



Texas Education Agency



Texas Education for Homeless Children and Youths
(TEHCY) Program

McKinney-Vento 201

December 19, 2024 | 11:00 AM – 1:00 PM

Presenters



Dr. Desiree Viramontes

McKinney Vento State Coordinator

Highly Mobile and At-Risk Student Programs



Dr. Ann H. Lê

Program Specialist

Highly Mobile and At-Risk Student Programs

To review a variety of state provisions that assist school districts and open-enrollment charter schools to support students experiencing homelessness.

- Family Code: Consent to Treatment [FAM §32.001; FAM §32.003]
- Truancy Prevention [TEC §25.0915(a-1)(a-3)]
- Student Discipline [TEC §37.001(a)(4)(f); TEC §37.005(d)]
 - McKinney-Vento Discipline Data
 - Discipline Toolkit
- Webpage Requirements [TEC §33.906]
- Results Driven Accountability (RDA)
- TEHCY Program Resources and Reminders



Family Code: Consent to Treatment

Consent to Treatment of Child by Non-Parent

Family Code §32.001

People who may consent for *any* child, including homeless and unaccompanied youth.

a grandparent of the child

an adult sibling of the child

an adult aunt or uncle of the child

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

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

Consent to Treatment by Child

FAM §32.003

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

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

AND

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

Next Steps and Considerations: Consent to Treatment

Bookmark [FAM §32.001](#) & [FAM §32.003](#) for easy access.

- Utilize these resources:
 - To support adults who are caring for unaccompanied youth experiencing homelessness.
 - For instances when unaccompanied youth experiencing homelessness who are 16+ youth to support their access to medical treatment.



A young woman with long, dark, wavy hair is smiling at the camera. She is wearing a light blue turtleneck sweater and blue jeans. She is holding a silver tablet in her left hand and a book in her right hand. She has a black backpack on her back. She is standing in a brightly lit school hallway with a blue metal railing on the left and a white door on the right. The background is slightly blurred.

Truancy Prevention

Truancy Prevention Measures

TEC §25.0915(a-1)

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

Impose:

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

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

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



Truancy Prevention | Students Experiencing Homelessness

TEC §25.0915(a-3)

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

Pregnancy

Being in the state foster program

Homelessness

Severe or life-threatening illness or related treatment

Being the principal income earner for the student's family

TEA Truancy Prevention Resource

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



Chapter 129. Student Attendance

Subchapter BB. Commissioner's Rules Concerning Truancy

§129.1041. Definitions.

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

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

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

§129.1043. Minimum Standards.

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

- (1) identifying the root cause of the student's unexcused absences and actions to address each cause;
- (2) maintaining ongoing communication with students and parents on the actions to be taken to improve attendance;
- (3) establishing reasonable timelines for completion of the truancy prevention measure; and
- (4) establishing procedures to notify the admission, review, and dismissal committee or the Section 504 committee of attendance issues relating to a student with a disability and ensure that the committee considers whether the student's attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

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

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

§129.1045. Best Practices.

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

- (1) Develop an attendance policy that clearly outlines requirements related to truancy in accordance with Texas Education Code (TEC), Chapter 25, Subchapter C, and communicate this information to parents at the beginning of the school year.
- (2) Create a culture of attendance that includes training staff to talk meaningfully with students and parents about the attendance policy and the root causes of unexcused absences.
- (3) Create incentives for perfect attendance and improved attendance.
- (4) Educate students and their families on the positive impact of school attendance on performance.
- (5) Provide opportunities for students and parents to address causes of absence and/or truancy with district staff and link families to relevant community programs and support.
- (6) Develop collaborative partnerships, including planning, referral, and cross-training opportunities, between appropriate school staff, attendance officers, program-related liaisons, and external partners such as court representatives, community and faith-based organizations, state or locally funded community programs for truancy intervention or prevention, and law enforcement to assist students.
- (7) Determine root causes of unexcused absences and review campus- and district-level data on unexcused absences to identify systemic issues that affect attendance.

TAC §129.1043 Minimum Standards

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

- 1) Identifying the root cause of the student's unexcused absences and actions to address each cause;
- 2) Maintaining ongoing communication with students and parents on the actions to be taken to improve attendance;
- 3) Establishing reasonable timelines for completion of the truancy prevention measure; and
- 4) Establishing procedures to notify the ARD/IEP committee or the Section 504 committee of attendance issues relating to a student with a disability and ensure that the committee considers whether the student's attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Highlighted Best Practices for all LEAs (TAC §129.1045)



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



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



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



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

Highlighted Best Practices TAC §129.1045 (cont.)



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

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



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

Next Steps and Considerations: Truancy Prevention



- LEA support teams should monitor the attendance of students experiencing homelessness on a regular basis.
- Identify systemic issues that affect attendance.
- Educate students and families on the positive impact of school attendance on performance.
- Develop collaborative partnerships with internal and external stakeholders to develop truancy intervention and prevention programs.
- Provide opportunities for families to discuss circumstances that may be impacting attendance.

The title "Student Discipline" is written in a large, bold, blue, sans-serif font. It is positioned in the lower-left area of the slide, partially overlapping a faded background image of a young girl. The girl has dark skin and curly hair, is wearing a dark jacket, and has her hand pressed against her forehead with a look of distress or worry. The background image is semi-transparent, allowing the blue text to stand out.

Student Discipline

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

The LEA Student Code of Conduct must specify:



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



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



Conditions under which a student may be suspended or expelled.



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



Suspension: TEC §37.005(d)

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

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

Unlawfully carrying a handgun under Penal Code 46.02.

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

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

Assault, Sexual Assault, Aggravated Assault, Aggravated Sexual Assault

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



Next Steps and Considerations: Student Discipline

- The campus behavior coordinator may coordinate with the LEA McKinney-Vento liaison to identify appropriate alternatives to out-of-school suspension students experiencing homelessness. (TEC §37.005(d)).
- LEAs should explore all available options, such as ISS and alternative means of receiving coursework, to meet the individual needs of each student.

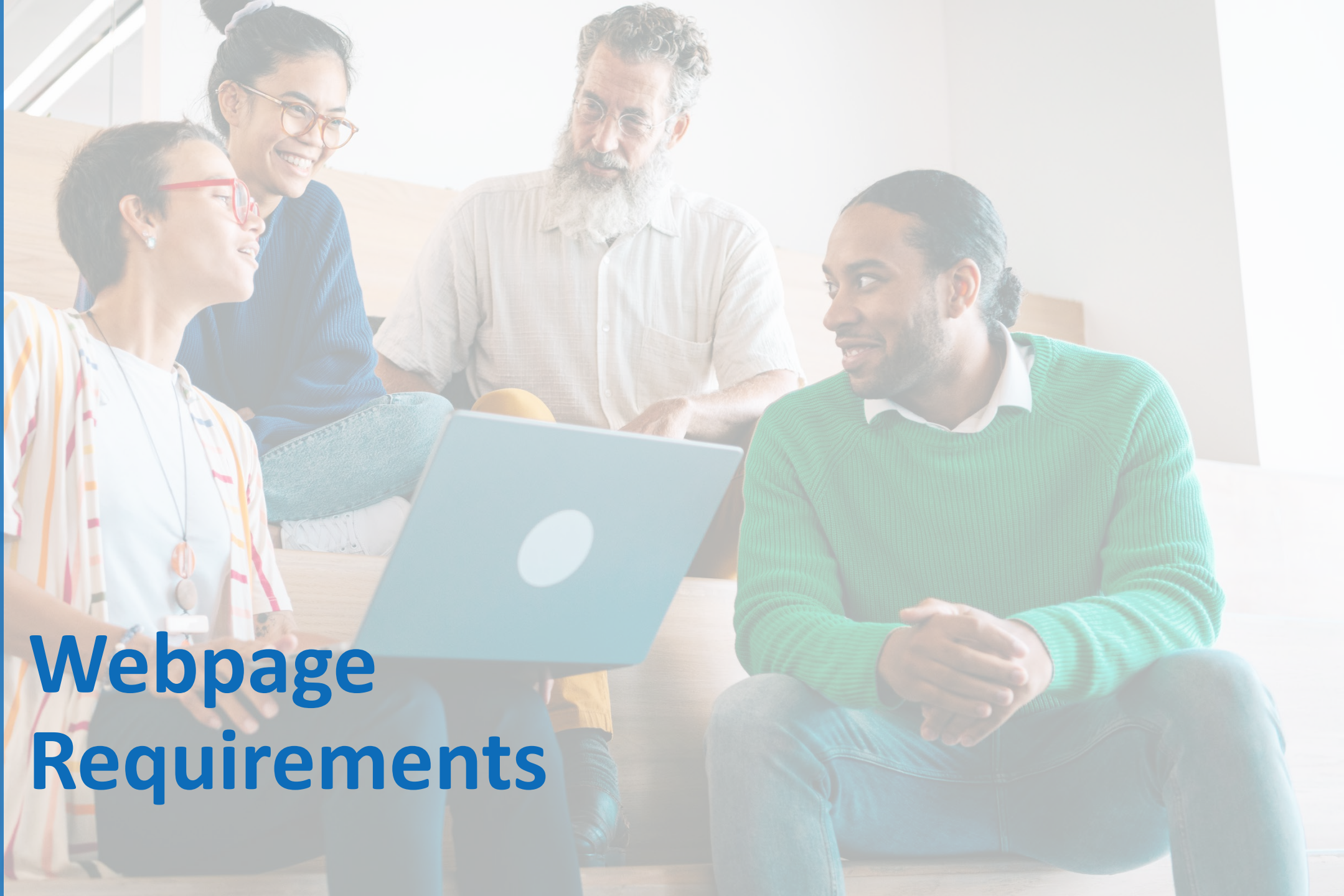


TEA Student Discipline Contact Information

Mary Scott

StudentDisciplineSupport@tea.texas.gov

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



Webpage Requirements

State Requirements TEC §33.906

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

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

HISD | Homeless Education Office

WORKING TODAY FOR A BETTER TOMORROW

CONTACT US



LOCATION

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

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

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

Information for the LEA McKinney-Vento Webpage

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

McKinney-Vento
Liaison **contact
information.**

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

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

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

What is a local program or service?

District Services

McKinney-Vento Liaison contact information

McKinney-Vento services

Nutrition services

Academic program eligibility and services

After-school programs and tutoring services

Local Community Resources

Shelters

Food banks

Local Workforce Solutions

Local Housing Authorities

Clinics and mental health services

Other charitable organizations



HISD Community Resource Page



COMMUNITY RESOURCES

Enter a relevant word or phrase

Search

Search for community partners for resources. Type in keywords such as "uniforms" or "shelter" in the search engine.

Information Resources:

- [McKinney-Vento Resource Quickguide](#)
- [Helping Unaccompanied Homeless Youth Access College Financial Aid](#) ↓A
- [Unaccompanied Youth](#) ↓A
- [Determining Eligibility](#) ↓A
- [Enrollment](#) ↓A
- [Information for Parents of School-Age Youth](#) ↓A

RESOURCES

 [Houston Resource Directory](#) ↓A



Next Steps and Considerations: McKinney-Vento Webpage

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

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

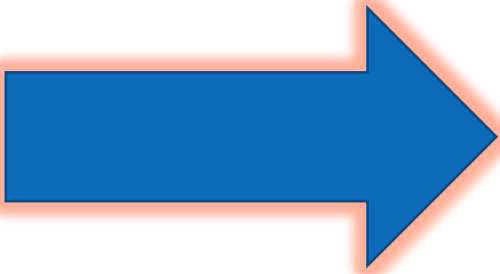
Assess additional information needed to **support students and families**.

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

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

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

Regional McKinney-Vento Webpage Examples



MCKINNEY-VENTO/THE REACH PROJECT

McKinney-Vento – The REACH Project  [Project Homepage](#)

[Family and Community Resources](#)

[Community Resource Map](#)

[Liaison Resources](#) 

[Important Links](#)

[REACH Project Monthly Newsletter](#)

[McKinney-Vento](#)

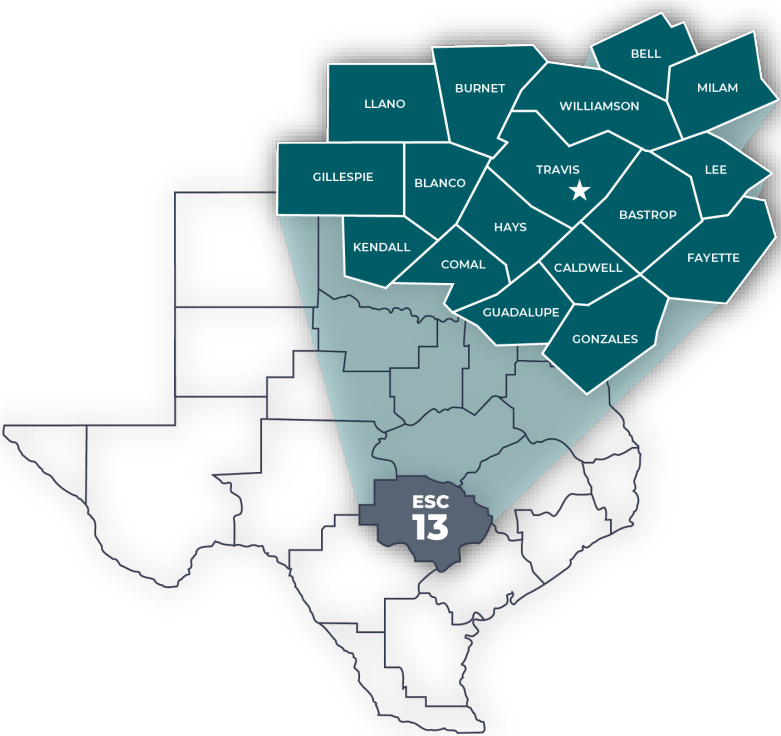
[Contact Us](#)



McKinney-Vento Resources

McKinney-Vento/Resources, Education, and Advocacy for Children Experiencing Homelessness (The REACH Project)

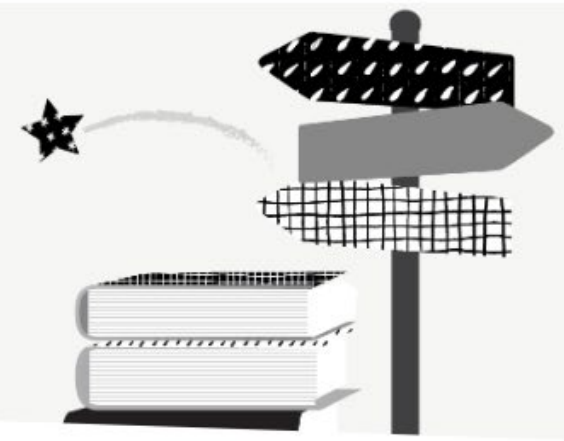




McKinney-Vento Homeless Education

Supporting students experiencing homelessness.

[★ Subscribe for Email Updates](#) [★ Contact Us](#)



[All](#) [Events](#) [Resources](#) [Services](#) [Articles](#)

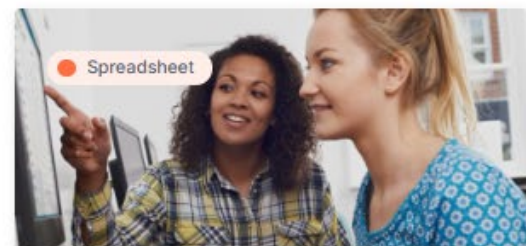
● Event

TEHCY Region 13 ONLY SSA Member Meeting

Mar 27, 2025 FREE

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

[View Event Details](#) [Register](#)



● Spreadsheet

Region 13 McKinney-Vento Liaisons

Contact list of Region 13 McKinney-Vento Liaisons.

[View Spreadsheet Details](#)

● Resource



Texas Education for Homeless Children and Youth

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

[View Resource Details](#)



A photograph of four diverse individuals—two women and two men—sitting on a wooden bench or staircase. They are gathered around a laptop, which is open and held by one of the women. The group appears to be in a collaborative meeting, with some members looking at the screen and others looking towards each other. The setting is bright and modern, with large windows in the background. The text "Results Driven Accountability (RDA) High-Level Overview" is overlaid in a large, bold, blue font across the lower portion of the image.

Results Driven Accountability (RDA) High-Level Overview

Results Driven Accountability (RDA) Resources

- [RDA Webpage](#)
- [2024 Accountability Manual](#)
- [RDA Overview for Federal Programs 11/2024 Webinar](#)
- [2024 BE/ESL/EB and OSP — RDA Determination Level Framework](#)

Results Driven Accountability (RDA)

The RDA system is a data-driven framework developed and implemented annually for local educational agencies (LEAs) by the Division of Review and Support in coordination with other departments within the Texas Education Agency (TEA). The RDA Chapter 12 in the Accountability Manual provides comprehensive technical documentation about the RDA system, including program areas, indicators, measurement requirements, data sources, and more. This system is used by the TEA as one part of its annual evaluation of LEA performance and program effectiveness. It is worth noting that the RDA Chapter 12 was previously a standalone RDA Manual, formerly called Performance-Based Monitoring Analysis System (PBMA5).



2024 Accountability
Manual



RDA Data
and Reports



2024 RDA
Overview

RDA Webinars for LEAs and ESCs

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

OSP Results Driven Accountability (RDA) Resources

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



OSP Self-Assessment
Guide



OSP Self-Assessment



OSP RDA Technical Assistance Crosswalk



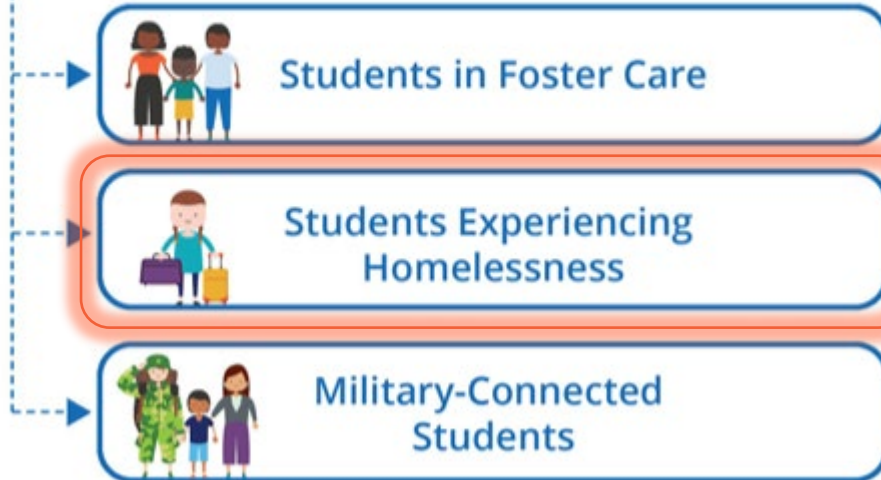
OSP Self-Assessment RDA Crosswalk

OSP Self-Assessment Guide: Rubric

SELF-ASSESSMENT GUIDE

OTHER SPECIAL POPULATIONS (OSP)
(McKinney-Vento Act / Military-Connected / Foster Care)

Other Special Populations



Other Special Populations – Self-Assessment

20. School Stability

PROBING QUESTION

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

SOURCES OF EVIDENCE

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

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

MV Self-Assessment: FILLABLE SELF-ASSESSMENT

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

1. Tally marks have been transferred for each area (implementation, student performance, and family engagement/parental involvement) in each cell to indicate the quality level selected.
2. The LEA will need to manually calculate the overall summary score by adding the tally marks for the specific column and entering the total number calculated in the text box provided at the bottom of the summary sheet for each quality level

Pg. 61

OSP Self-Assessment: FILLABLE SELF-ASSESSMENT

OTHER SPECIAL POPULATIONS (OSP)

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

FILLABLE SELF-ASSESSMENT

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

2024-2025



Planning pages with rubric scoring descriptions:

- Pages 11 – 30: Implementation
- Pages 51 – 53: Student Performance
- Pages 57 – 58: Family Engagement and Parental Involvement
- Page 61: **Self-Assessment Result** (Turn in)

NEW!

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



A photograph of three educators—two men and one woman—collaborating. They are all wearing glasses and smiling as they look at a tablet computer held by one of the men. The woman has long red hair, and the men are of Asian and African descent. The image is overlaid with a semi-transparent blue filter, and the title text is centered in the lower half.

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



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

Self-paced
4 credits

Enroll



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

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Texas Education Agency

Nutrition Benefits

TAC § 89.1605(a)(3)

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

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

Best Practices

- Appropriate LEA or campus staff should immediately notify food services when a new student enrolls.
- Verify student coding is in alignment with effective date.
- Ensure student confidentiality.
- Collaborate with your Nutrition Coordinator to establish processes, such as sending an approval notification via email.
- LEAs should provide annual training to new and returning staff on nutrition eligibility and application processes.

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

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Enrollment Conferences

TAC § 89.1605(b)

Local Education Agencies (LEAs) must convene an enrollment conference with a student who is homeless or in foster care within the first two weeks, or as soon as feasible, after a student who is homeless or in substitute care enrolls at a new school. The student's participation in the meeting should be addressed on a case-by-case basis. The convening cannot delay or impede enrollment.

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

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

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

Key People to Consider Including:

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

Others to Include:

LEA AND CAMPUS STAFF	COMMUNITY SUPPORT
- Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.) - Teachers - Social Workers - Dropout Prevention Specialist - Attendance/Tuency Officer	- Parent or Guardian - Relative or Foster Placement Caregiver - Texas DFPS Caseworker - DFPS Educational Decision Maker - CASA Volunteer

*Additional people may be invited, as needed.
**Discussion topics are required in TAC § 89.1605(b)(3) and should be adapted to meet the unique needs of each student.

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.

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Student Welcome Packet Requirements and Best Practices

TAC § 89.1605(a)(1)

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

Welcome Packet Required Items:

- Extracurricular activities (e.g., fine arts, athletics, etc.)
- Club activities
- Information on fee waivers
- Tutoring opportunities
- Student code of conduct
- Available student supports
- Contact information for pertinent school staff

Contact information for key school staff members:

- School counselors
- Nurses
- Social workers
- Foster Care Liaison
- McKinney-Vento Liaison
- Principal & Assistant Principals
- Registrars
- Nutrition coordinators
- Transportation specialists
- Additional support staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, SQA programs, Pregnancy Related Services)

Additional Foster Care and McKinney-Vento Items:

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

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School Introductions to Ease Transitions

TAC § 89.1605(a)(2)

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

Strategies to Ease Transitions

- Provide introductions (e.g., staff introductions, campus tours, activities, welcome events, etc.) within two weeks of enrollment.
- Implement mentoring programs in which staff or community mentors can facilitate introductions, have lunch with students, and check-in with students throughout the day.
- Provide information on peer-to-peer programs, such as student-led activities, clubs, programs, extracurriculars, etc.
- Designate a staff member to whom the student can reach out for support and services. This person provides a safe space for the student to share any concerns, needs, or life changes.

Key Contacts

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

Student Ambassadors

Student ambassadors are students who represent the school and introduce new students to the campus and its culture. Student ambassadors are familiar with the campus environment and have



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

19 TAC 89 FF
Subchapter FF

- All newly enrolled foster care and homeless students must:
 - Have an **enrollment conference** (within first 2 weeks of enrolling or as soon as feasible).
 - **Receive a welcome packet** with information and resources about the school.
 - Be **provided a warm-introduction** to the school, provided a tour of the campus, meeting relevant staff, learning about school opportunities, etc.
 - **Receive expedited nutrition benefits**, from the first day of enrollment (without delay).

- Scan the QR code to download TAC 89 FF



State District Selection Provision

- In Texas, we have a state district selection provision: TEC § 25.001(b)(5).
- If a family is homeless, they can select to enroll in any district in the state.
- Students experiencing homelessness would be enrolling under the state provision.
 - The McKinney-Vento Liaison will assist in selecting the campus that best meets the needs of students experiencing homelessness.
 - McKinney-Vento transportation does not apply.



TEHCY Program Technical Assistance Process





TEHCY Web Portal

Texas Education for Homeless Children and Youth

Resources and services to ensure that all Texas children living in homeless situations have the opportunity to enroll in, attend, and succeed in school.



Professional Development (recorded trainings)

OCTOBER 10, 2024, RECORDED WEBINAR

McKinney-Vento 101 | Overview to Key Components

Are you new to working with students and families experiencing homelessness? Has it been a while since you had McKinney-Vento training? McKinney-Vento 101 will provide you the key components of the McKinney-Vento...



[VIEW DETAILS](#)

APRIL 11, 2024, RECORDED WEBINAR

McKinney-Vento 201 | State Provisions

Would you like a more in-depth training on McKinney-Vento enrollment, identification, and dispute resolution process? McKinney-Vento 201 will provide you the strategies to mitigate challenges or barriers to school...

[VIEW DETAILS](#)

MARCH 7, 2024, RECORDED WEBINAR

Funding and Sustainability

Are you interested in how your LEA can plan for and sustain ARP I, ARP II and TEHCY programming? This new TEA TEHCY Funding and Sustainability webinar walks participants through considerations for long-term grant...

[VIEW DETAILS](#)

OCTOBER 19, 2021, RECORDED WEBINAR

Supporting Seniors and Unaccompanied Youth Experiencing Homelessness wit...

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

[VIEW DETAILS](#)

APRIL 12, 2021, RECORDED WEBINAR

McKinney-Vento 401 | McKinney-Vento Program Best Practices

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

[VIEW DETAILS](#)

APRIL 9, 2021, RECORDED WEBINAR

McKinney-Vento 301 | Building Community Connections

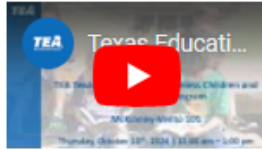
This training will provide strategies and best practices to develop and maintain McKinney-Vento program community partnerships to support students experiencing homelessness.

[VIEW DETAILS](#)



McKinney-Vento 101 Resources

McKinney-Vento 101 | Overview to Key Components



Training Description

Are you new to working with students and families experiencing homelessness? Has it been a while since you had McKinney-Vento training? McKinney-Vento 101 will provide you the key components of the McKinney-Vento law and provide the educational definition of homelessness. We will review the roles and responsibilities of LEAs and McKinney-Vento liaisons to support students experiencing homelessness. It will address the key components of identification, enrollment and access. Finally, it will outline the dispute resolution process.

Download Resources

[Sample Student Residency Questionnaire \(SRQ\)](#)

[Sample Intake Form](#)

[HDHS Immunization Flow Chart](#)

[NCHE Unaccompanied Youth Flowchart](#)

[Sample Transportation Letter](#)

[Sample FAFSA Verification Form](#)

[McKinney-Vento 101 Webinar Slide Deck \(PDF\)](#)

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

LEAs must ensure their designated Liaison's contact information in AskTED is **up to date** throughout the school year.



Districts submit their liaison information to TEA through the district's AskTED administrator.

Charter schools submit their liaison information to TEA's Charter School Division directly CharterSchools@tea.texas.gov



** New Tool **

AskTED Navigation & Locating LEA MV Liaisons

Highly Mobile and At-Risk (HMAR) Programs | TEA's AskTED Database System 

Introduction

AskTED is an online directory of Texas school information, including charter schools. The directory is primarily used by people seeking contact information for schools, districts, and education service centers. AskTED is a real-time database that is updated regularly by Texas LEAs.

To that end, Texas School Districts and Open-Enrollment Charter Schools are required to have both Homeless and Foster Care Liaisons as individual designated roles for all LEAs. The information must be maintained and stored in AskTED. It is important for LEAs to keep this information regularly updated, so that McKinney-Vento and Foster Care Liaison information is publicly available, and these points of contacts are available to support students and remove barriers related to school transitions and mobility.

Submitting or Updating Liaison Information

Each LEA needs to ensure the contact information for their designated liaison is current and up to date throughout the school year. When information needs to be updated (e.g., change of designated staff, phone number, or email address), these changes need to be submitted to the AskTED database.

- For school districts, changes and/or submissions will be completed to TEA through each school district's AskTED administrator.
- For charter schools, AskTED updates are to be emailed directly to the Charter School Division at TEA at CharterSchools@tea.state.tx.us. More information can be found here for [Charter Schools](#).

Steps to Search for Liaison Information

There are two (2) ways to access AskTED.

- Go to [TEA Webpage](#) → Select AskTED from Popular Applications in the dark blue menu at the top.

Popular Application

AskTED

ECOS for Educators

Grant Opportunities

Secure Applications

TEAL Login

TSDS

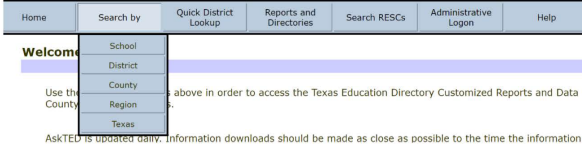
- Navigate directly to [AskTED Webpage](#).

When on AskTED homepage, users can use the drop-down menus at the top of the page to access the Texas Education Directory Customized Reports and Data Files. Under the 'Search by' menu, you will find searches for School, District, County, Region, and Texas.

Updated September 2024

1

Highly Mobile and At-Risk (HMAR) Programs | TEA's AskTED Database System 



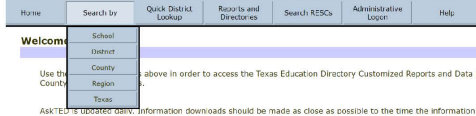
AskTED is updated daily. Information downloads should be made as close as possible to the time the information

For further assistance, users may find the resource useful: [AskTED Quick Reference Guide](#).

Searching Directory for Liaisons

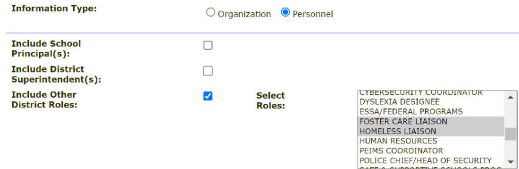
Below are instructions with pictures to view and download liaison contact information from TEA's AskTED database.

- Go to [AskTED Webpage](#).
- Select "Search by" and choose how you would like to sort the list:
 - School → Enter School name or School number
 - District → Enter District name or District number
 - County → Enter County name or County number
 - Region → Select Region from dropdown list
 - Texas



AskTED is updated daily. Information downloads should be made as close as possible to the time the information

- For each of the above guidance from Step 2 (i.e., A-E), you will then need to select:
 - Information Type: Select "Personnel"
 - Check boxes: Select "Include Other District Roles"
 - Then select the role you are searching for: "Homeless Liaison" or "Foster Care Liaison" from the dropdown menu.



Information Type: ☐ Organization ☒ Personnel

Include School Principal(s): ☐

Include District Superintendent(s): ☐

Include Other District Roles: ☒

Select Roles:

LYRESECURITY COORDINATOR
DYSLEXIA DESIGNEE
ESSA/FEDERAL PROGRAMS
FOSTER CARE LIAISON
HOMELESS LIAISON
HUMAN RESOURCES
PEIMS COORDINATOR
POLICE CHIEF/HEAD OF SECURITY

Updated September 2024

2

Highly Mobile and At-Risk (HMAR) Programs | TEA's AskTED Database System 

- Select "Search" at the bottom of the page.
- To download the list (or desired information), click on the "Select All" purple button (or portion of information that you would like), then select "View Details".



Search Results

1294 records found. Select one or more Personnel to Display

Use dropdown Select All Clear Sort by Ascending Descending Number

Check to Include Role Last Name First Name Number District Name

View Details

1294 records found. Select one or more Personnel to Display

Use dropdown Select All Clear Sort by Ascending Descending Number

Check to Include Role Last Name First Name Number District Name

View Details

Download File

View Details

Print Labels

Email Addresses

Download File

View Details

Print Labels

Email Addresses

LEAs are required to keep Homeless and Foster Care Liaisons' information regularly updated in AskTED. Please review and update this information regularly.



Updated September 2024

3



TEHCY Upcoming Trainings and Events

Training

Date & Time

McKinney-Vento 301 (Transportation)
[Registration Link](#)

Thursday, January 30th, 2025,
11:00 am – 1:00 pm



McKinney-Vento 401 (Discipline)
[Registration Link](#)

Thursday, March 13th, 2025,
11:00 am – 1:00 pm

McKinney-Vento TEHCY Talks (Office Hours)



Thursday,
February 6, 2025

10:30 – 11:15 AM CT
[Registration](#)

Thursday,
April 10, 2025

10:30 – 11:15 AM CT
[Registration](#)

Thursday,
May 15, 2025

10:30 – 11:15 AM CT
[Registration](#)

2024-25 HMAR Webinars

HMAR Quarterly Webinar #3

Thursday, February 13, 2025

1:00 pm – 2:30 pm

[Registration Link](#)

HMAR Quarterly Webinar #4

Thursday, May 1, 2025

1:00 pm – 2:30 pm

[Registration Link](#)



Sign Up for Updates!



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 Co

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

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

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

Coronavirus (COVID-19)

TEA is closely monitoring the novel Coronavirus outbreak. TEA has produced important updates.

Texas Schools

Visiting TEA

TEA offices are open and meetings are being held in-person and virtually. Please contact the

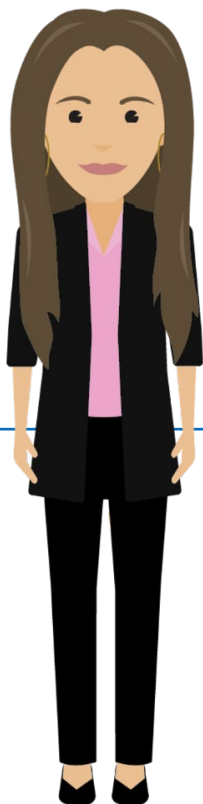
About

General Public Health Resources

For current COVID-19 case counts across Texas.

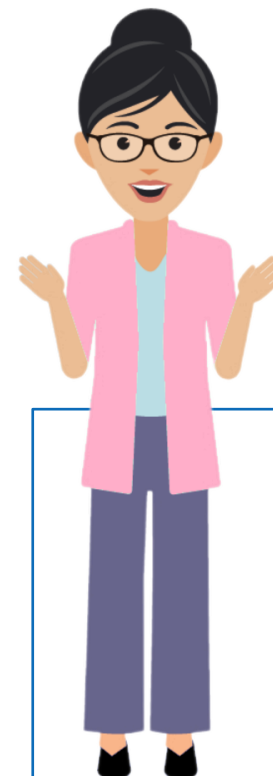
- ☐ Special Student Populations
 - ☐ Foster Care and Student Success
 - ☐ Bilingual/ESL Education
 - ☐ Early Childhood Education
 - ☐ Special Education Updates
 - ☐ Gifted/Talented Education
 - ☐ Pregnancy Programs
 - ☐ Languages Other Than English
 - ☐ McKinney-Vento Homeless Education
 - ☐ Spanish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

Thank You for Attending



Dr. Desiree Viramontes

McKinney Vento State Coordinator
*Highly Mobile and At-Risk Student
Programs*



Dr. Ann H. Lê

HMAR Program Specialist
*Highly Mobile and At-Risk Student
Programs*