

A photograph of a teacher with glasses and a white t-shirt sitting on the floor in a classroom, reading a book to a group of young students. The students are also sitting on the floor, looking at the book. Bookshelves filled with books are visible in the background.

Highly Mobile and At-Risk Student Programs Division Webinar

**Thursday, April 1, 2021
1:00pm-2:30pm**

Webinar Objectives and Outline

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

Agenda

1. Texas Winter Storm
2. Data Utilization
3. Spring and Summer Planning
4. Closing

Highly Mobile and At-Risk Student Programs Division



Military Connected Students

Pregnancy Related Services

Foster Care and Student Success

Texas Education for Homeless Children and Youth Program

Child Abuse and Neglect Awareness (including mandatory reporting and human trafficking prevention)

Mental and Behavioral Health

Purpose

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

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

Highly Mobile and At-Risk Student Programs Division



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What are the implications following the Severe Winter Storm?



2021 Severe Winter Weather Guidance for Students Experiencing Homelessness

Emergency Support



February 2021 Inclement Winter Weather

In response to the February 2021 inclement weather, TEA has produced information for school districts and charter schools to support planning and instruction.

[TEA Weather and Disaster Information](#)



TEA Texas Education Agency

2021 Severe Winter Weather: Guidance for Students Experiencing Homelessness
February 24, 2021

STRONG START 2020-21

(512) 463-9000 disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

In response to the February 2021 severe winter weather, the TEA Texas Education for Homeless Children and Youth (TEHCY) Program has answered some commonly asked questions to better support local education agencies (LEAs) and McKinney-Vento Liaisons to identify and serve students experiencing homelessness.

1. Should students who were displaced due to the severe winter weather be identified and coded as homeless?

Many of our families may be eligible for the McKinney-Vento program services due to the impact of the severe winter storm. Each situation should be assessed on case-by-case basis to address the unique needs of each student experiencing homelessness. Families receiving emergency assistance from [FEMA](#) or other third parties would be considered homeless.

LEAs in collaboration with their McKinney-Vento Liaison should facilitate the identification and enrollment of students who were displaced by the severe winter weather and meet the McKinney-Vento eligibility definition listed below.


The McKinney-Vento Homeless Assistance Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence; and are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
- Living in motels, hotels, trailer parks, or camping grounds, due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters, or are abandoned in hospitals;
- Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children living in the above circumstances.

2. Are LEAs required to identify students who are experiencing homelessness because of the severe winter weather?


Yes. All LEAs (districts and open-enrollment charter schools) are required to identify all students who are experiencing homelessness. LEAs must have policies and procedures in

tea.texas.gov



[2021 Severe Winter Weather: Guidance for Students Experiencing Homelessness](#)

Disaster Response and McKinney-Vento Identification



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



All LEAs are required to identify students experiencing homelessness



Develop an auditable process to support identification and program services



Identification and coding do not carry over from year-to-year

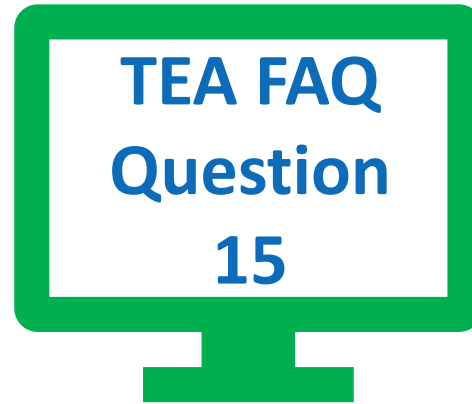
Student Mental Health Implications For Educators: After the Winter Storm Disaster



Advancing Wellness and
Resiliency in Education

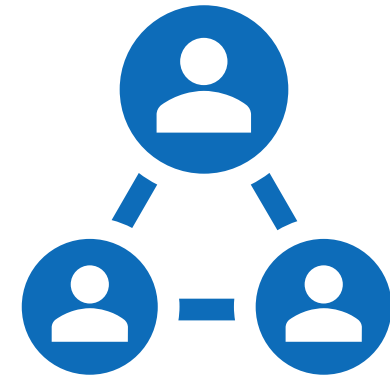


**Consider Compounded
Trauma Experiences and
the Impact on Learning**



Learn and Share Resources

**[Disaster Mental Health
Resources for Educators
and Parents/Guardians](#)**



**Create A Sense of
Emotional Safety and
School Connectedness**

Student Mental Health Implications For Educators: After the Winter Storm Disaster



Advancing Wellness and
Resiliency in Education

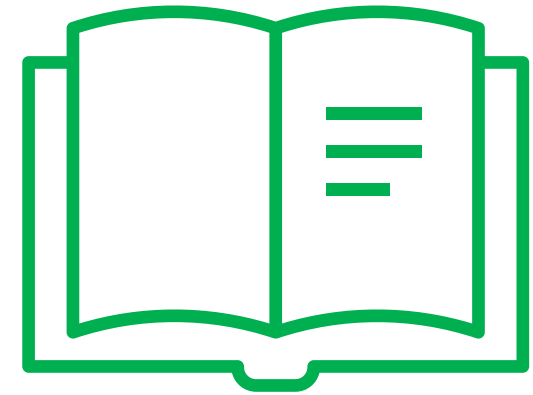


**Identify early
warning signs of
mental
health challenges**



**What are the school's
procedures for referring
student for help?**

**What consultation is
available for you?**



**[Access TEA's COVID-19
Mental Health
Resources Quick
Reference Tool](#)**

A photograph of a classroom with a young student in the foreground wearing a black face mask and a green shirt, sitting at a desk with a laptop and a white water bottle. A teacher is visible in the background. The text "Highly Mobile Student Data from COVID-19" is overlaid in blue on the left side of the image.

Highly Mobile Student Data from COVID-19

Snapshot Data

Student Group	October 2019	October 2020
Foster Care	17,451	17,090
Homeless	78,926	57,811
Military	105,787	144,683
At-risk	2,776,481	2,636,849
Economically Disadvantaged	3,309,610	3,233,417

Crisis Code Level of Engagement Definitions

Engaged

Student was responding to requests from administrators and teachers and completing assignments.

Unengaged/Disengaged

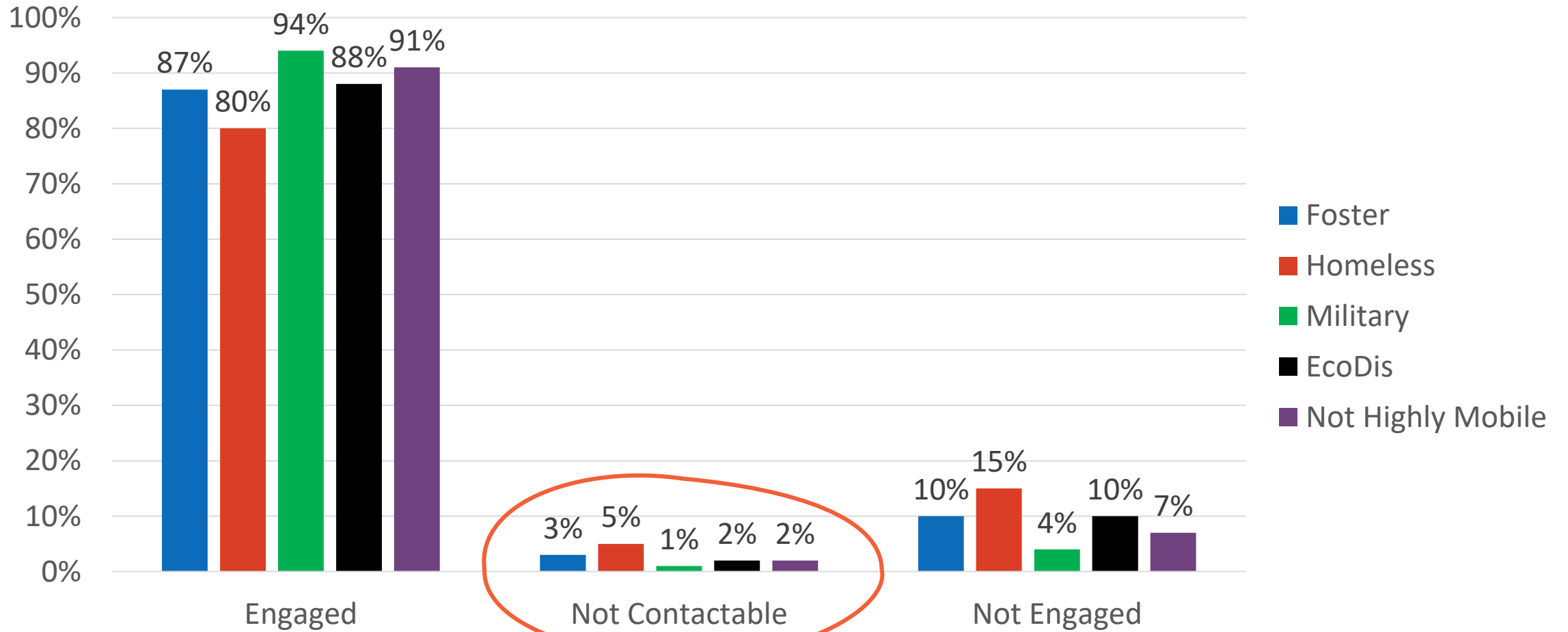
Student was responding to requests from administrators and teachers; however, the student was not completing assignments. For secondary students, enrolled in multiple classes, not completing assignments in any core content areas would count as unengaged. Students should be classified as unengaged regardless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

Not Contactable/Uncontactable

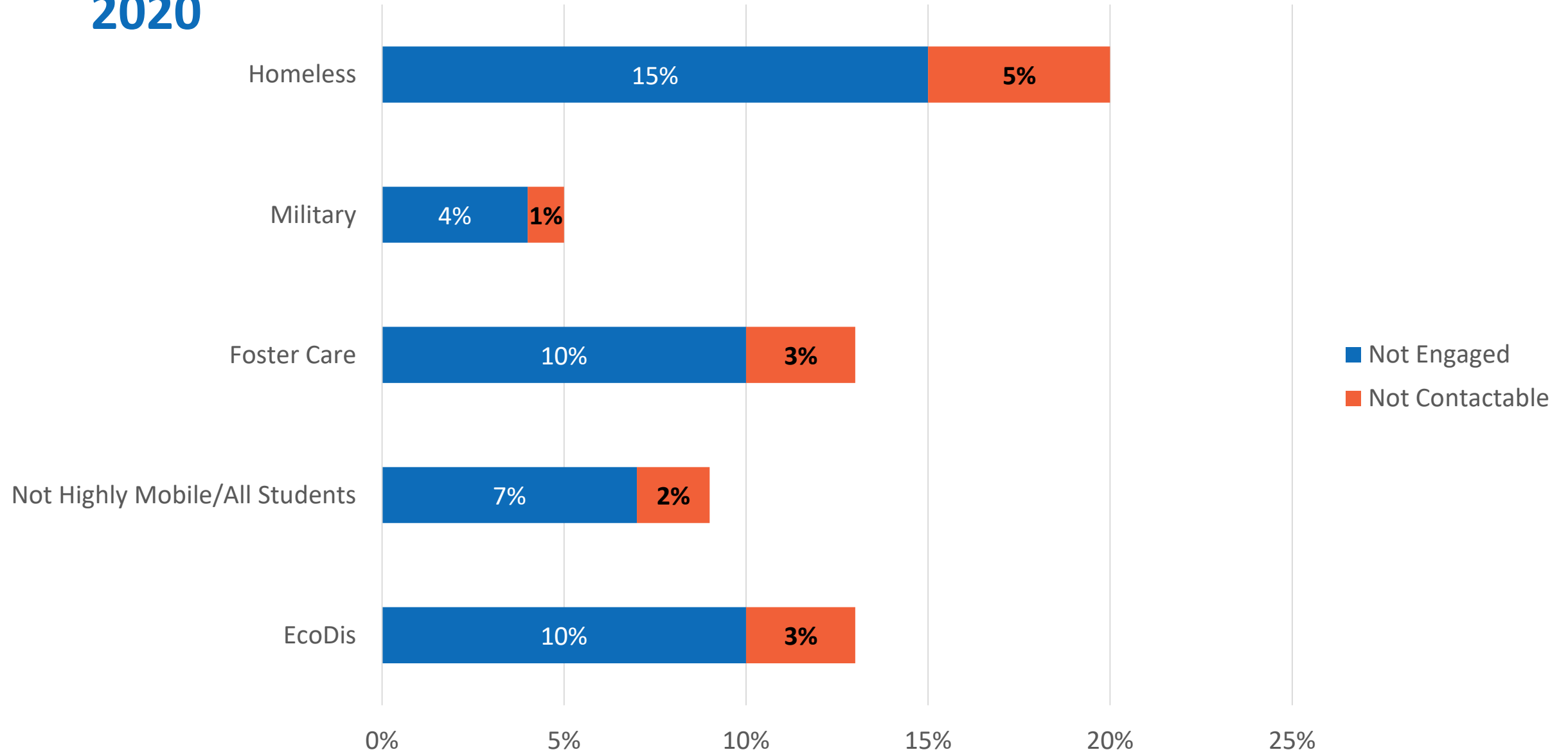
An uncontactable student is defined as a student that did *not* participate in the continuing instruction formats provided by the district *and* for whom multiple efforts to contact them or their relatives listed as the student's contacts failed during the COVID-19 pandemic as campuses transitioned from in-person to virtual learning platforms in the 2019-2020 school year.

[TEA COVID-19 FAQ: Student Attendance: Uncontactable Student Guidance](#)

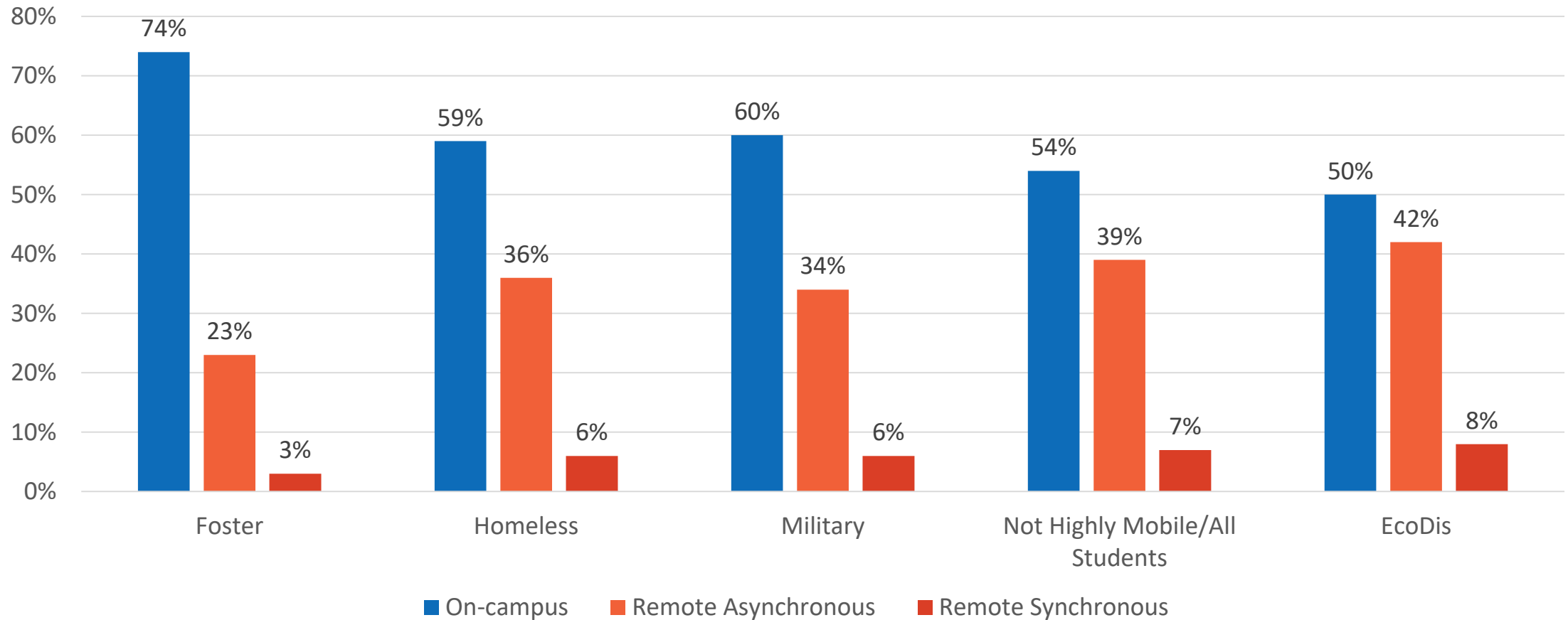
Highly Mobile Engagement Data Spring 2020



Students who were disengaged or not contactable during Spring 2020



Learning Model, October 2020





Utilizing Data to Support Special Populations



Data Inspirations / Thoughts on Data



“Data is a powerful tool that makes our students visible. It informs decision makers and leaders of challenges that may otherwise be overlooked. Regardless, if you are a data-enthusiast or a newbie when it comes to using and understanding your student outcomes and program data, it must be seen as an essential element of your work.”



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



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



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

Preliminary Planning

Found a purpose

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

Spelled out intent

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

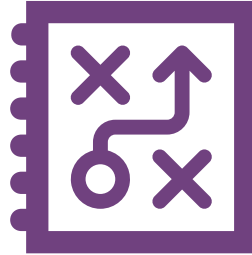
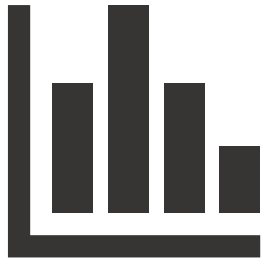
Developed a general hypothesis

- “Highly mobile students were less engaged and less contactable than not highly mobile students.”

Pin-pointed useful data

- Crisis codes from 19-20 and 20-21

Process



Team members helped run data and build out graphs and tables to find trends

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

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

Discussed the final product as a team, getting everyone's insight on what the findings meant to them.

Utilizing Data For Strategic Planning

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

- Policies and Procedures
- Identified Needs
- Program Implementation
- Interventions and Progress Monitoring
- Staffing and Support Services



What information are you trying to identify and monitor?

Program Component Reports: Share Your Vision



**Student
Demographics**



**Campus or District
Enrollment**



**Elementary and
Secondary**

Program Report Components: Share Your Vision



Report Information



Collaboration



Report Access

Dropout Prevention & Recovery: *View Your Special Populations Reports!*



2020-2021 Student Program and Special Populations Reports

March 24, 2021 17:12

Texas Education Agency

Total Enrollment Counts in Student Program and Special Populations Reports

PEIMS Data 2020-2021

Statewide

All Enrollment	At Risk	Bilingual	Dyslexic	Economically Disadvantaged	English Learner	ESL	Foster Care	Gifted & Talented	Homeless	Military Connected	Special Education	Title I
5,371,586	2,636,849	459,122	241,197	3,233,417	1,108,883	527,868	17,090	443,849	57,811	144,683	605,043	3,464,887

[Back to Standard Reports Home Page](#)

[TEA Home Page](#)

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



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

School Performance

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

Texas Academic Performance Reports

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

Accountability Rating System

The [Accountability Ratings](#) site shows ratings as well as the data used to determine the rat-

Reports & Data

[Data Submission](#)

[Educator Data](#)

[Financial Reports](#)

[Legislative Information](#)

[Program Evaluations](#)

[School Data](#)

[School Performance](#)

[Accountability Rating System](#)

[Accountability Research](#)

[Results Driven Accountability \(RDA\) Reports and Data](#)

[School Report Cards](#)

[Texas Academic Performance Reports](#)

Completion, Graduation, and Dropouts

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

Resources

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

Data

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

Reports

View [reports](#) on secondary school completion, graduation, and dropouts in Texas public schools.

Additional Documents

Student Data

[Advanced Placement \(AP\) and International Baccalaureate \(IB\)](#)

[College Admissions Testing \(SAT and ACT\)](#)

[Completion, Graduation, and Dropouts](#)

[Discipline Data Products](#)

[Enrollment Trends](#)

[Grade-Level Retention](#)

[PEIMS Standard Reports Overview](#)

[TPEIR Reports](#)



Academic Performance (STAAR) with Special Populations Data

Completion, Graduation, Dropouts Data and Discipline Data Products



Mental Health Related Staffing: Assessing State Capacity with PEIMS Data and Recommended Ratios



Advancing Wellness and Resiliency in Education

Staff Types	Recommended ratios of students*	Actual ratio of students/staff			Total number of staff types in Texas schools		
		2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Counselor	250/1	431/1	422/1	413/1	12,536	12,835	13,306
School Psychologist	1,000/1	2,792/1	2,769/1	2,751/1	1,934	1,956	1,997
Social Worker	400/1	7,200/1	6,882/1	6,626/1	750	787	830



*from national associations

Youth Mental Health Data Examples: Explore and Contribute!



Advancing Wellness and Resiliency in Education

Youth Risk Behavior Surveillance System (YRBSS)

2019 YRBS Results and Data Available Now

[Search CDC for Texas YRBS Data Reports](#)



COVID Experiences Surveys (CovEx)



The COVID Experiences Surveys (CovEx) are a pair of national longitudinal surveys that aim to better understand the impact of COVID-19 on the physical health, mental health, and emotional well-being of children and adolescents, and their parents or caregivers. Parents were asked to report on both their own and their children's well-being and experiences during the SARS-CoV-2 pandemic according to children's mode of school instruction, including:

- In-person
- Virtual
- Combined virtual/in-person

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

Home > Center for Health Statistics > Texas Youth Risk Behavior Surveillance System

[Texas Youth Risk Behavior Surveillance System](#)

Texas Healthy Schools, Healthy Youth!
Texas YRBSS

Inquire about your school participating in the Texas YRBS - High School Youth



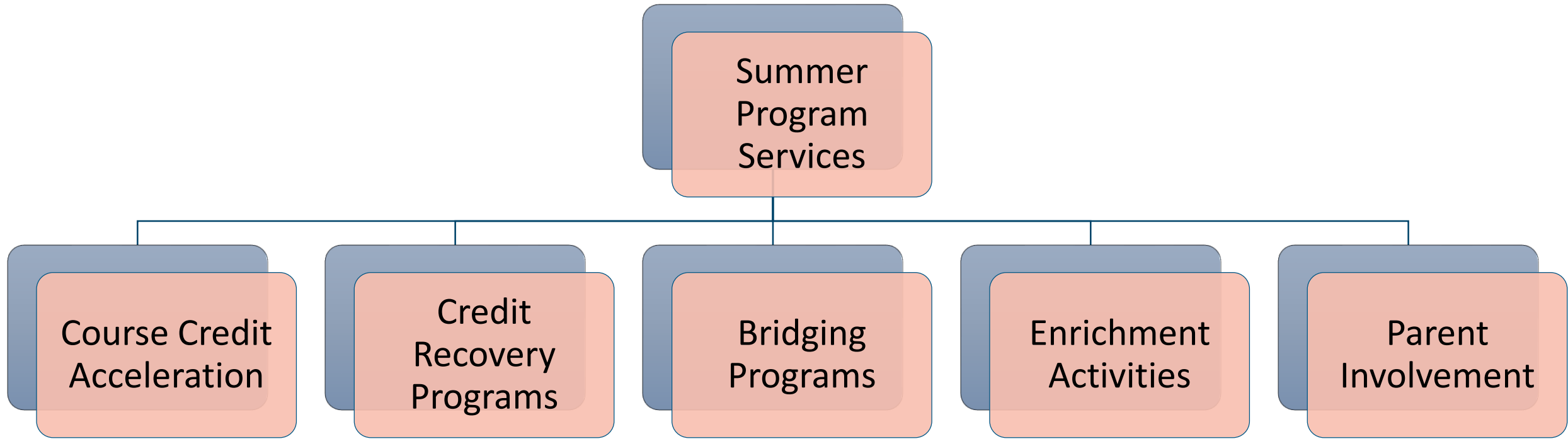
Search a Variety of Data Sources for MH Statistics



A photograph of a school staircase with large windows in the background. Several students with backpacks are walking up and down the stairs. The image is slightly faded and serves as a background for the text.

Considerations for Spring and Summer Planning

Utilize Student Data: Plan and Implement Summer Program Services

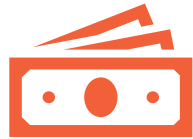


Key Actions for Success: Utilize Student Data for Planning and Implementing Summer Program Services

Utilize Academic and Grade Level Program Reports to Determine:



**Student Groups
Receiving Services**



Resources Needed



Target Goals



**Communication
Plan**



Outcome Data

Needs Assessment: Data Drives District Planning, Multi-Tiered Systems of Support (MTSS), Continuous Quality Improvement (CQI)

ASSESS

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

PLAN

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

DELIVER

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

Key Considerations

Disaster Preparedness

- Utilize state resources
- Actively identify students
- Be prepared

Utilizing Data

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

Spring Planning

- Plan and implement summer program services
- Use data to determine summer programming
- Needs assessment, innovation, budgeting, grants!





Program Updates

Purple Star Campus Designation Application




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

- Criteria

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

- Information sessions:

- April 20th 1:00 – 2:00 pm CST
- May 4th 11:00 – 12:00 pm CST

 **2021 Severe Winter Weather Impacts on Students Experiencing Homelessness**
February 2021

(512) 463-9000 disasterinfo@tea.texas.gov

In response to the February 2021 severe winter weather, the Texas Department of Family & Protective Services (DFPS) Managing Conservatorship and the Texas Education Agency (TEA) have answered support local education agencies (LEAs) and McKinney-Vento Homeless Assistance Act (MVA) programs who are experiencing homelessness.

1. Should students who were displaced due to severe winter weather be coded as homeless?


Many of our families may be eligible for the impact of the severe winter storm. Each situation address the unique needs of each student experiencing emergency assistance from FEMA or other federal assistance. LEAs in collaboration with their McKinney-Vento and enrollment of students who were displaced by the McKinney-Vento eligibility definition listed by the McKinney-Vento Homeless Assistance Act (MVA) individuals who lack a fixed, regular, and adequate sleeping accommodation for human habitation.


- Sharing the housing of other persons or similar reason;
- Living in motels, hotels, trailer parks, or alternative adequate accommodation;
- Living in emergency or transitional shelter;
- Living in a public or private place not designed for sleeping accommodation for human habitation;
- Living in cars, parks, public spaces, abandoned buildings, or train stations, or similar settings; and
- Migratory children living in the above categories.

2. Are LEAs required to identify students who were displaced due to severe winter weather?

Yes. All LEAs (districts and open-enrollment) should identify students who are experiencing homelessness.

tea.texas.gov



Foster Care Frequently Asked Questions (FAQ) 
Texas Education Agency

Highly Mobile and At-Risk Student Programs Division

PEIMS Coding

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

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

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

2. Are foster care students also coded as "at-risk" under TEC 29.081?

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

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

In some circumstances, students in or formerly in foster care should be coded with PEIMS at-risk indicator code #13 under TEC 29.081(d)(13). By definition alone, students in or formerly in foster care do not meet the state criteria for indicator code #13.

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

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

If the student is not in DFPS Managing Conservatorship, they are not flagged for foster care status in PEIMS; however, they are eligible for school nutrition and Every Student Succeeds Act (ESSA) benefits (see the "Other" Section of this FAQ).¹ We encourage foster care liaisons and local educational agencies (LEAs) to look out for students in these scenarios and support them, even though they are not captured in PEIMS.


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

Students who are awaiting foster care placement are not eligible to be identified as homeless.

However, there are scenarios when a student in foster care is living in a setting that meets the definition of homeless under McKinney-Vento. For example, a Child With Out Placement, also known as CWOP, is living in a setting that meets the McKinney-Vento definition of homeless. In these settings,

¹ Although TEC only requires PEIMS reporting of students who are in DFPS Managing Conservatorship, students in the managing conservatorship of another state should receive the same benefits as students in DFPS.

1

2021 Pregnancy Related Services FAQ 
January 28, 2021

disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

(LEAs) throughout Texas offer Pregnancy Related Services (PRS) supports, including Home Instruction (CEHI), for eligible students during pregnancy. These programs are designed to help students stay in school and adjust physically.

Teachers and parents should consult with determining how to navigate PRS and CEHI services during remote instruction for the 2020-2021 school year.

How many hours of CEHI services must be reported to earn full-day funding for general ed homebound and PRS CEHI attendance be reported?

Instruction cannot be provided due to COVID-19, students who had been at home should be served through the LEA's remote synchronous or asynchronous methods. While students are served through one of these methods, reported in accordance with the rules for each method described in the [SY Enrollment FAQ](#). PRS students who receive CEHI services through a synchronous or asynchronous method can continue to earn career and technical credit hours, as long as CTE instruction continues while remote instruction is provided.

See [Attendance and Enrollment FAQ](#), page 42.


How many hours of CEHI services will be provided through a remote synchronous method?

Students do not need to submit a waiver if CEHI services will be provided through a remote synchronous method. LEAs should document and address how they are going to notify students via remote instruction, in their learning plan for the attestation (synchronous).

How many hours of CEHI services through a remote synchronous or asynchronous method required to have 4 hours of CEHI services?

Students receiving full-time remote instruction and the LEA is not providing in-home instruction do not necessarily need to receive 4 hours of weekly CEHI services from a PRS provider. The remote instruction being provided meets the guidelines set forth in the learning plan (asynchronous) or under the LEA's submitted attestation (for synchronous). LEAs are expected to provide additional PRS program support to students, as well as ensure all required PRS documentation and ensure the PRS indicator is removed at the end of the six-week postpartum period (or ten weeks with a doctor's note).

tea.texas.gov



2021-2022 Texas Education for Homeless Children and Youth Grant

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

For more information visit the [TEA Grant Opportunities](#) page.



Texas Education for Homeless Children and Youth Program Summit

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



TEHCY Program Spring Training Schedule

- Supporting Seniors and Unaccompanied Youth Experiencing Homelessness with Post-Secondary Planning and Access: [Wednesday, May 5th](#)
- Nuts and Bolts of McKinney-Vento School of Origin Transportation Services: [Tuesday, April 6th](#) and [Thursday, May 6th](#)
- McKinney-Vento 301 | Building Community Connections: [Tuesday, April 13th](#), [Tuesday, April 20th](#), and [Wednesday, May 12th](#)
- McKinney-Vento 401 | McKinney-Vento Program Best Practices : [Thursday, April 15th](#), [Thursday, April 22nd](#), and [Tuesday, May 11th](#)

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

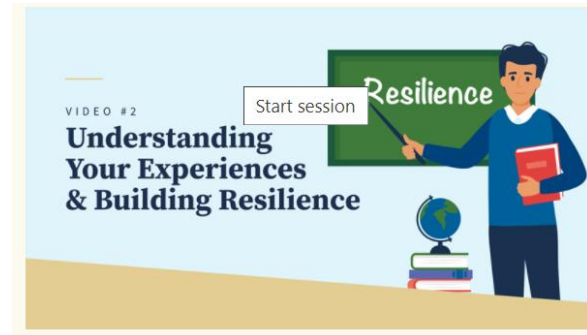


Upcoming Trainings and Events



- Prevention and Awareness of Human Trafficking Statewide Webinar Series
 - Friday, May 14th – Children’s Advocacy Centers of Texas 10:30-11:30 am CST
 - Friday June 4th – Year in Review | Preparing for Summer 10:30-11:30 am CST
- Spring ACET
 - McKinney-Vento - Thursday, April 29th 11:15 am -12:30 pm CST
 - Pregnancy Related Services – Wednesday, April 28th 9:45 – 11:00 am CST
- Mental Health
 - Mental health Toolkit - June
 - SSSP Module – June – September
 - Mental Health Website – June
- Highly Mobile and At-Risk Webinar
 - Thursday, September 16th 1:00 – 2:30 pm CST

Mental Health, Trauma and Trauma - Informed Practices



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

Upcoming Awareness Events

April



Child Abuse
Prevention
month



Month of the
Military Child
Purple Up!

May



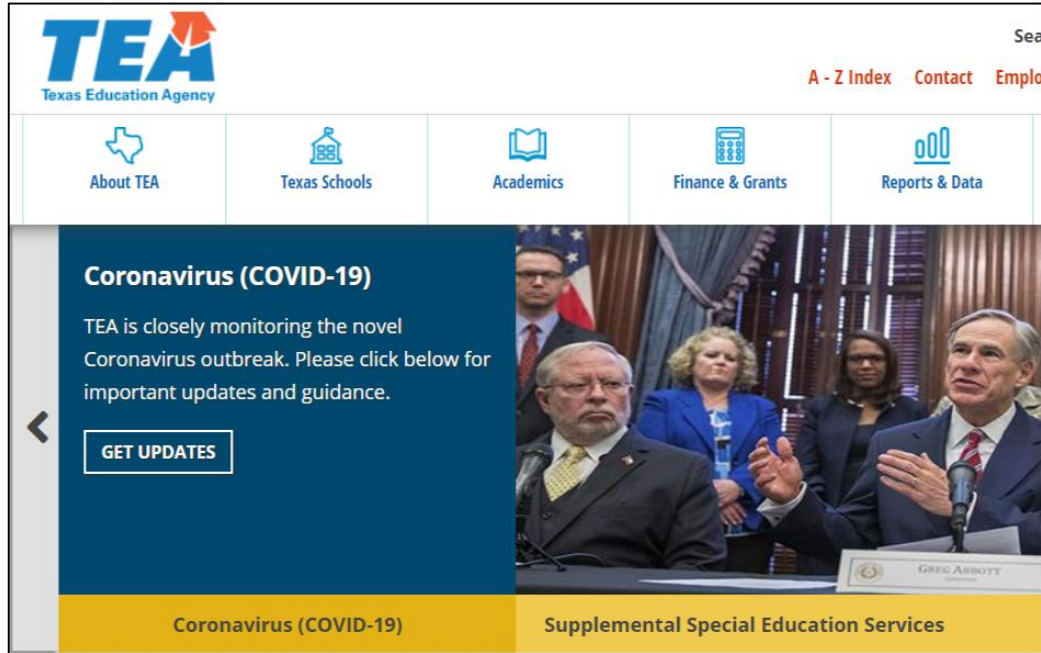
Mental Health
Awareness
month



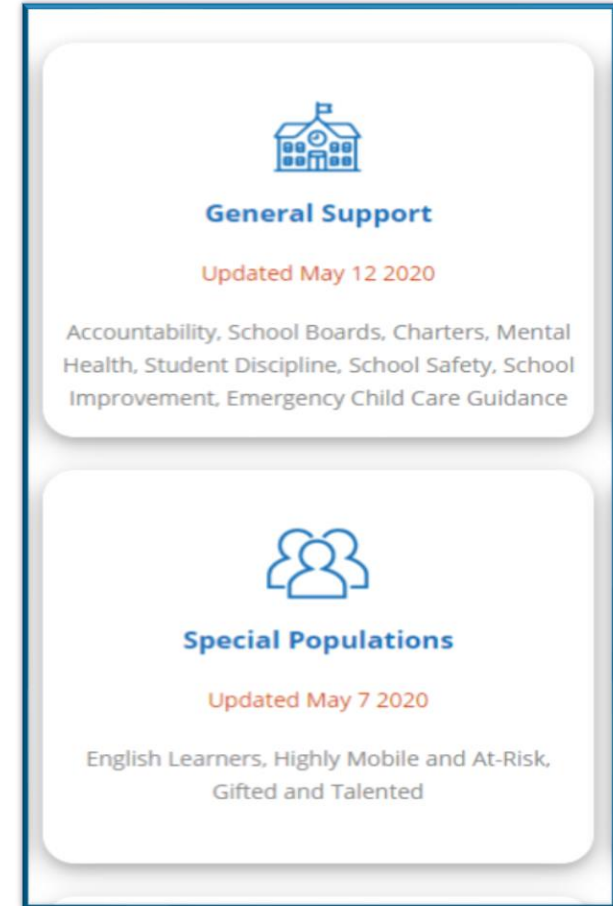
Foster Care
Awareness
month

Accessing TEA COVID-19 Resources

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



Tabs provided by topic:



[TEA COVID Webpage](#)

[TEA COVID Special Populations](#)

[TEA COVID Mental Health Resources](#)

Please direct questions that arise to: disasterinfo@tea.texas.gov inbox or the appropriate program office.

HM&AR Division Emails



Thank you!



Sign up for Updates

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

