A photograph of a teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves filled with books and blue storage bins.

# Highly Mobile and At-Risk Student Programs Division Webinar

Thursday, September 16th, 2021  
1:00pm-2:30pm



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



Highly Mobile and  
At-Risk Student  
Programs Division

Military  
Connected  
Students

Mental &  
Behavioral  
Health

Homeless  
Children &  
Youth

Child  
Abuse &  
Neglect

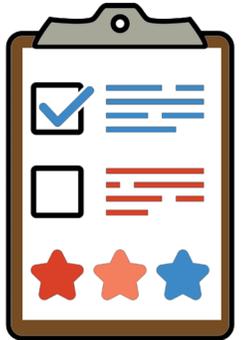
Pregnancy  
Related  
Services

Foster  
Care &  
Student  
Success

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

## Agenda

- Legislative updates
- Transition Assistance Rule Guidance
- Back to School Reminders
- McKinney-Vento Program and Grant Updates
- Purple Star Campus for Military-Connected Students
- Foster Care & Student Success Updates
- Mental and Behavioral Health Updates



# Highly Mobile and At-Risk Student Programs Division



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# Legislative Updates

# Highly Mobile and At-Risk Students

## Compensatory Edu. & McKinney-Vento | Increased Funding (HB 1525)

- Updated the state compensatory education funding allotment to include more funds for students experiencing homelessness. The change entitles school districts to multiply the basic allotment by the highest weight (0.275) for each homeless student.

## Pre-K Eligibility for Students in Foster Care (HB 725)

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

## Enrollment in Texas University School Districts (HB 4124)

- School districts operated by Texas universities may prioritize military-connected students for enrollment or on waitlists for enrollment.
- These districts may enroll and receive funding for a student who does not reside in the state due to their guardian's military deployment or transfer, if the student was previously enrolled in school in the state.

# Human Trafficking and Child Abuse Prevention

## DNA Kits Available Upon Request (SB 2158)

- Requires TEA to provide inkless, in-home, DNA identification kits to all LEAs, to be distributed by the LEA to the parent or legal guardian (upon request) for Kindergarteners to middle school students.

## Warning Signs on School Campuses about Human Trafficking (SB 1831)

- All public and private schools must post warning signs about offenses and penalties relating to human trafficking of minors on and around school premises.

## Adjustments to Mandatory Reporting Training Tracking (SB 1261)

- Amends aspects of the Child Abuse and Mandatory Reporting training requirements, concerning frequency of training and tracking of employee participation.

# At-Risk and Mental Health

## Minimum Requirements for Accelerated Instruction (HB 4545)

- Sets the minimum requirements for all students who did not perform satisfactorily to receive supplemental accelerated instruction so they may achieve satisfactory performance in the applicable subject and grade level.

## Suicide Prevention Awareness (SB 279)

- Each student ID card issued by a public school to a student in grade six and higher must have printed on the card the contact information for the **National Suicide Prevention Lifeline** (1-800-273-TALK) (8255), the **Crisis Text Line** (Text TX To 741741) and may have printed on the card information for a local suicide prevention hotline, if available.

# Pause to Process





**Transition Assistance Updates:  
*Commissioner Rules to Support School Transitions  
for Students Experiencing Homelessness or in  
Substitute Care (19 TAC Chapter 89, FF)***

# On the Horizon - Future Updates:

## Proposed rule strengthening and refinement opportunities - Spring 2022/Summer 2022

- Clarify enrollment conference intention is for when a new student changes schools and enrolls at a new school (TAC § 89.1605(b)).
- Removal of word 'transfer' throughout. Students experiencing homelessness or in foster care, do not qualify, as a transfer student when changing schools.
- Strengthening Educational and Extra-Curricular Programs section (TAC § 89.1611). Currently, addresses UIL requirements for students in foster care.
- Ensure the language in the rule concerning award of credit (TAC § 89.1607) is aligned with the award of credit policy in the TAC.

# Enrollment Conference – Implementation Considerations:

- **Capacity:** Depending on the number of new students enrolling in an LEA there may not be capacity to ensure an Enrollment Conference is conducted within the first 2 weeks of school for all new students. *\*\*In some instances, McKinney-Vento students are not verified eligible for McKinney-Vento, until after the 2-week period.*
- **Similar meetings/alignment:** An enrollment conference or similarly purposed meeting may already be occurring. The intent is not to duplicate this process. Ensure that all components of the enrollment conference are addressed and if there is an opportunity to supplement or enhance an existing process to address these items, feel free to do so.
- **Meeting structure flexibility:** An enrollment conference or similar meeting can occur in many forms. LEAs have flexibility with the location and venue for how these meetings occur.
- **Record's retention:** LEAs should follow local procedures for meeting and record keeping, concerning enrollment conferences.



# Rule Requirements § 89.1605 - Enrollment Conference

## Districts and open-enrollment charter schools must:

Convene an enrollment conference with the student within the first two weeks of enrollment (*\*at a new school*) or within the first two weeks after the student is identified as homeless or in substitute care.



# ENROLLMENT CONFERENCE 101

TAC § 89.1605

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the first two weeks of enrollment at a new school or within the first two weeks after the student is identified as homeless or in foster care when enrolling at a new school. The student's participation in the meeting should be addressed on a case-by-case basis. The convening cannot delay or impede enrollment.



The enrollment conference may be used in conjunction with an existing meeting that is designed for a similar purpose for newly enrolling students.

An Enrollment Conference is a student-centered meeting for a newly enrolled student designed to:

- Identify academic and extracurricular interests.
- Introduce school processes and opportunities for engagement.
- Develop course and instructional strategies.
- Review credits and assessment information.
- Determine social-emotional support.
- Communicate confidential information that may impact a student's success, if needed.

## KEY PEOPLE TO CONSIDER INCLUDING

- School Administrators
- Foster Care Liaisons
- Counselors
- McKinney-Vento Liaisons

### WHO YOU MAY INCLUDE

#### LEA AND CAMPUS STAFF

- Special Program Staff (e.g., Special Education, English Learner, Gifted and Talented, etc.)
- Teachers
- Social Workers
- Dropout Prevention Specialist
- Attendance/Tuancy Officer

#### COMMUNITY SUPPORT

- Parent or Guardian
- Relative or Foster Placement Caregiver
- Case Manager
- DFPS Educational Decision Maker
- CASA Volunteer

### KEY DISCUSSION TOPICS\*

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

\*Discussion topics are required in TAC 89.1605(b)(2) and should be adapted to meet the unique needs of each student.

## New Tools Coming Soon

### Key Content:

- Enrollment Conference definition
- Topics for discussion
- Key people to include

# WELCOME PACKET REQUIREMENTS AND BEST PRACTICES

TAC § 89.1605

Local Educational Agencies (LEAs) must provide welcome packets to students who are homeless or in foster care within the first two weeks of enrollment. LEAs may include the required welcome packet contents with any existing items being provided to new students.



## ITEMS THAT LEAS MAY CURRENTLY PROVIDE

- Food services
- Yearly school calendar
- Emergency/help contact card
- Course catalog
- Community resources (health)
- PTA/PTO information
- Transportation information
- Technology support
- School library information
- Emergency weather plans
- Dress code
- Family resource center or parent programs (if applicable)
- School supply list



## WELCOME PACKET REQUIRED CONTENTS

- Extracurricular activities (e.g., fine arts, athletics, etc.)
- Club activities
- Information on fee waivers
- Tutoring opportunities
- Student code of conduct
- Contact information for pertinent school staff:
  - Counselors
  - Nurses
  - Social workers
  - Foster Care Liaison
  - McKinney-Vento Liaison
  - Principal & assistance principals
  - Additional support staff (e.g., special education, EL contact, G/T contact, 504 programs, PRS.)



## ADDITIONAL FOSTER CARE AND MCKINNEY-VENTO ITEMS TO INCLUDE



- Student clubs
- After school programs
- Enrichment programs
- Mentor programs
- Family engagement opportunities

- Student ambassador programs
- Post-secondary planning activities
- Summer and holiday resources
- Other community resources available in your area (e.g., FindHelp.org)

## New Tools Coming Soon

### Key Content:

- Welcome packet items
- Topics LEAs already provide
- Considerations for students experiencing homelessness or foster care.

## SCHOOL INTRODUCTIONS TO EASE TRANSITIONS

TAC § 89.1605

School introductions are welcoming activities provided by the school to new students. Staff can introduce students to the school in a variety of ways, such as giving tours the campus, hosting welcome events, and providing one-on-one student support. These activities can help students acclimate to their new environment, adjust academically, meet new friends, and participate in extracurricular activities. While LEAs are required to provide introductions to students who are homeless or in foster care, these supports are beneficial for easing the transitions of all newly enrolled students.



### STRATEGIES TO EASE TRANSITIONS

- ✓ Provide introductions (e.g., staff introductions, campus tours, activities, welcome events, etc.) within two weeks of enrollment.
- ✓ Implement mentoring programs in which staff or community mentors can facilitate introductions, have lunch with students, and check-in with students throughout the day.
- ✓ Provide information on peer-to-peer programs, such as student-led activities, clubs, programs, extracurriculars, etc.
- ✓ Designate a staff member to whom the student can reach out for support and services. This person provides a safe space for the student to share any concerns, needs, or life changes.
- ✓ Ensure privacy and confidentiality for student situations. Do not label students as homeless or in foster care.

### KEY CONTACTS:

- Campus staff members.
- Staff members who have been designated as student mentors.
- Community mentor sponsor.
- Student-led groups.
- Student ambassadors and faculty sponsors.

### STUDENT AMBASSADORS

Student ambassadors are students who represent the school and introduce new students to the campus and its culture. Student ambassadors are familiar with the campus environment and have a positive attitude, great communication skills, leadership qualities, and are accepting of others.

Student ambassadors can organize and/or participate in the following activities:

- Newcomer social events throughout the school year.
- Tours of the campus library, nurse's office, counseling office, gym, and cafeteria.
- Accompanying new students to lunch during the first week of school.

## New Tools Coming Soon

### Key Content:

- Strategies to ease school transitions
- Key points of contact
- Student Ambassadors

## NUTRITION BENEFITS

TAC § 89.1605

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

Ensure there is an expedited process in place for all students who qualify to receive nutrition benefits upon enrollment. The process must expedite communication with the Local Educational Agency (LEA) nutrition coordinator to ensure that eligible students are not charged in error or experience delays in receiving these benefits.

## BEST PRACTICES



Appropriate LEA or campus staff should immediately notify food services when a new student enrolls.



Run reports to verify student coding is in alignment with effective date.



Ensure student confidentiality.



Collaborate with your Nutrition Coordinator to establish processes, such as sending an approval notification via email.



LEAs should provide annual training to new and returning staff on nutrition eligibility and application processes.



REMINDER: Applications must be expedited when the student qualifies for SNAP benefits. Ensure systems and supports are student and family-centered!

## New Tools Coming Soon

### Key Content:

- Reminder of nutrition benefits eligibility
- Strategies to streamline and expedite

# Upcoming Trainings

## Transition Assistance Training Series:

- Part 1
  - [Friday, 10/22 \(10:00 am – 11:30 am\)](#)
- Part 2
  - [Wednesday, 11/10 \(10:00 am – 11:15 am\)](#)
- Part 3
  - [Friday, 12/3 \(10:00 am – 11:15 am\)](#)



# Pause to Process



A photograph of a classroom with a young student in the foreground wearing a black face mask and a green shirt, sitting at a desk with a laptop and a white water bottle. In the background, a teacher is visible near a bulletin board and a clock. The scene is brightly lit and typical of a school environment.

# **Back to School Reminders for Highly Mobile and At-Risk Students**

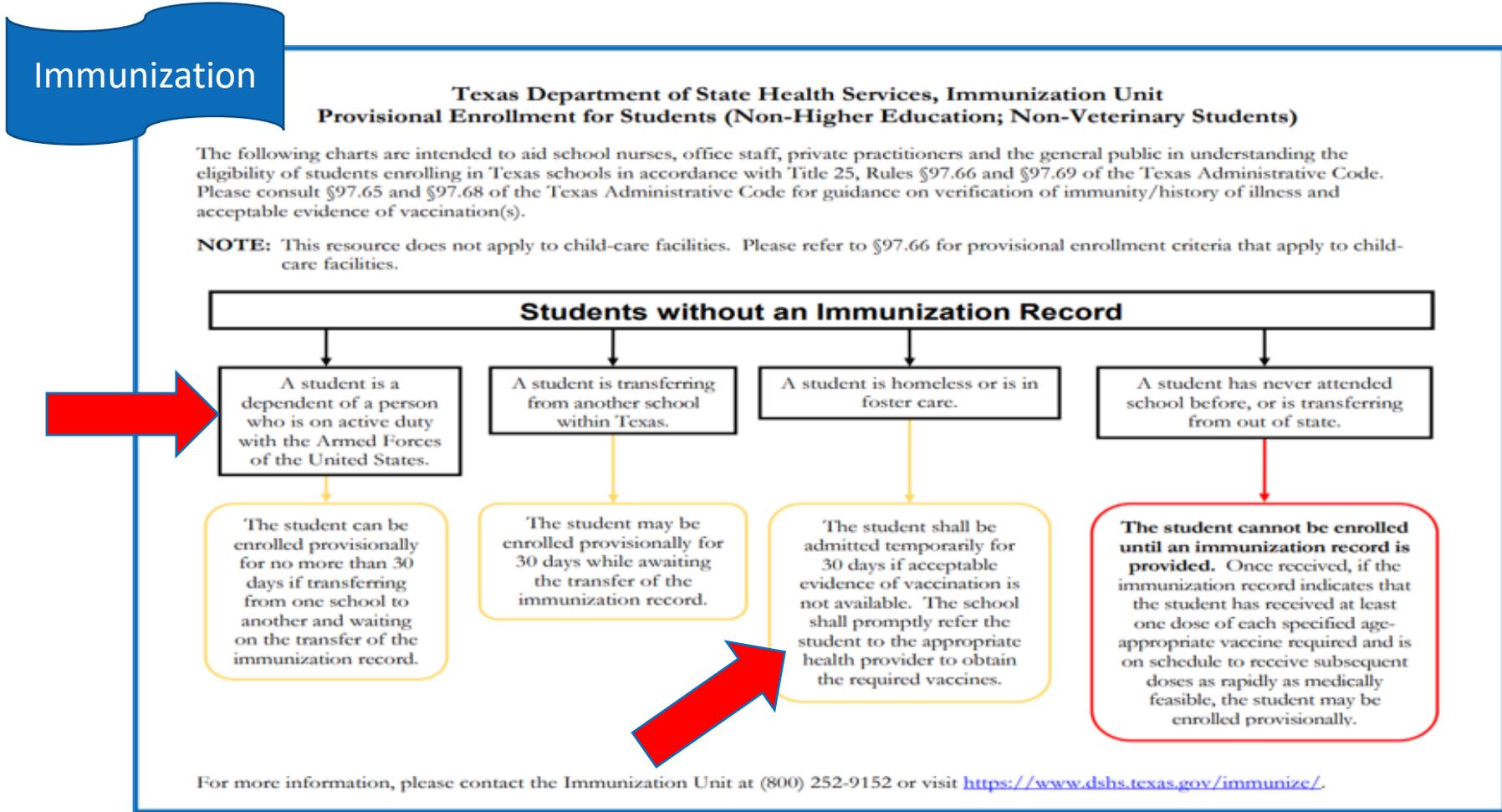
# Back to School for Highly Mobile and At-Risk Students



## General reminders:

- ✓ Enrollment conferences
- ✓ Campus contacts: create opportunities for building a trusting relationship
- ✓ Provide student with accountability and encouragement
- ✓ Infuse trauma-informed strategies when working with students
- ✓ Connect with the students
- ✓ Advocate for the students

# Immunization – Provisional Enrollment for Students

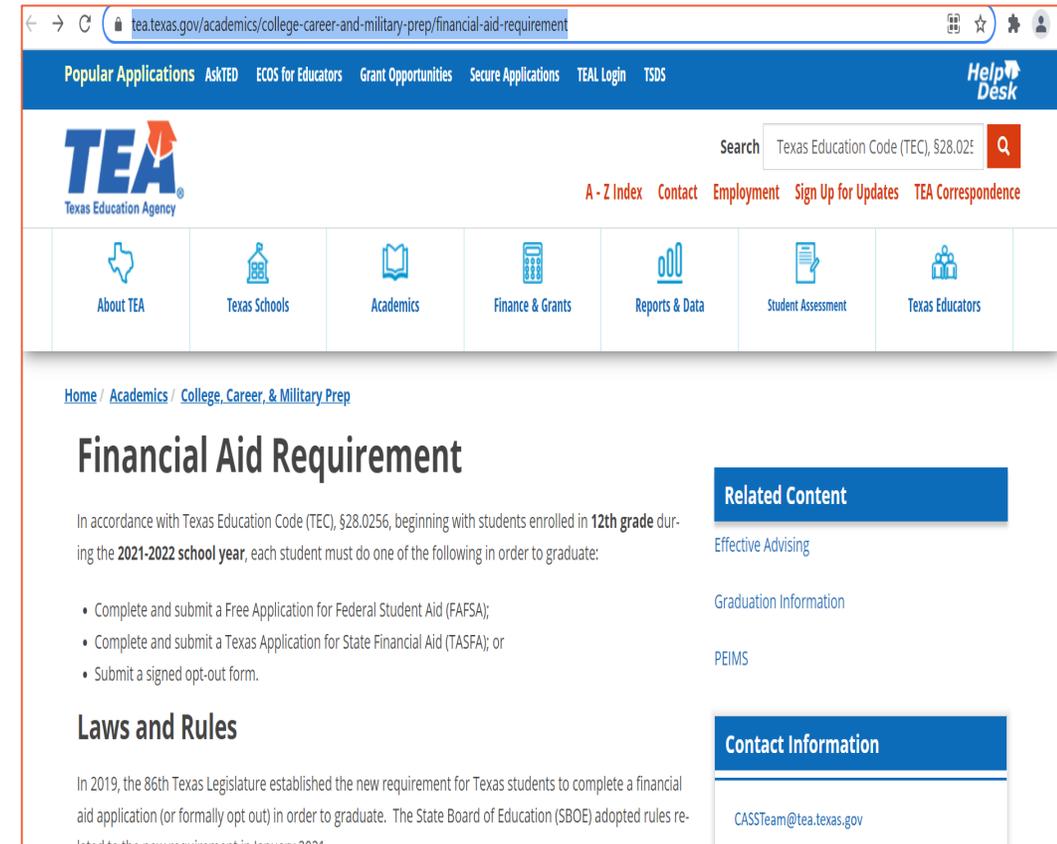


Provisional Enrollment Resource, Immunization Unit, Texas Department of State Health Services



# Academic Reminders – FAFSA/TASFA Completion

- Starting in the **2021-2022 school year**, all students enrolled in the **12th grade** must do one of the following in order to graduate ([TEC § 28.0256](#)):
  - Complete and submit a Free Application for Federal Student Aid (FAFSA);
  - Complete and submit a Texas Application for State Financial Aid (TASFA); or
  - Submit a signed opt-out form.



The screenshot shows the TEA website page for "Financial Aid Requirement". The page is titled "Financial Aid Requirement" and includes a search bar, navigation menu, and a list of related content. The main content area states: "In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021-2022 school year, each student must do one of the following in order to graduate:" followed by a bulleted list: "• Complete and submit a Free Application for Federal Student Aid (FAFSA);", "• Complete and submit a Texas Application for State Financial Aid (TASFA); or", "• Submit a signed opt-out form." Below this is a section titled "Laws and Rules" which states: "In 2019, the 86th Texas Legislature established the new requirement for Texas students to complete a financial aid application (or formally opt out) in order to graduate. The State Board of Education (SBOE) adopted rules related to the new requirement in January 2021." The page also features a "Related Content" sidebar with links to "Effective Advising", "Graduation Information", and "PEIMS", and a "Contact Information" sidebar with the email address "CASSTeam@tea.texas.gov".

[TEA Website](#) for more information

# HB 4545 & At-Risk Students

HB 4545 sets the minimum requirements for all students who did not perform satisfactorily to receive supplemental accelerated instruction so they may achieve satisfactory performance in the applicable subject and grade level.

The retention requirement in grades 5 & 8 has been removed. There is only one reading and math assessment opportunity.

When a student does not pass a STAAR assessment (any subject) in grades 3 – 8 or EOC, the school district must provide supplemental accelerated instruction/tutoring in the failed subject area during the following school year.

**Highly Mobile and At-Risk students will benefit** from collaboration among district/campus staff to ensure students are being properly academically identified and served. It is important that students are provided all eligible services and that staff work together to ensure students receive support.

- [HB 4545 District Overview](#)
- [Frequently Asked Questions](#)
- [Texas Tutoring Supports](#)

# Pause to Process



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.

# McKinney-Vento Program and Grant Updates

# TEHCY Program Technical Assistance and Training Updates

- **2020-2021 TEHCY Technical Assistance, Professional Development, and Support Grant awarded to Region 13 ended on August 31, 2021.**
- **TEHCY Technical Support Center services were transferred from Region 13 to TEA effective September 1, 2021.**
- **1-800 number is now operated by TEA.**
- **Future McKinney-Vento statewide trainings and resources will be provided by TEA in collaboration with ESCs.**

# 2018-2020 TEHCY Infographic

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
	135,392   <b>58%</b>	89,121   <b>78%</b>	85,571   <b>77%</b>
	19,942   <b>9%</b>	8,159   <b>7%</b>	7,954   <b>7%</b>
	19,797   <b>9%</b>	10,952   <b>10%</b>	10,325   <b>9%</b>
	56,174   <b>24%</b>	5,823   <b>5%</b>	7,551   <b>7%</b>

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

Texas Education for  
Homeless Children and Youth

Texas Education for Homeless Children and Youth

LEA's in collaboration with their McKinney-Vento liaison, ensure that students experiencing homelessness are identified for McKinney-Vento services annually. Identification does not automatically carry over from year to year.

Homeless Students in Texas Public Schools

We attribute the 2017-18 increase in identification due to the impact of Hurricane Harvey.

Graduation Rate by Year

Class of 2017	All Students	89.7%
	Homeless Students	72.1%
Class of 2018	All Students	90%
	Homeless Students	80%
Class of 2019	All Students	90%
	Homeless Students	79.8%

Students Identified as Homeless and Other Special Populations

	2017-18	2018-19	2019-20
	10.8%	13.7%	13.7%
	19.5%	17.9%	19.7%
	0.5%	0.9%	0.9%

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

2018-2020 TEHCY Infographic



# McKinney-Vento Poster Updates

- TEA has shipped all poster orders to the designated ESC McKinney-Vento Liaisons
- ESC McKinney-Vento Liaisons will be distributing the posters to every LEA in their region.
- McKinney-Vento requirement: *Public notice of educational rights of homeless children and youth is disseminated in locations frequented by parents or guardians of such children and youth, and unaccompanied youth.*

42 U.S.C. § 11432 (g)(6)(A)(vi)



**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 the local school; or continue attending their school of origin if that is your preference.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Receive transportation to and from the school of origin, if requested.
- Enroll in school and attend classes while the school gathers needed documents.
- 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 | tehcy.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 the local school; or continue attending their school of origin if that is your preference.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Receive transportation to and from the school of origin, if requested.
- Enroll in school and attend classes while the school gathers needed documents.
- 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 | tehcy.tea.texas.gov

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

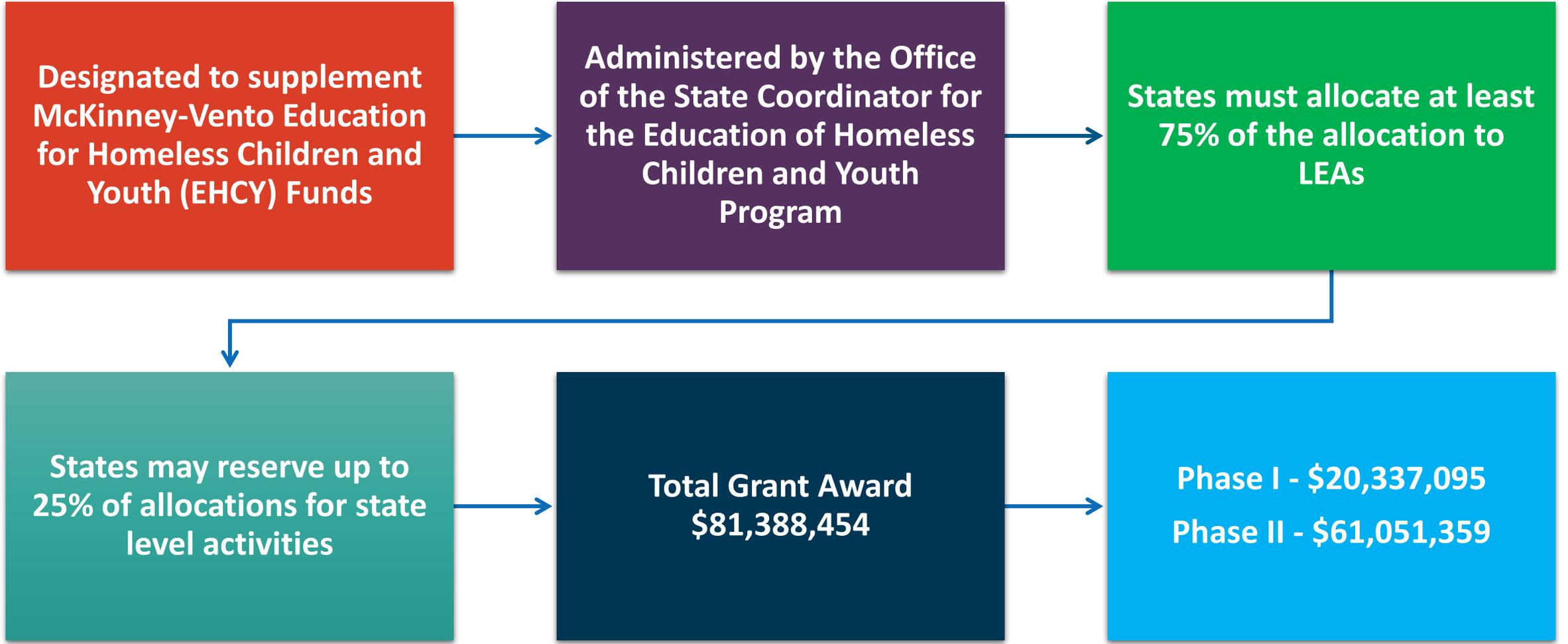
August 12, 2021,  
preliminary grant  
selection notices  
were announced

Awarded  
approximately  
\$7.7 million in  
grant funds

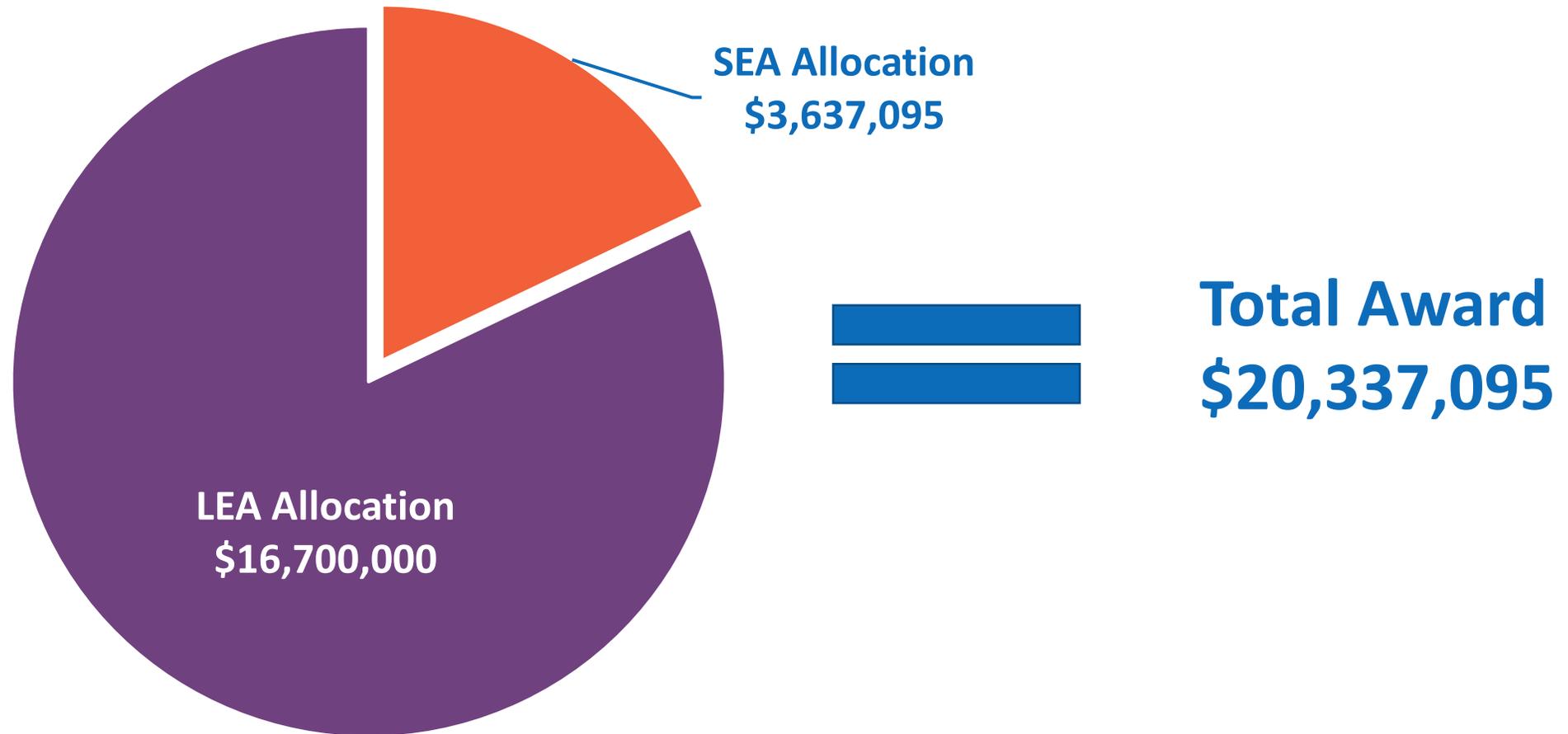
92 subgrantees

Serving a total of  
214 LEAs

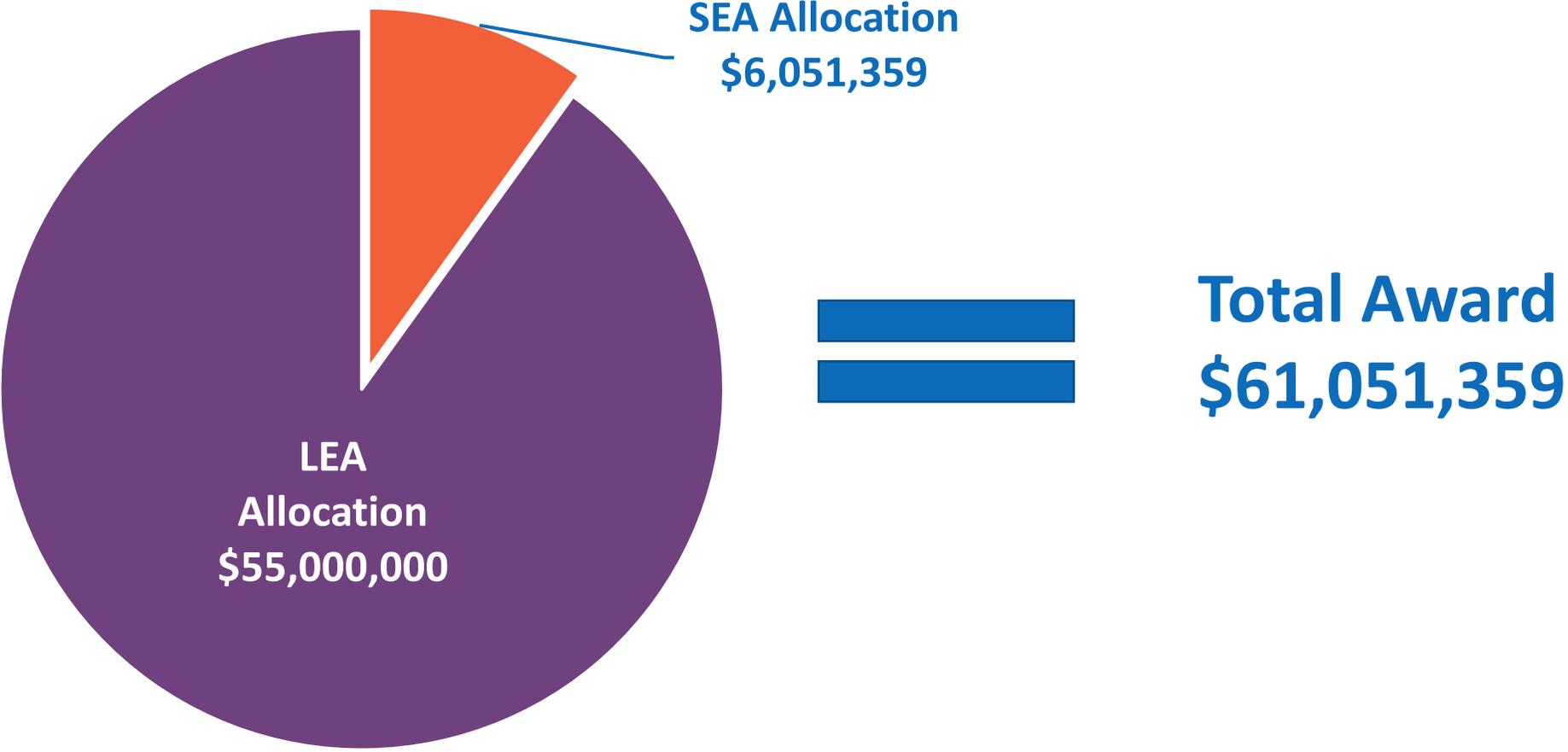
# American Rescue Plan – Homeless Children and Youth Phase I and II Grant Funds



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



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

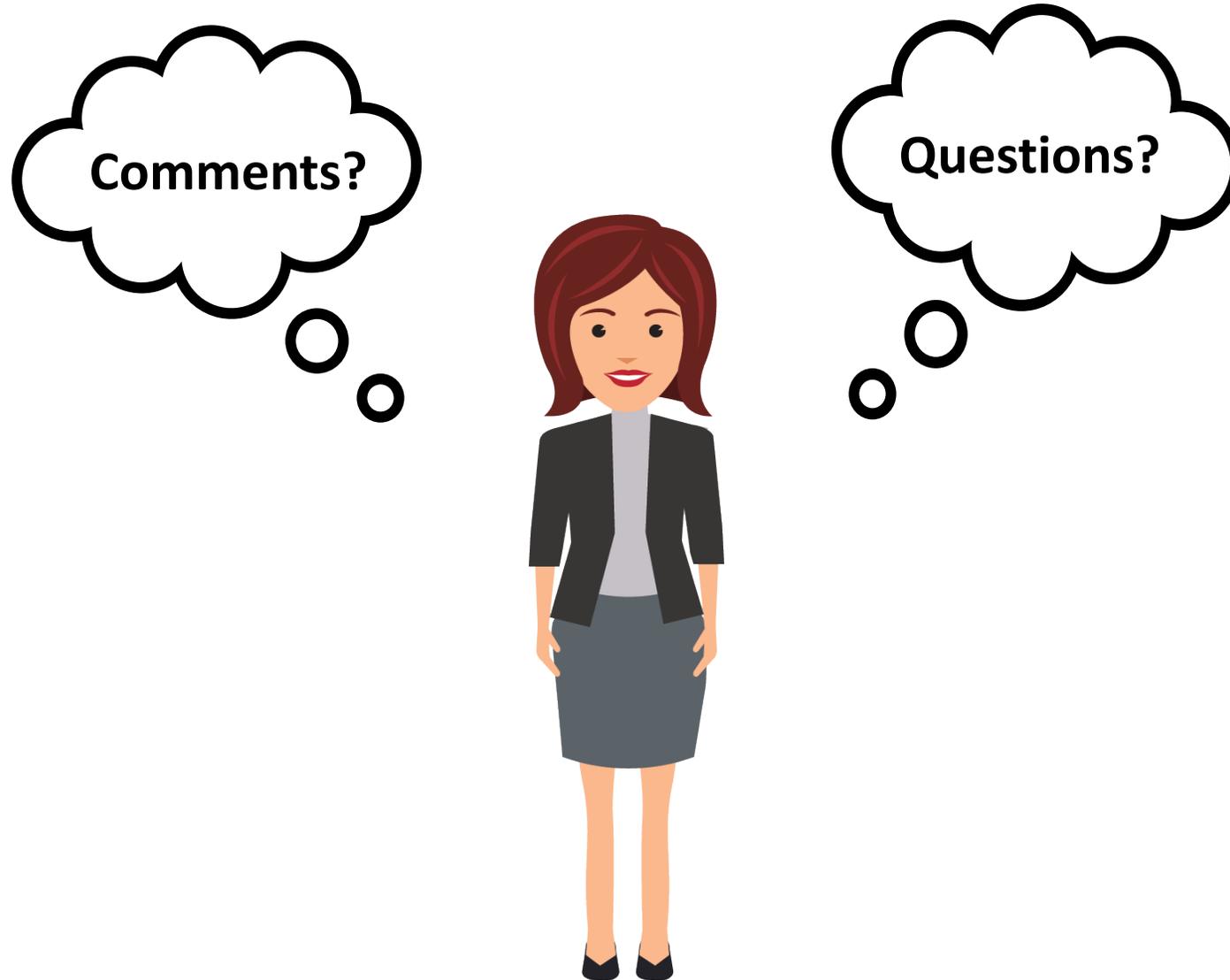


# TEHCY Grant and Program Training Updates

- McKinney-Vento 101
  - Tuesday, October 19th (1:00 pm - 2:30 pm)
- More Information Coming Soon – October 2021
  - 2020-2021 TEHCY Subgrantee EOY Report Meeting (Year 3)
  - 2021-2022 New TEHCY Subgrantee Meeting
  - ARP I Homeless Grant Meetings
- More Information Coming Soon – November 2021
  - ARP I Homeless Grant Meetings
  - ARP II Homeless Grant Meetings



# Pause to Process





# Military-Connected Students

# Purple Star Campus Designation Awards



45 campuses received the designation for the 2021-2022 school year.

- Feedback will be provided.
- TEA will be accepting applications for new campuses next Spring.
- Schools that received the designation last year will need to reapply in the Spring (process TBA).

*“I’m going to move again, so why bother making new friends?”*

- “Social and emotional stress can hinder a child’s connection to the new school environment and exacerbate the potential negative impact on the child’s academic performance.”
- “Having a parent deployed in conjunction with a transition may lead to increased depression and anxiety, sleeping and eating difficulties, and disconnection from adults and peers.”



# Purple Star Schools Support Students Socially & Academically

Designate a person at the school who supports families, students, and staff.

Host a webpage of resources for military-connected families to find what they need quickly.

Give students personal introductions to the school environment and help them meet new friends.

Recognize the sacrifices of military-connected students and families through school-wide events and initiatives.



# How can we get started?



Popular Applications   Asked   ECOS for Educators   Grant Opportunities   Secure Applications   TEAL Login   TSOS   [Help Desk](#)

**TEA**  
Texas Education Agency

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## Military Family Resources

**Contact Information**

512-463-9467  
[MilitaryConnectedStudents@tea.texas.gov](mailto:MilitaryConnectedStudents@tea.texas.gov)

[f](#) [t](#) [v](#) [o](#) [i](#)

On behalf of the public schools of Texas, it is my pleasure to welcome you to Texas. The men and women who serve in the armed forces are among our most valued assets as a nation. Your children deserve the very best our public schools have to offer.

The Texas Education Agency recognizes the challenges facing you and your families as you transition to a new home and school district. We have developed this section of our web site to provide information about Texas schools, graduation requirements and links to other sites of interest.

It is my hope that you and your children are satisfied with the service provided by our school system. Texas has

# 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 tiles) 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

# Reminders for Students in Foster Care



**Foster Care  
Liaison  
Appointed**

**Identification &  
Documentation  
(2085 & 2085E)**

**Immediate  
Enrollment**

**School  
Nutrition  
Benefits**

**Provide  
Training to  
Staff**

**Collaborate  
w/Child  
Welfare**

# Forms for Student Identification and Support

2085 E

Form K-908-2085-E  
Revised September 2015

**DESIGNATION OF EDUCATION DECISION-MAKER**  
**CHILD PROTECTIVE SERVICES (CPS) - PERMANENCY**

**Purpose:** DFPS must ensure that this form is provided to the court and the child's school under Texas Family Code §261.006 within five days of the Adversary hearing. DFPS must inform the court of any changes in the Education Decision-Maker or Surrogate Parent, if applicable, in the next permanency hearing report. DFPS must provide the updated information to the school no later than five days after any changes in the Education Decision-Maker or Surrogate Parent, if applicable.

**Directions:** To complete this form, fill in all applicable fields. For additional questions, contact your Regional Education Specialist. DFPS staff may not appoint a surrogate parent. DFPS staff may only list the name of the surrogate parent appointed by the court or the school.

**SECTION 1: AUTHORITY TO MAKE EDUCATION DECISIONS**

The Texas Department of Family and Protective Services (DFPS) is authorized by court order as provided in the Texas Family Code §153.272, to make education decisions on behalf of the following child currently in the conservatorship of DFPS.

Child's Full Name: \_\_\_\_\_ Child's DFPS IMPACT Person ID: \_\_\_\_\_ Child's Medicaid Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ County: \_\_\_\_\_ Court Number: \_\_\_\_\_ Case Number: \_\_\_\_\_

DFPS delegates to the following individual(s) (hereinafter referred to as the Education Decision-Maker) the education decision-making responsibilities on behalf of the child as described in this form. **Note: A representative of DFPS may be named as a primary and/or backup Education Decision-Maker.**

Designated primary Education Decision-Maker (and spouse, if applicable): \_\_\_\_\_ Date of designation: \_\_\_\_\_

Email: \_\_\_\_\_ Telephone Number(s): \_\_\_\_\_

Backup Education Decision-Maker: \_\_\_\_\_ Date of designation: \_\_\_\_\_

Surrogate Education Decision-Maker for special education decisions: \_\_\_\_\_ Date of designation: \_\_\_\_\_

Designated by:  Court  DFPS

Email: \_\_\_\_\_ Telephone Number(s): \_\_\_\_\_

**SECTION 2: SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES – IF APPLICABLE**

Federal and state law authorize the individual who is acting in the role of the child's parent or who is appointed by the school or the court to be the "surrogate parent" for the child to exercise the rights and responsibilities as outlined by the Individuals with Disabilities Education Act and state law and rule. The individual is usually the foster parent or daily caregiver, but may be a Court Appointed Special Advocate or other individual with knowledge of the child. In some cases the biological parent may retain the right to make certain special education decisions.

The law does not allow a DFPS staff person, school district staff, or anyone employed to provide care or treatment for the child to act as the parent or surrogate for special education decision-making. A foster parent is not considered a person employed to provide care for the child.

At age 18, the rights of the parent to make education decisions are transferred to the child, except for the child with a disability who has been determined to be incapacitated under state law.

Page 1 of 4

Form K-908-2085-E  
Revised September 2015

**SECTION 3: ACKNOWLEDGMENT, AGREEMENT, AND SIGNATURES**

As the Education Decision-Maker, I acknowledge and agree that:

- I have no professional interests that conflict with the interest of the child I represent.
- I will comply with the Education Decision-Maker Rights and Responsibilities as described in SECTION 3.
- I understand that failure to cooperate with DFPS may be the basis for revoking this designation.

Education Decision-Maker signature: \_\_\_\_\_ Date signed: \_\_\_\_\_

Backup Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

DFPS Caseworker (print name): \_\_\_\_\_ Phone Number: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

DFPS Supervisor (print name): \_\_\_\_\_ Phone Number: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Child's daily caregiver or facility staff (if different from Education Decision-Maker) (print name): \_\_\_\_\_ Phone Number: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

X \_\_\_\_\_ Email Address: \_\_\_\_\_

Page 4 of 4

Document names:

- Foster Care/Residential Care – 2085 FC
- Kinship or Other Non-Foster Caregiver – 2085 KO
- Legal Risk – 2085 LR
- Education Decision Maker – 2085 E (also required\*\*)
- Court Order

# Foster Care FAQ

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 time 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 29.081](#)?

Yes. Students enrolled with documentation that indicates they are currently in foster care must be coded with PEIMS at-risk indicator code #11.

Students in foster care may also meet other criteria for the at-risk indicators. 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 29.081\(d\)\(13\)](#). By definition alone, students in or formerly in foster care do not meet the state criteria for indicator code #13.

For more information visit, [TEA Compensatory Education FAQ](#).

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 are eligible for school nutrition and Every Student Succeeds Act (ESSA) benefits (see the ["Other" Section](#) of this FAQ).<sup>1</sup> We encourage foster care liaisons 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?

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 homeless. In these settings,

<sup>1</sup> 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.

1

## Topics

- PEIMS coding
- Pre-K qualifications
- Post-secondary education
- Foster Care liaisons

[TEA Foster Care FAQ](#)

# Upcoming Trainings

- Foster Care 101 – Tuesday, October 26th, 1:30-2:30 pm
  - [Register Here](#)
- On the horizon - Foster Care Guide Trainings:
  - Fall 2021
  - Spring 2022
- Sign-up for the Foster Care Newsletter to receive training and resource updates.



# 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

- ESSA Foster Care Overview
- Educational Stability:
  - School of Origin
  - Education best-interest
  - Transportation coordination
  - Data collection and reporting

### Chapter 10

#### Trauma-Informed Education

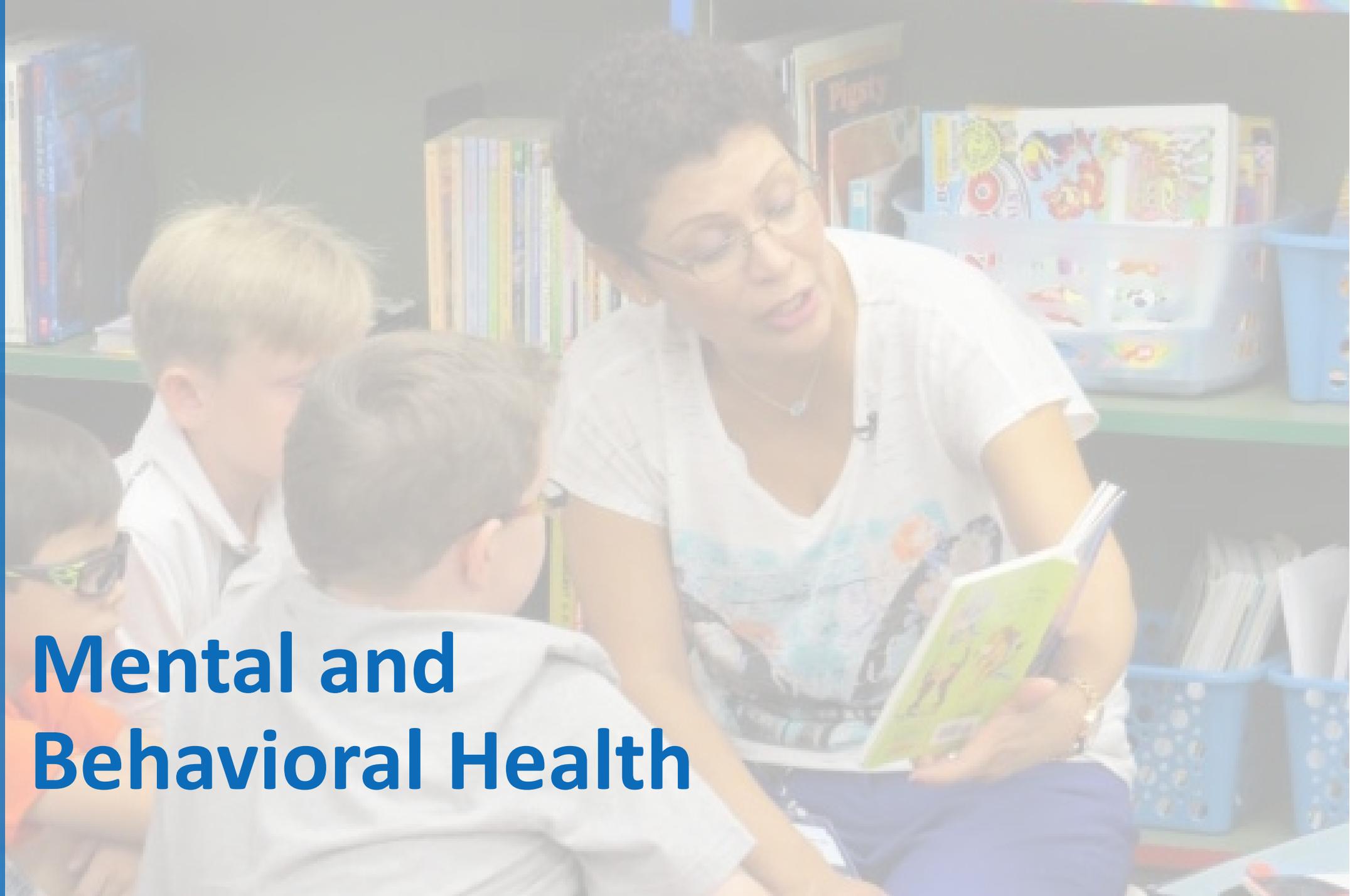
- Traumatic childhood experiences.
- Trauma-informed school communities.
- Supporting mental and behavioral health of students in foster care.
- Truancy and discipline.
- Multi-tiered systems of support.

Coming soon!



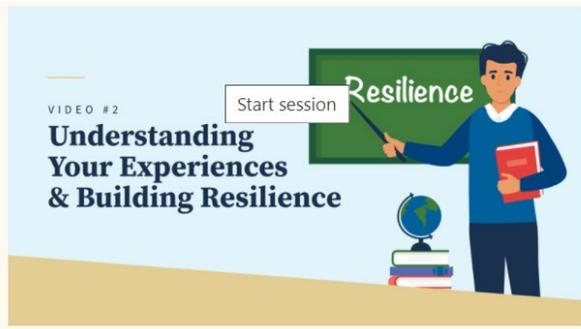
# Pause to Process





# Mental and Behavioral Health

# Mental Health, Grief, and Trauma-Informed Practices



[Access Project Restore to Get Started!](#)

# Mental and Behavioral Health Updates



Advancing Wellness and  
Resiliency in Education

5th Summit on Advancing  
Behavioral Health Collaboration

Registration is free and  
open now!

Register at <http://bit.ly/ABCSummit21>



## ADVANCING WELLNESS AND RESILIENCY IN EDUCATION: *SCHOOLS CAN!*

### You are Invited!

Join us for the 5th Annual Advancing Behavioral Health Collaboration (ABC) Summit to strengthen school mental health partnerships. This year, the ABC Summit will be virtual with sessions held throughout September to maximize your opportunity to participate.

**Who should attend?** Participation is encouraged for professionals working in education service centers, local education agencies, state agencies and community organizations who desire to support schools, learn from colleagues, and strengthen student mental health in Texas. Please join us!

10:00 am - 1:00 pm Each Thursday in September

September 2 Schools Can! **Be Leaders for Resilience**

September 9 Schools Can! **Reimagine How We Support Students**

September 16 Schools Can! **Promote Hope and Healing for Students**

September 23 Schools Can! **Create Compassionate and Connected Communities**

September 30 Schools Can! **Restore Staff Wellness**



Advancing Wellness and  
Resiliency in Education



Texas Education Agency



tcmhcc



South Subwatershed (2012 Region 0)

MHTTC

Mental Health Technology Transfer Center Network

In collaboration with the Texas Health and Human Services Commission

- Invitation to join in the ABC Summit
- <http://bit.ly/ABCSummit21>
- New Safe and Supportive Schools Division – Transition



# New School Mental Health Resources Launch Begins September 2021

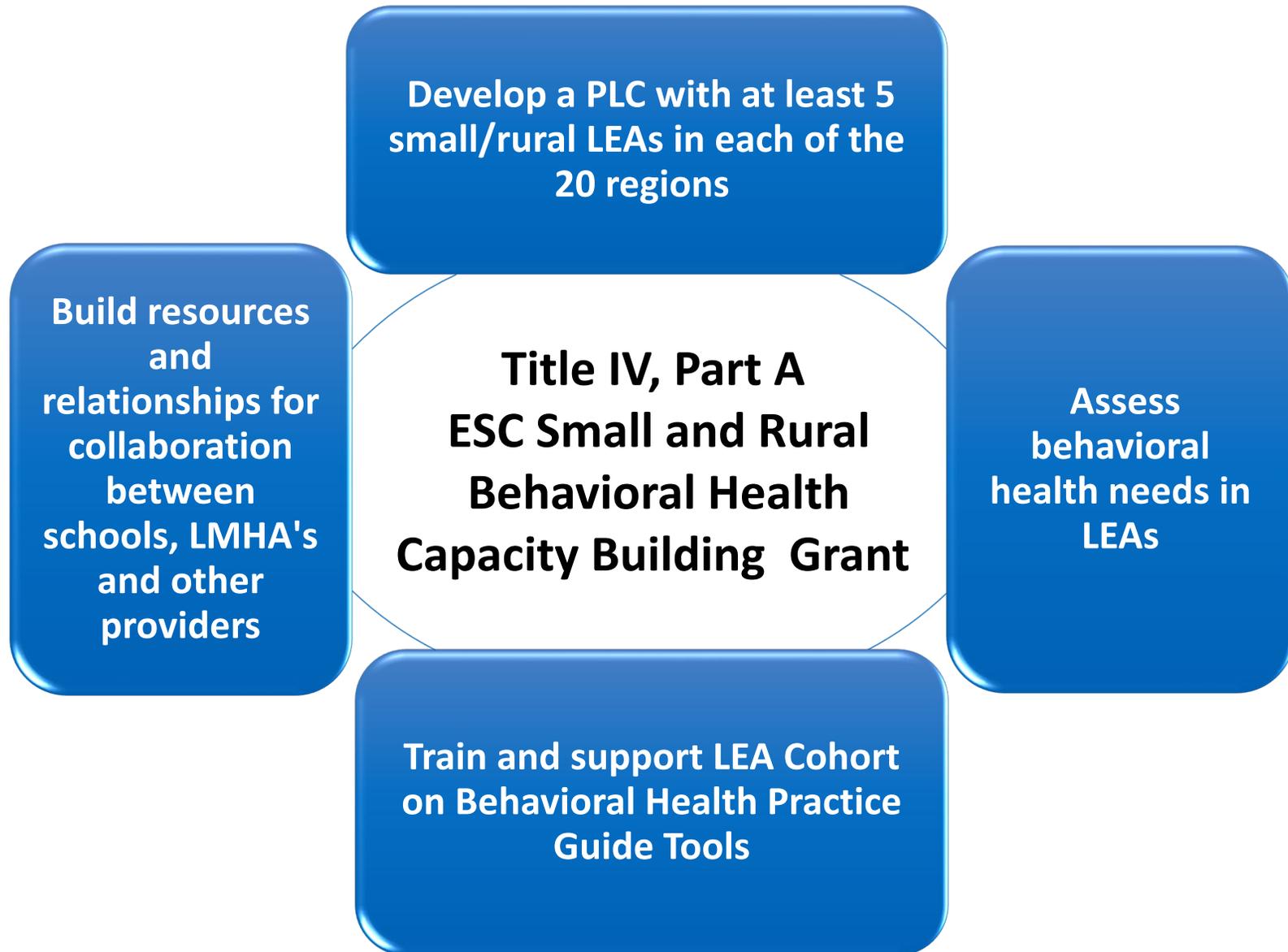
1. School Mental Health Practice Guide and Toolkit, Version 1
2. School Mental Health MTSS for a Safe and Supportive School, Online Learning Modules
3. Texas School Mental Health Website

# Project AWARE Texas Goals



Advancing Wellness and  
Resiliency in Education

- 1** **Increase and improve access** to culturally competent and developmentally appropriate school and community-based mental health services.
- 2** **Increase awareness and identification** of mental health issues among adults working with young people.
- 3** **Help students develop skills** that promote resilience, self-regulation and pro-social behaviors, avert development of mental health disorders and prevent youth violence.
- 4** **Develop an infrastructure** that will sustain services at LEA/ESC's and build statewide capacity for promoting mental health awareness and evidenced-based practices.



# \*NEW\* Project AWARE Grant 2021-2026



Advancing Wellness and  
Resiliency in Education

Address mental health challenges in 3 LEAs, serving over 24,850 individuals

Continue 4 overarching goals for current SAMHSA AWARE Grant

Strengthen mental health partnerships across the state to support school mental health

# Pause to Process





# General Updates

# Upcoming Trainings and Events



## Highly Mobile and At-Risk Webinar

- November 18, 2021, 1:00-2:30 pm CST

## Association for Compensatory Educators of Texas Conference

- October 27-29, 2021
  - Texas School Mental Health Resources | October 27, 2021, 11:15 am - 12:30 pm
  - TEA Texas Education for Homeless Children and Youth (TEHCY) Program Updates | October 27, 2:30 pm – 3:30 pm
  - Foster Care and Student Success: Essential Information to Building Understanding and Supports for Students in Foster Care | October 28, 2021, 11:15 am -12:30 pm
  - Pregnancy Related Services in 2021-22 | October 28, 1:15 pm - 2:15 pm
  - Statewide Human Trafficking Prevention and Awareness | October 28, 1:15 pm – 2:15 pm

## Mental and Behavioral Health Events

- Advancing Behavioral Health Collaboration Summit
  - September 23 & 30, 2021 10:00 am -1:00 pm CST
- Texas Counseling Association Professional Growth Conference – November 5, 2021, 12:00 pm – 1:30 pm

- Foster Care 101: [Register Here](#)
  - Tuesday, October 26th (1:30 pm – 2:30 pm)
- McKinney-Vento 101
  - Tuesday, October 19th (1:00 pm - 2:30 pm)
- Transition Assistance Training Series:
  - [Friday, 10/22 \(10:00 am – 11:30 am\)](#)
  - [Wednesday, 11/10 \(10:00 am – 11:15 am\)](#)
  - [Friday, 12/3 \(10:00 am – 11:15 am\)](#)

# TEA COVID 19 Support | Public Health Orders

- [Public Health Orders](#)
- [K-12 COVID-19 Testing Project](#)
- [COVID-19 Case Reporting](#)
- [Other Resources](#)
- [COVID-19 Vaccinations](#)

# Upcoming Awareness Events

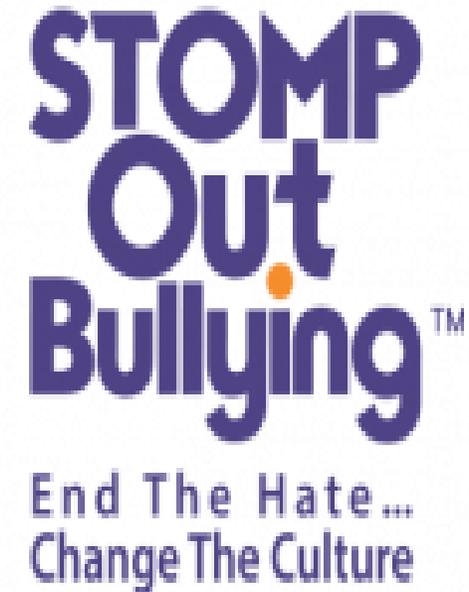
## September

Suicide Prevention Awareness Month



## October

World Bullying Prevention Month



### College, Career, & Military Prep

- Advanced Academics
- Armed Services Vocational Aptitude Battery (ASVAB)
- Career and Technical Education
- Counseling, Advising, and Student Supports
- STEM (Science, Technology, Engineering, and Mathematics)
- Texas College and Career Readiness School Models

### Instructional Materials

- Accessible Instructional Materials
- Ordering Instructional Materials
- Publisher Portal
- The Review and Adoption Process

### Curriculum Standards

- TEKS Texas Essential Knowledge and Skills
- TEKS in Spanish
- Texas Essential Knowledge and Skills - Review and Revision

### Learning Support and Programs

- Credit by Examination
- Mathematics and Reading Academies
- School Guidance and Counseling
- Technology Planning
- Texas Gateway
- Texas Virtual School Network

### Early Childhood Education

- Data Driven Instruction in Early Childhood Education
- Educator Resources
- Family Resources
- High-Quality Prekindergarten
- Reading
- Webinars

### Special Student Populations

- Dyslexia
- English Learner Support
- Gifted and Talented Education
- Highly Mobile and At Risk, and Mental Health Supports**
- Review and Support
- Special Education

# Highly Mobile and At Risk, and Mental Health Supports



## Purpose

To increase awareness, build capacity, and improve TEA supports, resources and tools available for Texas schools to address the unique needs and statutory requirements of highly mobile and at-risk students. Ultimately, the Division exists to improve the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.

Foster Care and Student Success	Human Trafficking	Mental and Behavioral Health
Military Connected Students	Pregnancy Related Services	Texas Education for Homeless Children and Youth

## Division Webinars and Trainings

Student Programs Webinars	Program Newsletters
---------------------------	---------------------

# HM&AR Division Emails



## Military Connected Students

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



## Pregnancy Related Services

- [PregnancyRelatedServices@tea.texas.gov](mailto:PregnancyRelatedServices@tea.texas.gov)



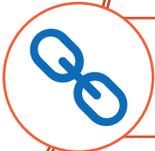
## Foster Care and Student Success

- [FosterCareLiaison@tea.texas.gov](mailto:FosterCareLiaison@tea.texas.gov)



## Texas Education for Homeless Children and Youth Program

- [HomelessEducation@tea.texas.gov](mailto:HomelessEducation@tea.texas.gov)



## Child Abuse and Neglect Awareness

- [PreventingHumanTrafficking@tea.texas.gov](mailto:PreventingHumanTrafficking@tea.texas.gov)



## Mental and Behavioral Health

- [MentalandBehavioralHealth@tea.texas.gov](mailto:MentalandBehavioralHealth@tea.texas.gov)

# Sign Up for Updates!

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

TEA Texas Education Agency

Search

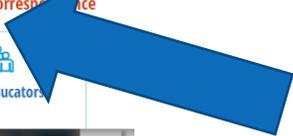
A - Z Index Contact Employment **Sign Up for Updates** TEA Correspondence

About TEA Texas Schools Academics Finance & Grants Reports & Data Student Assessment Texas Educators

**TexasAssessment.gov**  
Parents can log in to the Family Portal to get their child's STAAR results along with customized resources.  
[Learn More](#)

**LOG IN, LEARN MORE**

TexasAssessment.gov Supplemental Special Education Services Texas Home Learning



- Special Student Populations
  - Foster Care and Student Success
  - Bilingual/ESL Education
  - Early Childhood Education
  - Special Education Updates
  - Gifted/Talented Education
  - Pregnancy Programs
  - Languages Other Than English
  - McKinney-Vento Homeless Education
  - Spanish Curriculum Standards
  - At-Risk and Highly Mobile Student Program Division
  - Migrant Education Program
  - Military Connected Students
  - Mental and Behavioral Health

## The Latest TEA News

The latest news from the Texas Education Agency is available through news releases, online correspondence, mailing lists, and other posted information.

Emergency Support	Texas Schools	About
 <b>Coronavirus (COVID-19)</b> TEA is closely monitoring the novel Coronavirus outbreak. TEA has produced important updates.	 <b>Visiting TEA</b> TEA offices are open and meetings are being held in-person and virtually. Please contact the	 <b>General Public Health Resources</b> For current COVID-19 case counts across Texas.