

**2025**  
FEDERAL  
PROGRAMS  
INSTITUTE

**MEMPHIS** ★  
TO  
**BRISTOL** ★

Federal Programs  
*Driving Local Change*

# Common ESSA Findings and How to Avoid Them

**Brinn Obermiller**

*Senior Director of ESEA Oversight*





# Agenda

- Overview of Monitoring in Tennessee
- Cross-Cutting
- Title I, Part A
- English as a Second Language (ESL)
- Students Experiencing Homelessness
- Resources and Contacts



# Overview of Monitoring in Tennessee



# Results-Based Monitoring (RBM)

- The department monitors all grant funds awarded to local educational agencies (LEAs) to ensure fidelity of implementation.
- Tennessee's multi-tiered monitoring framework includes three distinctive levels: Level 3 (on-site), Level 2 (virtual/desktop), and Level 1 (self-assessment).
- A risk analysis comprised of over 50 factors identifies the perceived level of risk and likelihood that an LEA may not comply with certain requirements.
- Results from the analysis designate each LEA's risk as one of three levels: significant (which results in a Level 3 visit), elevated (which identifies LEAs for participation in Level 2 monitoring), or low risk (with LEAs completing Level 1 monitoring).
- All LEAs statewide are required to participate in one level of monitoring annually.



What do you think?

# What do you think?

- Of all the programs we are discussing today, which received the most findings in FY25 for Levels 2 and 3 RBM?
  - A. Title I, Part A
  - B. ESL
  - C. Students Experiencing Homelessness
  - D. Cross-cutting



Type your responses in the chat!

A yellow school bus is parked on a street, partially visible on the left side of the frame. The bus is facing right, and its side windows and wheels are visible. The background shows a building and some greenery.

# The Answer is B!

1. ESL (B.)
2. Cross-Cutting (C.)
3. Students Experiencing Homelessness (D.)
4. Title I, Part A (A.)

# Cross-Cutting



A vertical photograph on the left side of the slide shows a group of young children walking away from the camera down a school hallway. An American flag is visible on the left wall of the hallway.

# Barriers to Enrollment

- **Compliance Issue:** Requesting a **Social Security Number (SSN)** without the caveat that it is optional
- **Law/Requirement:** Federal law and the Family Educational Rights and Privacy Act (FERPA) prohibit LEAs from requiring a social security number to enroll (34 CFR Part 99).
- **Remedy:** Don't request an SSN or add the caveat that it is "Optional."
  - Example: Social Security Number (Optional)

# Barriers to Enrollment

- **Compliance Issue:** Requiring a **birth certificate** without listing alternative documents
- **Law/Requirement:**
  - The McKinney-Vento Act (42 U.S.C. § 11431) requires schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documentation typically required for enrollment.
  - According to the "Fact Sheet: Information on the Rights of All Children to Enroll in School," LEAs may not prevent or discourage a child from enrolling in or attending school because he or she lacks certain documentation.
- **Remedy:** When requesting proof of age, list several options in addition to a birth certificate.
  - Example: Record of Birth (birth certificate; passport; Visa; I-95; hospital or physician records showing date of birth; parent affidavit; or previously verified school records)

# Barriers to Enrollment

- **Compliance Issue:** Requiring **immunization records** without including a caveat that students experiencing homelessness will be enrolled immediately
- **Law/Requirement:** The McKinney-Vento Act (42 U.S.C. § 11431) requires schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documentation typically required for enrollment.
- **Remedy:** Registration forms and webpages should include language stating that students experiencing homelessness will be enrolled immediately, even if they lack the needed paperwork.
  - Example: No student determined to be homeless shall be denied admission to any school or school facility if the student is unable to produce documents and records due to being homeless.



# LEA Five-Year Strategic Plan

- **Compliance Issue:** The LEA does not have an active and formal five-year strategic plan approved by the school board.
- **Law/Requirement:** Under [TN SBE Rule 0520-01-02-.31\(8\)](#), local boards of education shall develop, maintain, and implement a long-range strategic plan that addresses at least a five (5)-year period of time.
  - The plan shall be posted to the LEA's website and include a mission statement, goals, objectives, and strategies, and identify how the strategic plan supports one or more goals contained in the State Board of Education Master Plan.
  - The strategic plan shall be reviewed every two (2) years and updated, if necessary.
  - The LEA shall develop and implement a district-level improvement plan that operationalizes the local board of education's five (5)-year strategic plan in accordance with State Board District and School Improvement Planning Policy 2.101.
- **Remedy:** Ensure the LEA has a current five-year plan that clearly states the years the plan covers. Ensure the dates the plan was reviewed and updated are in the document footer or other location.

# Title I, Part A



A photograph showing the backs of several young children walking down a school hallway. An American flag is visible on the left wall.

# Parent and Family Engagement: LEA and School Policies/Plans

- **Compliance Issues:**

- The LEA and/or School Family Engagement Policy does not contain all required information.
- Families were not properly engaged in the creation or revision of the policy/plan.

- **Law/Requirement:** ESEA §1116 requires LEAs and schools receiving Title I, Part A funds to develop jointly with, agree upon, and distribute to families of participating children a written parent and family engagement policy that contains specific information outlined in the statute.

# Parent and Family Engagement: LEA and School Policies/Plans

- The **LEA parent and family engagement policy** must describe, at a minimum, how the district will:
  - Involve parents and family members in the joint development of the district plan;
  - Provide the support necessary to assist schools in implementing effective family engagement activities to improve student performance;
  - Conduct an annual evaluation of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority), and use the findings to revise engagement policies design strategies to support successful school and family interactions; and
  - Involve families in school activities, which may include establishing an advisory board to develop, revise, and review the engagement policy.

# Parent and Family Engagement: LEA and School Policies/Plans

- The **school parent and family engagement policy** must describe, at a minimum, how the school will:
  - Convene an annual meeting to describe the school's participation in the Title I, Part A program and the rights of families to be involved;
  - Offer a flexible number of meetings;
  - Include parents and family members in the planning, review, and improvement of the parent and family engagement policy and programs;
  - Provide timely information about family activities, a description and explanation of the school's curriculum, forms of academic assessment, and expected achievement levels; and
  - Jointly develop, with families, a school-parent compact.



- **Remedy:**
  - Ensure family engagement policies/plans contain all information required under ESSA.
    - Resource: [Developing a Written Parent and Family Engagement Policy - A Guide for Districts and Schools](#)

## Innovative School Parent and Family Engagement Policy Samples

Note: A copy of this sample may be downloaded [here](#).

### Poplar Elementary School

#### 2017-18 Parent and Family Engagement Policy for Shared Student Success

Plan Revised May 31, 2017

### School Plan for Shared Student Achievement

#### What is it?

This is a plan that describes how Poplar Elementary will provide opportunities to improve family engagement to support student learning. Poplar Elementary values the contribution and involvement of families to establish an overall commitment for the common goal of improving student achievement. This plan is designed to provide the different ways that Poplar Elementary will support family engagement and include strategies and learning for students. All this school will provide based on parents and family members' unique parent and family engagement policy.

#### How is it revised?

Poplar Elementary School invited all families to attend our annual School Forum to share and discuss issues and family engagement, input, the school improvement plan, our school parent and family, and the family engagement plan. Additionally, family input and comments regarding this plan are welcome during the school year on various forms. The plan is posted on our school website for families to view and submit feedback throughout the year. All feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online and by mail to ask families for their suggestions on the plan and use of funds for family engagement. Families can also give feedback during several meetings and activities during the school year.

#### Who is it for?

All students participating in the Title I, Plan A program, and their families are encouraged and invited to fully participate in all opportunities described in this plan. Poplar Elementary will provide full opportunities for the participation of parents and family members with limited English, with disabilities, and of migratory children.

#### Where is it available?

At the beginning of the year, the plan is included in the student handbook and sent home with all students. As a member, we will email a plan to all families in August before the scheduled Open House event. The plan will also be posted on the school website and social media. Families can also receive a copy of the plan in the form office of the school.

#### What is Title I?

Poplar Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). This is designed to support state and local school reform efforts related to the challenging state academic standards to improve teaching and learning for students. All this program must be based on effective means of improving student achievement and include strategies and learning for students. All this school will provide based on parents and family members' unique parent and family engagement policy.

When students, schools, families, and communities come together – we CAN achieve our goals!

#### Poplar Elementary Principal

Dr. John Smiley, Principal  
437 Tree Street  
Yorkton, SK S1S 2M5  
(415) 555-1324  
[www.poplarschool.org](http://www.poplarschool.org)

# Parent and Family Engagement: LEA and School Policies/Plans

## ▪ Remedy:

- Ensure that families are involved every year in revising the LEA and School Family Engagement Policy/Plan.
  - Annual Title I meeting
  - Surveys
  - Advisory committees
  - Other school events
  - Collect feedback on website
- Add the date the document was last updated to the footer.
- Ensure proper documentation is maintained, including meeting invites, sign-in sheets, meeting agendas, presentation materials, and meeting minutes.







# Parent and Family Engagement: LEA and School Policies/Plans

Insert School Logo Here

[Insert School Year] Annual Title I Meeting  
Sign in Sheet

[Insert school name]  
[Insert principal name]

[Insert meeting location]  
[Insert date of meeting]  
[Insert time of meeting]

Name (Please Print)	Role (i.e. parent, guardian, grandparent, teacher, etc.)	Student Name	Contact [email or phone]

Event/meeting [sign-in sheets](#) should contain the name of the event, the time and date of the event, and the roles of participants.

# Parent and Family Engagement: School-Parent Compact

- **Compliance Issues:**

- The School-Parent Compact did not contain all the required information.
- Families were not properly engaged in the creation or revision of the School-Parent Compact.

- **Law/Requirement:**

ESEA §1116(d) requires schools served with Title I, Part A funds to jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.



# Parent and Family Engagement: School-Parent Compact

- The School-Parent Compact must:
  - describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning, volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
  - address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
    - Frequent reports to parents on their children’s progress;
    - Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
    - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.





# Parent and Family Engagement: School-Parent Compact

## ▪ Remedy:

- Ensure the School-Parent Compact contains all information required under ESSA.
  - Resource: [Make the Connection: Creating an Effective School-Parent Compact \(Toolkit\)](#)
  - Ensure that families are involved every year in reviewing and revising the School-Parent Compact.
    - Annual Title I meeting
    - Surveys
    - Advisory committees
    - Other school events
    - Collect feedback on website
- Add the date the document was last reviewed/revised to the footer.
- Ensure proper documentation includes meeting invites, sign-in sheets, meeting agendas, presentation materials, and meeting minutes.

# Parent and Family Engagement: Annual Title I Meeting

- Annual Title I Meetings must address, at a minimum:
  - an explanation of the Title I, Part A program, including:
    - an explanation of the school's curriculum,
    - information on the forms of academic assessment used to measure student progress, and
    - information on the achievement levels of the challenging state academic standards;
  - the Title I, Part A 1% set-aside and the families' role in determining the distribution of funds;
  - the district and school Parent and Family Engagement Policy;
  - the School-Parent Compact; and
  - the right of families to be given the opportunity to participate in regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.





# Parent and Family Engagement: Annual Title I Meeting

- **Remedy:**

- Ensure the annual Title I meetings at each school cover the topics required under ESSA.

- Resources:

- [Annual Title I Meeting Q & A](#)
      - [Annual Title I Meeting: Presentation Template for Schoolwide Programs \(PowerPoint\)](#)
      - [Annual Title I Meeting: Traditional Format - Sample Protocol and Agenda](#)
      - [Annual Title I Meeting: Facilitated Discussion - Sample Protocol and Agenda](#)
      - [Annual Title I Meeting: Flyer Template](#)
      - [Annual Title I Meeting: Sign In Sheet Template](#)
      - [Meeting Evaluation Form](#)

- Ensure proper documentation is maintained for each meeting, including:

- Meeting invites
    - Meeting agenda
    - Presentation materials
    - Sign-in sheet
    - Meeting minutes

# Parent and Family Engagement: Annual Title I Meeting

## ▪ Remedy:

- If the annual Title I meeting is held in conjunction with another event, be sure to:
  - Maintain **separate agendas and sign-in sheets** for the Title I portion of the event.
  - Clearly communicate the time of the Title I portion of the event on the event invite.
    - Example: Join us on Sept. 15 for our annual parent orientation and Title I meeting. Everyone will meet in the cafeteria 5:00 – 5:45 p.m. for the Title I meeting before being dismissed to student homerooms.
- Ensure schools are offering **flexible meeting times** for the Title I meeting:
  - Schools should not only offer the meeting during the school day.
  - Schools should not only offer the meeting virtually.
  - Schools should not only offer the meeting during a PTA/PTO event.
  - Best practice is to host a meeting during the school day and another in the evening and to post a recording of the meeting online.

# English as a Second Language (ESL)

# First Step to ESL Compliance in Tennessee

- In support of the provisions of ESSA Title III, Part A, LEAs in Tennessee must follow the regulations outlined in [TN SBE 0520-01-19](#).
  - Definitions
  - Identification, Screening, and Service Delivery
  - Parental Notification and Rights
  - Staffing Ratios
  - Exit Process
- Further details are also outlined in [TN SBE Policy 3.207](#).
  - English Language Proficiency Screener
  - English Language Proficiency Assessment
  - Alternate English Language Proficiency Screener
  - Alternate English Language Proficiency Assessment
  - Seal of Biliteracy



# ESL Rule and Policy Resources

- [Annotated ILP Oversight Plan](#)
- [Annotated Reclassification Procedure for English Learners](#)
- [ESL Exit Process Guidance](#)
- [ESL Identification and Screening for English Learners Guidance](#)
- [ESL Parent Notification Guidance](#)
- [ESL Quarterly Monitoring Guidance](#)
- [ESL Staffing Ratio Guidance](#)
- [ESL Rule and Policy Updates](#)
- [ESL Annual Training for Teachers Guide](#)
- [ILP Requirements Guide](#)
- [English as a Second Language \(ESL\) Manual](#)





# ESL: Home Language Surveys

- **Compliance Issue:** Schools do not properly administer the Home Language Survey (HLS) in compliance with TN SBE 0520-01-19-.03(2). Student cumulative files may contain no or multiple HLS forms.
- **Law/Requirement:** Each LEA and public charter school shall administer an HLS to identify EL students.
  - An HLS should be completed only once in a student's educational career.
  - If the student has previously attended another LEA, the receiving school or LEA shall attempt to obtain the original HLS from the sending LEA.
    - If the receiving LEA cannot obtain the original HLS after reasonable attempts to do so, it may re-administer the HLS but shall mark it as a secondary HLS.
    - If the original is found, it shall replace the secondary HLS in the student's file.





# ESL: Home Language Surveys

## ▪ Remedy:

- Develop a written procedure for HLSs that meets the requirements of TN SBE 0520-19-01-.03(2).
- Train front office staff, school bookkeepers, school leaders, ESL teachers, and other applicable staff on the procedure to administer, process, and store HLSs.
- HLSs may be stored in cumulative files or electronically.
  - Electronic files must be easily accessible during monitoring, and the LEA must ensure applicable staff have access as well.
- Resource: [ESL Identification and Screening for English Learners Guidance](#)

# ESL: Scheduling

- **Compliance Issue:** ESL teacher or student schedules do not show that students are receiving the required services under TN SBE 0520-01-19-.03
- **Law/Requirement:**

Student	Required Service Times
Elementary School ESL students	One (1) hour of direct ESL service per day
Middle and High School ESL Students	One (1) hour of direct ESL service per school day or the equivalent of one (1) full-class period of at least 45 minutes in duration per school day
ESL Students who Qualify for Tailored Services (Grades 1-12 who score at least a level 4 in reading and writing domains and one other domain)	Less than one (1) hour of direct service per day or less than the equivalent of one (1) full-class period of at least 45 minutes in duration per school day



# ESL: Scheduling

## ■ Remedy:

- Ensure all EL students are receiving the correct service hours.
  - Ensure the schedules uploaded for monitoring are clear.
  - Utilize the [RBM ESL teacher schedule template](#) to check clarity and compliance.
  - Add details as needed to provide additional context for the monitoring team.
- Ensure student transition time is built into schedules as needed.
- ESL teachers must be provided duty-free lunch and planning periods within the instructional day or must be compensated for that time outside of the workday.
- Ensure itinerant teachers have ample travel time between schools.



# ESL: Scheduling

RBM ESL Teacher Schedule Template Example

School: SAMPLE ELEMENTARY			Teacher: SAMPLE TEACHER								
Days	Time (ex. 8:00-9:00)	Service Time (ex. 60 min.)	Service Delivery Model/Event	Program	Grade	State ID	ELPA summative or screener	Listening	Speaking	Reading	Writing
M-F	7:30-7:45	15 minutes	Morning duties								
M-F	7:55-8:55	60 minutes	ESL Pull Out	Sheltered English Instruction	5	#####5678	summative	2	3	2	2
M-F			ESL Pull Out	Sheltered English Instruction	5	#####5679	summative	3	2	3	2
M, W, F	9:00-9:30	30 minutes	Co-Teaching	Content Based Instruction	2	#####5910	summative	4	3	4	4
M-F	9:35-10:35	60 minutes	ESL Pull Out	Sheltered English Instruction	3	#####1357	summative	3	3	3	2
M-F				Sheltered English Instruction	3	#####2468	summative	4	3	4	2
M-F				Sheltered English Instruction	3	#####2469	summative	3	3	3	2
M-F	10:40-11:15	35 minutes		Content Based Instruction	4	#####1479	summative	4	3	4	4
M-F				Content Based Instruction	4	#####2691	summative	3	4	4	4
M-F	11:20-11:50	30 minutes	Lunch								
M-F	12:00-12:50	50 minutes	Planning								
M-F	1:45-2:45	60 minutes	ESL Pull Out	Content Based Instruction	K	#####3693	ELPA21 screener	N/A	3	2	2
M-F			ESL Pull Out	Sheltered English Instruction	K	#####4713	ELPA21 screener	2	2	2	2
M-F			ESL Pull Out	Sheltered English Instruction	K	#####5791	ELPA21 screener	1	1	1	1
M-F			ESL Pull Out	Sheltered English Instruction	K	#####6813	ELPA21 screener	2	3	2	2
M-F			ESL Pull Out	Sheltered English Instruction	K	#####7134	ELPA21 screener	1	1	1	1
M-F	2:45-3:00	15 minutes	afternoon duties								



# ESL: Training

- **Compliance Issue:** The LEA has not provided all training required under TN SBE 5020-01-19-.03(8).
- **Law/Requirement:** Required training includes:
  - Tennessee English language development (ELD) standards
  - Appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science, and social studies
  - English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language
  - Strategies for collaboration between teachers serving EL students so that individual learning plans (ILPs) are developed and implemented by all educators
  - Requirements regarding ILP development and implementation
- **Remedy:** Ensure all ESL and general education teachers are trained annually on all required topics
  - Resource: [ESL Annual Training for Teachers Guide](#)



# ESL Team



# Students Experiencing Homelessness

# McKinney-Vento: Dispute Resolution

- **Compliance Issue:** The LEA's McKinney-Vento dispute resolution process does not align with the state's process or is missing a timeline.
- **Law/Requirement:** Under the McKinney-Vento Act, each LEA must have its own written dispute resolution policy that provides the procedures for resolution at the local level (42 U.S.C. § 11432(g)(1)(C)). The policy at the local level must be consistent with the state-level policy, which contains a detailed timeline (42 U.S.C. § 11432(g)(6)(A)(vii)).
- **Remedy:** Ensure the LEA's dispute resolution process aligns with the state's process and timeline. A [template](#) is available in ePlan > TDOE Resources.

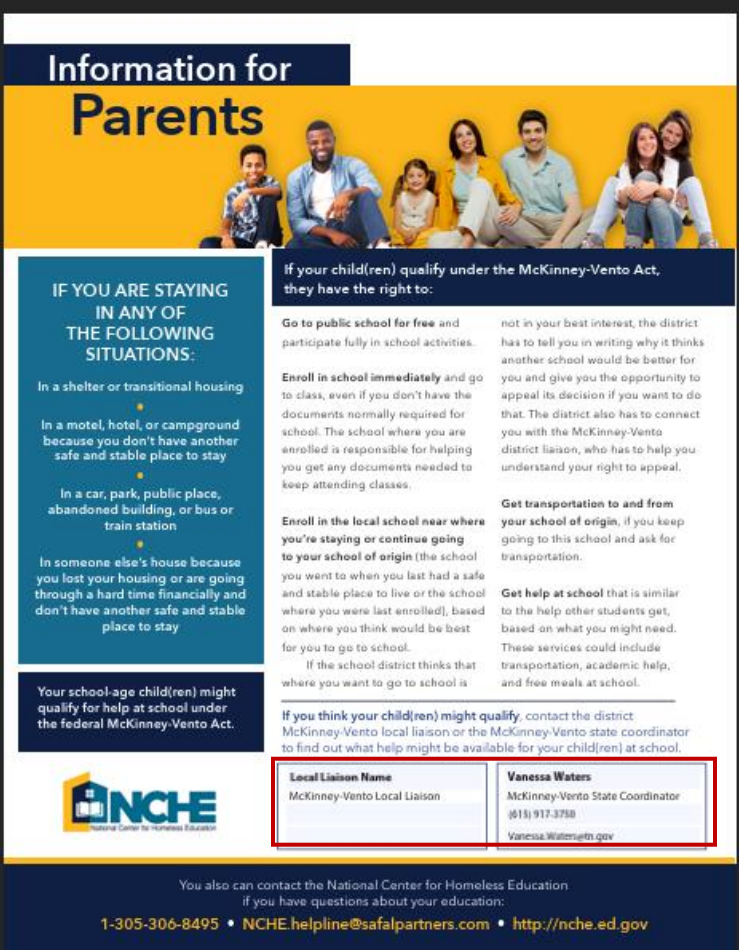
# McKinney-Vento: Homeless Rights Posters

- **Compliance Issue:** The LEA does not have homeless rights posters displayed at all schools, or the posters do not contain the correct state and local contact information.
- **Law/Requirement:** The McKinney-Vento Act requires that LEAs shall ensure that public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under this Act, such as shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youth 42U.S.C. § 11432(g)(6)(A)(vi).
- **Remedy:** Check that all schools display a homeless rights poster, with the correct state and local contact information, in a place where they are likely to be seen. Be sure to also post information on the LEA's website and in student/parent handbooks.



# McKinney-Vento: Homeless Rights Posters

- New homeless rights posters are available from [NCHE](#) and are posted in ePlan > TDOE Resources.
  - [Parents' Right to Know](#)
  - [Youth Right to Know](#)
- Updating all posters to the new version is recommended.
- State Homeless Liaison contact information:  
Vanessa Waters  
[Vanessa.Waters@tn.gov](mailto:Vanessa.Waters@tn.gov)  
615-917-3750



The poster is titled "Information for Parents" and features a photograph of a diverse family of six (two adults and four children) sitting together against a yellow background. The text is organized into several sections with blue and white backgrounds. It lists various living situations that qualify for rights under the McKinney-Vento Act, such as staying in a shelter, motel, car, or someone else's house. It then details the rights parents have, including enrolling their child in school, getting transportation, and receiving help at school. At the bottom, it provides contact information for the local liaison, Vanessa Waters, and the National Center for Homeless Education (NCHE).

**Information for Parents**

**IF YOU ARE STAYING IN ANY OF THE FOLLOWING SITUATIONS:**

- In a shelter or transitional housing
- In a motel, hotel, or campground because you don't have another safe and stable place to stay
- In a car, park, public place, abandoned building, or bus or train station
- In someone else's house because you lost your housing or are going through a hard time financially and don't have another safe and stable place to stay

**If your child(ren) qualify under the McKinney-Vento Act, they have the right to:**

- Go to public school for free** and participate fully in school activities.
- Enroll in school immediately** and go to class, even if you don't have the documents normally required for school. The school where you are enrolled is responsible for helping you get any documents needed to keep attending classes.
- Enroll in the local school near where you're staying or continue going to your school of origin** (the school you went to when you last had a safe and stable place to live or the school where you were last enrolled), based on where you think would be best for you to go to school. If the school district thinks that where you want to go to school is not in your best interest, the district has to tell you in writing why it thinks another school would be better for you and give you the opportunity to appeal its decision if you want to do that. The district also has to connect you with the McKinney-Vento district liaison, who has to help you understand your right to appeal.
- Get transportation to and from your school of origin**, if you keep going to this school and ask for transportation.
- Get help at school** that is similar to the help other students get, based on what you might need. These services could include transportation, academic help, and free meals at school.

**Your school-age child(ren) might qualify for help at school under the federal McKinney-Vento Act.**

**If you think your child(ren) might qualify, contact the district McKinney-Vento local liaison or the McKinney-Vento state coordinator to find out what help might be available for your child(ren) at school.**

Local Liaison Name	Vanessa Waters
McKinney-Vento Local Liaison	McKinney-Vento State Coordinator (615) 917-3750 <a href="mailto:Vanessa.Waters@tn.gov">Vanessa.Waters@tn.gov</a>

**NCHE**  
National Center for Homeless Education

You also can contact the National Center for Homeless Education if you have questions about your education:  
1-305-306-8495 • [NCHE.help@saferpartners.com](mailto:NCHE.help@saferpartners.com) • <http://nche.ed.gov>



# McKinney-Vento Resources

## ■ McKinney-Vento Toolkit

- [McKinney-Vento Best Interest School Selection](#)
- [McKinney-Vento Timeline Reminders](#)
- [McKinney-Vento Toolkit](#)
- [McKinney-Vento\\_ FAFSA Round-Up Week Tips for School Counselors](#)
- [TEMPLATE End-of-Year Reverification Letter](#)
- [TEMPLATE McKinney-Vento Caregiver Authorization Form](#)
- [TEMPLATE McKinney-Vento Dispute Resolution Process Sample Form](#)
- [TEMPLATE McKinney-Vento Housing and Educational Rights Notification](#)
- [TEMPLATE McKinney-Vento Housing Form](#)
- [TEMPLATE McKinney-Vento Housing Questionnaire](#)
- [TEMPLATE McKinney-Vento Transportation MOU](#)
- [TEMPLATE McKinney-Vento Transportation Options](#)
- [TEMPLATE McKinney-Vento\\_ FAFSA Round-Up Week Sample Email](#)



# Resources & Contacts

# Resources

- [ePlan](#) > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars



- [-] ESSA Information, Guidance, PPTs, & Webinars
  - [+] Student Enrollment Rights
  - [+] ESEA/ESSA Waivers
  - [+] ESSA Professional Development
  - [+] Evidence for ESSA
  - [+] ESSA Program Overviews
  - [+] ESEA Forms
  - [+] ESSA General Guidance Documents
  - [+] Title I, Part A: Improving Basic Programs Operated by LEAs
  - [+] Title I, Part C: Migrant Education Programs
  - [+] Title II, Part A: Improving Teacher Quality
  - [+] Title III, Part A: English Language Acquisition
  - [+] Title III: Immigrant
  - [+] Title IV, Part A (SSAE)
  - [+] Stronger Connections Grant Program
  - [+] Title V; Rural Education Achievement Programs
  - [+] Title IX, Part A Education for Homeless Children & Youth
  - [+] Parent and Family Engagement Resources
  - [+] Supplement not Supplant (SNS)
  - [+] [FPO Office Hours Schedule 2024-09-16](#)

# Contacts

- **Brinn Obermiller**, Senior Director of ESEA Oversight
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- **ESEA Divisional Coordinators**
  - 20 Most Populous: [Heather.Farley@tn.gov](mailto:Heather.Farley@tn.gov)
  - West: [Lynn.Dotson@tn.gov](mailto:Lynn.Dotson@tn.gov)
  - Middle: [Alisha.Gilmore@tn.gov](mailto:Alisha.Gilmore@tn.gov)
  - East: [Henry.LaFollette@tn.gov](mailto:Henry.LaFollette@tn.gov)
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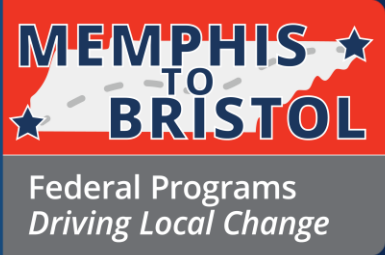
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10:20-11:30 a.m. ET 9:20-10:30 a.m. CT	<a href="#">Soulful Connections: Title I, Part A, Parent &amp; Family Engagement</a> <b>Alisha Gilmore</b>
	<a href="#">Equitable Services: Overview &amp; Panel Discussion</a> <b>Michelle Harless</b>
	<a href="#">Federal and State Education Policy Overview</a> <b>Lexi Harless &amp; Anna Hall</b>



# Thank You!

## Questions?



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