



The ESSA Collective

Session 1 – Back to School

July 28, 2026



DISCLAIMER

Generative AI Tools

The **State of Tennessee does not currently permit the use of Generative AI tools**, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data.

Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public.

While the State supports your desire to maintain documentation of the meeting and what you learn, **please respect our decision to safeguard information** and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.

.....



- Welcome
- Barriers to Enrollment
- Required ESSA Notifications
- Title III, Part A
- McKinney Vento
- Equitable Services
- Family Engagement
- Closing and Questions

.....



Barriers to Enrollment

Brinn Obermiller

Senior Director of ESEA Oversight

Social Security Numbers (SSNs)

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).

LEA Procedure:

- Don't request an SSN or add the caveat that it is "Optional."
 - Example: Social Security Number (Optional)

.....

Birth Certificates

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.
- Consistent with Plyler v. Doe and subsequent U.S. Department of Education and Department of Justice guidance, LEAs may not prevent or discourage a child from enrolling in or attending school because the child lacks documentation that is not legally required for enrollment.

LEA Procedure:

- 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)

.....

Students Experiencing Homelessness

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.

LEA Procedure:

- 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.

.....

Barriers to Enrollment LEA Actions

- Review all enrollment/registration webpages and forms:
 - PreK and Kindergarten forms
 - School handbooks
- Train staff responsible for enrollment on barriers to enrollment.



Barriers to Enrollment Resources & Contacts

- [U.S. Depts of Education & DOJ: Plyler Vs. Doe Letter 2014](#)[Link to Plyer vs. Doe letter](#)[McKinney-Vento Toolkit](#)
- [FAQ: Back to School Legal Guidance \(2023\)](#)
- Brinn Obermiller, Senior Director of ESEA Oversight
Brinn.Obermiller@tn.gov
- [ESSA Divisional Coordinators](#)

.....

Required ESSA Notifications

Heather Farley

Director of ESEA Oversight

Required ESSA Notifications, Part 1

Personnel Qualifications:

- At the beginning of each year, an LEA shall notify parents that they may request, and the LEA will provide, information regarding whether professionals are highly effective, including the qualifications of the student's teachers and paraprofessionals (20 U.S.C. § 6312(e)(1)(A)).
- Title I schools must notify parents if their student(s) has/have been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned (20 U.S.C. § 6312(e)(1)(B)(ii)).

.....

Required ESSA Notifications, Part 2

Report Cards for State Assessments:

- Each LEA must prepare and disseminate an annual report card. Generally, the state or district must include on its report card information about public schools related to student achievement, accountability, teacher qualifications and other required information, as well as any other information that the state or district deems relevant (20 U.S.C. § 6311(h)(2)).
- These report cards must be concise and presented in an understandable and uniform format accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. In Tennessee, these requirements are met through the state's report card (20 U.S.C. § 6311(h)(2)(B)).

.....

Required ESSA Notifications, Part 3

Testing Transparency/Participation:

- LEAs are required to notify the parents of each student attending any school receiving Title I, Part A funds that parents may request information regarding student participation in any assessments mandated by 20 U.S.C. § 6311(b)(2) and by the State or LEA.
 - The LEA will provide the parents on request, the information regarding the assessments including a policy, on student participation (20 U.S.C. § 6312(e)(2)(A)).
- LEAs must make widely available through public means for each grade served by the LEA, information on each assessment required by the State to comply with 20 U.S.C. § 6311, other assessments required by the State, and assessments required by the district (20 U.S.C. § 6312(e)(2)(B)).
- All schools must provide to parents, teachers, and principals the individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with state academic achievement standards (20 U.S.C. § 6311(b)(2)(B)(x)).

.....

Required ESSA Notifications, Part 4

Accountability for English Learner (EL) Subgroup:

- Crossover Requirements - An LEA using Title I, Part A funds or Title III, Part A funds to provide a Language Instruction Educational Program (LIEP) must inform parents of an English learner, no later than 30 days after the beginning of the school year of:
 - the reasons for the child’s identification as an English learner;
 - the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - the instructional methods used in the program;
 - how the program will meet the educational strengths and needs of their child;
 - how such program will help their child learn English and meet the academic achievement standards for grade promotion and graduation;
 - the specific exit requirements for the program; (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. § 1414(d)); and
 - information pertaining to parental rights (20 U.S.C. § 6312(e)(3)(A)).



Required ESSA Notifications, Part 5

Student Privacy:

- LEAs must give parents annual notice at the beginning of the school year of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:
 - activities involving the collection, disclosure, or use of personal student information for the purpose of marketing or selling that information;
 - administration of surveys containing requests for certain types of sensitive information; and
 - any non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health and safety of the student.
- LEAs must develop and adopt policies regarding the rights of parents to inspect:
 - third-party surveys before they are administered or distributed to students;
 - measures to protect student privacy when surveys ask for certain sensitive information;
 - any instructional materials;
 - administration of physical examinations or screening of students;
 - collection, disclosure, or use of personal information from students for the purpose of marketing or selling that information; and
 - the parental right to inspect any instrument used to collect personal information before it is distributed to students.
- LEAs must give parents annual notice of an adoption or continued use of such policies and within a reasonable period of time after any substantive change in such policies (20 U.S.C. § 1232g).



Required ESSA Notifications, Part 6

Public Release of Student Directory Information:

- Under FERPA, LEAs must provide notice to parents of the types of student information that it releases publicly.
 - Commonly referred to as “directory information,” this includes such items as names, addresses, and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed.
 - The notice must include an explanation of a parent’s right to request that the information not be disclosed without prior written consent.
- Parents must be notified that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent’s request not to disclose such information without written consent (ESEA §8025).
- A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements.
 - The notification must advise the parent of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so (20 U.S.C. § 1232g and ESEA §8025).



Required ESSA Notifications, Part 7

Military Recruiter Access to Student Information:

- LEAs receiving federal education funds must notify parents of secondary school students that they have a right to request their child's name, address, and telephone number not be released to a military recruiter without their prior written consent. (20 U.S.C. §7908(a)(2)(B)).



Required ESSA Notifications, Part 8

National Assessment of Education Progress:

- LEAs, schools, and students may voluntarily participate in the National Assessment of Educational Progress (NAEP).
- Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment, and is not required to answer any test question.
- LEAs must inform parents and the public about their right to access all assessment data (except personally identifiable information), questions, and current assessment instruments (20 U.S.C. § 1232g and ESEA Title VI, Part C, §411(c)(1); (d)(1)–(2)).

Schoolwide Programs:

- Eligible schools operating a schoolwide program shall make the comprehensive plan available to the LEA, parents, and the public.
- The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (20 U.S.C. §6314 and ESEA Title I, Part A, §1114).



Required ESSA Notifications, Part 9

Students Experiencing Homelessness:

- Schools must provide written notice at the time any child seeks enrollment in the school, and at least twice annually while the child is enrolled in the school, to the parent or guardian or unaccompanied youth that, shall be signed by the parent or guardian or unaccompanied youth; that sets forth the general rights provided; and specifically states:
 - the choice of schools that homeless children are eligible to attend;
 - that no homeless child is required to attend a separate school for homeless children;
 - that homeless children shall be provided comparable services, including transportation services, educational services, and meals; and
 - that homeless children should not be stigmatized by school personnel.
- If the district sends a homeless child to a school other than the school of origin or the school requested by the parent or guardian, the district must provide the parents a written explanation for, including notice of the right to appeal, the decision. The information must also be provided whenever a dispute arises over school selection (42 U.S.C. § 11432(g)(3)(B)).
- Public notice of the educational rights of homeless children and youths must be disseminated where such children and youths receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens. (42 U.S.C. § 11432(g)(6)(A)(v)).



ESSA Notifications Resources & Contacts

- [ESSA Notifications](#)
- [ESSA Divisional Coordinators](#)



ESL Rule

Hannah Gribble

Title III and Title I, Part C Grant Manager

Anti-Discrimination Policies and Practices

- LEAs shall have **anti-discriminatory policies** that preclude denial of equal education opportunities to individuals based on race, color, or national origin.
- LEA practices **shall not result in the inappropriate placement of EL students in or the exclusion from special programs or activities** based on English language proficiency or national origin.
- LEAs **shall not deny enrollment** to a student based on the students' or their parents' or guardians' actual or perceived citizenship or immigration status.

.....

Home Language Survey (HLS) Part 1

Two step process:

- **STEP 1)** Each LEA and public charter school shall administer a Home Language Survey (HLS) to identify NELB students.
 - Questions required:
 - The first language the student learned to speak,
 - The language the student speaks most often at home; and
 - The language that is most often spoken to the student at home.
- If a language other than English is listed for any of the HLS questions, the student shall be classified as a Non-English Language Background (NELB) student.
- Parents or guardians shall be interviewed to clarify any discrepancies in the HLS.

.....

Home Language Survey (HLS) Part 2

- **STEP 2)** LEAs shall screen all NELB students with a Department of Education-approved English language proficiency screener unless an NELB student has documentation from a previous state or LEA that he or she met the definition of Fluent English Proficient on the Department-adopted screener.
 - Must be completed within thirty (30) days of initial enrollment.

.....

Home Language Survey (HLS), Part 3

- **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 HLS is found, it shall replace the secondary HLS in the student's file.

.....

Title III Resources

- [Identification and Screening for ELs Guidance](#)
- [ESL Parent Notification Guidance](#)
- [ESL Tailored Services Guidance](#)
- [ILP Requirements for ELs](#)
- [Annotated ILP Oversight Plan](#)
- [Acceptable Classroom Use of Electronic Translation Devices](#)
- [ESL Quarterly Monitoring Guidance](#)
- [ESL Exit Process Guidance](#)
- [ESL Annual Training for Teachers Guidance](#)
- [Annotated ESL Reclassification Procedure](#)
- [ESL Staffing Ratio Guidance](#)
- [ESL Manual](#)



ESL Team

Federal Programs & Oversight

Dr. Hannah Gribble,
Title III and Migrant
Education Program
Grant Manager

CFA and allowable expenditures
Compliance to ESL Rule and Policy
Compliance with Federal Guidelines
ESL Staffing Ratio Survey
TELLSA

Assessment, Accountability, & Research

Nancy Williams,
Special Populations
Assessment
Manager

ELPA21
ELPA21 Screener
Alt ELPA
Alt ELPA Screener
Assessment Accommodations

Special Education and Student Support

Joann Runion, Senior
Director of Student Support

ILP
Instructional
Support

Supervises: EL Instructional
Programming, RTI, and
Characteristics of Dyslexia

Raven Cleveland,
Manager of English
Learner Strategy

ESL instructional programming
Course Codes
ESL Instruction

McKinney-Vento Education for Homeless Children & Youth

Vanessa Waters

McKinney-Vento and Immigrant Grant Manager

McKinney-Definition of Homeless

Lacking a fixed, regular, and adequate nighttime residence:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a 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.

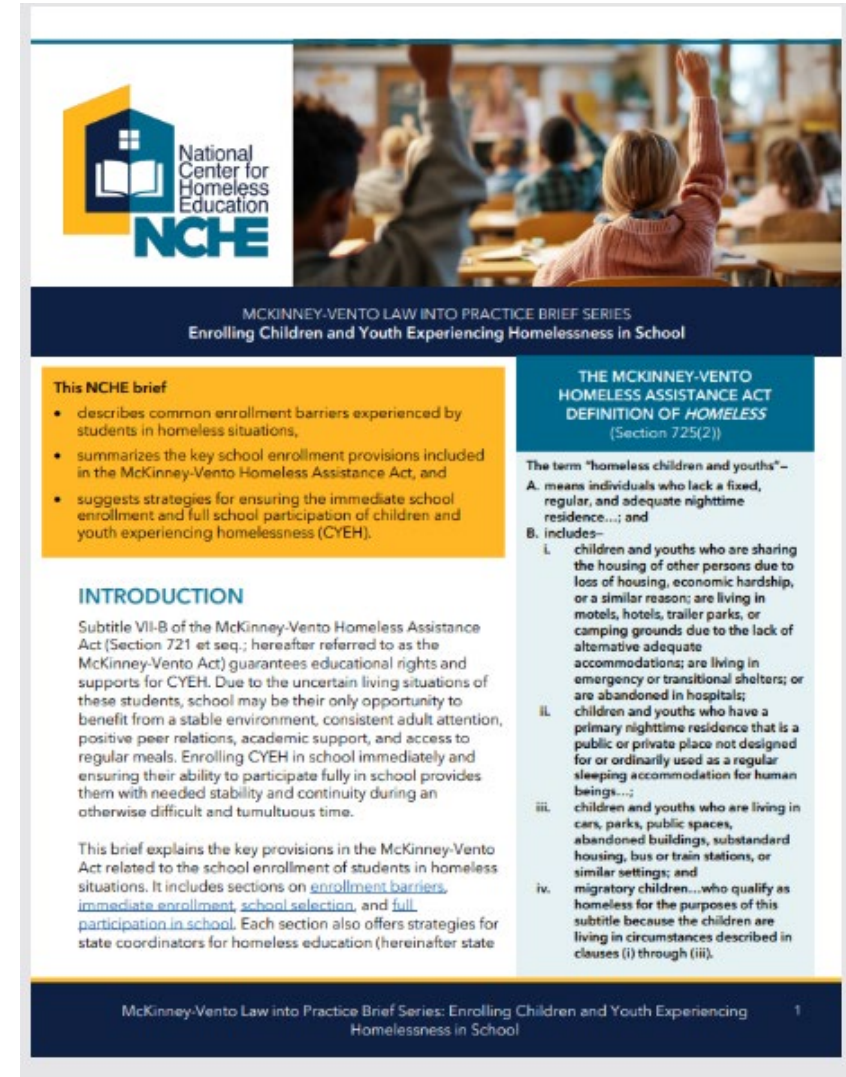


Immediate Enrollment

- LEAs must develop, review, and revise policies to remove barriers to the enrollment and retention of homeless students, including barriers related to outstanding fees, fines, or absences.
 - Enrollment is defined as “attending classes and participating fully in school activities.”
 - Homeless children and youth have the right to enroll in school immediately, even if lacking documentation normally required for enrollment.
-
-
-

Enrolling Children and Youth Experiencing Homelessness in School

- The McKinney-Vento Act defines enrollment as "attending classes and participating fully in school activities."
- NCHE Brief: Enrolling Children and Youth Experiencing Homelessness in School



The image shows the cover of a brief from the National Center for Homeless Education (NCHE). The top left features the NCHE logo, which consists of a stylized house icon with a book inside, next to the text 'National Center for Homeless Education' and 'NCHE'. To the right of the logo is a photograph of a classroom with children raising their hands. Below the logo and photo is a dark blue banner with white text that reads 'MCKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES' and 'Enrolling Children and Youth Experiencing Homelessness in School'. The main body of the cover is divided into two columns. The left column has a yellow background and contains the text 'This NCHE brief' followed by a bulleted list of three points: 'describes common enrollment barriers experienced by students in homeless situations', 'summarizes the key school enrollment provisions included in the McKinney-Vento Homeless Assistance Act, and', and 'suggests strategies for ensuring the immediate school enrollment and full school participation of children and youth experiencing homelessness (CYEH)'. Below this list is the section 'INTRODUCTION' in blue, followed by a paragraph of text. The right column has a blue background and contains the title 'THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT DEFINITION OF HOMELESS (Section 725(2))' in white. Below the title is a definition of 'homeless children and youths' with sub-points A and B. Sub-point A defines the term, and sub-point B lists four categories of homelessness: (i) sharing housing, (ii) emergency or transitional shelters, (iii) living in cars, parks, etc., and (iv) migratory children. At the bottom of the cover is a dark blue banner with white text that reads 'McKinney-Vento Law into Practice Brief Series: Enrolling Children and Youth Experiencing Homelessness in School' and the number '1'.

This NCHE brief

- describes common enrollment barriers experienced by students in homeless situations,
- summarizes the key school enrollment provisions included in the McKinney-Vento Homeless Assistance Act, and
- suggests strategies for ensuring the immediate school enrollment and full school participation of children and youth experiencing homelessness (CYEH).

INTRODUCTION

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (Section 721 et seq.; hereafter referred to as the McKinney-Vento Act) guarantees educational rights and supports for CYEH. Due to the uncertain living situations of these students, school may be their only opportunity to benefit from a stable environment, consistent adult attention, positive peer relations, academic support, and access to regular meals. Enrolling CYEH in school immediately and ensuring their ability to participate fully in school provides them with needed stability and continuity during an otherwise difficult and tumultuous time.

This brief explains the key provisions in the McKinney-Vento Act related to the school enrollment of students in homeless situations. It includes sections on [enrollment barriers](#), [immediate enrollment](#), [school selection](#), and [full participation in school](#). Each section also offers strategies for state coordinators for homeless education (hereinafter state

THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT DEFINITION OF HOMELESS (Section 725(2))

The term "homeless children and youths"—

A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and

B. includes—

- 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 adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- 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...;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 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).

McKinney-Vento Law into Practice Brief Series: Enrolling Children and Youth Experiencing Homelessness in School 1

Reverification

- Revisit McKinney-Vento determinations for all students at the end of the year and again at the **start of the new academic year**.
 - It is important to revisit all McKinney-Vento designations to avoid making families feel singled out during enrollment.
- If the family is no longer eligible for services, liaisons must:
 - Ensure a smooth transition for students who are no longer McKinney-Vento eligible.
 - Connect them with supports to which they are entitled:
 - Title I services
 - English Language Learner
 - Special education services
 - Attendance improvement/dropout prevention services
 - Academic intervention services

Dispute Resolution

- The McKinney-Vento Act provides for a process to resolve disputes over:
 - 1) eligibility,
 - 2) school selection, or
 - 3) immediate school enrollment.

Enrollment Disputes

- If a dispute arises over **eligibility, school selection, or immediate school enrollment**:
 - the parent, guardian or unaccompanied youth shall be referred to the local liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute;
 - the child or youth shall be **immediately enrolled in the school in which enrollment is sought**, pending final resolution of the dispute, including all available appeals; and
 - the parent, guardian, or unaccompanied youth shall be provided with a written explanation of any decisions related to dispute made by the school, LEA, or SEA, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.

Written Notification

- When a determination is made:
 - Document the determination
 - Provide the written determination to the parent/person enrolling
 - Written documentation must include information on the appeal process
- Has your LEA created a simple template for this process?

Template	Instructions
McKinney-Vento Dispute Resolution Process: Parent Rights Letter	LEAs may adapt this template to share with parents to inform them of their rights if the parent/legal guardian or unaccompanied homeless youth (UHY) wishes to appeal the district's decision.
LEA's Notification of Decision to Parent Level I	LEAs may adapt this template to share the LEA's written explanation of the decision regarding eligibility, enrollment, or educational placement.
Parent/Unaccompanied Youth McKinney-Vento Dispute Request Form	This form is to be completed by the Parent/Legal Guardian or unaccompanied student when requesting dispute resolution when a dispute arises over eligibility, school selection, or enrollment.
Full LEA-level McKinney-Vento Dispute Resolution Process	This form initiates the dispute resolution process required by the McKinney-Vento Homeless Assistance Act. It can be used when a parent, guardian, or unaccompanied youth and the LEA disagree on the LEA's decision over eligibility, school selection, or enrollment. Issues related to whether the student meets the definition of homeless should be resolved as part of eligibility.

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

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

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.

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
McKinney-Vento Local Liaison

Vanessa Waters
McKinney-Vento State Coordinator
(615) 917-3750
Vanessa.Waters@tn.gov

Important: New Homeless Rights Posters

- Ensure every school has an updated homeless poster posted in a common area of the school.
- Contact information should include both the local homeless liaison as well as the state coordinator:
 - Vanessa Waters**
 - (615) 917-3750**
 - Email: Vanessa.Waters@tn.gov**
- Posters can be downloaded from:
 - [ePlan](#) > TDOE Resources > Title IX, Part A Education for Homeless Children & Youth > Educational Rights Posters > [Parents' Right to Know](#) and [Youth Right to Know](#) or
 - [National Center for Homeless Education \(NCHE\)](#)



Homeless Program Reminders

Month	Reminders
July	- At the start of the new school year, begin identifying students who are eligible for McKinney-Vento services. Utilize the previous school year's year-end status and checkpoints, as well as enrollment/residency forms for identification. Utilize McKinney-Vento rights and notification forms as students are identified. - Update homeless poster placements. If needed, order free posters from the National Center for Homeless Education (NCHE) Educational Rights Poster (Parent) & Educational Rights Poster (Youth). - Be sure poster locations are archived in writing for easy recall. - Evaluate and update any LEA paperwork, forms, and written policies utilized for the homeless program, making sure contact information, school year, dates, and policies are correct and meet all requirements (see the <i>Mandated Policy & Procedures</i> section of the McKinney-Vento Toolkit). - Check the LEA's Student Information System (SIS) to ensure that the LEA begins the school year with zero (0) students identified as McKinney-Vento eligible. - Begin planning to attend the National Association for the Education of Homeless Children and Youth (NAEHCY) Annual Conference.
August/ September	- Complete the Immunization Report due in ePlan. - Provide annual McKinney-Vento Enrollment, Identification, Resources, and Support Training to LEA staff, including front office staff, principals, social workers, counselors, teachers, support staff, cafeteria staff, janitors, and bus drivers. - New McKinney-Vento liaisons should update ePlan with the correct contact information through this survey. - New McKinney-Vento liaisons should submit an ePlan User Access Form if they will require access to ePlan. - New McKinney-Vento liaisons may want to participate in the online McKinney-Vento Self-Paced Training provided by the National Center for Homeless Education (NCHE). - Enter eligible students in your SIS and keep your system current throughout the year. - Seek support from community partners for students (begin to plan ahead for holidays). - Check the accuracy of McKinney-Vento students' identification and alignment with SIS and EIS uploads.
October/ November	- Ensure McKinney-Vento eligible students are in your SIS and align with Education Information System (EIS) uploads for certification. - The National Association for the Education of Homeless Children and Youth (NAEHCY) Annual Conference
December	- Facilitate and organize support from the community for children/youth during the holidays (e.g., food drives, clothing drives). - Check the accuracy of McKinney-Vento students' identification and alignment with SIS and EIS uploads.

Homeless Program Resources & Contacts

- [ePlan](#) > TDOE Resource > ESSA Information, Guidance, PPTs, & Webinars > Title IX, Part A Education for Homeless Children & Youth > McKinney-Vento Toolkit and Resources
- [U.S. Department of Education \(ED\): McKinney-Vento Law and Guidance Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)
- [National Center for Homeless Education \(NCHE\):](#)
 - [NCHE Homeless Liaison Toolkit](#)
 - Homeless Education Helpline: (305)306-8495 or NCHE.helpline@safalpartners.com
- [SchoolHouse Connection](#)
- Program Contact:
Vanessa Waters | McKinney-Vento and Immigrant Grant Manager
Vanessa.Waters@tn.gov
(615) 917-3750



Equitable Services

Michelle Harless

Federal Programs Ombudsman & Title II
Grant Manager

What has been done?

- Dec – Jan: LEA reaches out to private, non-profit schools and collects *Intent to Participate* forms.
- Jan – Feb: LEA completes *Non-Public School Survey* in ePlan. Data is used to generate the proportionate share for eligible grants in the CFA.
- March – May: LEA begins consultation for the upcoming school year.

.....

Where are we now?

- May – Sept: Continue consultation with goal of final agreement. LEA uploads *Final Agreement* forms by September 15.
- Ongoing: Review of services throughout the school year.



Consultation, Part 1

- **Timely and meaningful consultation** between the LEA and private school officials must include:
 - how children's **needs** will be identified;
 - what **services** will be offered;
 - **how and when decisions** about the delivery of services will be made;
 - **how, where, and by whom services** will be provided;
 - how services will be **academically assessed** and **improved** based upon assessment results;
 - **the size and scope** of services; and
 - the proportion of **funds** allocated for services and how the amount of funds is determined.

See 20 U.S.C. § 7881(c)(1).



Consultation, Part 2

- **Timely and meaningful** consultation between the LEA and private school officials should also include:
 - the method of **determining poverty** (Title I, Part A only);
 - how and when the LEA will make decisions about the **delivery of services** to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with **potential third-party providers**;
 - how if the LEA disagrees with the views of the private school official on the provision of services through a contract, the LEA shall provide to the official a **written explanation** of the reasons why the LEA has chosen not to use a contractor.

See 20 U.S.C. § 7881(c)(2), -(c)(4).



Consultation, Part 3

- **Timely and meaningful** consultation between the LEA and private school officials must also include:
 - Whether the LEA will provide **services** directly or through a separate government agency, consortium, entity, or third-party contractor;
 - Whether to provide equitable services to eligible private school children:
 - by creating a **pool** or pools of funds with all of the funds allocated under a program; or
 - on a **school-by-school basis** based on the proportionate share of funds available to provide services in each school; and
 - When, including the approximate time of day, services will be provided.



See 20 U.S.C. § 7881(c)(1).

Consultation, Part 4

- Other topics of consultation must include, as appropriate:
 - **administrative costs**, including indirect costs;
 - any funds available for **carryover**; and
 - **transferring funds** from Title II, Part A and Title IV, Part A under the transferability authority in 20 U.S.C. § 7305b(a)(1).

See U.S. Dep't of Educ., "[Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel, Non-Regulatory Guidance](#)," Question A-11 (July 17, 2023).

.....

Consultation Red Flags

LEA	Private School
Unilateral offers of services "We offered the services we're willing to provide, and we're the final decisionmakers."	Not providing necessary information
Assuming public and private school needs are the same "Equitable means providing the same services for both public and private school students."	Not timely responding to deadlines

Lack of Flexibility
"We've always done it this way, and it is just fine.
Why change?"



Reminders

- Office hours will be held on the second Thursday of the designated months at **9 a.m. CT | 10 a.m. ET**
- Quarterly Office Hours for 2026-2027:
 - Thursday, August 13th
 - Thursday, Nov. 12th
 - Thursday, Feb. 11th
 - Thursday, May 13th
- Office Hours [link](#)



Equitable Services Resources & Contacts

- A suite of resources can be found in ePlan > TDOE Resources > ESSA Non-Public Schools Information and Documents:
 - [2024 ESSA Equitable Services Toolkit](#)
- U.S. Department of Education Resources:
 - [Every Student Succeeds Act](#)
 - [Title I, Part A of the Elementary Secondary Education Act of 1965 – Equitable Services Non-Regulatory Guidance](#)
 - [Title VIII, Part F of the Elementary Secondary Education Act of 1965 – Equitable Services Non-Regulatory Guidance](#)
- Michelle Harless, Federal Programs Ombudsman
Michelle.Harless@tn.gov

.....

Family Engagement

Brinn Obermiller

Senior Director of ESEA Oversight

LEA Family Engagement Requirements

- Each LEA that receives **more than \$500,000** in Title I, Part A funds, shall reserve at least **one percent** of its allocation to assist schools to carry out the parental engagement activities
- An LEA that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written LEA level **parent and family engagement policy** (20 U.S.C. § 6318(b)(1)).

.....

School-Level Parent and Family Engagement Policy

- Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a **written parent and family engagement policy**, agreed on by such parents, that shall describe the means for carrying out the requirements of 20 U.S.C. § 6318(c)-(f).
- Parents shall be notified of the policy in an **understandable and uniform format** and, to the extent practicable, provided in a **language the parents can understand** (20 U.S.C. § 6318(b)(1)).
- Such policy shall be **made available to the local community and updated** periodically to meet the changing needs of parents and the school (20 U.S.C. § 6318(b)(1)).

.....

School-Parent Compact

- Title I, Part A, requires that schools shall jointly develop with parents and distribute...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 (20 U.S.C. § 6318(d)).



Annual Title I Meeting

- **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 LEA 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 (20 U.S.C. § 6318(c)).

.....

Parent and Family Engagement Actions

- Beginning-of-year actions:
 - Train appropriate school staff on Parent and Family Engagement requirements.
 - Share the LEA Parent and Family Engagement Plan/Policy with families.
 - Share the School-level Parent and Family Engagement Plan/Policy and School-Parent Compact with families.
 - Plan to revise required documents with families for the following school year.
- Ongoing actions for LEAs and schools:
 - Host parent and family engagement events in alignment with what was shared in the LEA and school-level Parent and Family Engagement Plans/Policies.

.....

Annual Title I Meeting Actions

- Beginning-of-year actions:
 - Schedule the Annual Title I Meeting at each Title I school.
- 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.



Parent and Family Engagement Documentation

- Ensure proper documentation is maintained for all family engagement meetings, including:
 - Meeting invites
 - Meeting agenda
 - Presentation materials
 - Sign-in sheet
 - Participant name and role
 - Name, date, and time of the event
 - Meeting minutes



Family Engagement Resources

- Developing a Written Parent and Family Engagement Policy - A Guide for Districts and Schools (Toolkit)
 - District Parent and Family Engagement Policy Checklist
 - Traditional District Parent and Family Engagement Policy Template
 - School Parent and Family Engagement Policy Checklist
 - Traditional School Parent and Family Engagement Policy Template
- Make the Connection: Creating an Effective School-Parent Compact (Toolkit)
 - School-Parent Compact Checklist
 - Compact Tool 3-B: School-Parent Compact Template-Brochure
- 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

.....

Family Engagement Contacts

- **Brinn.Obermiller@tn.gov**
- **ESEA Divisional Coordinators**
 - 20 Most Populous LEAs: Heather.Farley@tn.gov
 - West: Lynn.Dotson@tn.gov
 - Middle: Alisha.Gilmore@tn.gov
 - East: Henry.LaFollette@tn.gov



Closing and Questions

Upcoming Items of Interest, Part 1

McKinney Vento Vannessa.Waters@tn.gov	<u>Homeless Immunization Report</u> Due Aug. 14
Title II, Part A Michelle.Harless@tn.gov	The Title II Use of Funds Survey opens on Aug. 17 and is due Sept. 11.
2026 Federal Programs Institute	August 25 – 27 Chattanooga Convention Center <u>Federal Programs Institute Registration Link</u>
Prayer Certification	Due Oct. 1 in ePlan > Data and Information
The ESSA Collective Professional Development	Session 2: McKinney Vento, and Foster Care Sept. 17 from 11:00 – 12:30 CT (no session in August) Link - <u>September - The ESSA Collective Meeting Link</u>



Upcoming Items of Interest, Part 2

2026 Federal Programs Institute Pre-Sessions Contact: FPO.Monitoring@tn.gov	Session Topics Include: Aug. 4 – Risk Analysis: Learn key approaches for identifying, assessing, and mitigating program risks. To join this event, please register here. Aug. 5 – IEP Monitoring: Explore monitoring requirements, best practices, and common areas of focus for Individualized Education Programs (IEPs). To join this event, please register here. Aug. 6 – RBM Preparation & Trends: Prepare for Results-Based Monitoring (RBM) and gain insight into current trends and expectations. To join this event, please register here.
21st CCLC and LEAPs Anessa.Ladd@tn.gov	.FY27 ePlan Budgets due by Aug. 14. ExL Office Hours will be held Friday, July 24 (10:30 a.m. CT) and Thursday, Aug. 13 (1 p.m. CT) to review the budget process in ePlan. Mandatory FY27 Project Director's Meeting: Aug. 24-25 at the Chattanooga Convention Center. Registration due by Aug. 7





Contact Us

Hannah.Gribble@tn.gov

(615) 587-8274

Michelle.Harless@tn.gov

(615) 418-4390

Vanessa.Waters@tn.gov

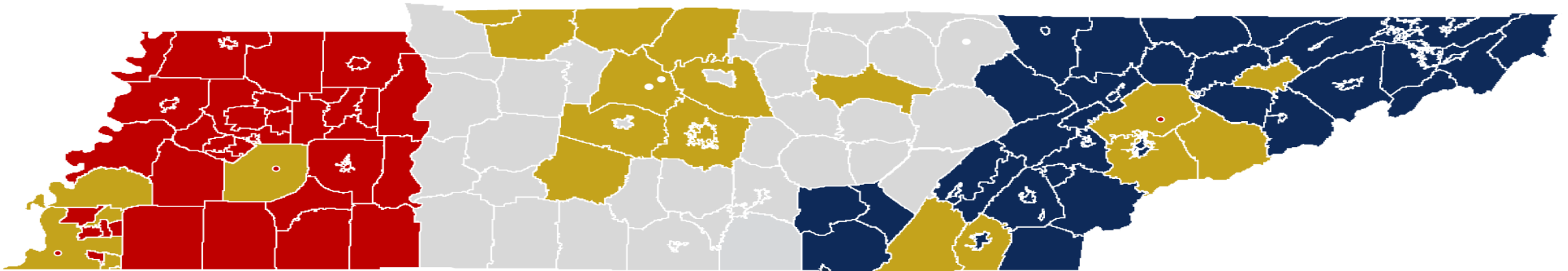
(615) 917-3750

Brinn.Obermiller@tn.gov

(615) 864-5045

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the "Tennessee Department of Education". If you wish to use the materials for reasons other than non-commercial educational purposes, please contact the office of general counsel at (615) 741-2921.

FPO Divisional Coordinators



West

ESEA: Lynn Dotson
IDEA: Janet Michelle Mansfield

Alamo	Humboldt City
Arlington	Huntingdon SSD
Bartlett	Lake Co.
Bells	Lakeland
Benton Co.	Lauderdale Co.
Bradford	Lexington
Chester Co.	McKenzie
Crockett Co.	McNairy Co.
Decatur Co.	Milan
Dyer Co.	Millington
Dyersburg City	Obion Co.
Fayette Co.	Paris SSD
Germantown	South Carroll SSD
Gibson Co. SD	TN School Deaf (E)
Hardeman Co.	TN School Deaf (W)
Hardin Co.	Trenton
Haywood Co.	Union City
Henderson Co.	University Schools
Henry Co.	Weakley Co.
Hollow Rock-Bruceton	West Carroll SSD

Middle

ESEA: Alisha Gilmore
IDEA: Megan Mysinger

Alvin C York Institute	Lebanon SSD
Bedford Co.	Lewis Co.
Bledsoe Co.	Lincoln Co.
Cannon Co.	Macon Co.
Cheatham Co.	Manchester City
Clay Co.	Marshall Co.
Coffee Co.	Moore Co.
Cumberland Co.	Overton Co.
DeKalb Co.	Perry Co.
Dept. Children's Services	Pickett Co.
Dept. of Correction	Smith Co.
Dickson Co.	Stewart Co.
Fayetteville City	TN School for the Blind
Fentress Co.	TN Pub. Chart. Sch. Com.
Franklin Co.	Trousdale Co.
Franklin SSD	Tulahoma City
Giles Co.	Van Buren Co.
Hickman Co.	Warren Co.
Houston Co.	Wayne Co.
Humphreys Co.	White Co.
Jackson Co.	
Lawrence Co.	

East

ESEA: Henry LaFollette
IDEA: Melanie Lamberson

Alcoa	Lenoir City
Anderson	Loudon Co.
Athens	Marion Co.
Bristol	Maryville
Campbell Co.	McMinn Co.
Carter Co.	Meigs Co.
Claiborne Co.	Monroe Co.
Cleveland	Morgan Co.
Clinton	Newport
Cocke Co.	Oak Ridge
Dayton City	Oneida
Elizabethton	Polk Co.
Etowah	Rhea Co.
Grainger Co.	Richard City
Greene Co.	Roane Co.
Greenville	Rogersville
Grundy Co.	Scott Co.
Hancock Co.	Sequatchie Co.
Hawkins Co.	Sullivan Co.
Jefferson Co.	Sweetwater
Johnson City	Unicoi Co.
Johnson Co.	Union Co.
Kingsport	Washington Co.

20 Districts with Largest Enrollment

ESEA: Heather Farley
IDEA: Jamie Eldridge

Blount Co.
Bradley Co.
Collierville
Davidson Co. (MNPS)
Hamblen Co.
Hamilton Co.
Jackson-Madison Co.
Knox Co.
Maury Co.
Montgomery Co.
Murfreesboro City
Putnam Co.
Robertson Co.
Rutherford Co.
Sevier Co.
Shelby Co.
Sumner Co.
Tipton Co.
Williamson Co.
Wilson Co.



Feedback Survey

We value your feedback as we seek to bring you quality professional development sessions.

Professional Learning Evaluation: Federal
Programs and Oversight

