read all eligibility criteria.
- Every student served the majority of their instructional time through a remote method counts towards the LEA's 10% cap.
- If a student has more than 10 absences, they are no longer eligible for ADA funding (ADA code 9) until they return to campus.

# Virtual Instruction Options

## There are 3 Fundable virtual options:

Please note: Virtual should ONLY be considered when there is a valid medical reason that the student cannot be served in person.

### Remote conferencing - SAAH 12.3.1

- Allows for 20 days of remote instruction provided synchronously for 4 hours every school day with attendance taken at a snapshot time.
- May request an “other” waiver, with a doctor’s note to extend beyond the allowable cumulative 20 instructional days. (Note: This waiver may be extended to the newborn.)
- Fear of Covid is not a medical reason.

**There are 3 Fundable virtual options:**

## Remote Homebound Instruction - SAAH 12.3.3

- **(4 hours=1 week) requires an approved waiver. The student must:**
  - be experiencing prenatal or postpartum complications and receive a doctor's note for remote PRS stating a medical reason why they student cannot be served by in-person CEHI, or
  - meet the eligibility criteria in Section 12.3.3 of the SAAH (qualify as "medically fragile").  
Note: this eligibility can be extended to the student if their newborn qualifies as medically fragile.

The school must submit an "Other" Waiver to provide remote homebound instruction to a student. For more information on submitting a waiver for remote homebound instruction, see the State Waivers Guidebook, page 28.

## PRS updated FAQ

- The FAQ is posted on the [PRS Webpage](#).

### How to find the PRS FAQ?

Go to the main TEA website, click on Covid updates, scroll down and click on “Special Populations”, then scroll down and look under “Highly-Mobile and At-Risk”. You will see a Pregnancy Related Services FAQ there.

Also please check the TEA website frequently for updates.



# Military-Connected Students Updates

## Students in K-12<sup>th</sup> grade

- Student is a dependent of a current or former member of one of the following:
  - US military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student was a dependent of a member of the US military or reserve force who has fallen in the line of duty.

## Pre-K Students

Student is:

- A dependent of an active-duty member of the armed forces of the United State including the state military forces or a reserve component of the armed forces who is ordered to active duty by proper authority; or
- The child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty.

Texas has the **second highest number** of identified military-connected students in the nation with **over 100,000** attending public and open-enrollment charter schools.

Source: PEIMS 2019-2020

## Military-Connected Students

**The Military Student Identifier:**

**Texas Education Code**

Districts and open-enrollment charter schools are required to collect the military student identifier. This includes active duty, National Guard, and a reserve force.

**TEC § 25.006**

**2013-2014 School Year**

**Every Student Succeeds Act (ESSA)**

All 50 states are required to collect the military student identifier for active duty only.

**2015 December**

**The 86th Texas Legislature - SB 1557**

New PEIMS indicator codes. Students with a parent/guardian who:

1. Are veterans.
2. A member in the U.S. military or reserve force who have fallen in the line of duty.

**TEC § 25.006**

**2019-2020 School Year**

## Strengthening Military Student Identification

Texas Education Code § 25.006 requires districts and open-enrollment charter schools to collect data to identify their military-connected student population and submit to the Texas Education Agency.

**Students in K-12th grade:**

- Student is a dependent of a current member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student is a dependent of a former member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student was a dependent of a member of the U.S. military or reserve force who has fallen in the line of duty.

**Prekindergarten students:**

- A dependent of an active duty member of the armed forces of the United States including the state military forces or a reserve component of the armed forces who is ordered to active duty by proper authority.
- A dependent of the armed forces of the United States including the state military forces or a reserve component of the armed forces who is injured or fallen in the line of duty.

## FAQs

- What are the benefits of identifying students as military-connected?**  
District and open-enrollment charter schools will be able to appropriately link military connected students and their families to resources, services and laws (MIC3 - www.mic3.net) they are eligible for because of their active duty status.
- What are a school's requirements for collecting military student identifier data?**  
Districts and open-enrollment charter schools must include the military student identifier question in their student enrollment packet.
- Does the parent/guardian need to provide proof of their military status?**  
Verification of military status is not required for the purposes of the military student identifier. Verification may be required if the school has a special program for which there is an eligibility requirement, such as state-funded prekindergarten. Districts and open-enrollment charter schools, should not make copies of Department of Defense (DoD) identification cards.
- How does the military connected student identifier in the Public Education Information Management System (PEIMS) differ from the Federal Impact Aid Survey?**  
PEIMS allows the TEA to collect data from districts and open-enrollment charter schools regarding their military connected student population also known as the military student identifier. Districts and open-enrollment charter schools may choose to apply for Impact Aid funds based on the number of military-connected students; however, the collection of the Impact Aid survey is not connected to the PEIMS military student identifier. Districts and open-enrollment charter schools should ensure they are collecting the PEIMS military student identifier through their enrollment process.

**TEA**

[TEA.Texas.gov/mil](http://TEA.Texas.gov/mil)

512.463.9414

[MilitaryConnectedStudents@tea.texas.gov](mailto:MilitaryConnectedStudents@tea.texas.gov)

# State Advisory Council (HB 3932)

- Established the State Advisory Council on Educational Opportunity for Military Children.
- Will increase coordination among state agencies, school districts, and military installations concerning the state's participation in and compliance with the Interstate Compact on Educational Opportunity for Military Children.

**MIC3**

MILITARY INTERSTATE  
CHILDREN'S COMPACT  
COMMISSION



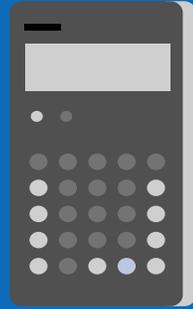
## Waitlist Priority

- Special purpose school districts operated by Texas universities can prioritize military-connected students for enrollment.
  - Texas Tech University (TTU) K-12
  - UT High School



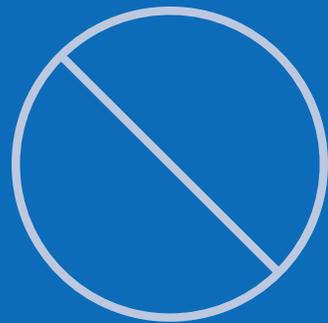
## Enrollment

- These districts may enroll a student who does not reside in the state due to a guardian's active-duty military deployment or transfer, if the student was previously enrolled in school in the state.
  - Students can finish their school year after moving out of Texas.



These districts can receive funding from the Foundation School Program for:

- Each student enrolled who resides in the state, or
- Each student who does not reside in the state due to a guardian's active-duty military deployment or transfer, if the student was previously enrolled in school in the state.



Districts receiving funding cannot charge tuition for the student.

## Eligibility to enroll full-time in TXVSN courses for students residing outside Texas

A student is eligible to enroll in one or more courses provided through the TXVSN or enroll full-time in courses provided through the network if the student:

- is a dependent of a member of the United States military;
- was previously enrolled in high school in this state; and
- does not reside in this state due to a military deployment or transfer.

*Note: Some full-time TXVSN online schools choose to add additional eligibility criteria to the state-level requirements. For more information go to [www.txvsn.org](http://www.txvsn.org) and link to the [specific TXVSN online schools' websites](#) of interest.*

# Questions





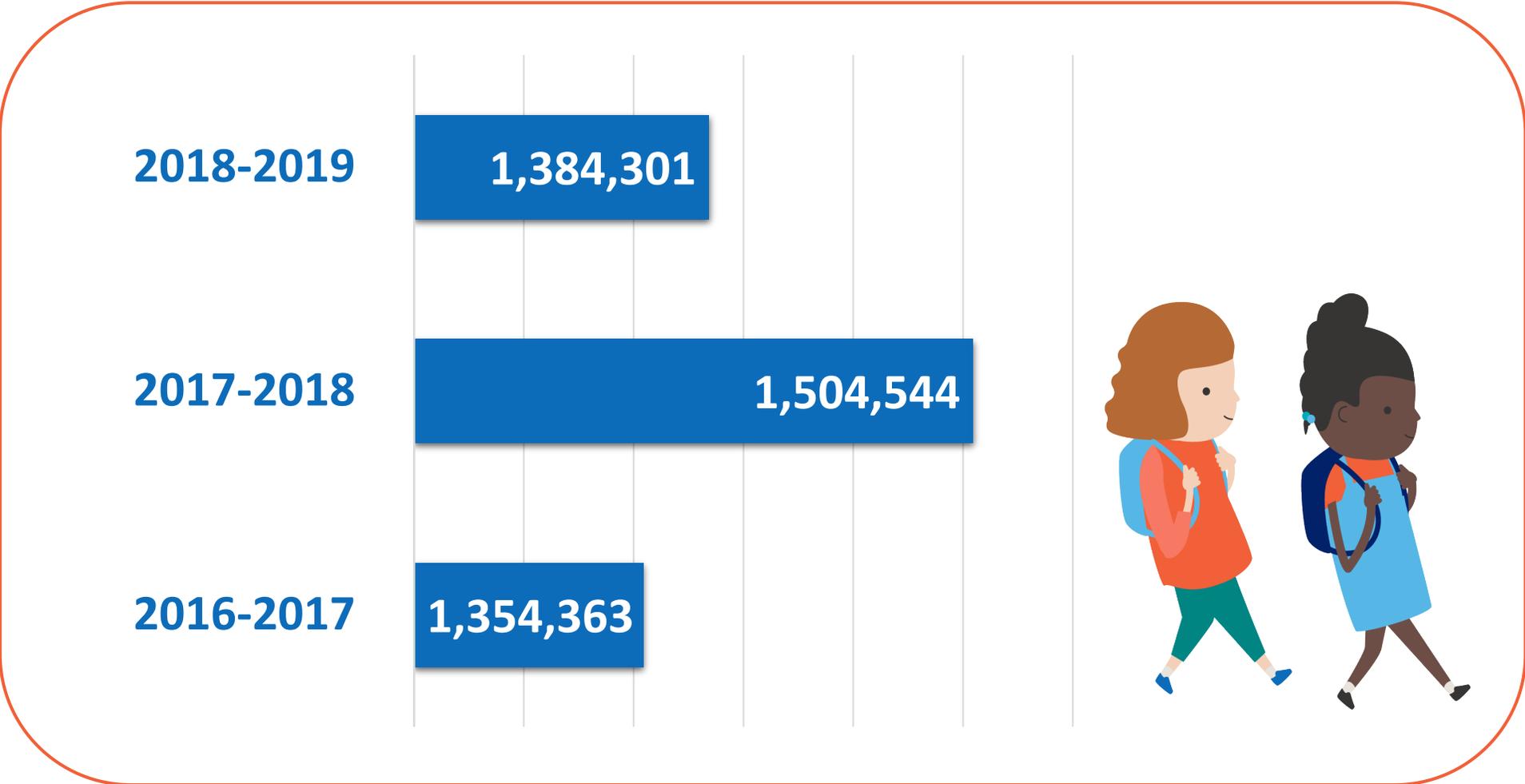
# McKinney-Vento Updates

# November is National Homelessness Awareness Month

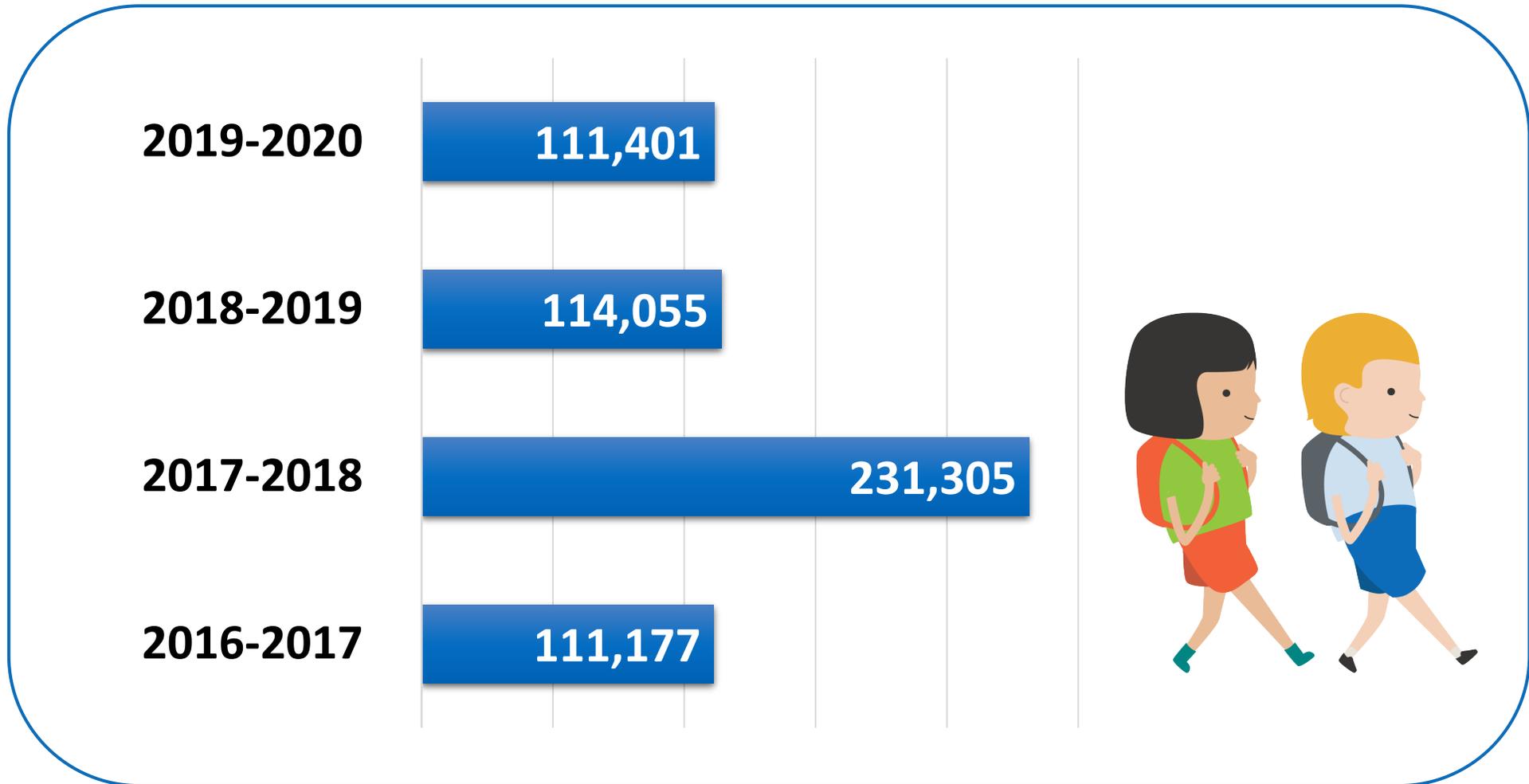
- National and State Data
- McKinney-Vento 101 Training Resources
- ARP Grant Updates
- Regional McKinney-Vento Liaison Information



# 2017-2019 National Data | Homeless Student Identification



# 2017-2020 Statewide (Texas) Data | Homeless Student Identification



# McKinney-Vento 101 Resources

- October 19<sup>th</sup> Webinar Recording and Slide Deck
- Sample Student Residency Questionnaire
- Sample Intake Form
- Immunization Flow Chart
- Sample Transportation Letter
- Dispute Resolution Resources
- Posters
- Infographic

## McKinney-Vento 101 Resources

[McKinney-Vento 101 Webinar - October 19, 2021 \(YouTube Video\)](#)

[Sample Student Residence Questionnaire \(PDF\)](#)

[Sample Intake Form \(PDF\)](#)

[Immunization Flow Chart \(PDF\)](#)

[Sample Transportation Letter \(PDF\)](#)

[Dispute Resolution \(PDF\)](#)

## Homeless Student Identification Data

Every LEA must identify students experiencing homelessness within their district. This process must be done regularly and in a way that is auditable. In Texas, most districts choose to use a student residency questionnaire to help determine whether or not students qualify as homeless under the McKinney-Vento Act.

[2019-2020 TEHCY Program Infographic \(PDF\)](#)

[2017-2019 TEHCY Program Infographic \(PDF\)](#)

The Texas Education for Homeless Children and Youth (TEHCY) Program Infographic summarizes identification and graduation data for students experiencing homelessness enrolled in Texas public schools for the 2018, 2019, and 2020 school years.

## McKinney-Vento Posters

The Texas Education Agency (TEA) has released new McKinney-Vento Posters. There are two versions of the poster, one to assist parents of school-age youth and a second to assist unaccompanied youth. The posters are available in both English and Spanish.

# Sample SRQ and Intake Form

**SAMPLE – STUDENT RESIDENCY QUESTIONNAIRE INFORMATION FORM**

This information will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act.

Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_  
 Parent/Guardian \_\_\_\_\_ Phone \_\_\_\_\_  
 Last School Attended \_\_\_\_\_  
 Current Address \_\_\_\_\_  
 Previous Address \_\_\_\_\_  
 Number of Children Enrolled in (ABC ISD) \_\_\_\_\_

Is your current address a temporary living arrangement?  
 Yes or  No

Is this a temporary living arrangement due to loss of housing, economic hardship, or financial difficulties?  
 Yes or  No

Were you displaced from your home due to a Natural Disaster? (hurricane, fire, flood, tornado, etc.)  
 Yes or  No

**Type of Natural Disaster:**  
 Hurricane: \_\_\_\_\_ (Please name)  
 Other: \_\_\_\_\_ (Please describe)

**Please choose which of the following situations the student currently resides in (choose all that apply):**

House or apartment with parent or guardian  
 Sharing housing with friends or family members (other than or in addition to parent/guardian)  
 Motels/Hotels  
 Shelter or other transitional housing  
 Unsheltered – in a car, park, substandard housing, etc.

**If you are living in shared housing, please check all of the following reasons that apply:**

Loss of housing  
 Economic hardship  
 Loss of employment  
 Parent/Guardian is currently on active duty in the U.S. Military  
 Other (Please explain, i.e., substandard housing) \_\_\_\_\_

Are you a student living apart from your parents or guardians?  Yes  No

Signature of Parent/Guardian/Unaccompanied Youth/School Representative \_\_\_\_\_ Date \_\_\_\_\_

**Intake Form 2021-2022  
Families in Transition Program**

Student: \_\_\_\_\_ ID Number: \_\_\_\_\_

I am calling to follow up on the Student Residency Questionnaire that you completed for your child/children. The purpose of my call is to ask a few questions that will assist in determining if your child/children qualify for services under the McKinney Vento Assistance Act.

When did loss of housing occur and how long at the current address:  
 What school did your child attend at the time?

Was this the last school attended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If not, what was the name?
------------------------------------	---------------------------------	--------------------------------	----------------------------

**The term "homeless children and youth"—  
(A) means individuals who lack a fixed, regular, and adequate nighttime residence and (B) includes—**

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.  <input type="checkbox"/>	(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings:  <input type="checkbox"/>
(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings:  <input type="checkbox"/>	(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).  <input type="checkbox"/>

Is the referred student an Unaccompanied Youth (UY), not in the physical custody of parent/guardian?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Birthdate: _____		
Parent/Guardian/UY has requested school of origin	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Do you have other children, affected by this housing situation, enrolled in Sample ISD?

Name: _____	ID Number: _____	School: _____	Grade: Select One
Name: _____	ID Number: _____	School: _____	Grade: Select One
Name: _____	ID Number: _____	School: _____	Grade: Select One
Name: _____	ID Number: _____	School: _____	Grade: Select One
Name: _____	ID Number: _____	School: _____	Grade: Select One
Name: _____	ID Number: _____	School: _____	Grade: Select One

Intake completed by: _____	Date: _____
Intake completed with: _____	Relation: _____
Reviewed by McKinney-Vento Liaison: _____	Date: _____

**Services Provided at Intake**

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

Explain services available:	Food Services	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Transportation	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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If the student is absent or will be moving call the transportation office at (111) 111-1111 as soon as possible to cancel the bus services for the day.  
 After several days of not canceling bus services, the student may risk losing transportation to the school of origin.

**Notes:**

Was Parent/Guardian/UY informed of reason for non-qualification?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
--	---------------------------------	--	--------------------------------

Reason for non-qualification:

Page 2

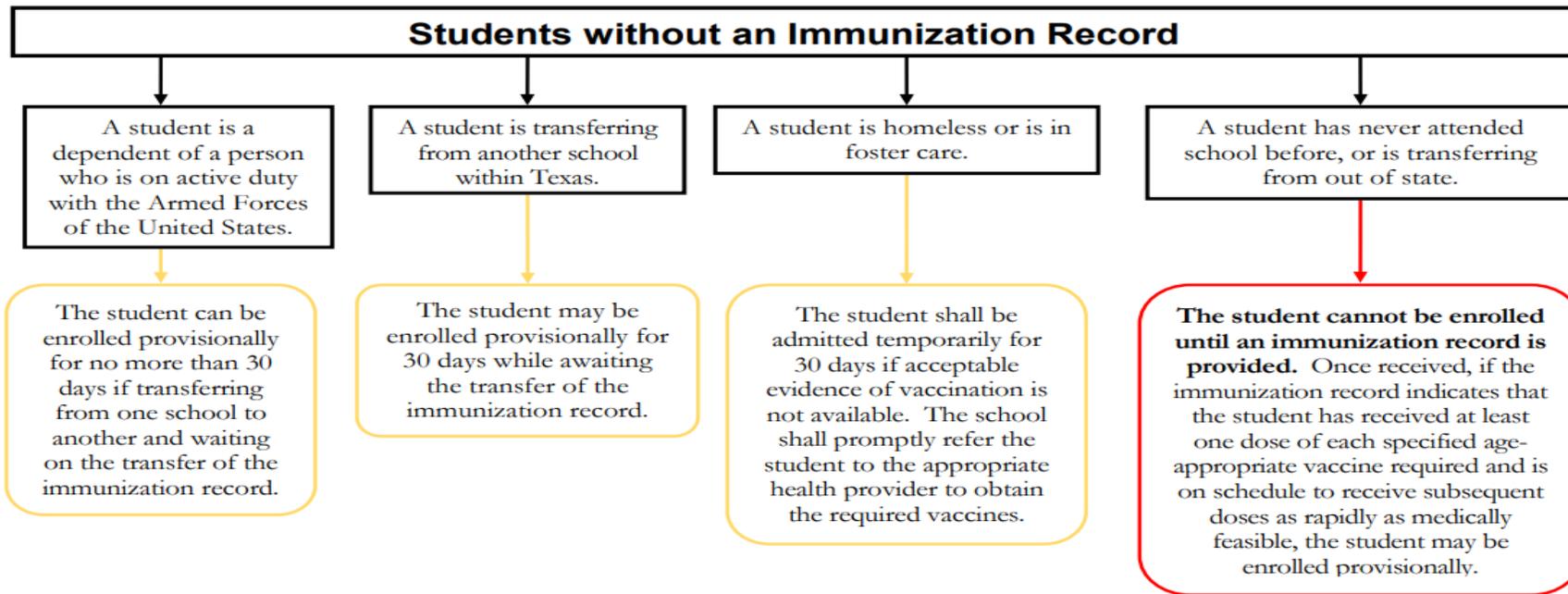


# Immunization – Provisional Enrollment Resource

## Texas Department of State Health Services, Immunization Unit Provisional Enrollment for Students (Non-Higher Education; Non-Veterinary Students)

The following charts are intended to aid school nurses, office staff, private practitioners and the general public in understanding the eligibility of students enrolling in Texas schools in accordance with Title 25, Rules §97.66 and §97.69 of the Texas Administrative Code. Please consult §97.65 and §97.68 of the Texas Administrative Code for guidance on verification of immunity/history of illness and acceptable evidence of vaccination(s).

**NOTE:** This resource does not apply to child-care facilities. Please refer to §97.66 for provisional enrollment criteria that apply to child-care facilities.



For more information, please contact the Immunization Unit at (800) 252-9152 or visit <https://www.dshs.texas.gov/immunize/>.



# Sample School of Origin Transportation Letter

- ✓ Student information
- ✓ Busing information
- ✓ “No Call” guidance
- ✓ McKinney-Vento and transportation program contact information

**DISTRICT LETTERHEAD**

ABC ISD – McKinney-Vento Homeless Education Program – School of Origin Transportation Request

Date

Dear Parent or Guardian of \_\_\_\_\_ (student's name):

The McKinney-Vento Homeless Education program at (LEA name) has received and approved your request for School of Origin transportation services for your child.

Name	ID#	Grade	School of Origin

All students must be at the designated morning bus stop five minutes prior to \_\_\_\_\_ (insert morning bus pickup time).

Your child's bus number is \_\_\_\_\_ (insert bus number) for morning transportation services and \_\_\_\_\_ (insert bus number) for afternoon transportation services.

If your child(s) will not be at their designated morning bus stop, please contact the District's transportation department by 5:30 AM (insert transportation contact information).

If you do not own a phone or have access to a phone and know your child will not need bus services, please send note with your child and the appropriate campus staff member will notify the Transportation department.

**Consequences of NO CALL**

- 1st NO CALL - Transportation personnel will contact parent or guardian to determine if transportation services are still needed.
- 2nd NO CALL - Transportation personnel will contact parent or guardian to determine if transportation services are still needed.
- 3rd NO CALL – McKinney-Vento Liaison notifies parent or guardian that transportation services will be placed on hold and assess if School of Origin transportation services need to be adjusted or discontinued.

Please let me know if you need any additional information or have any questions.

Thank you,

Name  
Title (McKinney-Vento Liaison)  
District Address  
Phone Number  
Email Address

# TEA McKinney-Vento Dispute Resolution Process and FAQ Resources

- If a dispute is not resolved locally, a complaint may then be filed with TEA.
- Only disputes that have gone through all three levels of the local dispute process will be reviewed by TEA.
- TEAs decisions regarding McKinney-Vento disputes are final.

The screenshot shows the TEA website page for McKinney-Vento Homeless Education Dispute Resolution Process and FAQ. The page is titled "McKinney-Vento Homeless Education Dispute Resolution Process" and includes a "Related Content" section with a link to "About Education of Homeless Students" and a "Contact Information" section for Cal Lopez, McKinney-Vento Homeless Education State Coordinator. The page also includes a "McKinney-Vento Dispute Resolution Frequently Asked Questions (FAQ)" section with three questions and answers.

**McKinney-Vento Homeless Education Dispute Resolution Process**

The McKinney-Vento Homeless Education Assistance Act (Act) provides important protections and rights for homeless children and unaccompanied homeless youth. Pursuant to the Act, students experiencing homelessness must be immediately enrolled in the school of origin or the school in the attendance zone where the student currently resides. Disagreements over eligibility, school selection, or enrollment may be disputed. If a dispute arises the child or youth must be immediately enrolled in the school of origin or school located in the child's attendance zone, as requested by the parent, guardian, or unaccompanied youth, pending final resolution of the dispute, including all available appeals.

McKinney-Vento (MV) disputes should be resolved locally, whenever possible and must go through the local McKinney-Vento Dispute Resolution process. To learn more about filing a dispute within a district, please consult with the District McKinney-Vento Homeless Liaison. The Homeless Liaison is available to assist homeless students and families with filing an appeal and navigating the dispute resolution process. If a resolution is not reached locally, then MV disputes may be submitted to TEA.

MV disputes should be expedited and resolved promptly to meet federal requirements. Districts have a responsibility to ensure that local timelines in the district's complaint policies are expedited, whenever possible, to meet the U.S. Department of Education and the Texas Education Agency's (TEA) expectation of prompt dispute resolution.

**McKinney-Vento Dispute Resolution Frequently Asked Questions (FAQ)**

**What happens after TEA receives a complaint?**

- Once a complaint is received, TEA will notify the district homeless liaison that a complaint was filed and request that all related documentation, including the dispute resolution record and any other information the school board used in its decision-making, is submitted to the TEA within five business days.

**How soon will TEA make a decision?**

- The TEA homeless education coordinator, or designee, along with the appropriate agency director, shall make a final decision within 20 business days upon receipt of the full record from the LEA and any additional records required by TEA to review the dispute.

**How will the parent, guardian, or unaccompanied youth be notified of TEA's decision?**

- TEA's written decision will be sent by letter electronically and in hard copy to the parent, guardian, or unaccompanied youth who filed the complaint; the local school district's homeless liaison; and the local superintendent.

**Related Content**

About Education of Homeless Students

Title X, Part C: McKinney-Vento Homeless Assistance Act

**Contact Information**

Cal Lopez  
McKinney-Vento Homeless Education State Coordinator  
Highly Mobile and At-Risk Student Programs Division  
Texas Education Agency  
512-463-9414  
HomelessEducation@tea.texas.gov

**FAQ**

What happens after TEA receives a complaint?

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# Texas Association of School Boards (TASB) Resources

ADMISSIONS  
HOMELESS STUDENTS

FDC  
(EXHIBIT)

## Exhibit A—Dispute of Eligibility, School Selection, or Enrollment Under the McKinney-Vento Homeless Assistance Act

**Note:** This form is for use to initiate the dispute resolution process required by the McKinney-Vento Homeless Assistance Act when the parent, guardian, or unaccompanied youth disagrees with the [District's](#) eligibility, school selection, or enrollment decision.

District policy requires the parent, guardian, or unaccompanied youth to use the dispute resolution process set out in FNG(LOCAL), beginning at Level Two. [See FDC(EXHIBIT—B) for the Notice of Parent and Student Rights in the McKinney-Vento Enrollment Dispute Resolution Process.] Filling out this form is the first step in that process. Informal resolution is encouraged but does not extend any deadlines in FNG(LOCAL), except by mutual written consent.

To file a formal dispute under the McKinney-Vento Homeless Assistance Act ("Act"), please fill out this form completely and submit it by hand-delivery, email, or U.S. Mail to the principal or the [District's](#) liaison for homeless students. District policy typically requires dispute forms to be filed within 15 District business days of receiving the written explanation of the [District's](#) decision. However, because the Act's dispute process should be expedited whenever possible, TEA recommends that you submit the form as soon as possible, preferably within ten District business days of receiving the written explanation of the [District's](#) decision. If a dispute arises over school selection or enrollment in a school, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The student will remain attending the school where enrollment is sought during the entire dispute resolution process.

If you need assistance filling out this form or if you have other questions, please contact the liaison for homeless students.

Principal	Liaison for Homeless Students
Name: _____	Name: _____
Address/Location: _____	Address/Location: _____
Phone number: _____	Phone number: _____
Email: _____	Email: _____

The principal or liaison will forward this form to the administrator, typically the Superintendent or designee, who will conduct the dispute resolution conference in accordance with FNG(LOCAL), which can be found in the [District's](#) policy manual located in the Superintendent's office or [\[insert website URL\]](#).

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ADMISSIONS  
HOMELESS STUDENTS

FDC  
(EXHIBIT)

## Exhibit B—Notice of Parent and Student Rights in the McKinney-Vento Enrollment Dispute Resolution Process

This document provides school district personnel with information regarding McKinney-Vento Dispute Resolution procedures, including local and state expectations for processing a dispute. It should be used in conjunction with a district's policies and procedures addressing McKinney-Vento, including the district's local policy on homeless students at FDC(LOCAL), the district's McKinney-Vento Dispute Resolution Form at FDC(EXHIBIT), and the district's local policy on student and parent complaints at FNG(LOCAL). McKinney-Vento disputes should be expedited and resolved promptly to meet federal requirements. Districts have a responsibility to ensure that local timelines in the district's complaint policies are expedited, whenever possible, to meet the Texas Education Agency's (TEA) expectation of prompt dispute resolution. This document is the result of collaboration between TEA and the Texas Association of School Boards.

The McKinney-Vento Homeless Assistance Act ("Act") provides important protections and rights for homeless children and unaccompanied homeless youth. The Act provides direction for districts when disputes occur regarding student eligibility, school selection, or enrollment. This document only addresses disputes regarding eligibility, school selection, or enrollment, since those are the only issues subject to the dispute resolution provisions of the Act. [See FNG(LOCAL) for all other disputes regarding homeless students.]

This document provides information about the dispute resolution process should the parent, guardian, or an unaccompanied youth disagree with a district's determination of eligibility, school selection, or enrollment. Upon dispute of eligibility, school selection, or enrollment, a school district must immediately enroll a homeless child in the school of origin, unless the parent, guardian, or unaccompanied youth selects the school located in the attendance zone where the student temporarily resides. In determining the best interest of the child, the district shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The district shall also consider the impact of moving schools on achievement, education, health, and safety. In [addition](#) the district must provide transportation to and from the school of origin. The student shall remain attending the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

### Who at the district makes the eligibility, school selection, or enrollment decision?

A district's enrollment staff will gather and analyze information from the parent, guardian, or unaccompanied youth and [make a determination](#) of eligibility.

### What type of notice will the parent, guardian, or an unaccompanied youth receive about a district's enrollment decision if the district determines that the student is not eligible for enrollment?

The district must provide the parent, guardian, or unaccompanied youth with a written notice that includes an explanation of the decision regarding eligibility, school selection, or enrollment, and the right of the parent, guardian, or unaccompanied youth to appeal or dispute the decision.

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# McKinney-Vento Infographics and Posters

**TEA** Texas Education for Homeless Children and Youth

**Texas Education for Homeless Children and Youth**

**If you live in any of the following situations:**

- A homeless shelter
- Doubled-up with other people
- Car, park, empty building, bus or train station
- Motel or campground

**Eligible students have the right to:**

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin if that is your preference.
- Receive transportation to and from the school of origin, if requested.
- Receive educational services comparable to those provided to other students, according to the student's needs.

**Identified Students Experiencing Homelessness by Living Situation**

	2017-18	2018-19	2019-20
Doubled-up	135,392   58%	89,121   78%	85,571   77%
Hotel/Motel	19,942   9%	8,159   7%	7,954   7%
Shelter	19,797   9%	10,952   10%	10,325   9%
Unsheltered	56,174   24%	5,823   5%	7,551   7%

Hotline: 1-800-446-3142 | Hotline Hours: 8:00 AM to 8:00 PM CST | [tehy.tea.texas.gov](http://tehy.tea.texas.gov)

**Information for Parents of School-Age Youth**

**If your family lives in any of the following situations:**

- A Homeless Shelter
- Doubled-up with other people
- Car, park, empty building, bus or train station
- Motel or campground

**Your eligible children have the right to:**

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin if that is your preference.
- Receive transportation to and from the school of origin, if requested.
- Receive educational services comparable to those provided to other students, according to your children's needs.

**IF YOU BELIEVE...**  
your children may be eligible, contact the local liaison listed below to find out what services and supports may be available. There also may be supports available for your preschool-age children.

**IF THE SCHOOL DISTRICT BELIEVES...**  
that the school you selected is not in the best interest of your children, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

Local Liaison:

**TEA** Texas Education Agency  
Texas Education for Homeless Children and Youth Support Center  
1 800 446 3142 | [tehy.tea.texas.gov](http://tehy.tea.texas.gov)

**Information for School-Age Youth**

**If you live in any of the following situations:**

- A Homeless Shelter
- Doubled-up with other people
- Car, park, empty building, bus or train station
- Motel or campground

**Eligible students have the right to:**

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin if that is your preference.
- Receive transportation to and from the school of origin, if requested.
- Receive educational services comparable to those provided to other students, according to the student's needs.

**IF YOU BELIEVE...**  
you may be eligible, contact the local liaison listed below to find out what services and supports may be available.

**IF THE SCHOOL DISTRICT BELIEVES...**  
that the school you selected is not in your best interest, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

Local Liaison:

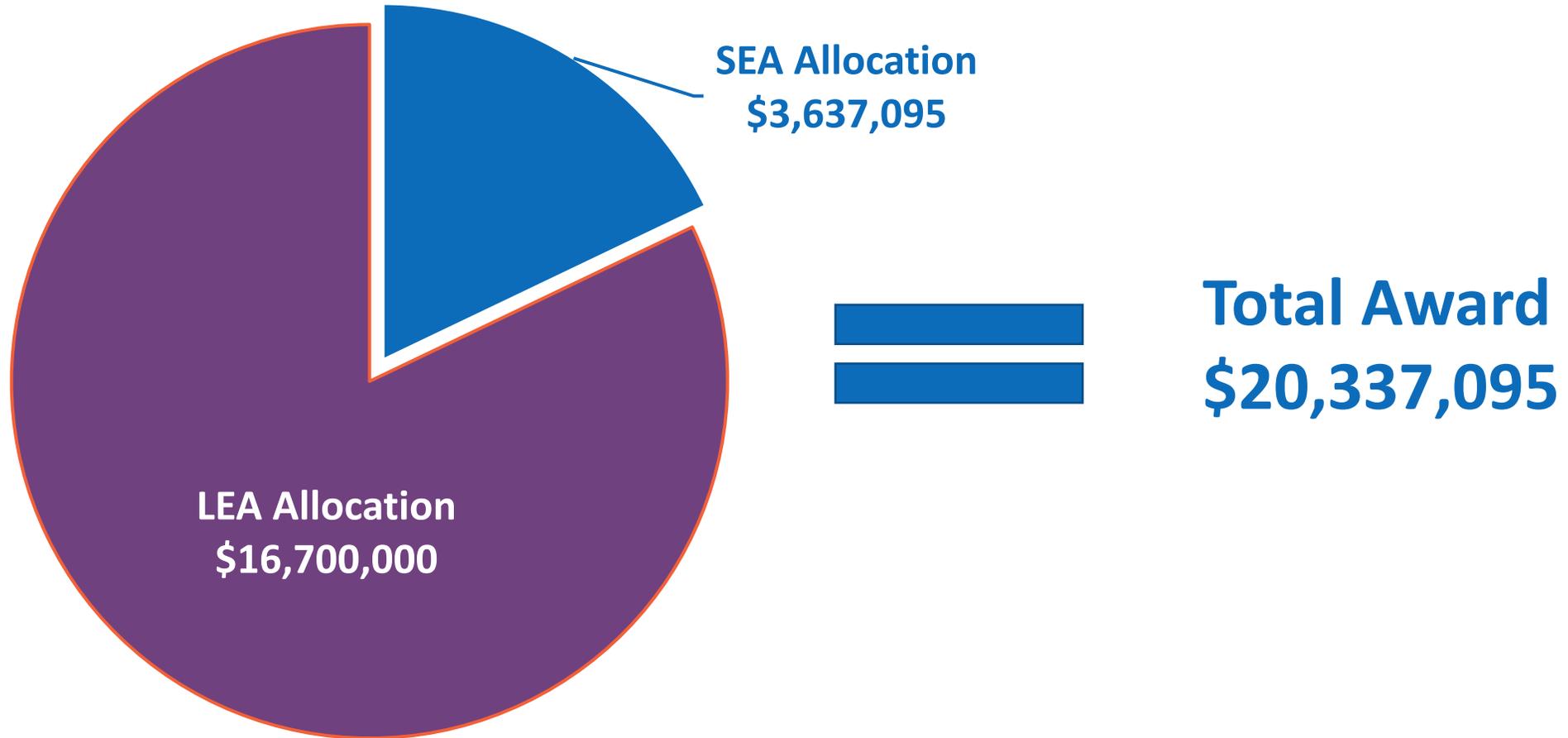
**TEA** Texas Education Agency  
Texas Education for Homeless Children and Youth Support Center  
1 800 446 3142 | [tehy.tea.texas.gov](http://tehy.tea.texas.gov)



# American Rescue Plan – Homeless Children and Youth Phase I and II Grant Funds



# American Rescue Plan – Homeless Children and Youth Phase I Grant Funds



# 2021-2022 Texas Education for Homeless Children Youth (TEHCY) Grant Updates

- August 12, 2021, preliminary grant selection notices were announced.
- Awarded approximately \$8.3 million in grant funds.
- 92 subgrantees.
- Serving a total of 214 LEAs.



# ARP Homeless I – TEHCY Supplemental Grant

<b>Topic</b>	<b>ARP Homeless I – TEHCY Supplemental Grant</b>
<b>Funding Source</b>	<b>American Rescue Plan – Homeless Children and Youth (ARP Act)</b>
<b>Grant Purpose and Intent</b>	<b>Increased funding to 2021-2022 TEHCY grantees to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic</b>
<b>Funding Cycle</b>	<b>09/01/21-08/31/2024</b>
<b>Anticipated Grant Posting Date</b>	<b>Mid November 2021</b>
<b>Anticipated Application Due Date</b>	<b>February 2022</b>
<b>Eligible Applicants</b>	<b>All 2021-2022 TEHCY Subgrantees</b>
<b>Total Grant Funding Amount</b>	<b>\$16,700,000</b>
<b>Subgrantee Grant Funding Amount</b>	<b>2021-2022 TEHCY Grant Award x 2</b>
<b>Pre-Award Costs Start Date</b>	<b>Yes - September 1, 2021</b>

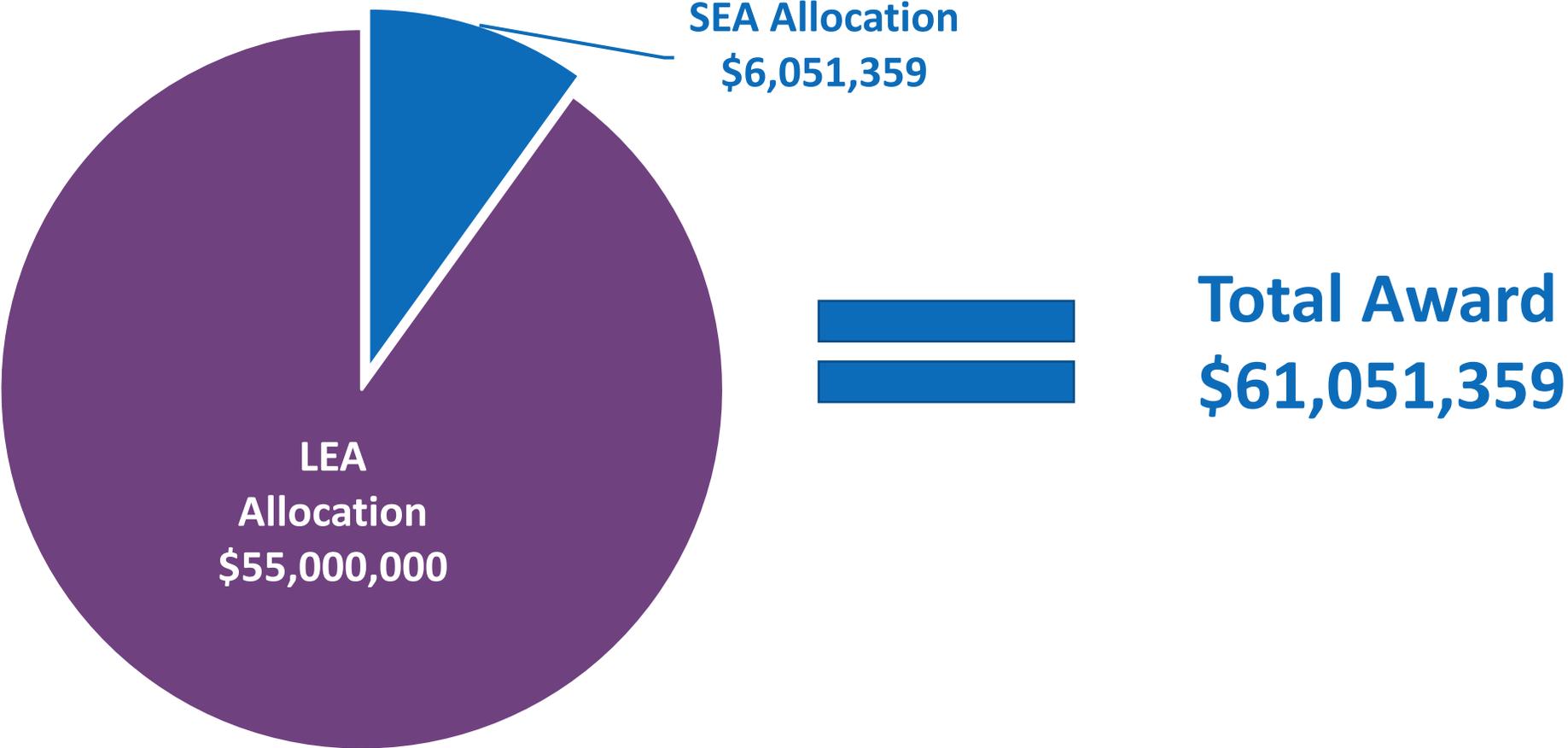


# ARP Homeless I - ESC Capacity Building Supplemental Grant

<b>Topic</b>	<b>ARP Homeless I – ESC Capacity Building Supplemental Grant</b>
<b>Funding Source</b>	<b>American Rescue Plan – Homeless Children and Youth (ARP Act)</b>
<b>Grant Purpose and Intent</b>	<b>To assist the agency with ARP-Homeless I state-wide activities to support implementation of TEHCY program and services</b>
<b>Funding Cycle</b>	<b>09/01/21 – 08/31/2024</b>
<b>Grant Posting Date</b>	<b>October 29, 2021</b>
<b>Grant Application Due Date</b>	<b>January 3, 2022</b>
<b>Eligible Applicants</b>	<b>All 20 ESCs</b>
<b>Total Grant Funding Amount</b>	<b>\$3,000,000</b>
<b>ESC Grant Funding Amount</b>	<b>\$150,000</b>
<b>Pre-Award Costs Start Date</b>	<b>Yes - September 1, 2021</b>



# American Rescue Plan – Homeless Children and Youth Phase II Grant Funds



# ARP - Homeless II Grants

<b>Topic</b>	<b>ARP Homeless II Grants</b>
<b>Funding Source</b>	<b>American Rescue Plan – Homeless Children and Youth (ARP Act)</b>
<b>Grant Purpose and Intent</b>	<b>Funding for all LEAs to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic</b>
<b>Application Type</b>	<b>eGrant Application</b>
<b>Anticipated Grant Posting Date</b>	<b>Mid January 2022</b>
<b>Eligible Applicants</b>	<b>LEAs are eligible to apply for an individual grant if their ARP Homeless II allocations is at least \$5,000</b>
<b>-</b>	<b>LEAs are required to join an SSA if their allocation is less than \$5,000</b>
<b>Total Grant Funding Amount</b>	<b>\$55,000,000</b>



# Regional McKinney-Vento Liaison Contacts

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# Pause to Process



A high-angle photograph of several students sitting around a wooden table. They are using tablets and colorful mathematical manipulatives (like blocks and beads) to learn. One student in the foreground is smiling and wearing glasses. The scene is brightly lit and shows a collaborative learning environment.

# Foster Care & Student Success Updates

# Students in Foster Care

- "Foster Care" – refers to children and youth who are in custody of the State of Texas due to abuse/neglect, regardless of their living arrangements. For school purposes this term includes students who are in "kinship" care, where DFPS (Department of Family and Protective Services) is the managing conservator.
- A court grants legal custody of the student to DFPS if it is determined the student cannot safely remain with a parent or legal guardian.
- DFPS secures a relative, foster home, or other setting to ensure the student's safety and well-being.



There are approximately 17,000 school-aged students in Texas schools who are in foster care on any given day.

# Foster Care and Student Success Resource Guide 2.0

## FOSTER CARE & STUDENT SUCCESS:



TEXAS SYSTEMS WORKING TOGETHER TO TRANSFORM EDUCATION OUTCOMES OF STUDENTS IN FOSTER CARE



## \*2 New Chapters\*

### Chapter 8 Every Student Succeeds Act

- Rights for students in foster care.
- Educational Stability:
  - School of origin
  - Education best-interest
  - Transportation coordination
  - Data collection and reporting

### Chapter 10 Trauma-Informed Education

- Traumatic childhood experiences.
- Trauma-informed school communities.
- Supporting mental and behavioral health of students in foster care.
- Truancy and discipline.
- Multi-tiered systems of support.

Coming Soon!



# Chapters in the New Foster Care and Student Success Resource Guide

Chapter 1: Education & Students in Foster Care

Chapter 2: Increasing Cross-Systems Awareness

Chapter 3: Building Cross-Systems Partnership

Chapter 4: Child Welfare 101

Chapter 5: Foster Care Liaisons

Chapter 6: School Enrollment, Withdrawal, & other Transition Considerations

Chapter 7: Identifying Students & Maintaining Confidentiality

Chapter 8: Every Student Succeeds Act

Chapter 9: Education Decision-Making

Chapter 10: Trauma-Informed School Support

Chapter 11: Student Support & Interventions

Chapter 12: Special Education Services

Chapter 13: Transitioning from Foster Care & Post-Secondary Opportunities



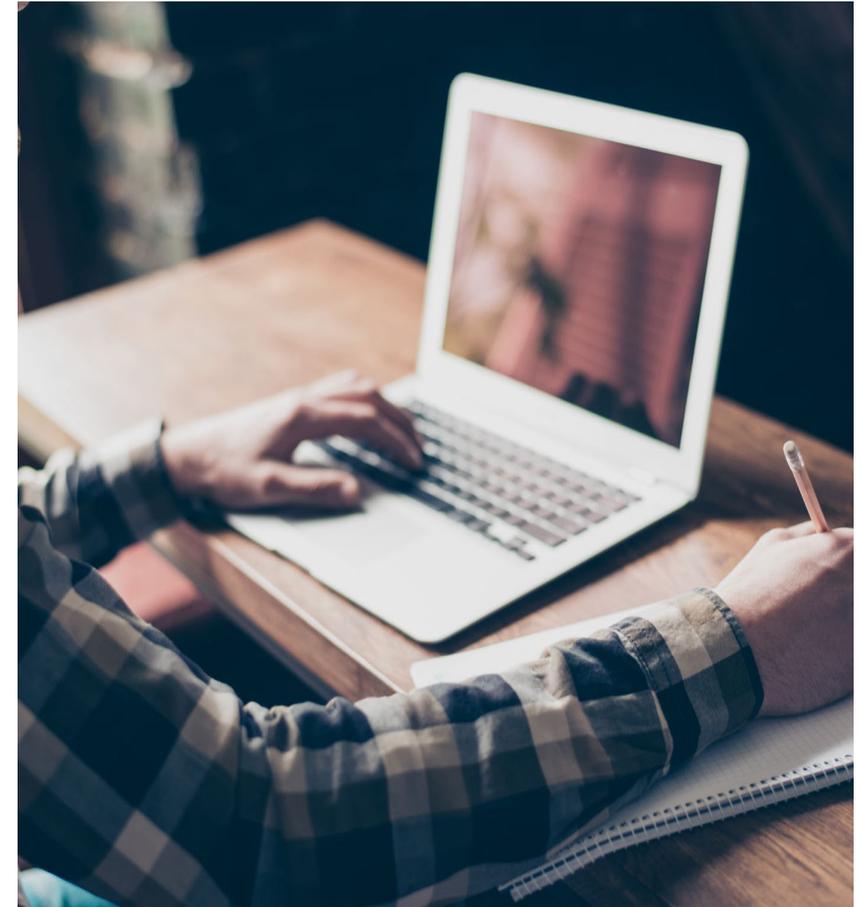
# Training Opportunities – Foster Care Guide

- Foster Care 101 – webinar on website
- Foster Care Guide Basics
- Foster Care Guide – chapter training
- ESC Foster Care Workgroup presentations

## ⑩ Prekindergarten Eligibility for Students in Foster Care (HB 725)

- ⑩ Expands free Pre-K eligibility for students from other state foster care systems (current or former) who reside in Texas.

## ⑩ Prekindergarten Eligibility – Foster Care



# Foster Care PEIMS Coding

#	Foster Care PEIMS Indicator
0	Student is not currently in the conservatorship of the TX DFPS
1	Student is currently in the conservatorship of the TX DFPS
2	Pre-kindergarten student was previously in the conservatorship of the TX DFPS
3	Pre-kindergarten student is or ever has been in foster care in another state or territory, if the child resides in this state (Texas). TEC §29.153(b).



## Prekindergarten Qualifications

### 1. Do students in or formerly in Texas DFPS Managing Conservatorship qualify for free Pre-K?

Yes.<sup>2</sup> All students in or formerly in Texas DFPS Managing Conservatorship qualify for free Pre-K in the State of Texas. Caregivers need to provide documentation of foster care status upon enrollment. Caregivers also receive a verification letter from DFPS stating they qualify for this benefit. For students currently in DFPS Managing Conservatorship, the school may accept the verification letter, Education Decision-Maker 2085 E, 2085, or redacted court order. For Texas students no longer in DFPS Managing Conservatorship, an adoption decree or verification letter from DFPS is needed. Both forms of documentation are acceptable for this purpose. Caregivers and schools can obtain a verification letter by emailing the DFPS Pre-K verification mailbox: [prekverificationltrs@dfps.texas.gov](mailto:prekverificationltrs@dfps.texas.gov).<sup>3</sup>

For information on Pre-K qualification for students from another state's child welfare system, see Question 4 of this section.

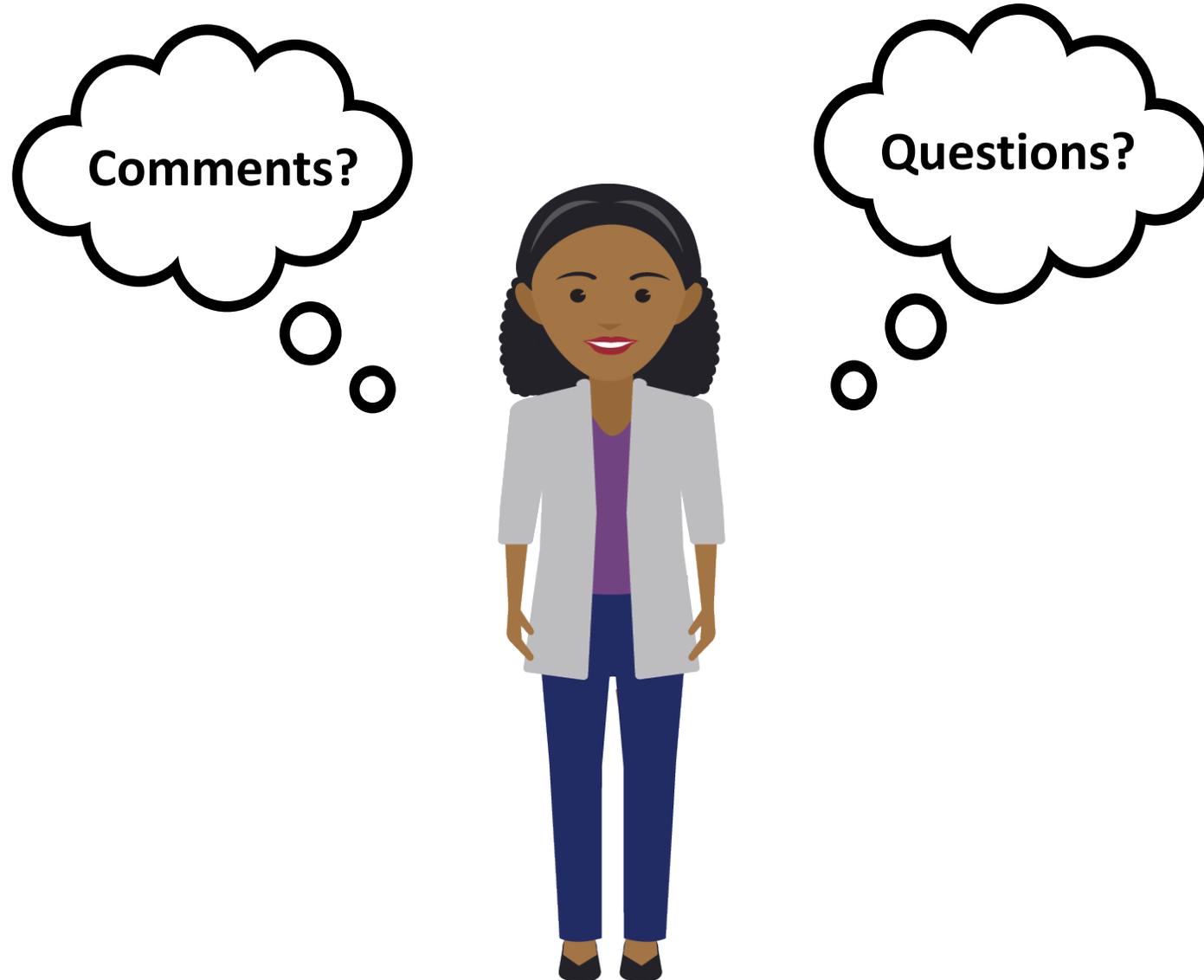
### 4. **\*Updated\* Do students in or formerly in foster care from another state's child welfare system qualify for free Pre-K in Texas?**

Yes, all students residing in Texas currently in or formerly in foster care from another state's child welfare system qualify for free Pre-K in the State of Texas.

This is due to the passage of HB 725 by the 87th Texas Legislature (2021), which amended TEC § 29.153 (b), to provide prekindergarten eligibility for children who are currently in or were previously in foster care in another state or territory, if the child resides in Texas.

This is an adjustment from previous TEA FAQ guidance that noted that students currently in foster care from another state were eligible because they are considered "educationally disadvantaged" under state law (TEC § 29.153(b)(2)). Although this provision still applies, state law was amended to clearly include students, both in or formerly in foster care from another state or territory, for this benefit.

# Pause to Process





# At-Risk Awareness and Updates



# TAA – Child Abuse and Neglect, including Human Trafficking, Prevention and Awareness, Reminders and Requirements



## To the Administrator Addressed

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

DATE:	October 28, 2021
SUBJECT:	Child Abuse and Neglect, including Human Trafficking, Prevention and Awareness Reminders and Requirements
CATEGORY:	Special Populations
NEXT STEPS:	Share with campus personnel

The purpose of this correspondence is to provide information regarding reporting requirements and training concerning child abuse and neglect, including human trafficking, prevention, and awareness.

### Required Action:

Student-facing posters that meet the requirements of [TAC §61.1051\(e\)](#) and (f) must be posted in at least one **high-traffic area** (hallway, above a water fountain, gym, locker room, counselor's office, etc.) on every campus in both English and Spanish. The Texas Education Agency (TEA), in cooperation with Children's Advocacy Centers of Texas, has developed posters in [English](#) and [Spanish](#) that satisfy the requirements of 19 TAC §61.1051(e) and (f).

### Mandatory Reporting:

All educators are mandatory reporters who are required to report suspicions of child abuse and neglect, including trafficking of a child, within 48 hours, per Texas Family Code, § 261.101. As local educational agencies (LEAs) navigate both remote and in-person learning environments, it is critical for teachers and school staff to remain vigilant in their identification and reporting of these concerns.

**Educators and Staff Reporting Requirement:** LEA personnel are required to report child abuse or neglect, including the trafficking of a child. A report shall be made to:

- any local or state law enforcement agency;
- the Department of Family and Protective Services (DFPS); or
- the state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

**NEW:** If the matter to be reported potentially involves **human trafficking**, report to local or state law enforcement **and** DFPS. Please note that for purposes of human trafficking reporting, local law enforcement does not include a school district's police department.

In cases of emergencies, please call 911.

### Webinar Series:

Use this [link](#) to register for TEA's Human Trafficking Prevention and Awareness 2021-2022 [webinar series](#). Training will be held on: November 5, 2021; December 3, 2021; January 7, 2022; and March 4, 2022. Each meeting will be held from 10:30 am to 11:45 am.

Recorded trainings from the Human Trafficking Prevention and Awareness 2020-2021 webinar series are available on TEA's [Special Student Populations Division Webinars and Trainings](#) webpage.

### 87<sup>th</sup> Legislative Updates:

[Senate Bill 1831](#) (87(R)): Requires the posting of warning signs of offenses and penalties relating to human trafficking of minors on and around school premises. TEA will be developing rules in Spring 2022 to guide signage requirements.

[Senate Bill 9](#) (87(2)): Requires students to be exposed to educational instruction pertaining to the prevention of child abuse, family violence, dating violence, and sex trafficking. It requires that a parent be provided notice of the instruction, the right to review or purchase a copy of the material, and the right to remove the parent's student from any part of the instruction, if desired. It also amends current law relating to public school instruction and materials regarding the prevention of child abuse, family violence, dating violence, and sex trafficking and the adoption of public-school policies to prevent dating violence. More information to support implementation of these changes will be forthcoming.

### Resources:

[Texas School Employee's Guide to Reporting Suspected Child Abuse & Neglect](#) provides guidance on the steps to respond to students and the reporting of abuse or neglect in [English](#) and [Spanish](#).

If you have any questions regarding child abuse mandatory reporting, including human trafficking prevention and awareness requirements, please contact the Division of Highly Mobile and At-Risk Student Programs, [PreventingHumanTrafficking@tea.texas.gov](mailto:PreventingHumanTrafficking@tea.texas.gov).

***New:*** If the matter to be reported potentially involves **human trafficking**, report to local or state law enforcement **and** DFPS. Please note that for the purposes of human trafficking reporting, local law enforcement does not include a school district's police department.



## Reporting Suspected Child Abuse, Neglect, or Human Trafficking in a Remote Learning Environment Reminders and Tips

Amid the pandemic, reports to the child abuse hotline have dropped significantly. Students are spending more time at home and less time with the teachers, coaches, and other adults who most often report concerns of abuse or neglect. Educators are mandatory reporters and are required to report suspicions of child abuse and neglect, including the trafficking of a child (Texas Family Code § 261.101). As districts prepare for a new school year that may include both remote and in-person learning environments, it is critical for teachers and school staff to remain vigilant in their identification and reporting of these concerns. See below for key tips and considerations.

### Possible Signs of Abuse, Neglect, or Trafficking

**Injuries and Other Visible Signs** – In a remote setting, an educator may observe unexplained, frequent, or patterned injuries that may indicate a child is being abused. A lack of personal care or hygiene may also be cause for concern.

**Changes in Behavior or Demeanor** – Abused children may appear scared, anxious, depressed, withdrawn, or more aggressive. Children who have been sexually abused may engage in high-risk behavior or may seem to know more about sex than they should at their age. This may be evident in your communications with a student or may be something that you have a sense about when interacting with them remotely.

**Disengagement or Absenteeism** – Pay attention to students who are absent from remote classrooms, who are not turning in assignments, or who are otherwise unreachable. Make sure your district has a plan for reaching out to and connecting with students who are not engaged.

**Concerns with the Student's Physical Environment** – When connecting with students remotely, pay attention to any safety concerns you observe within the home, or any other indicators that the child may be in danger.

### Additional Ways Educators Can Provide Support

**Engage with students and ask how they are doing.** Make sure students know that you are a supportive adult who genuinely cares about their well-being. Ask questions like, "How are you doing?" and "What's it like for you to be at home so much instead of at school?" Even children who are not being abused may have difficulty coping with changes brought on by the pandemic. Asking these questions may identify students who are struggling with mental health concerns.

**Connect more frequently with students who may be at a higher risk for abuse, neglect, or trafficking.** This may include students whose well-being you have been concerned about in the past, students with disabilities or special needs, and/or students with a history of trauma.

**Enlist school counselors and other student support professionals to help you connect with students' families.** Many parents and caregivers are under a lot of stress right now, and some may be experiencing job loss and other stressors related to the pandemic. Be aware of the supports and resources your district has available for families and help link students and families to these resources.

If you suspect a child is in immediate danger, call 911.  
For all other cases in Texas, call the abuse & neglect hotline at  
**1.800.252.5400**

[Click here for more resources from CACTX.](#)



**It's OK to tell!**  
if someone hurts you:

say  
**no**



**go**  
to a safe place



**tell**  
a trusted adult



Call **1-800-252-5400**

for help or **911** for emergencies



For more information: [txabusehotline.org](http://txabusehotline.org)

**Don't ever keep a secret that upsets you!**



**¡Está bien que lo cuentes!**  
Si alguien te lastima:

Di  
**no**



**vete**  
a un lugar seguro



**cuéntaselo**  
a un adulto en  
quien confíes



Llama al **1-800-252-5400** para  
obtener ayuda o al **911** en caso de emergencia



Para más información, visita [txabusehotline.org](http://txabusehotline.org)

**¡Nunca guardes un secreto que te moleste!**





School-Aged Human  
Trafficking Awareness

## Notice to LEAs and ESCs

### Human Trafficking Prevention and Awareness 2021-2022 Webinar Series

Educators are in a unique position to help the fight against human trafficking. Educators play a vital role in prevention and awareness, recognizing the warning signs of trafficked students, and guiding potential victims to resources and supports. TEA and the Child Abuse Prevention and Awareness Workgroup (partner agencies below) continue the webinar series to support ESCs and LEAs during the 2021-2022 school year.

### Webinar Series Zoom Link

All Zoom meetings will be held from 10:30-11:45 a.m. and are open to all ESCs and LEAs.

- **Friday, November 5, 2021 —RSVP** ↶  
Human Trafficking 87<sup>th</sup> Legislative Update and Requirements
- **Friday, December 3, 2021 —RSVP** ↶  
Human Trafficking Prevention Action
- **Friday, January 7, 2022 —RSVP** ↶  
Human Trafficking Prevention Awareness Month Panel
- **Friday, March 4, 2022 —RSVP** ↶  
Human Trafficking Prevention Resources



For more information visit <https://bit.ly/3AOEoNd> or email [preventinghumantrafficking@tea.texas.gov](mailto:preventinghumantrafficking@tea.texas.gov).

In cooperation with the Child Abuse Prevention and Awareness Partnership, a collaboration to address abuse and maltreatment of school-aged children.



# State Compensatory Education

- The goal of the State Compensatory Education (SCE) program is to provide **funding** to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

- [SCE Frequently Asked Questions](#)



## "Students at-risk of dropping out of school" TEC §29.081(d)(1)(A)-(E)

is under 26 years of age and who:

if retained for prekindergarten under Section [28.02124](#), was not advanced from one grade level to the next for one or more school years

if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester

did not perform satisfactorily on an assessment instrument administered to the student under Subchapter [B](#), Chapter [39](#), and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument

## At-Risk Definition Continued - TEC §29.081(d)(1)(F)-(I)

if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

is pregnant or is a parent

has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year

has been expelled in accordance with Section 37.007 during the preceding or current school year

is currently on parole, probation, deferred prosecution, or other conditional release;

## At-Risk Definition Continued - TEC §29.081(d)(1)(J)-(M)

was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

is an emergent bilingual student, as defined by Section [29.052](#);

is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

is homeless;

## At-Risk Definition Continued - TEC §29.081(d)(1)(N)-(O)

resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;

has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or

is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or

regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12

[Communities In Schools](#)

[United States Department of Education High School Graduation Initiatives](#)

[21st Century Community Learning Centers](#)

[Dropout Prevention FAQ](#)



# General Updates



## Upcoming Trainings and Events

### Highly Mobile and At-Risk Webinar

- January 27th, 2022 1:00-2:30 pm CST
- March 31<sup>st</sup>, 2022 1:00-2:30 pm CST

### Transition Assistance Training Series

- Part 3: Friday, 12/3 (10:00 am – 11:15 am)

# Sign Up for Updates!

The screenshot shows the top navigation bar of the Texas Education Agency (TEA) website. The 'Sign Up for Updates' link is circled in red. Below the navigation bar is a search bar and a row of menu items: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. A large banner for 'Coronavirus (COVID-19)' is visible, with a 'GET UPDATES' button. Below the banner are three columns: 'Coronavirus (COVID-19)', 'Supplemental Special Education Services', and 'Texas Home Learning'. The 'The Latest TEA News' section is also visible, with three columns: 'Emergency Support', 'Texas Schools', and 'About'.

## Special Student Populations

At-Risk and Highly Mobile Student Program Division [i](#)

Early Childhood Education [i](#)

English Learners [i](#)

Foster Care and Student Success [i](#)

Gifted/Talented Education [i](#)

Languages Other Than English [i](#)

McKinney-Vento Homeless Education

Mental and Behavioral Health

Military Connected Students

Pregnancy Programs [i](#)

Spanish Curriculum Standards

Special Education Updates [i](#)

