# Highly Mobile and At-Risk Student Programs Division Webinar

## Thursday, September 14, 2023
## 1:00pm-2:30pm

(Scan the QR Code to take our Get to Know You survey)

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

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# Highly Mobile and At-Risk Student Programs Division

- Military Connected Students
- Homeless Children & Youth
- Child Abuse & Neglect
- Pregnancy Related Services
- Foster Care & Student Success

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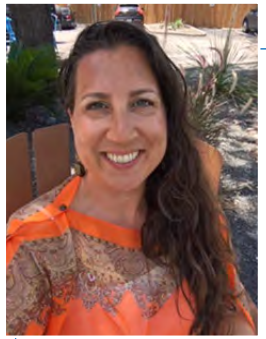
# Webinar Objectives and Agenda

Provide updates, reminders, and key action items for staff to understand throughout the school year as new students enroll or are newly identified in one of the highly mobile student categories.

## Agenda

- Introduction
- HMAR General Updates
- Accountability A-F - Highly Mobile Students
- Military-Connected Student Programs
- Texas Education for Homeless Children and Youth (TECHY) Program
- Foster Care and Student Success
- Closing

# Highly Mobile and At-Risk Student Programs Division



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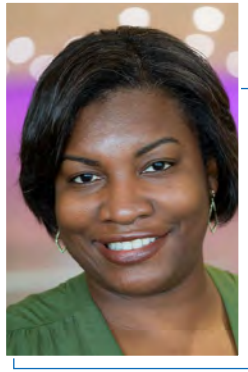

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# Technical Support and Engagement

1) Please submit any questions during the presentation to the Zoom Q&A.
2) This presentation will be recorded and available on HMAR website.
3) PDF of presentation and video recording of today's presentation will be posted.
4) We are unable to make the power point available in advance. Thank you for your understanding!
5) Continuing Professional Education (CPEs will be available for participating in today's training).

# We value your feedback!

- Following today's presentation please provide your feedback.
- To do so, please scan the QR code with your camera.
- The survey will pop up.  Please take 3 minutes to provide your input.

# 2023-24 New School Year Reminders

# Reminders – Transition Assistance (TAC 89 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).
- TEA has a Transition Assistance Toolkit with resources to assist school leaders with these activities.
- View Transition Assistance Webinars on YouTube
  - Transition Assistance Part I (Recorded March 1, 2023)
  - Transition Assistance Part II (Recorded April 5, 2023)
- Scan the QR code to download TAC 89 FF

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# Transition Assistance Toolkit

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## Nutrition Benefits
TAC § 89.1605(a)(3)

All students who are identified as homeless or in foster care are eligible fo
of Agriculture Child Nutrition Program.

Local Educational Agencies (LEAs) must ensure there is an expedited proce
students who qualify to receive nutrition benefits upon enrollment. The pr
communication with the LEA nutrition coordinator to ensure that eligible s
charged in error or experience delays in receiving these benefits.

Best Pra

- 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 you Nutrition Coordinato to establish processe such as sending an approval notificatio via email.

**REMINDER:** Applications must be expedited when the student qualifie benefits. Ensure systems and supports are student and family-centere

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## Enrollment Conferences
TAC § 89.1605(b)

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the 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.
- 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
- McKinney-Vento Liaisons
- Foster Care Liaisons
- School Counselors

**Others to Include*:**

LEA AND CAMPUS STAFF
- Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.)
- Teachers
- Social Workers
- Dropout Prevention Specialist
- Attendance/Truancy Officer

COMMUNITY SUPPORT
- 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 Practice
TAC § 89.1605(a)(1)

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

### 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 ke members:
  - School counselors
  - Nurses
  - Social workers
  - Foster Care Liaison
  - McKinney-Vento Liaison
  - Principal & Assistant Principal
  - Registrars
  - Nutrition coordinators
  - Transportation specialists
  - Additional support staff (e.g., S Emergent Bilingual, Gifted and programs, Pregnancy Related

### Additional Foster Care and McKinney-Vento Items:

- Student clubs
- After school programs
- Enrichment programs
- Mentor programs
- Family engagement opportunities
- Student ambassador programs
- Post-secondary pla
- Summer and holid
- Other community in your area (e.g., F

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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 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.

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# Ask TED (Texas Education Directory)

- AskTED is TEA's online Texas Education Directory.
- AskTED is real-time database where each district and charter school's Foster Care (FC) and McKinney-Vento (MV) liaison contact information is maintained.
- AskTED makes FC and MV Liaison information publicly available to support LEAs, parents, child welfare workers with school transitions, troubleshooting, etc.

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# AskTED (Continued)

- It is LEA's responsibility to make sure that the contact information is up-to-date, accurate and reviewed at-least once annually. Please make sure your LEA's Liaison contact info is accurate for 2023-24 school year.

- Updates and or/changes regarding the Foster Care and McKinney-Vento Liaison(s) contact information is submitted to TEA through each districts AskTED administrator.

- Charter schools are responsible to submit their updates to the Charter School Division at TEA directly via (512) 463-9575 or CharterSchools@TEA.Texas.gov.

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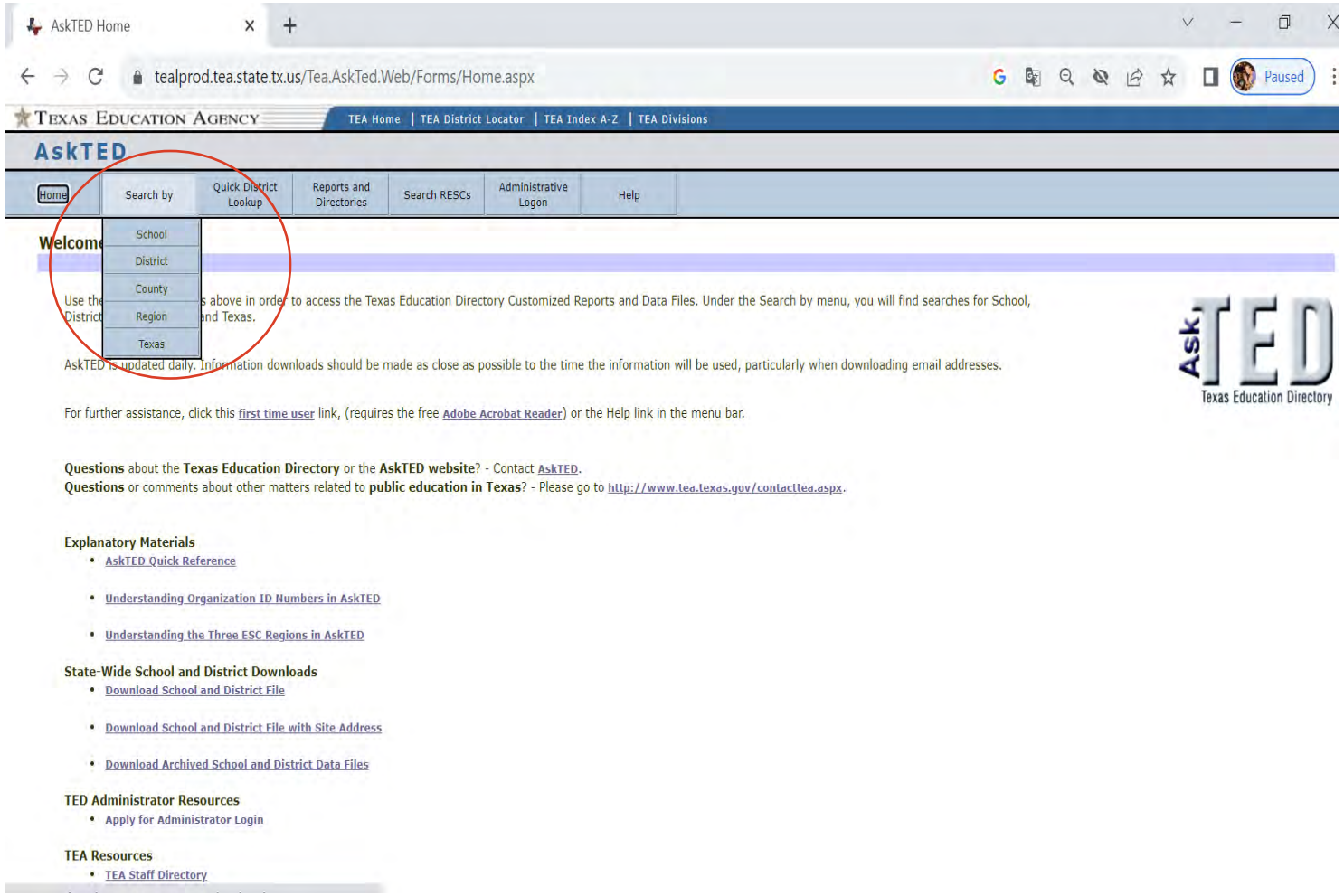
# Navigating AskTED




- Go to the AskTED homepage: https://tealprod.tea.state.tx.us/tea.askted.web/Forms/Home.aspx
- You can view and/or download the Foster Care or McKinney-Vento Liaison.
- Select **"Search by"** and choose from the drop-down menu how you would like to sort the list: **"School," "District," "County," "Region,"** or **"Texas".**

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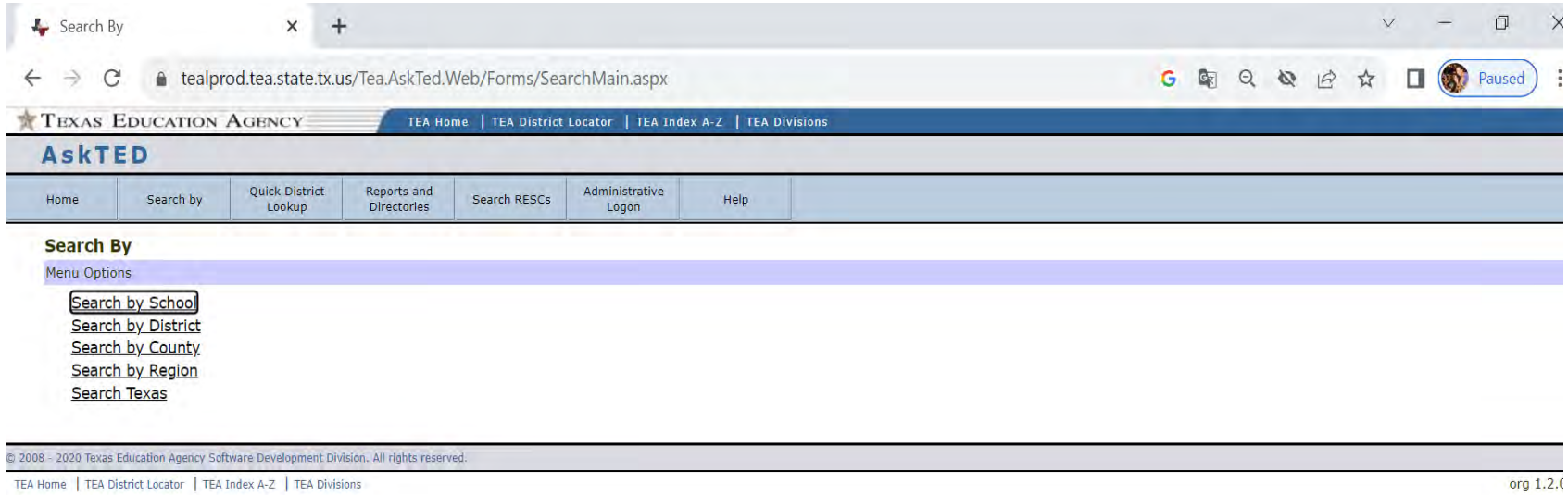
# Navigating AskTED Search




- From the **'Search by'** page, select how you would like to search. You can Search by **'School', 'District', 'County', 'Region', 'Texas'**

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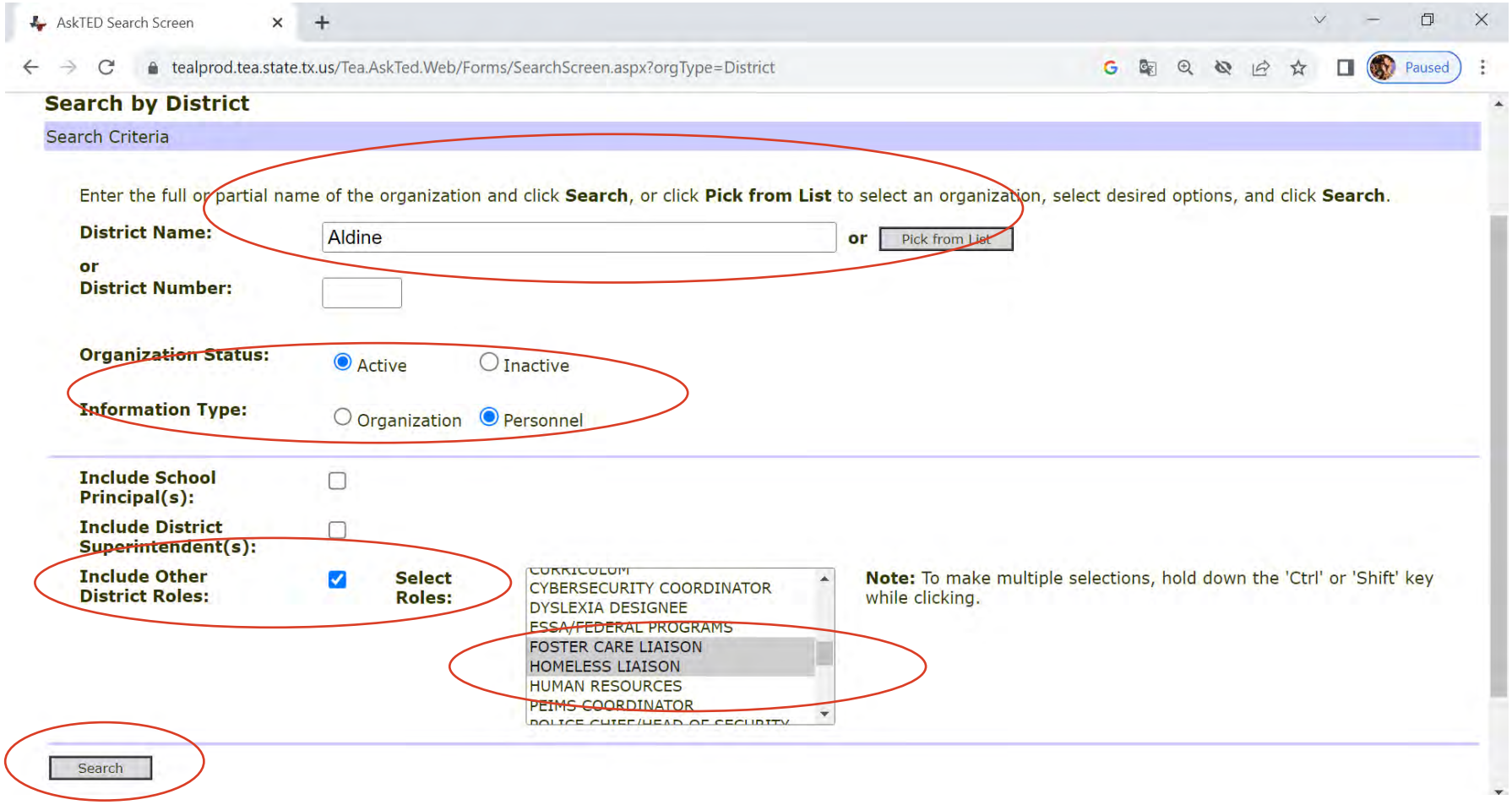
# Navigating AskTED by District




- To search by **"district"** enter the name of district.
- Select **"Information Type: personnel"**
- Select **"Include Other District Roles"**
- Select **"FC and MV Liaison"**
- Select **"Search"**

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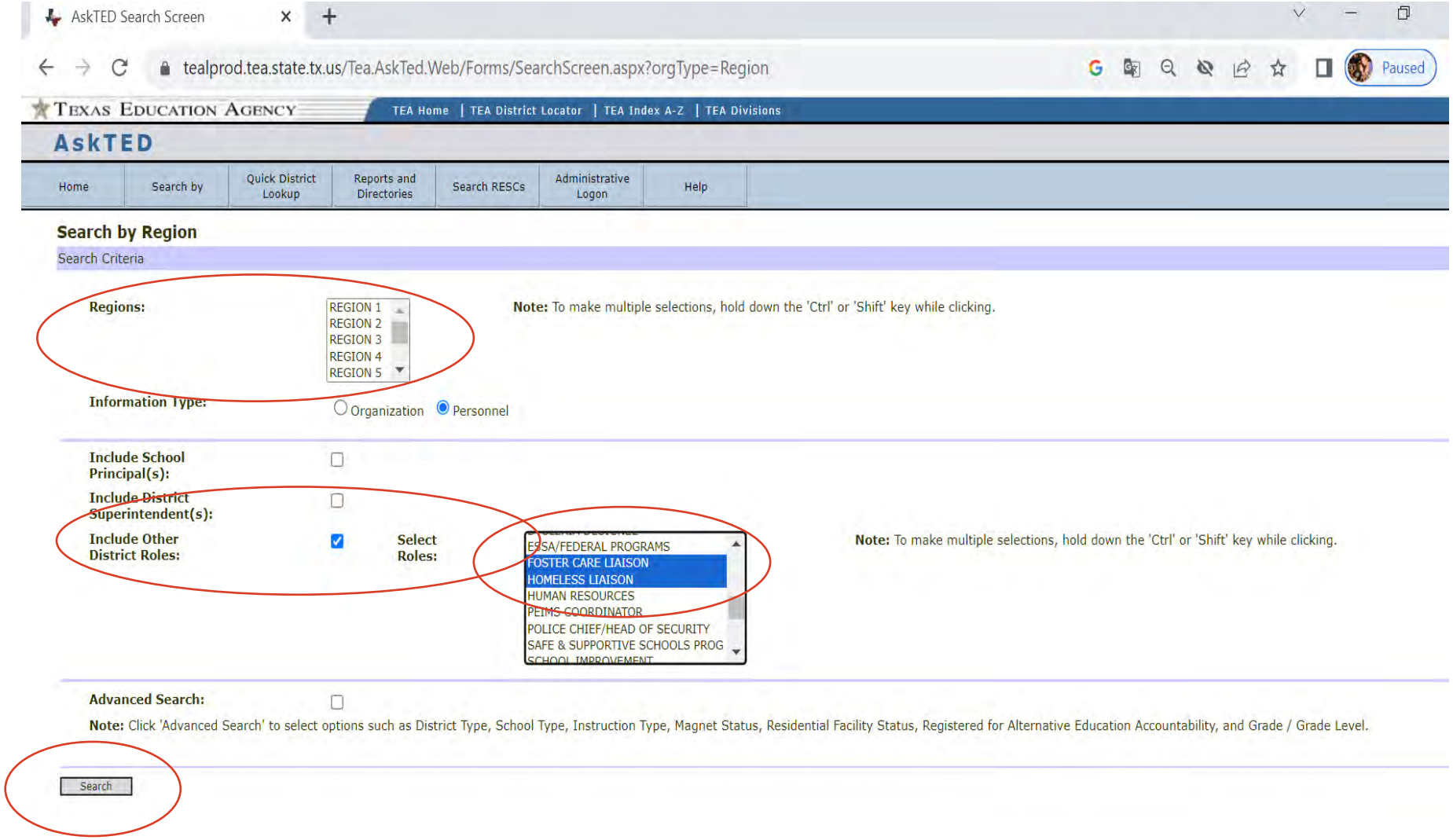
# Navigating AskTED Search by Region




- From **"search by"**, select **"Region",** then you will be taken to this page.
- Select the **"Region"** you would like info on.
- Select **"Personnel"** and **"Include Other District Roles."**
- The drop down menu will appear and you may select the role you would like information for.
- Then select **"search"**.

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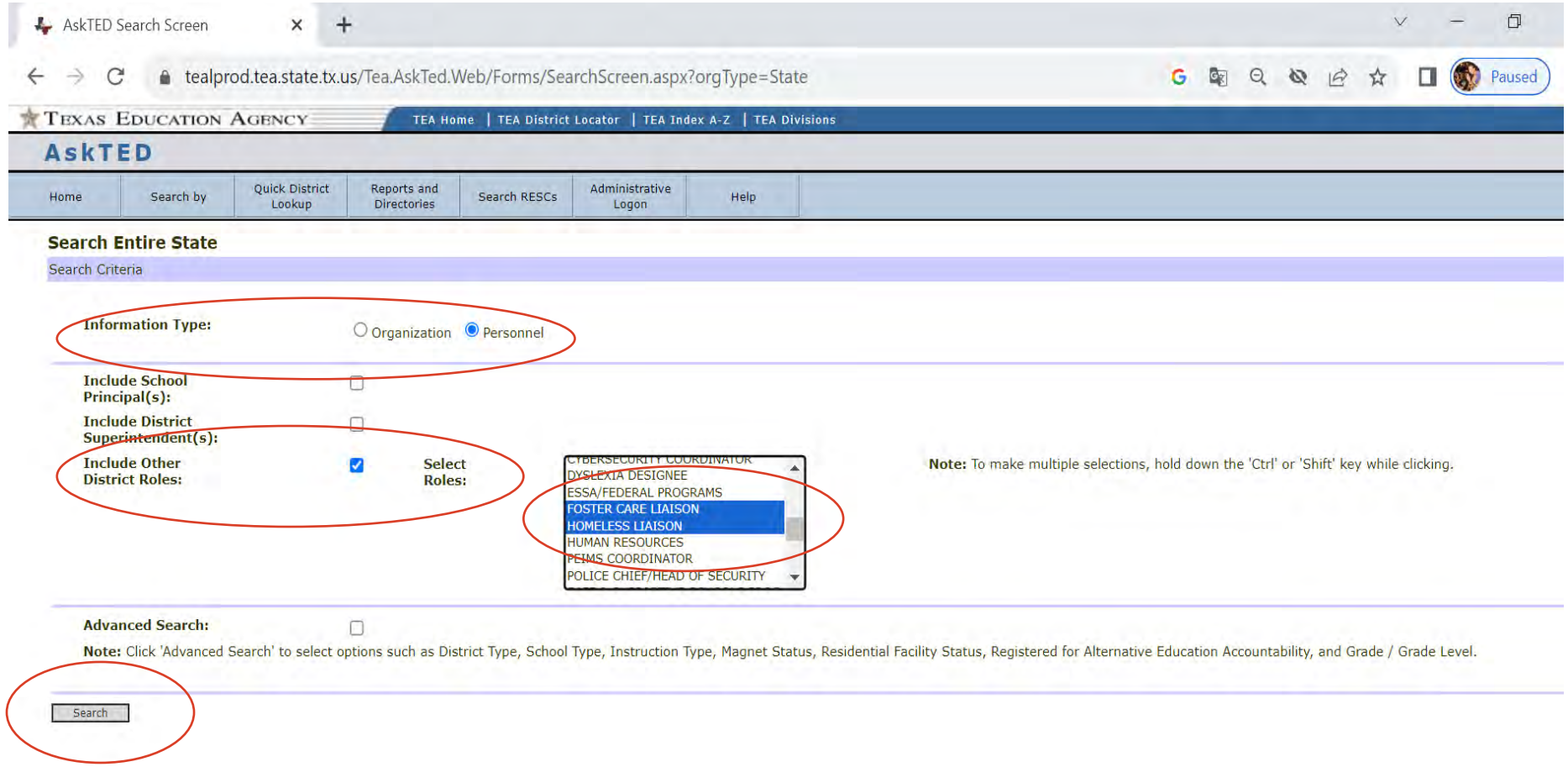
# Navigating AskTED Search by State




- If you select **"Texas"**, then you will be taken to this page.
- Select **"Personnel"** and **"Include Other District Roles."**
- The drop down menu will appear and you may select the role you would like information for.
- Then select **"search"**.

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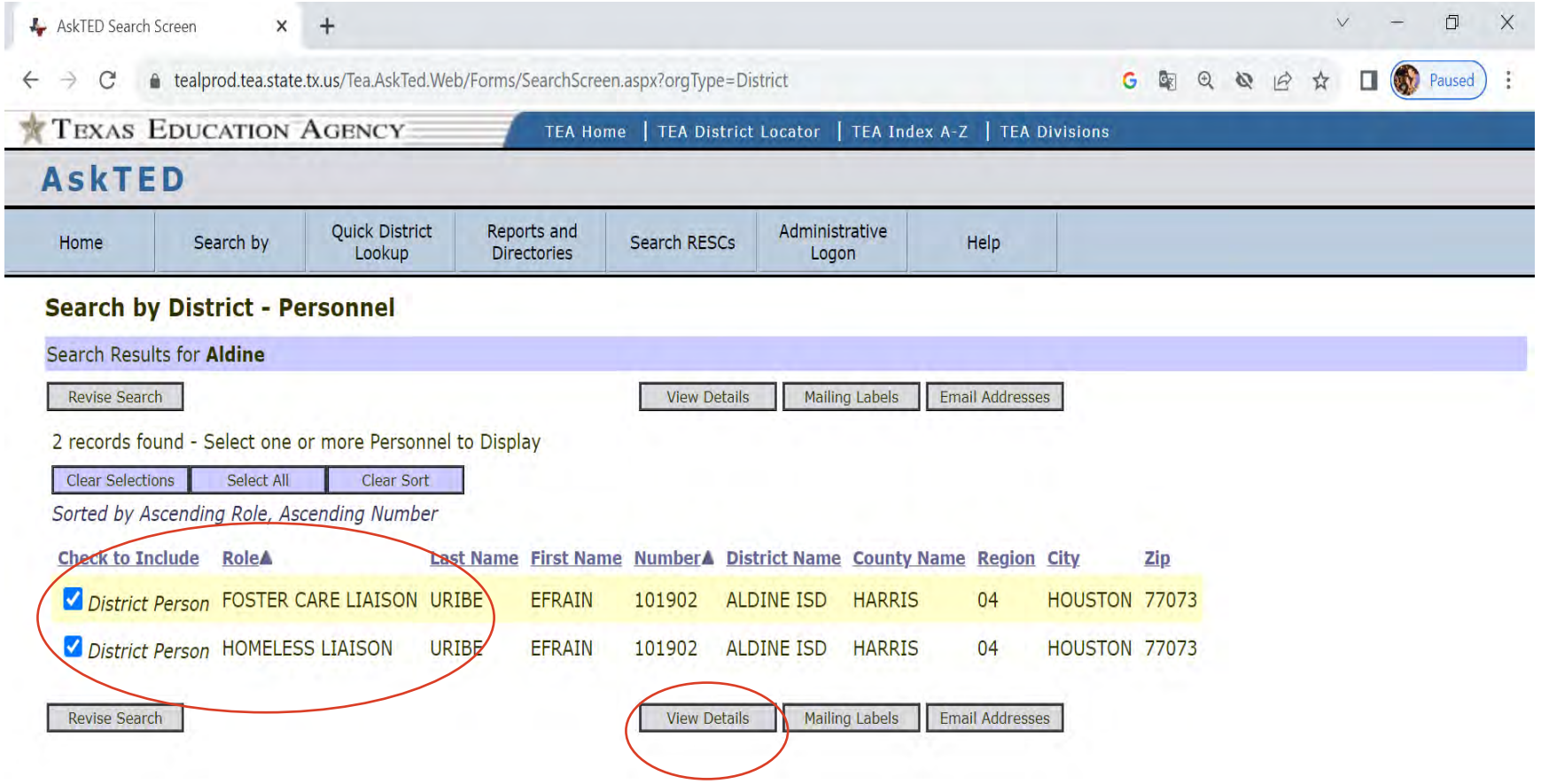
# Navigating AskTED "View Details"




- Select the roles that you would like contact information for.
- Select **"view details"**

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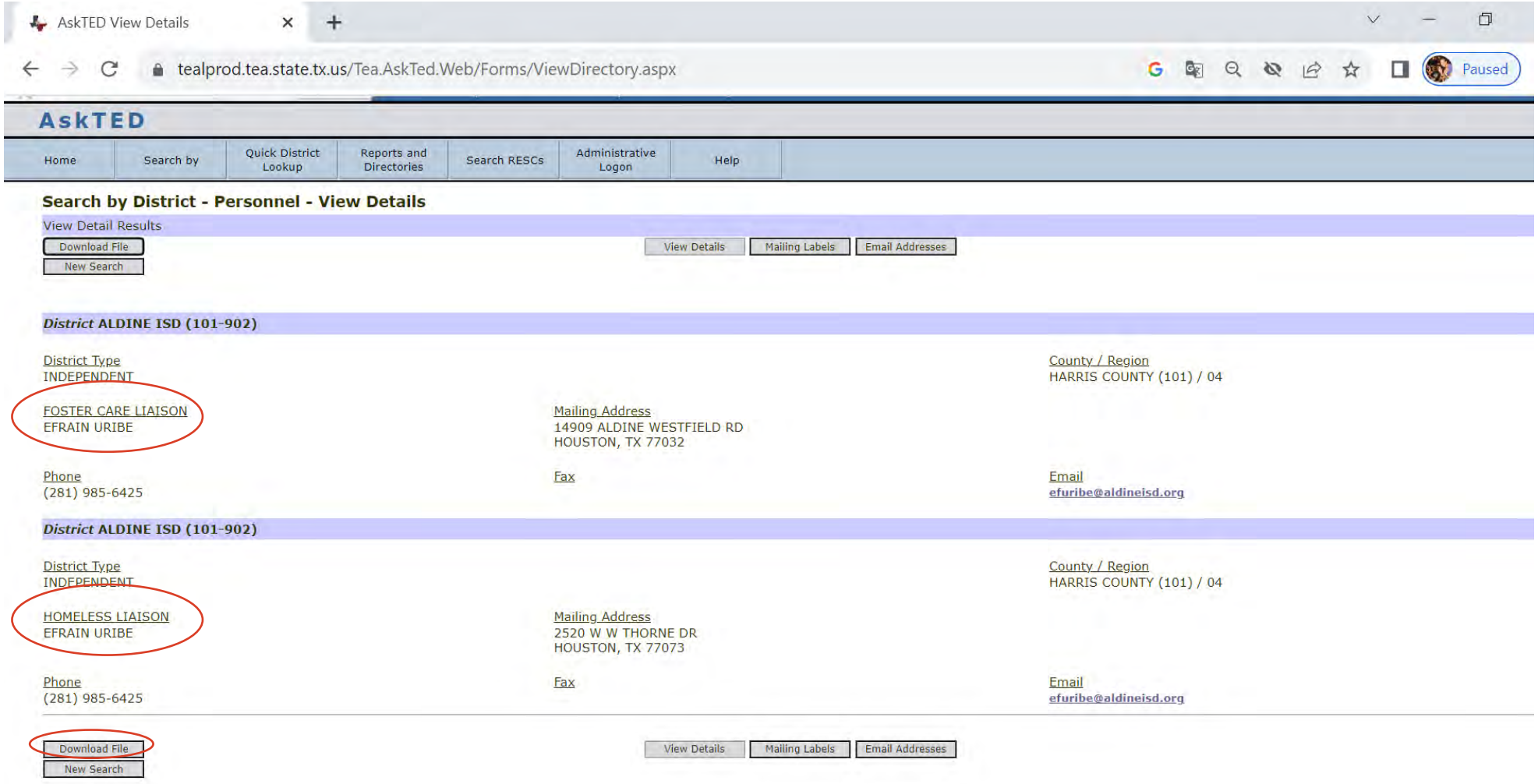
# Navigating AskTED - Personnel 'View Details'




- See contact information for both roles, selected on previous screen.
- May download file, if needed.

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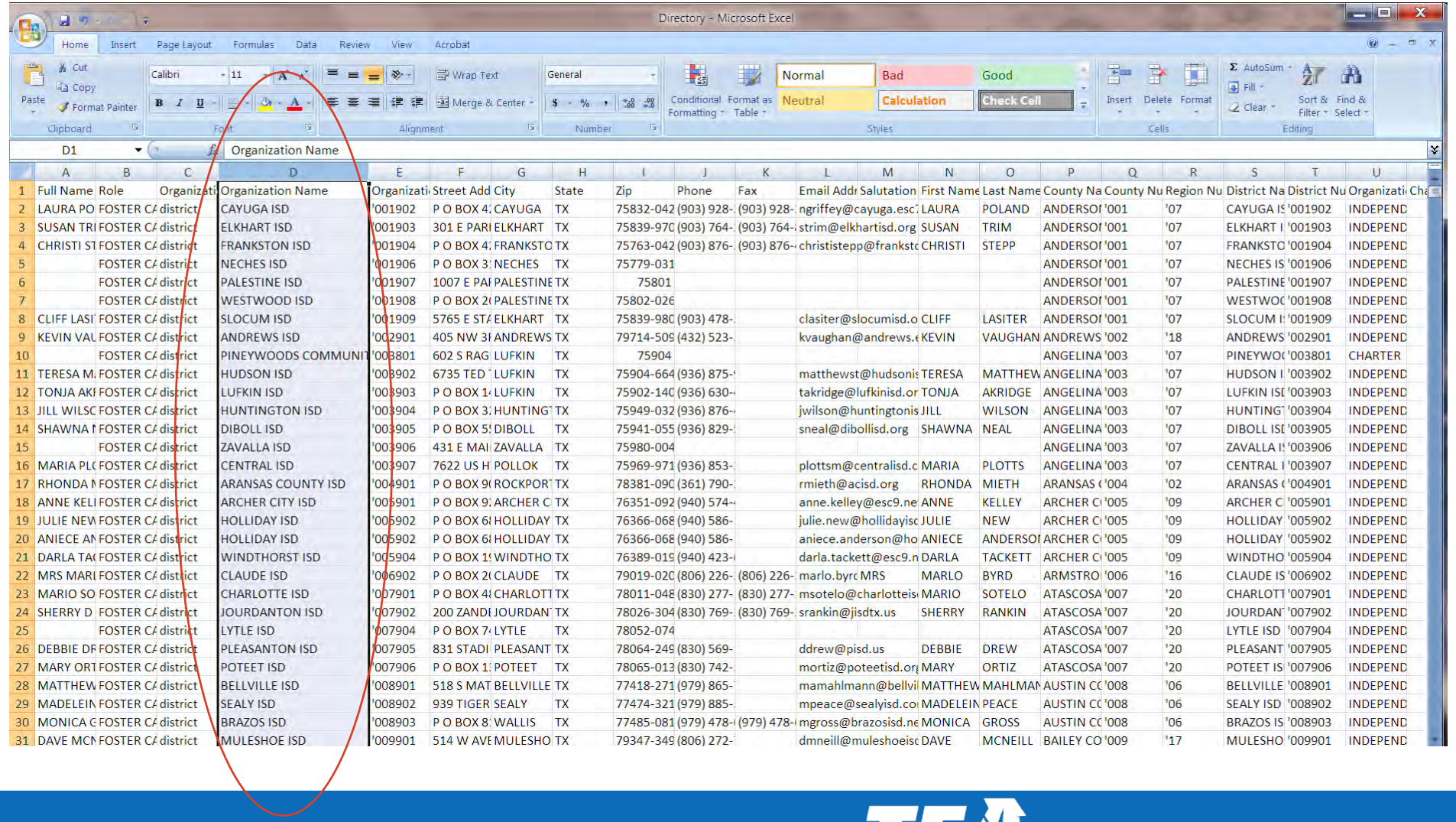
# Navigating AskTED – Download File




- Once the list is in Excel it can be sorted in a variety of ways:
- To sort list alphabetically by district select column **"D"**. Then select the "**AZ Sort & Filter button"** (top right-hand corner) and the list will be placed in alphabetical order by district.

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# ESSER III Funds Resource

## ESSER III Funds

Is it time to check on your ESSER fund balance and use these funds?

The 2021 American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) commonly referred to as ESSER III, was the last in the series of federal relief funds that were distributed to assist with recovery from the COVID-19 pandemic.

Given that ESSER III funds must be obligated by September 2023 and completely spent by September 2024, the Office of Special Populations and Monitoring (OSPM) at the Texas Education Agency (TEA) wants to remind local educational agencies (LEAs) of the requirements and allowable uses of these funds.

**LEAs have great flexibility to fund initiatives and provide services to students who were most severely impacted by the COVID-19 pandemic.**

### FOCUSING ON STUDENTS IMPACTED MOST BY THE PANDEMIC

**ESSER III requires a specific level of focus on underrepresented student groups, including:**

- STUDENTS FROM LOW INCOME FAMILIES
- STUDENTS WITH DISABILITIES
- STUDENTS OF COLOR
- ENGLISH LEARNERS
- MIGRATORY STUDENTS
- STUDENTS EXPERIENCING HOMELESSNESS
- CHILDREN AND YOUTH IN FOSTER CARE

- Every LEA is required to set aside at least 20 percent of its ESSER III funds to address learning loss through implementation of evidence-based interventions that focus on these student groups.
- The focus on students most significantly impacted by the pandemic is continued by allowing all other funds to be spent on any activity authorized by the Individuals with Disabilities Education Act (IDEA) and Subtitle B of the McKinney-Vento Homeless Assistance Act, along with activities authorized by the Elementary and Secondary Education Act (ESEA), the Adult Education and Family Literacy Act (AEFLA), and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE).
- The ARP ESSER Act also specifically and separately reserved funds for IDEA-B activities and for homeless children and youth (HCY) activities.

While there are no direct requirements for LEAs to update their Use of Funds plans, there is a general requirement to adapt to maximize their use. To create your original plans, your LEA was required to engage in meaningful consultation with a variety of stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. It might be a good time to reconvene those groups to discuss ongoing needs of these communities.

We encourage you to follow up with your district leaders to ensure all **ESSER III funds** can be expended to benefit all students, including those who were disproportionately impacted by the pandemic.

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## ESSER III Funds

Is it time to check on your ESSER fund balance and use these funds?

### EXAMPLES OF APPROPRIATE USE:

While your LEA focuses on the needs of students who were disproportionately impacted by the pandemic, keep in mind these examples of how ESSER III funds can be spent on underrepresented student groups presented on the previous page:

- Extended day or extended year activities designed to recover lost instructional time, including costs associated with transportation.
- Providing language accommodations for English learners to increase their access to content and participation in programs and services.
- Activities that respond to the social and emotional learning needs of students, including professional development and wrap-around services.
- Supporting existing educators and staff in adding bilingual, special education, or other specialized certifications by covering the costs associated with earning those certifications.
- Compensatory services to address lost instructional time.
- Implementing Child Find policies and procedures.
- Eliminating evaluation backlogs.
- Providing positive behavioral supports and interventions and mental health services.
- Supporting capacity-building activities and improving the delivery of services to improve results for students.
- Increasing specialized support staffing who are specifically trained in outreach.
- Transporting students experiencing homelessness or who are in foster care to schools of origin.
- Assisting with rising mental health and behavioral needs by contracting with community health providers.

- Providing child care for children who would otherwise be cared for by older, school-age siblings due to a parent being an essential worker.
- Supporting efforts to locate and reengage students who are chronically absent.
- Developing and implementing early warning indicator systems, which can track attendance, assignment or course completion and credit accumulation, grades, and discipline rates.
- Purchasing educational technology.
- Building and maintaining high quality substitute teachers.
- Increasing staff compensation and staff support for addressing the needs of special populations.

For additional information, see the Use of Funds FAQ.

We encourage you to follow up with your district leaders to ensure all **ESSER III funds** can be expended to benefit all students, including those who were disproportionately impacted by the pandemic.

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HMAR Tools & Resources

# A-F Accountability Updates
# Highly Mobile Groups

# Performance Reporting Division
# *Policy & Communications Team* Introductions

**Katherine Beck**
*Division Director*

**Andrea Juarez**
*Director, Policy and Communications*

**Melanie Robinson**
*Manager, Policy and Communications*

**Daniel Brown**
*Training and Outreach Coordinator*

**Cindy Phelps**
*Accountability Research Coordinator*

**Linda Johnson**
*Extra/Co-Curricular Accountability Project Coordinator*

**Selina Perez**
*Accountability Communications Coordinator*

# Domain Overview:
## Ratings Reflect the Better of Achievement or Progress

| Better of Achievement or Progress: 70% | | 30% |
|---|---|---|
| Student Achievement | School Progress | Closing the Gaps |

This design has produced ratings that are not strongly correlated with poverty.

### This design reflects a commitment

- to recognize high student achievement and
- to recognize the impact of highly effective educators,
- while maintaining focus on the students most in need.

# Closing the Gaps: Components by School Type

| Campus Type | Closing the Gaps Components |
|---|---|
| Elementary/<br>Middle Schools | Academic Achievement 30%<br>Academic Growth 50%<br>EL Proficiency 10%<br>STAAR Performance 10% |
| High Schools/<br>K-12s/AEAs<br>(with CCMR) | Academic Achievement 50%<br>Federal CCMR 30%<br>4-year Fed Grad Rate 10%<br>EL Proficiency 10% |
| High Schools/<br>K-12s/AEAs<br>(without CCMR) | Academic Achievement 50%<br>STAAR Performance 30%<br>Academic Growth 10%<br>EL Proficiency 10% |

Some Texas high schools/AEAs do not serve grade 12.

*Unchanged from 2018.*

# Accountability – Highly Mobile

Students are included in the highly mobile student group for accountability purposes if they are identified as any of the following:

- Foster Care
  - Student is currently in the conservatorship of the Department of Family and Protective Services (source: PEIMS).
- Homeless
  - Student is coded with a homeless status PEIMS indicator code of 2, 3, or 4 (source: PEIMS).
- Migrant:
  - Student is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (source: TIDE).

# Closing the Gaps: Super Groups

☒ Reminder: previously, there were 14 different student groups:

| All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EL (Current & Monitored)^ | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

☑ Update: replace 14 student groups with 4 student "super groups"

| All Students | Two Lowest Performing Racial/Ethnic Groups from Prior Year | | | | | | | High Focus (Eco Dis, EB[1], SpEd, Highly Mobile) |
|---|---|---|---|---|---|---|---|---|
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | |

# Closing the Gaps: Super Groups

- Closing the Gaps will continue to annually report each student group's progress toward interim and long-term targets.
- TEA will shift methodology for awarding points and identifying campuses for comprehensive support and improvement to focus on underperforming student groups by "super grouping".
  - High Focus—This is an unduplicated count of tests from students (or graduates in CCMR/graduation rates) identified as emergent bilingual, economically disadvantaged, served by special education programs, and/or highly mobile.
    - Highly mobile=homeless, foster, and/or migrant.

New for 2023.

# Closing the Gaps: Highly Mobile

Why is TEA using homeless, foster, and migrant to redefine "mobile"?

| Migrant | Homeless | Foster Care |
|---|---|---|

- To narrow the focus in on students who may be most at risk for dropping out, we collaborated with divisions within the Agency and consulted stakeholders on the best way to redefine mobile.
- Statewide performance for these three groups (plus high focus) is similar, so it is a rational grouping for target setting.
- You may find data on these groups in the Federal Report Card.
- Highly Mobile is replacing the Non-Continuously Enrolled group.

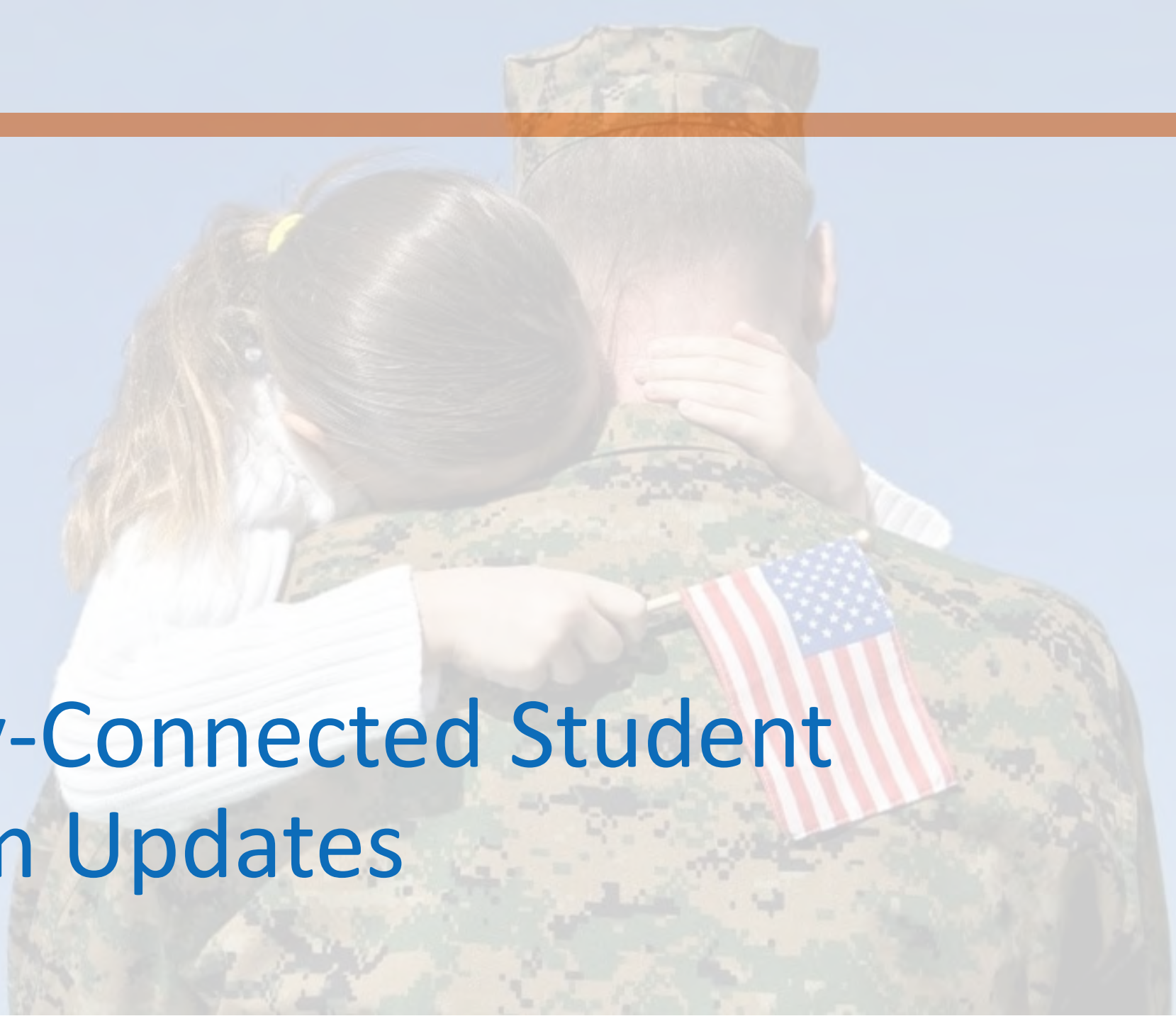
# Key Vocabulary - Accountability Subset

- A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS October snapshot. Three assessment administration periods are considered for accountability purposes:

| STAAR results are included in the subset of district/campus accountability | if the student was enrolled in the district/campus on this date: |
|---|---|
| EOC summer 2023 administration | October 2022 enrollment snapshot |
| EOC fall 2023 administration | October 2023 enrollment snapshot |
| EOC spring 2024 administration | |
| Grades 3–8 spring 2024 administration | |
| EOC summer 2024 administration | |

# Accountability Resources

- A–F Accountability | Texas Education Agency
- *2023 Accountability Manual*
- performance.reporting@tea.texas.gov
- 512.463.9704



# Military-Connected Student Program Updates

# Updates from the 88th Legislative Session

- SB 1008 – Relating to establishing residency for purposes of admission into public schools
  - Extends the period for servicemembers to provide proof of residency to a school district from 10 days to no more than 90 days after the arrival date in the orders
- HB 621 –relating to creating a temporary certification to teach career and technology education for certain military service members and first responders
  - Rule development in process
- Visit Texas Legislature Online for more information

# Updates from the 88th Legislative Session

- HB 2892 - Relating to the transfer of certain public school students who are children of certain military servicemembers.
  - Requires school districts to transfer the dependent(s) of servicemembers to another campus or district upon request
  - Transportation is not required
  - LEAs are responsible for local implementation

- HB 1959 – Related to the transfer of certain public school students who are children of peace officers
  - Requires school districts to transfer the dependent(s) of peace officers to another campus or district upon request
  - Peace Officer is defined by Section 1701.001, Occupations Code
    - See the full list of peace officers
  - Transportation is not required
  - LEAs are responsible for local implementation

# Texas Legislature Online – Bill Search

88th Legislature Second Called Session
**Texas Legislature Online**

Home | My TLO | House | Senate | Legislation | Search | Committees | Calendars

**Texas House**

- Home
- Speaker of the House
- Members
- Committees
- Committee Meetings
- Committee Witnesses
- Calendars
- Current Amendment
- Journals
- News
- House Research Organization
- Kids' House

**Texas Senate**

- Home
- Lieutenant Governor
- Members
- Committees
- Committee Meetings

**Search Legislation**

Legislature: 88(R) - 2023

Word/Phrase  Bill Number

Go

**Additional Searches**

Text Search | Statutes
Bill Lookup | Constitution
Bill Search | Reports
Amendments | View Votes
Sections Affected | Administrative Code
Legislative Archive System

**How Do I ...**

Find list of filed bills?
Follow the status of a bill?
Contact my legislator?
Find how a legislator voted?
Find when hearings are scheduled?
View the text of a bill?
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**Access Mobile Version of TLO**

Access a mobile version of TLO, Who Represents Me, and DistrictViewer on an iPhone, iPad, or other mobile device. From the mobile device browser, enter www.txlegis.com. NOTE: Some applications or features within an application may not be accessible on all mobile devices.

**Legislative Activity**

Video Broadcasts: House | Senate
Today's Calendars: House | Senate | All
Today's Meetings: House | Senate | All
Today's Filed Bills: House | Senate | All
Today's Votes: House | Senate

**Legislative Process**

How a Bill Becomes Law
How to Follow A Bill
Dates of Interest | Glossary
End of Session Deadlines

**Redistricting**

# Purple Star Campus Designation – Reminders

- Recognizes campuses for demonstrating support and commitment to meeting the unique needs of military-connected students and their families
- Created by 86th Legislature (SB 1577)
- TEC §33.909 Purple Star Campus
- Effective 2020-21 school year
- Awarded annually each fall

# Purple Star Campus Designation – Reminders

- **Criteria:**
  - Campus-based military liaison
  - Webpage for military-connected families
  - Student-led campus transition program
  - Professional development for staff
  - Participation in at least one of three initiatives to support military-connected students and families
- Designation lasts 2 years
- Campuses must re-apply for the designation
- Currently, there are 331 Purple Star schools

# SY 2023-24 Purple Star Campuses Announced

## SY 2023-24 Purple Star Campus Designations announced by Governor Abbott on 8/24

- 150 schools announced
- 13 ESCs (vs 10 last year)
- 44 ISDs (vs 29 last year)
- 54% recertification rate
- Granbury ISD (100% Purple Star Campuses!)
- See the full list on our website

Flag Status: Full-Staff | Español | Contact

Office of the Texas Governor | Greg Abbott

Home | Governor Abbott | First Lady | Initiatives | News | Organization

Home › News › Governor Abbott Announces Purple Star Campus Designations For 150 Texas Schools

### Governor Abbott Announces Purple Star Campus Designations For 150 Texas Schools

August 24, 2023 | Austin, Texas | Press Release

Governor Greg Abbott today announced that 150 Texas public schools have been awarded the Purple Star Campus Designation for the 2023-2024 school year. Established by Governor Abbott in 2019, the Purple Star Campus Designation program recognizes Texas public schools for their exceptional commitment to supporting and meeting the unique needs of military-connected students and their families.

"Texas proudly supports the brave men and women of our U.S. military and their families—and that includes the nearly 200,000 military-connected students attending public schools across our state," said Governor Abbott. "I signed a law in 2019 establishing the Purple Star Campus Designation program to encourage Texas public schools to expand resources and tools available on their campuses to help them meet the unique educational needs of military-connected students and their families. Together, we are giving back to our brave military families and paving the way for a brighter future for all Texas students."

"We recognize the challenges military-connected students often face when transitioning schools, and by fostering an environment that embraces their unique experiences, these schools are creating a nurturing atmosphere where every individual student can thrive," said Texas Education Commissioner Mike Morath. "Campuses with a Purple Star Designation let military families know that they are dedicated to providing the best quality educational experience for their children while in Texas public schools."

To receive the Purple Star Campus Designation, schools must designate a campus-based military liaison, create and maintain an easily accessible webpage that includes information for military-connected students and their families, institute a campus transition program for military-connected students, and support a military family assistance initiative. All Texas public schools are eligible to receive a Purple Star Campus Designation, regardless of their military-connected student population size. Applications for the designation are accepted annually.

View the list of 2023-2024 Purple Star Campus Designees here.

# SY 2023-24 Purple Star Campuses Announced

Texas Education Agency

**To the Administrator Addressed**

Commissioner Mike Morath

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

| | |
|---|---|
| DATE: | August 31, 2023 |
| SUBJECT: | Purple Star Campus Designation Awardees SY 2023-24 |
| CATEGORY: | Notice |
| NEXT STEPS: | Share with appropriate staff |

**Overview:**

The Purple Star Campus Designation recognizes Texas school district and open-enrollment charter school campuses that show their support and commitment to meeting the unique needs of military-connected students and their families. The Texas Education Agency (TEA) accepted applications for the 2023-2024 school year from April 3, 2023, through June 2, 2023, for campuses to apply for the designation and demonstrate they have met the established criteria:

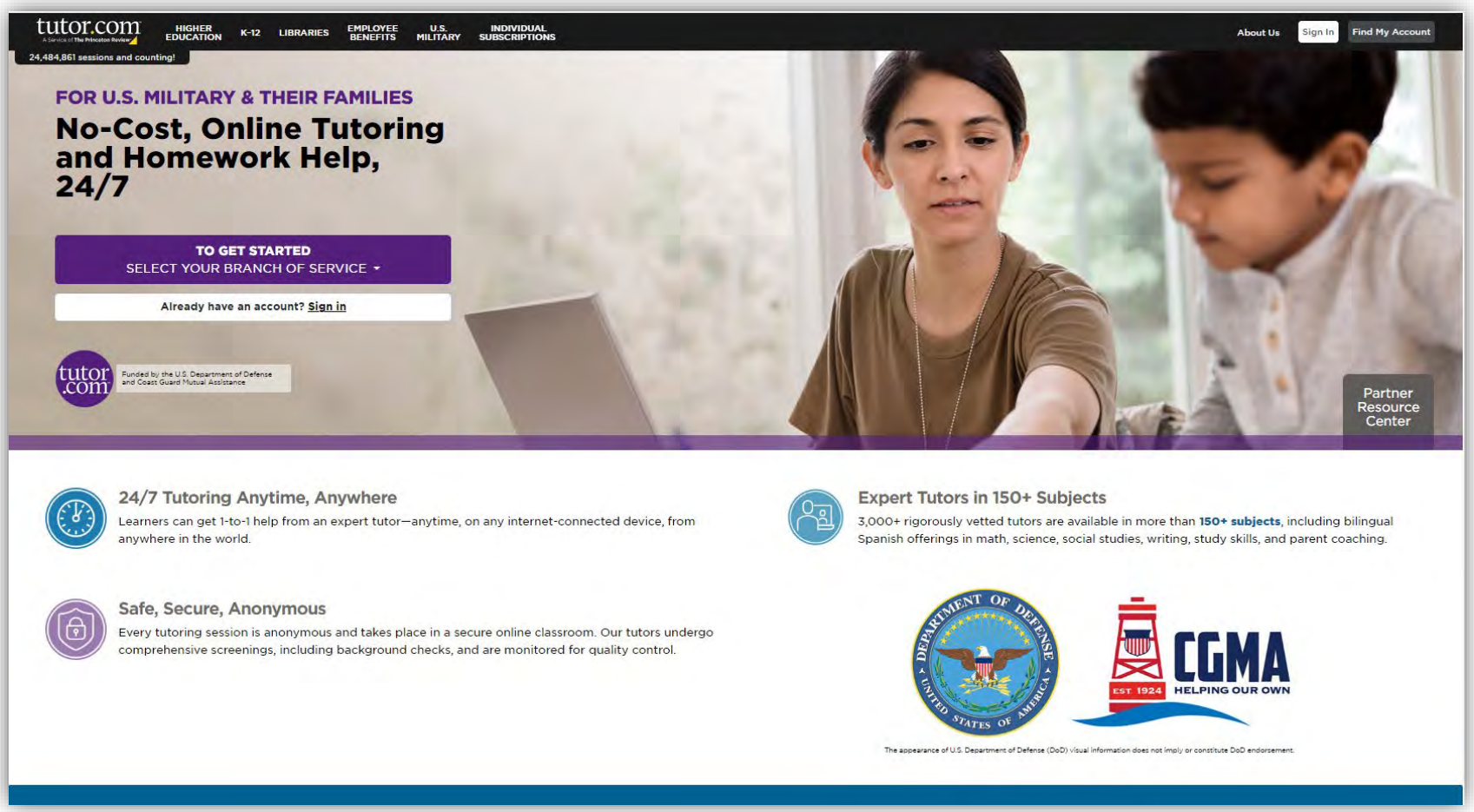
1. Designating a campus-based military liaison;
2. Creating and maintaining an easily accessible web page that includes information for military-connected students and their families;
3. Implementing a campus transition program; and
4. Offering at least one of the following initiatives:
   - A resolution showing support for military-connected students and families;
   - Participation in Month of the Military Child or Military Family Month; or
   - Partnership with a school liaison officer to encourage and provide opportunities for active-duty military members.

- Purple Star Campuses receive:
  - Letter from the Commissioner
  - High-resolution Purple Star Campus designation logo
  - Searchable profile on TXSchools.gov

# Reminder - The Interstate Compact – TEC §162

- Agreement between all 50 states and D.C.
- Purpose is to remove barriers to educational success and ease transitions for military families
- Addresses areas such as enrollment, placement, eligibility, graduation, etc.
- Compact 101 Monthly trainings by MIC3 HQ. Visit the MIC3 website

# Tutor.com® is Available for FREE to Military Students

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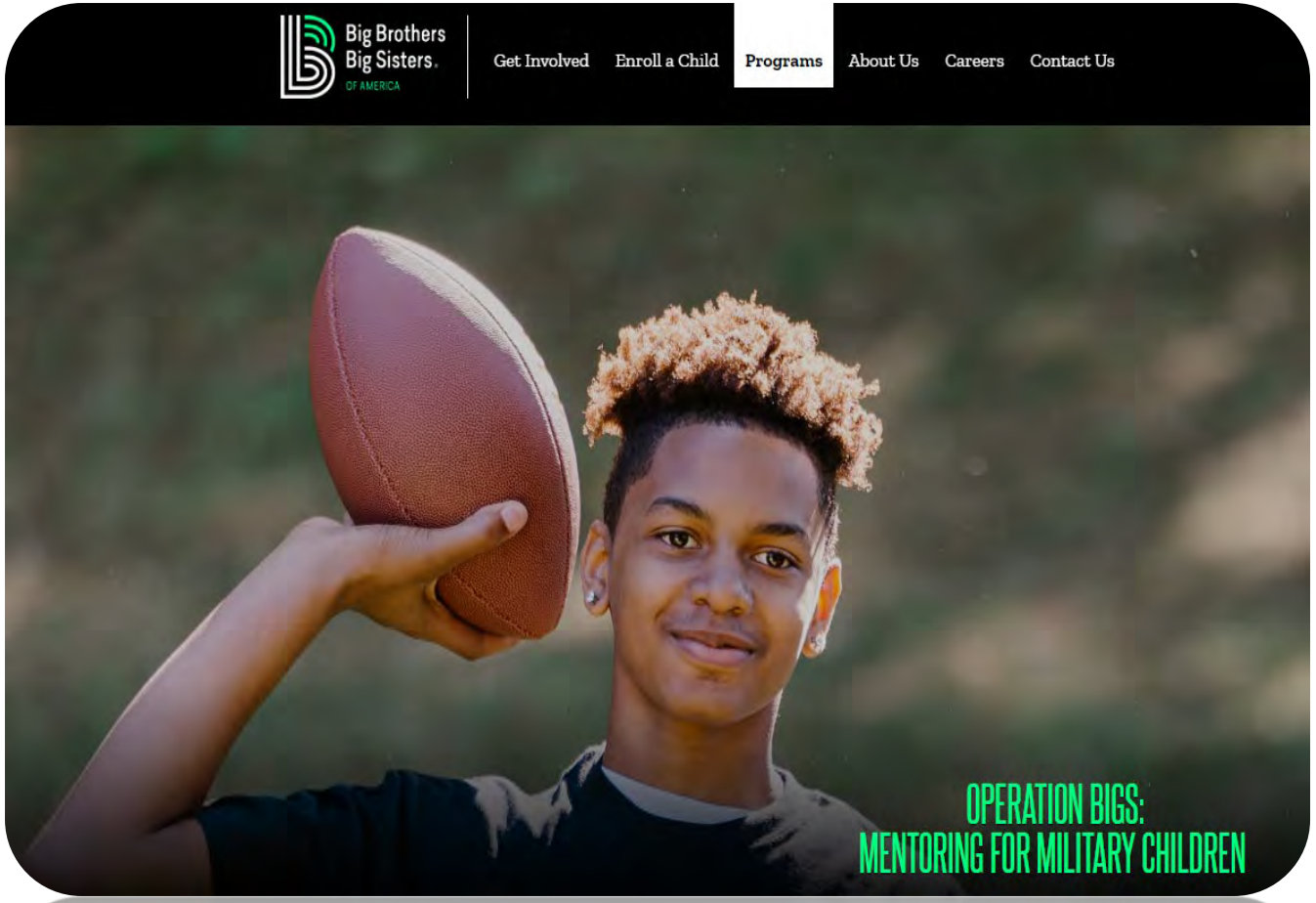
# Mentoring for Military Children – Operation Bigs




- Operation Bigs focuses on providing mentors for children in military families
- Mentoring isn't parenting
- Bigs can't fill those shoes and certainly not those boots
- Bigs come from various backgrounds and may be military (active or retired) or civilian
- www.bbbs.org/military/

# Sample Questionnaire

- Here is a sample paper military student identifier questionnaire from Houston ISD

**HOUSTON INDEPENDENT SCHOOL DISTRICT**

## MILITARY-CONNECTED STUDENT SURVEY

All information **MUST** be completed by parent, school personnel or community liaison.

School_____ Grade_____ Date _____

Student Name_____ HISD ID# _____

Dear Parent or Guardian:

The State of Texas requires schools to collect data relating to the enrollment of military-connected students. This collection is done to allow educational institutions the ability to monitor critical elements of education success for children who are dependents of military personnel and show the state's commitment to military personnel and their children.

**For students in grades Kindergarten through 12:**

1. Is the student a dependent of an active-duty member of the United States military?

   ☐ Yes ☐ No

2. Is the student a dependent of a current member of the Texas National Guard (Army, Air Guard, or State Guard)?

   ☐ Yes ☐ No

3. Is the student a dependent of a current member of a reserve force in the United States military?

   ☐ Yes ☐ No

**For pre-kindergarten students only:**

4. Is the student a dependent of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority or who was injured or killed while serving on active duty?

   ☐ Yes ☐ No

**For students in grades Kindergarten through 12:**

5. Is the student a dependent of a former member of the following: the United States military, the Texas National guard (Army, Air Guard, or State Guard), or a reserve force in the United States military?

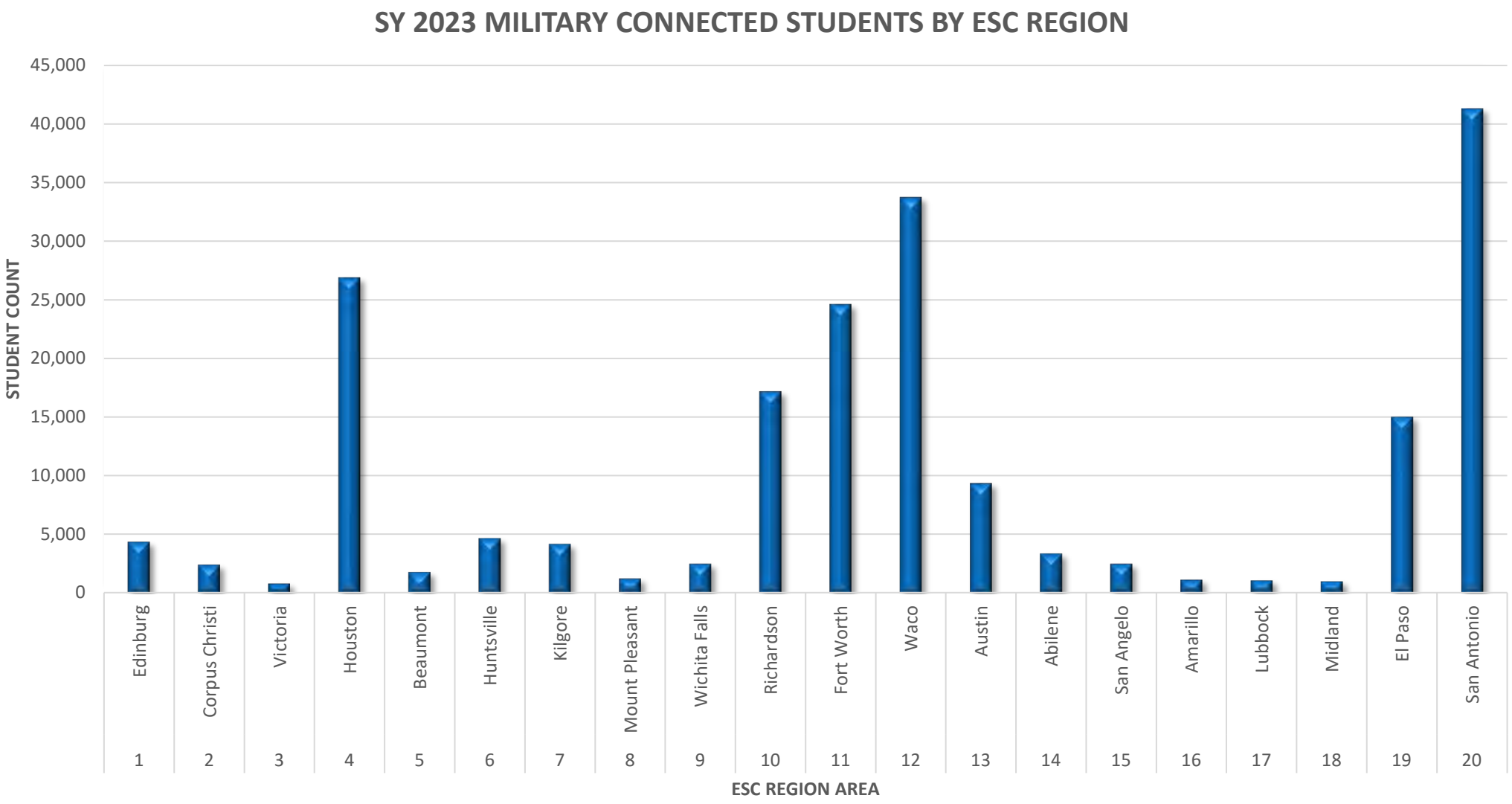
   ☐ Yes ☐ No

6. Is the student a dependent of a member of a military or reserve force in the United States military who was killed in the line of duty?

   ☐ Yes ☐ No

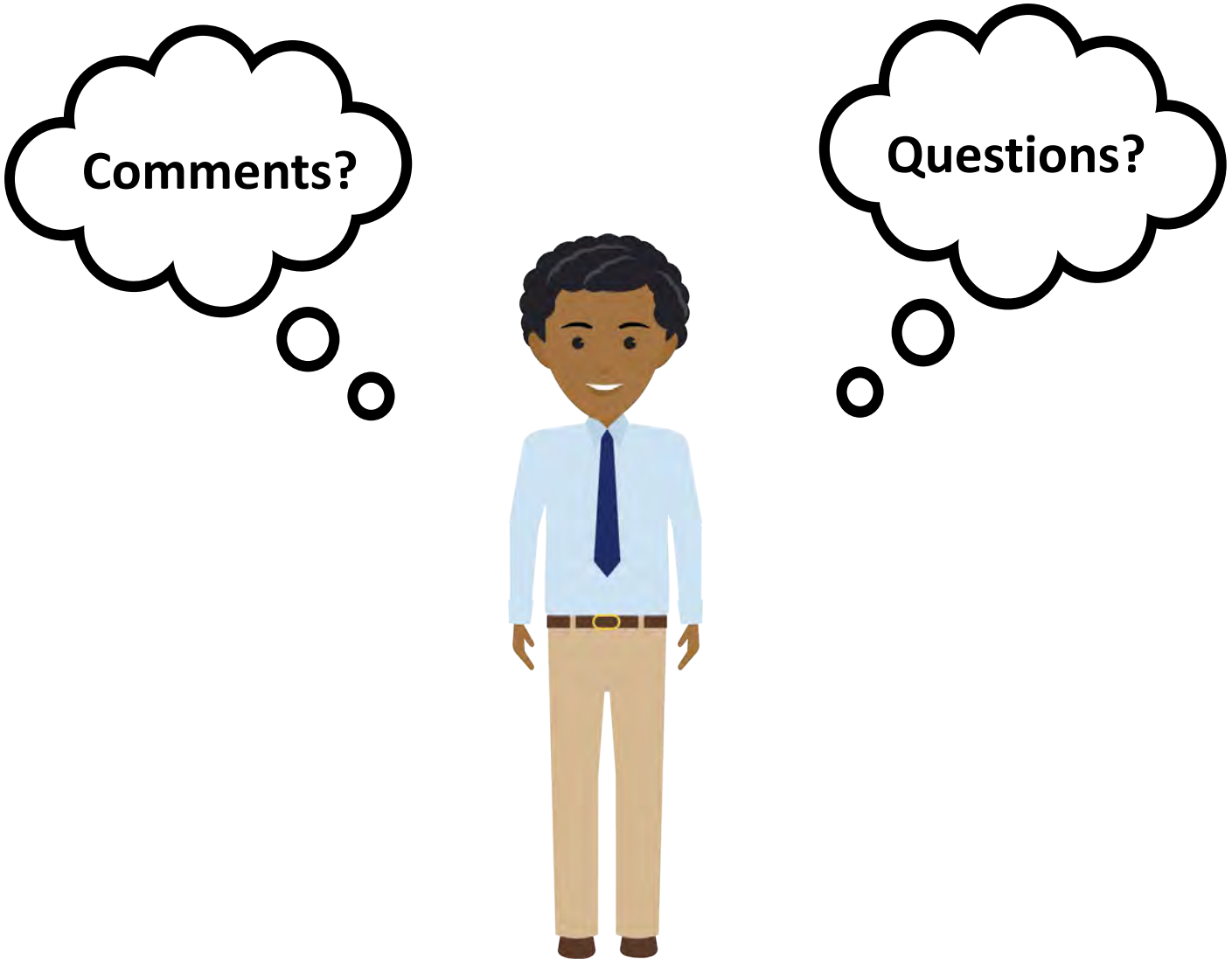
| If you answered "Yes" to the questions above, district personnel will contact you to provide additional information. Please complete the following information: | | |
|---|---|---|
| Parent/Guardian | Home Address | Telephone Number |
| | | |

# SY 2023 Military-Connected Student Distribution by ESC Region




*Source: PEIMS SY 2022-23 Fall Snapshot Data

# Pause to Process



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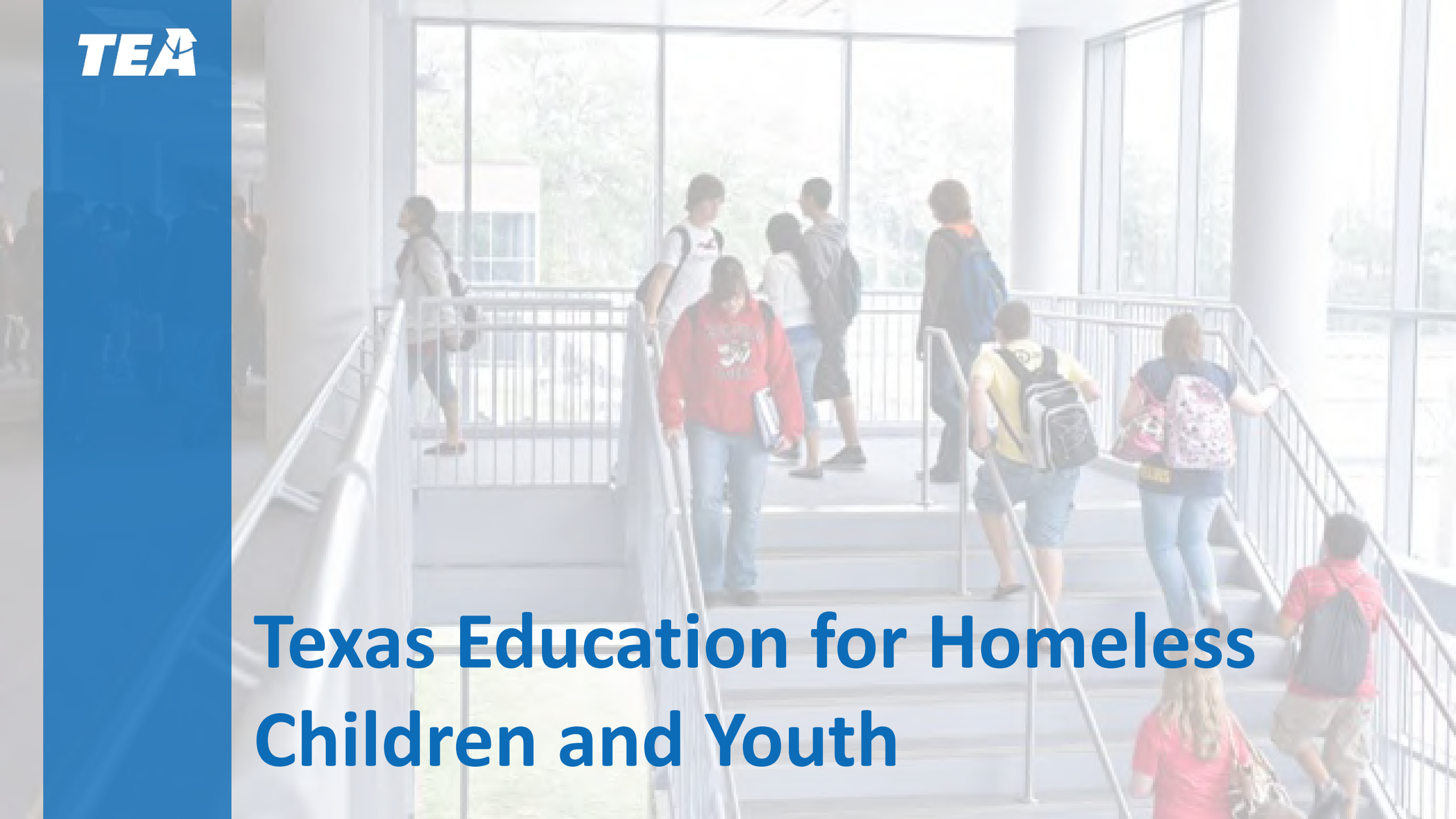
# Contact Us

- Dr. Jimmy Bowser
  - Highly Mobile State Coordinator
  - militaryconnectedstudents@tea.texas.gov
- Tea.texas.gov/mil
- Sign-up for TEA Military Newsletter here: https://public.govdelivery.com/accounts/TXTEA/subscriber/new



# Texas Education for Homeless Children and Youth

# McKinney-Vento Student Identification

**LEAs should have processes and strategies in place to identify students experiencing homelessness:**

- Upon enrollment
- Anytime during the school year
- In the event of a natural disaster

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# Sample Student Residency Questionnaire (SRQ) and Intake Form

**SAMPLE – STUDENT RESIDENCY QUESTIONNAIRE INFORMATION FORM**

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

Student_____Grade_____School_____

Parent/Guardian_____Phone_____

Last School Attended _____

Current Address _____

Previous Address_____

Number of Children Enrolled in *(ABC ISD)* _____

Is your current address a temporary living arrangement?

☐ Yes or ☐ No

Is this a temporary living arrangement due to loss of housing, economic hardship, or financial difficulties?

☐ Yes or ☐ No

Were you displaced from your home due to a Natural Disaster? (hurricane, fire, flood, tornado, etc.)

☐ Yes or ☐ No

**Type of Natural Disaster:**

☐ Hurricane:_____(Please name)

☐ Other:_____(Please describe)

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

☐ House or apartment with parent or guardian

☐ Sharing housing with friends or family members (other than or in addition to parent/guardian)

☐ Motels/Hotels

☐ Shelter or other transitional housing

☐ Unsheltered – in a car, park, substandard housing, etc.

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

☐ Loss of housing

☐ Economic hardship

☐ Loss of employment

☐ Parent/Guardian is currently on active duty in the U.S. Military

☐ Other (Please explain, i.e., substandard housing) _____

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

_____

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

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

| Student: | ID Number: |
|---|---|
| I am calling to follow up on the Student Residency Questionnaire that you completed for your child/children. The purpose of my call is to ask a few questions that will assist in determining if your child/children qualify for services under the McKinney Vento Assistance Act.<br><br>When did loss of housing occur and how long at the current address: | |
| What school did your child attend at the time? | |

| Was this the last school attended? | Yes ☐ | No ☐ | If not, what was the name? |
|---|---|---|---|

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

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

| | Yes | No |
|---|---|---|
| Is the referred student an Unaccompanied Youth (UY), not in the physical custody of parent/guardian?<br><br>Birthdate: | ☐ | ☐ |
| Parent/Guardian/UY has requested school of origin | ☐ | ☐ |

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

| Name: | ID Number: | School: | Grade: Select One |
|---|---|---|---|
| Name: | ID Number: | School: | Grade: Select One |
| Name: | ID Number: | School: | Grade: Select One |
| Name: | ID Number: | School: | Grade: Select One |
| Name: | ID Number: | School: | Grade: Select One |
| Name: | ID Number: | School: | Grade: Select One |

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

**Services Provided at Intake**

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

| Explain services available: | Food Services | Yes | No | Transportation | Yes | No |
|---|---|---|---|---|---|---|

If the student is absent or will be moving call the transportation office at (111) 111-1111 as soon as possible to cancel the bus services for the day.

After several days of not canceling bus services, the student may risk losing transportation to the school of origin.

**Notes:**

| Was Parent/Guardian/UY informed of reason for non-qualification? | Yes | No |
|---|---|---|
| Reason for non-qualification: | | |

Page 2

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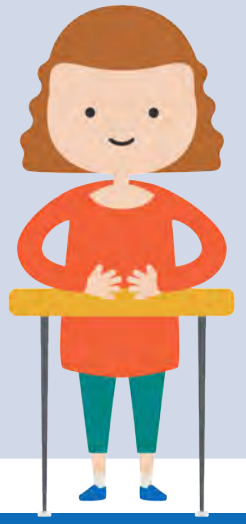
# Immediate Enrollment

## Students experiencing homelessness have the right to immediate school enrollment:

- Even if lacking paperwork normally required for enrollment
- Provisional enrollment without:
  - Immunizations
  - Birth Certificates
- Even if having missed application or enrollment deadlines during any period of homelessness

[42 U.S.C § 11432(g)(3)(C)(i)]



TEA

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# Provisional Enrollment for All Students

- A parent or legal guardian who is enrolling the student has up to 30 days from the date of enrollment to provide proof of the student's identity.
- Acceptable documentation to provide proof of identity and age include:

| | |
|---|---|
| - | Birth Certificate |
| - | Passport |
| - | Driver's License |
| - | School ID or Report Card |
| - | Military ID |
| - | Church Baptismal Records |

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# Provisional Enrollment with Incomplete Immunizations

- Students experiencing homelessness shall be admitted provisionally for 30 business days if acceptable evidence of immunizations is not available.
- LEAs must refer the parent or guardian to the local health authority, community health providers, or other community resources to obtain required immunizations.

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# School of Origin Rights

**Homeless children and youth have the right to attend their School of Origin for the duration of homelessness:**

- In any case in which a family becomes homeless between academic years or during an academic year.
- For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year.

[41 U.S.C. § 11432(g)(3)(A)(i)(II)]

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# Transportation Requirements for all LEAs

**Transportation must be provided to and from the school of origin at the request of the parent or guardian, or, in the case of an unaccompanied youth, at the request of the local liaison [42 U.S.C. § 11432 (g) (1)(J)(iii)].**

- Students experiencing homelessness are eligible for school of origin transportation
- Collaboration must occur between LEAs to arrange transportation
- LEAs must agree on a method to share the responsibility and costs

TEA

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# LEA Strategies to Support School of Origin Services

- Develop LEA policies and procedures to support implementation of School of Origin transportation services
- Partner with neighboring LEAs to coordinate out of district transportation services
- Monitor transportation services regularly to ensure continuity of services
- Provide busing information and any new student or family contact information to the appropriate campus and LEA contact

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# McKinney-Vento Dispute Resolution Process for Eligibility, Enrollment, and School Selection

Each LEA has local policies and procedures to address disputes or complaints.

This is a three-tiered process.

1. McKinney-Vento Liaison
2. LEA or Campus Leadership
3. Superintendent or School Board

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# Dispute Resolution Process

McKinney-Vento liaison must provide the parent, guardian or unaccompanied youth a written notice including:

- an explanation of the decision regarding eligibility, school selection, or enrollment, and
- the right of the parent, guardian, or unaccompanied youth to appeal or dispute the decision.

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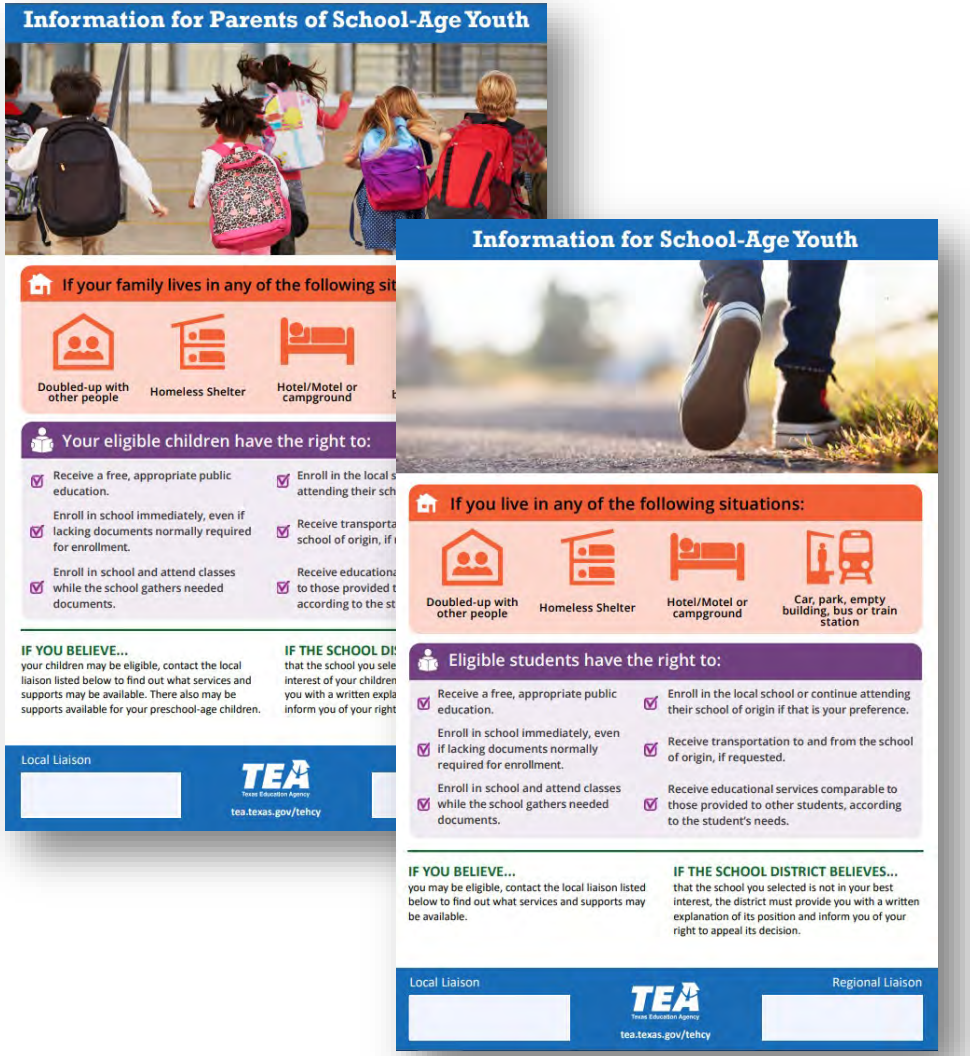
# McKinney-Vento Poster Updates

- ESC McKinney-Vento Liaisons will be distributing the posters to every LEA in their region.
- **New:** Online posters now have fillable text boxes for Local liaison and Regional liaison contact information.
- 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)*

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# New McKinney-Vento Liaison?

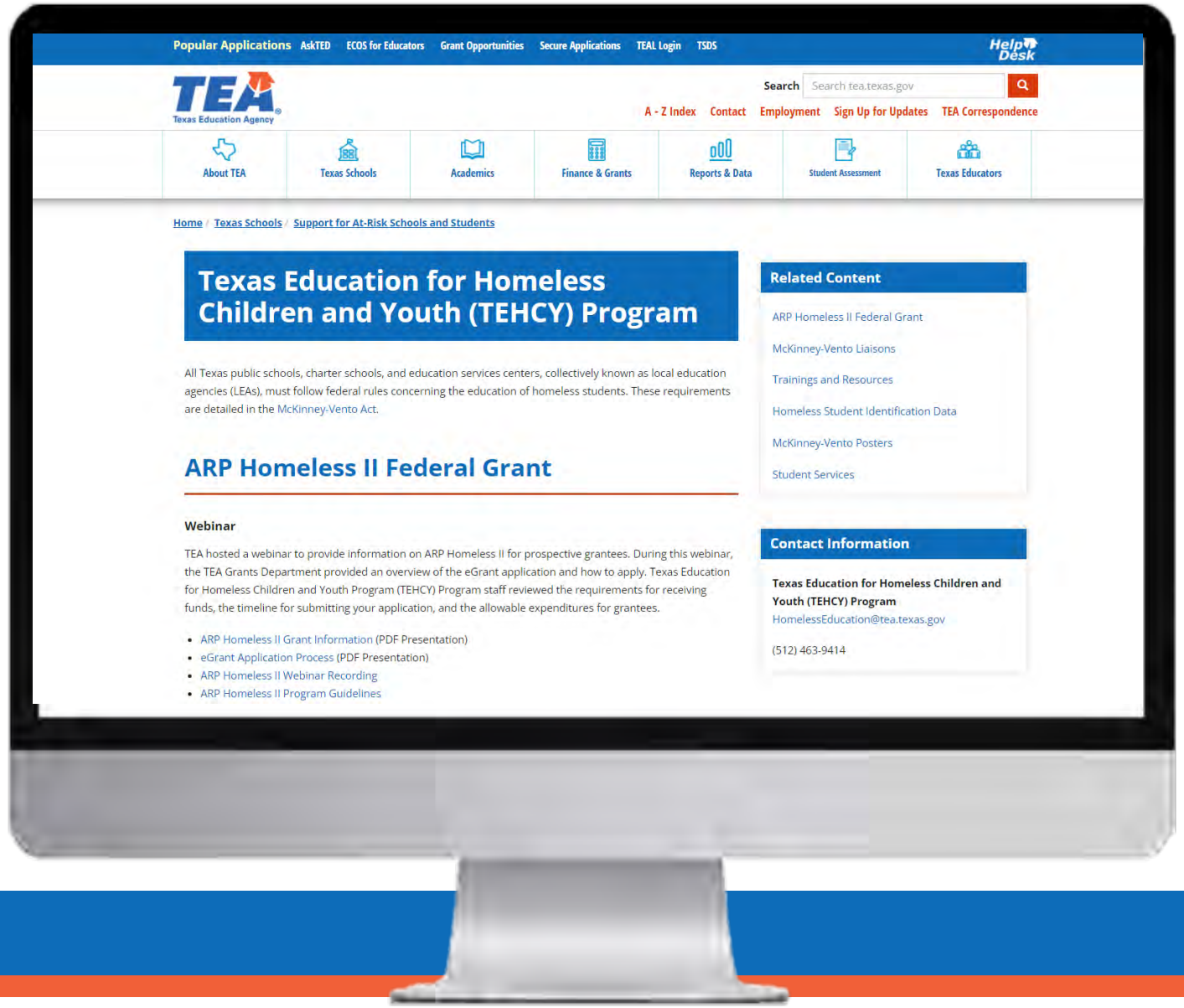
## Watch the McKinney-Vento 101

- *Essential* for understanding the **federal requirements** districts must follow in serving students experiencing homelessness.

## Connect with your Regional McKinney-Vento Liaison

- These contacts at your ESC provide training and answer questions on the McKinney-Vento Program.

# Find resources on the TEHCY Website!



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## Texas Education for Homeless Children and Youth (TEHCY) Program

All Texas public schools, charter schools, and education services centers, collectively known as local education agencies (LEAs), must follow federal rules concerning the education of homeless students. These requirements are detailed in the McKinney-Vento Act.

## ARP Homeless II Federal Grant

**Webinar**

TEA hosted a webinar to provide information on ARP Homeless II for prospective grantees. During this webinar, the TEA Grants Department provided an overview of the eGrant application and how to apply. Texas Education for Homeless Children and Youth Program (TEHCY) Program staff reviewed the requirements for receiving funds, the timeline for submitting your application, and the allowable expenditures for grantees.

- ARP Homeless II Grant Information (PDF Presentation)
- eGrant Application Process (PDF Presentation)
- ARP Homeless II Webinar Recording
- ARP Homeless II Program Guidelines

**Related Content**

- ARP Homeless II Federal Grant
- McKinney-Vento Liaisons
- Trainings and Resources
- Homeless Student Identification Data
- McKinney-Vento Posters
- Student Services

**Contact Information**

**Texas Education for Homeless Children and Youth (TEHCY) Program**
HomelessEducation@tea.texas.gov

(512) 463-9414

# McKinney-Vento Training and Resources

- McKinney-Vento 101 Training
- Sample Student Residency Questionnaire
- Sample Intake Form
- Immunization Flow Chart
- Sample Transportation Letter
- Dispute Resolution Resources
- McKinney-Vento 201 Training

## Trainings and Resources

### McKinney-Vento 101

- Webinar - September 27, 2022
  - Recording
  - PDF Presentation
- Sample Student Residence Questionnaire (PDF)
- Sample Intake Form (PDF)
- Immunization Flow Chart (PDF)
- Sample Transportation Letter (PDF)
- Sample FAFSA Verification Form (PDF)
- Dispute Resolution (PDF)

### McKinney-Vento 201

- Webinar - December 12, 2022
  - Recording
  - PDF Presentation

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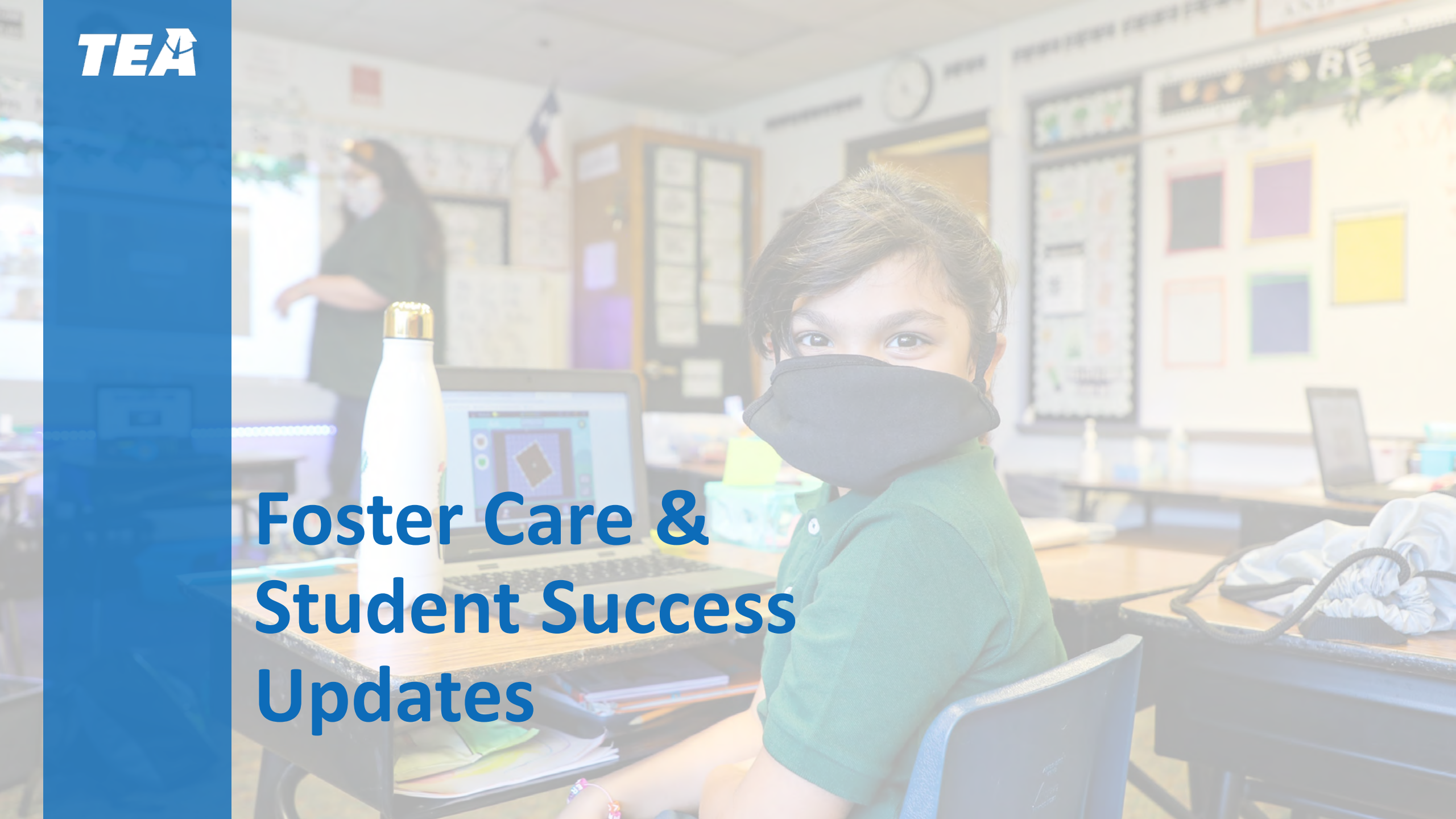

# Foster Care & Student Success Updates

# Key Reminders

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# Training Module Available - Students Served by Special Education

- TEA Learn Course Available:
  - Students Served by Special Education Who are Experiencing Homelessness or in Foster Care: Strategies to support Highly Mobile Students course.
  - Self-paced
  - 4 credits available

- TEA resource created by the Multiple Exceptionalities Multiple Needs Network; with content support from HMAR

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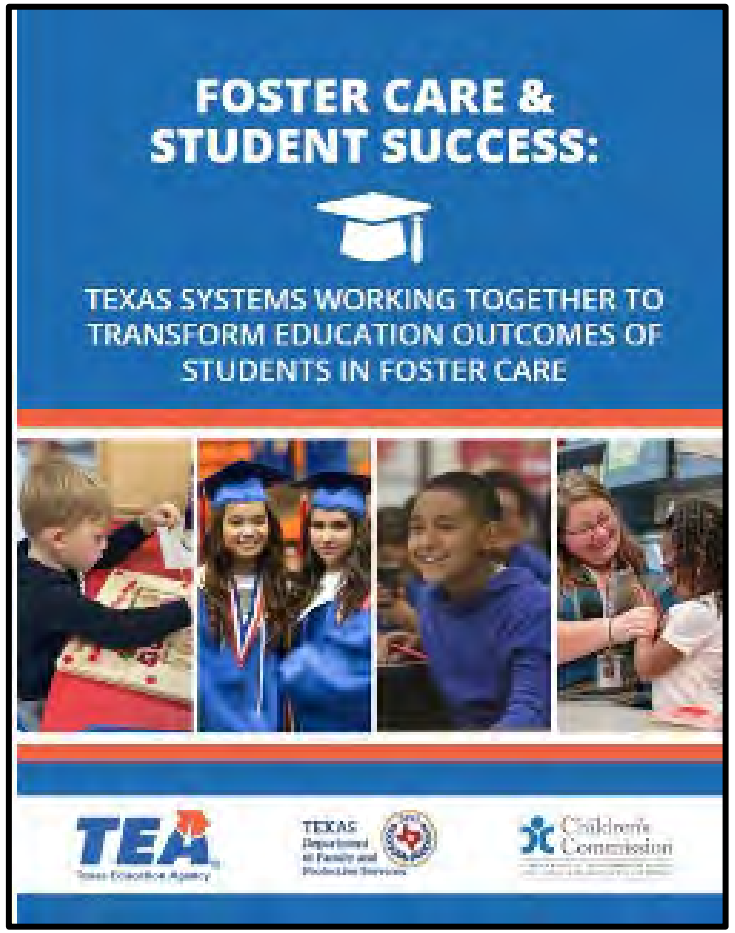
# Foster Care Guide




- Foster Care Guide Trainings
  - Guide Overview
  - Trainings by Chapter
- Share information with:
  - Administrators
  - New campus staff
  - Transportation
  - Registrars

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# Upcoming Foster Care Trainings

- Foster Care & Education Summit 2023
  - Thursday, September 21, 2023
  - ESC Region 4

- Foster Care 101 –
  - Tuesday, November 14, 2023
  - 10 a.m. – 11:30 a.m.

- Foster Care 201 –
  - Wednesday, March 27, 2024
  - 10 a.m. – 11:30 a.m.

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# Self-Assessment

Evaluate the current year: use the OSPM Self-Assessment

- Other Special Populations:
  - Implementation
  - Strategy
  - Quality Levels
  - Justification

| I. Implementation – Foster Care | | | |
|---|---|---|---|
| CDN | Quality Levels | | |
| Strategy | Developing | Proficient | Exemplary |
| **22. Designation of FC Liaison:**<br><br>Does the LEA have a designated Liaison in place for addressing enrollment and school transitions for students in foster care?<br><br>Designated Foster Care Liaison requirement (**TEC § 33.904**) | The **LEA is developing** a process to ensure that there is always a foster care liaison in place and that accurate and up-to-date contact information is maintained in AskTED.] | The LEA has a FC Liaison in place.<br><br>The LEA FC Liaison information is **up-to-date and accurately maintained** in AskTED.<br><br>**Campuses have processes** in place for communicating with the FC Liaison when needed.<br><br>The **FC Liaison (or designee) regularly supports** students in foster care when enrolling or withdrawing from the district. | The LEA has a FC Liaison in place, who is widely known on campuses throughout the district.<br><br>Regular ongoing training and information is provided and shared to campuses via the FC Liaison.<br><br>**FC Liaison serves as a leader** and connector internally and externally to mitigate barriers, due to school transitions, and provide support for students in foster care.<br><br>The **FC Liaison plays an active role** in addressing the needs of students in foster care and ensuring all LEA requirements for this student group are fulfilled.<br><br>**Processes, procedures, and checklists are used** to ensure compliance with foster care liaison duties and related requirements.<br><br>The **LEA has developed and coordinated "Campus Champions"** to assist LEA FC Liaison serving students in foster care. |
| *Justification for Quality Level* | | | |

OSP Self-Assessment Page 39

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# Let’s Celebrate - ESC Foster Care Champions

ESC Region 1 – Manual Salinas

ESC Region 15- Dr. Lesley Casarez

ESC Region 20 – Lisa Ranallo

ESC Region 13 – Jerretta Jimmerson Davenport and Cheryl Myers

ESC Region 4 – Lashonda Evans and Twiana Collier

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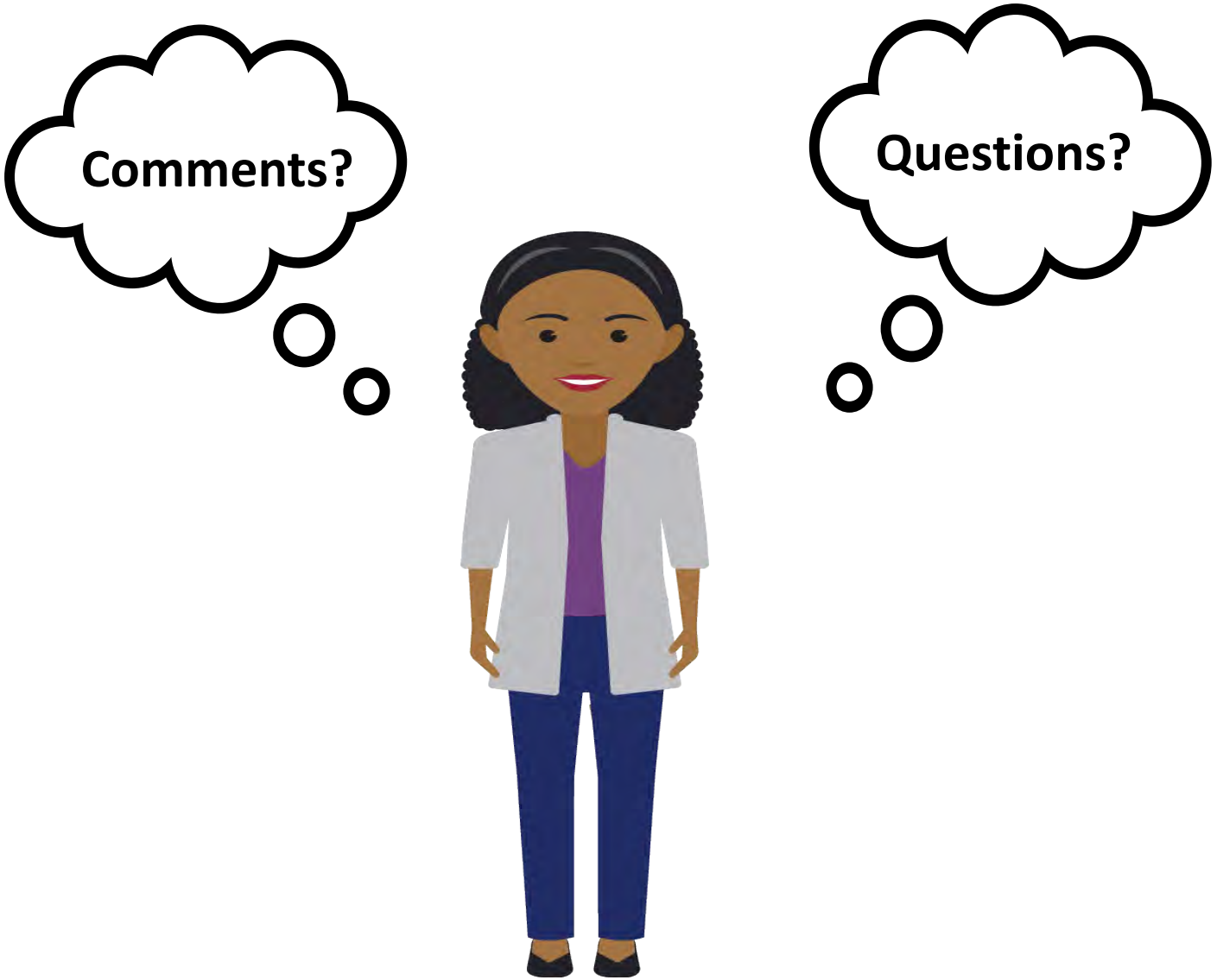
# Pause to Process Information



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# Closing Reminders

# TEHCY Upcoming Trainings and Events

| Training | Date & Time |
| --- | --- |
| **Title I Statewide Parent and Family Engagement Conference** | October 4-6, 2023 – Corpus Christi, TX (presentation) Oct 5th (8 am to 9:15 am) |
| **ARP I and ARP II Grantees (Combined) Coffee Chat** | Thursday, October 19, 2023 (1:00 pm – 2:00 pm) https://zoom.us/j/92164113711 |
| **Association of Compensatory Educators of Texas (ACET)**<br>• ESC Capacity Building Grant meeting<br>• McKinney-Vento 101 | October 24, 2023 – Las Colinas, TX |

# Upcoming Trainings and Events

- **Military Connected Students & Purple Star Presentations:**
  - Purple Star Campus Designation Fall Interest Meeting – October 24, 2023 | 2pm | Register
  - National Convening of Purple Star Schools (Virtual) – October 26, 2023 | 9am – 3pm
  - Military-Connected Students Webinar – November 14, 2023 | 2pm | Register

- **Attend MIC3 Compact 101 Trainings:**
  - October 11, 2023, at 7am (CST) | Register
  - November 14, 2023, at 1pm (CST) | Register
  - December 12, 2023, at 1pm (CST) | Register

**Foster Care Guide Presentations:**

- Foster Care & Student Success Guide Archived Webinars
- Foster Care & Education Summit – Thursday, September 21, 2023 – Houston, TX
- Texas Public Charter Schools Conference – Wednesday, September 27, 2023 – Austin, TX
- Lone Star State School Counselor Assoc. Conference – October 22-24, 2023 – Frisco, TX

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# HMAR Webinars 2023-24 | Save the date!

- **HMAR Quarterly Webinar #1**
- **September 14, 2023**
- 1:00 pm – 2:30 pm
- Register

- **HMAR Quarterly Webinar #2**
- **November 30, 2023**
- 1:00 pm – 2:30 pm
- Register

- **HMAR Quarterly Webinar #3**
- **February 15, 2024**
- 1:00 pm – 2:30 pm
- Register

- **HMAR Quarterly Webinar #4**
- **May 2, 2024**
- 1:00 pm – 2:30 pm
- Register

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# HM&AR Division Emails

## Military Connected Students

- MilitaryConnectedStudents@tea.texas.gov

## Pregnancy Related Services

- PregnancyRelatedServices@tea.texas.gov

## Foster Care and Student Success

- FosterCareLiaison@tea.texas.gov

## Texas Education for Homeless Children and Youth (TEHCY) Program

- HomelessEducation@tea.texas.gov

## Child Abuse and Neglect Awareness

- PreventingHumanTrafficking@tea.texas.gov

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# TEA HMAR Webpage

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

**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

**Curriculum Standards**

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

**Early Childhood Education**

- Early Learning Assessments
- Early Learning Partnerships
- Educator Resources
- Family Resources
- Frequently Asked Questions
- High-Quality Prekindergarten
- Reading
- Reports and Data

**Graduation**

- Automatic Co
- Foundation H
- Graduation R Standard Rep
- State Gradua

**Instructional Materials**

- High-Quality Instructional Materials
- TEA Available Instructional Materials
- State-Adopted Instructional Materials
- Strong Foundations
- The Review and Adoption Process

**Learning Support and Programs**

- Accelerated Instruction
- Additional Days School Year
- Credit by Examination
- Mathematics and Reading Academies
- Spanish Language Support
- Technology Planning
- Texas Gateway
- Texas Virtual School Network
- Texas Elementary Agriculture

**Special Student Populations**

- Dyslexia
- English Learner Support
- Gifted and Talented Education
- Highly Mobile and At Risk Student Programs
- Review and Support
- Section 504
- Special Education

**Subject Are**

- Career & Tech
- English Langu Reading
- Fine Arts
- Health Educa
- Innovative Co
- Languages Ot
- Mathematics
- Physical Educ
- Science

## Purpose

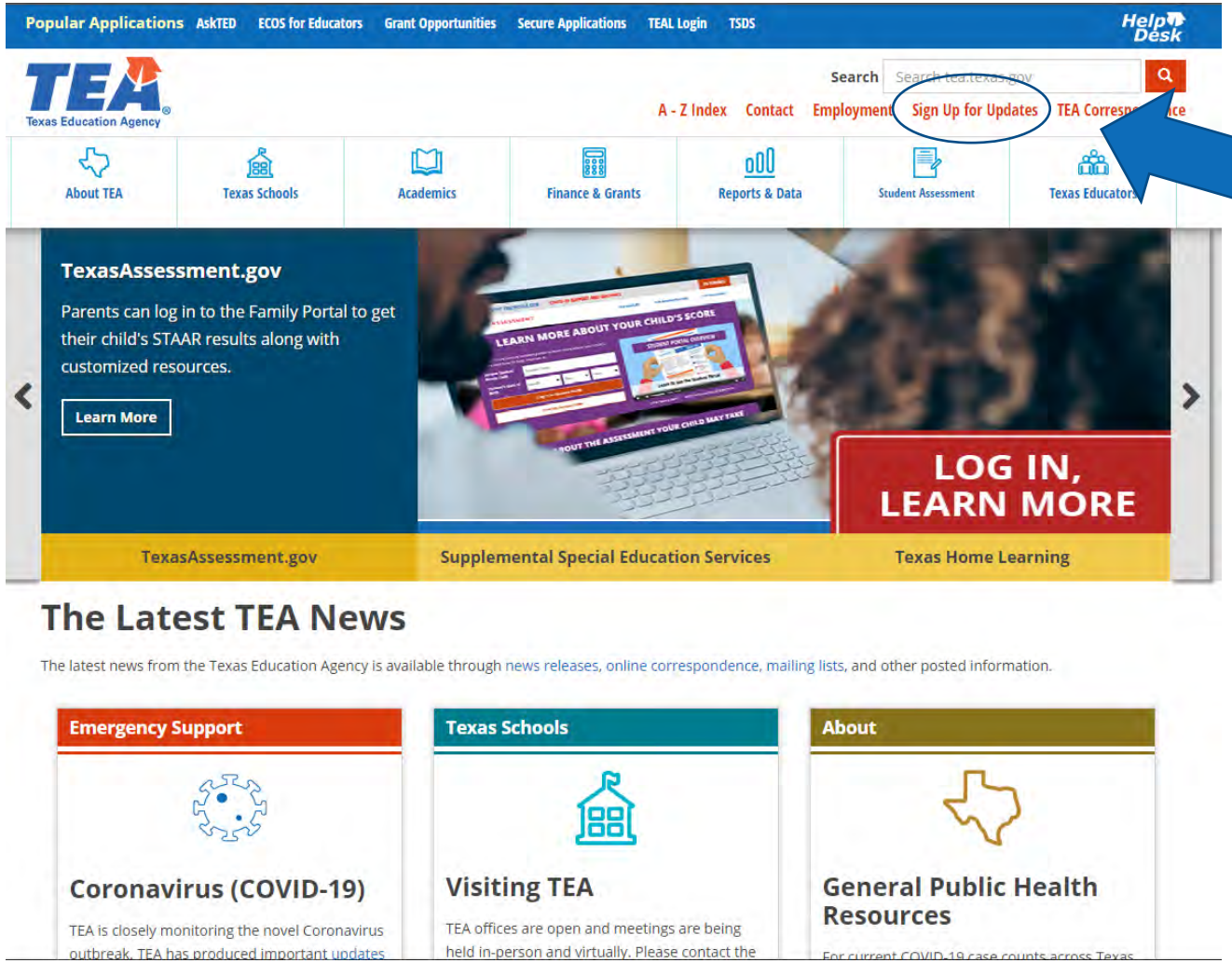
To increase awareness, build capacity, and improve TEA supports, resources and tools available for Texas schools to address the unique needs and statutory requirements of highly mobile and at-risk students. Ultimately, the Division exists to improve the school experience and education outcomes of all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

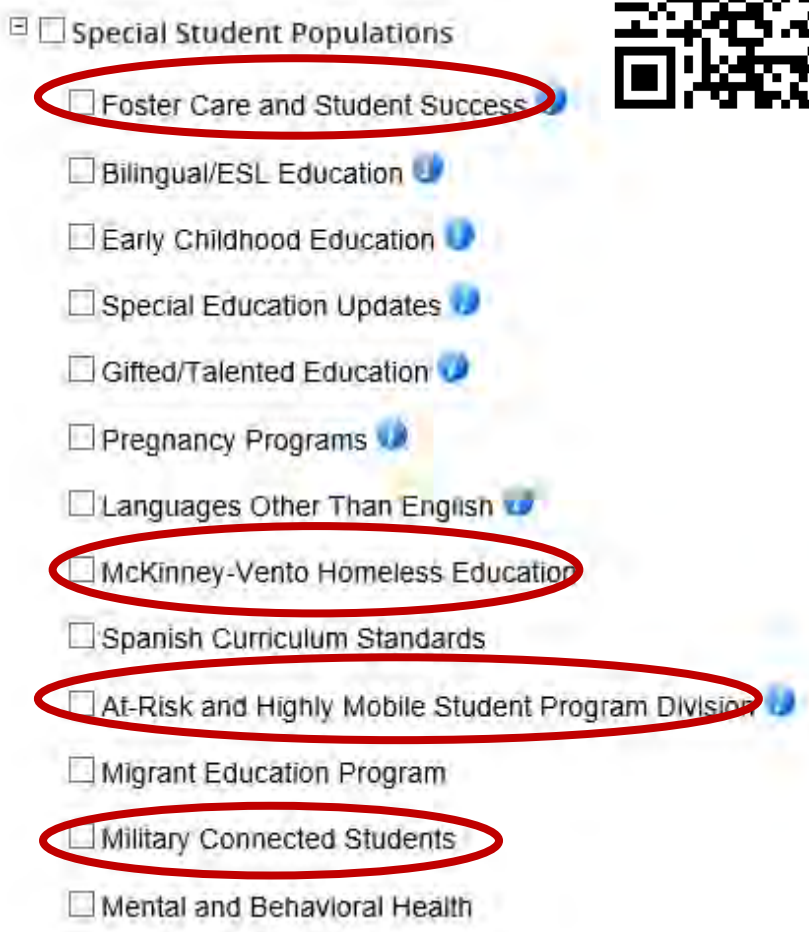
- Foster Care and Student Success
- Human Trafficking
- Military Connected Students
- Pregnancy Related Services
- TX Education for Homeless Children and Youth

## Division Resources

- Webinars
- Newsletters
- Tools and Resources

# Sign Up for Updates!



# Thank you!

Feedback Survey

Subscribe to Updates

**The presentation and a recording will be posted on the HM&AR website.