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Common ESSA Findings and How to Avoid Them

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TN Department of Education

DISCLAIMER

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Agenda

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

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Overview of Monitoring in Tennessee

TN Department of Education

Results-Based Monitoring (RBM)

- The department monitors federal grant funds awarded to Local Education 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 comprising over 50 factors identifies the perceived level of risk and the 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.

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FY26 Monitoring by the Numbers

TN Department of Education

FY26 Monitoring by the Numbers, Part 1

RBM Level	Met Requirements	Improvement Recommended	Corrections Needed	Finding of Non-Compliance
Level 2 (20 LEAs)	135	25	54	43
Level 3 (20 LEAs)	115	37	70	148

Totals represent *Cross-Cutting* and *ESEA* sections only

FY26 Monitoring by the Numbers, Part 2

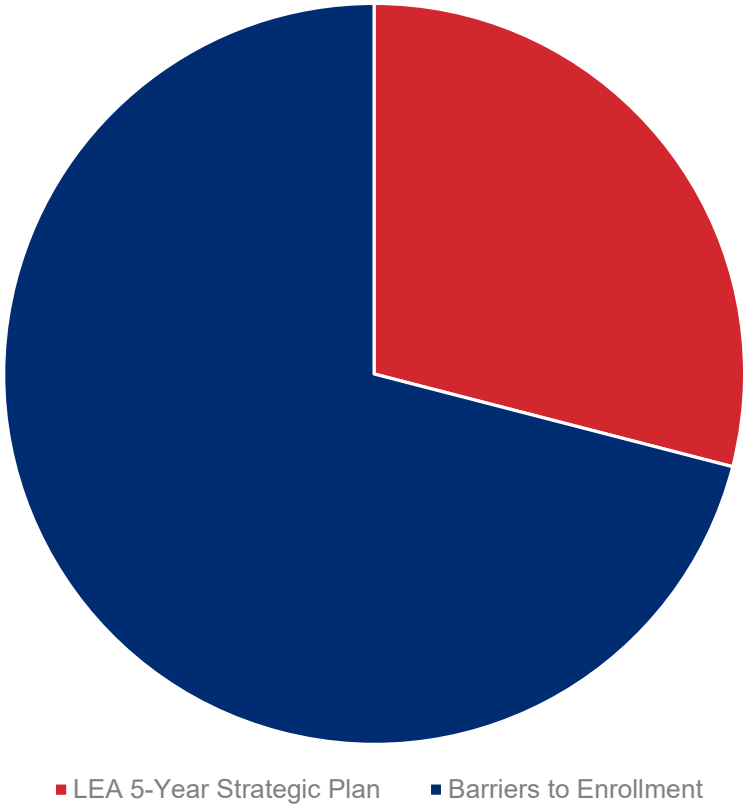
Program Name	Levels 2 and 3: Total Corrections Needed & Findings of Non-Compliance
Cross-Cutting	43
Title I, Part A	97
Title I, Part C	13
Title III, Part A	135
Title IX McKinney-Vento	17

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Cross-Cutting

TN Department of Education

FY26 Cross-Cutting Findings and Corrections Needed



Barriers to Enrollment, Part 1

- **Compliance Issue:** Requesting a **Social Security Number (SSN)** without the caveat that it is optional.

- **Law/Requirement:** Title VI of the Civil Rights Act of 1964 prohibits LEAs from requiring a social security number for enrollment.

- **Remedy:** Add the caveat that it is "Optional."
  - Example: Social Security Number (Optional)

Barriers to Enrollment, Part 2

- **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 the documentation typically required for enrollment.
  - LEAs may not prevent or discourage a child from enrolling in or attending school because he or she lacks certain documentation (Plyler v. Doe, 457 U.S. 202 (1982)).
- **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, Part 3

- **Compliance Issue:** Requiring **immunization records or other documents** 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 required 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 homelessness.

LEA Five-Year Strategic Plan

- **Compliance Issue:** The LEA does not have an active, formal five-year strategic plan approved by the school board, or there is no evidence that the plan has been reviewed every two years as required.

- **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 on the LEA's website and include a mission statement, goals, objectives, and strategies, and identify how the strategic plan supports one or more goals in the State Board of Education Master Plan.
  - The strategic plan shall be reviewed every two (2) years and updated, as 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.

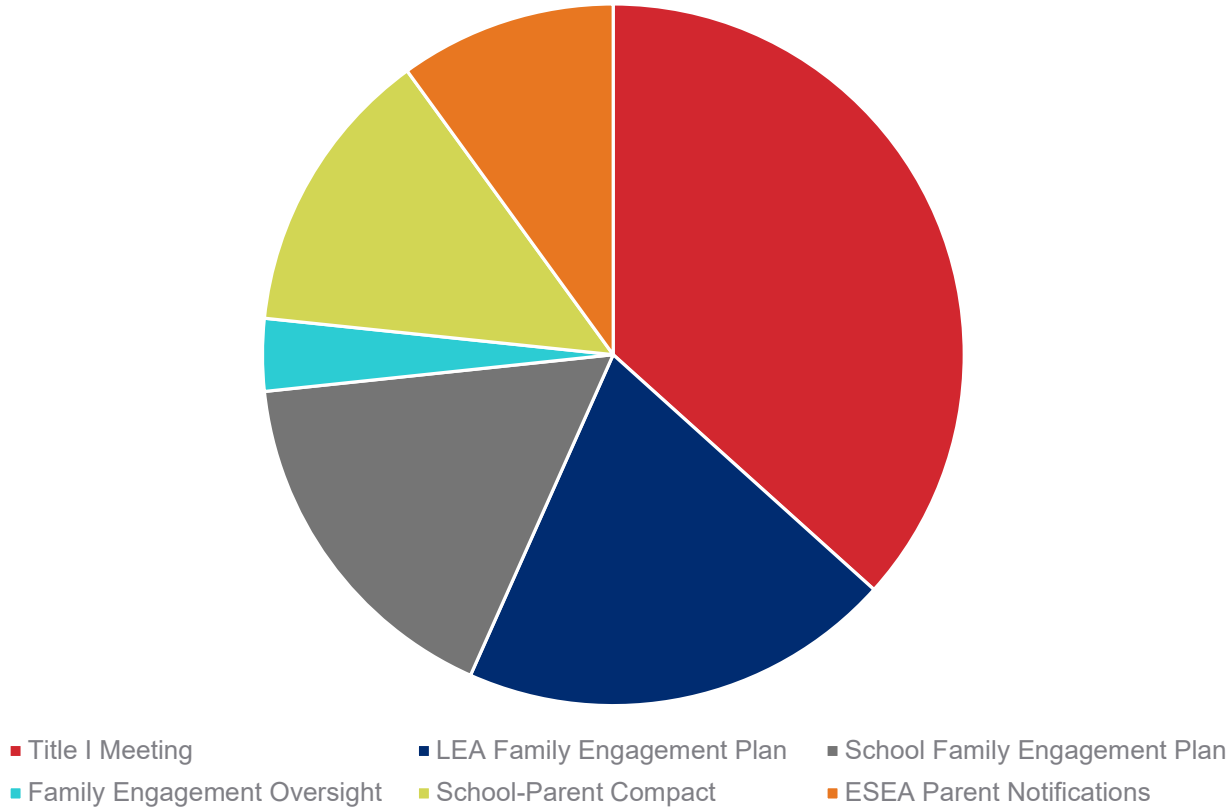
- **Remedy:** Ensure the LEA has a current five-year plan that clearly states the years the plan covers. Ensure the dates the plan was reviewed and updated are included in the document footer or another location.

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Title I, Part A

TN Department of Education

FY26 Title I, Part A Family Engagement Findings



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 Policies/Plans, Part 1

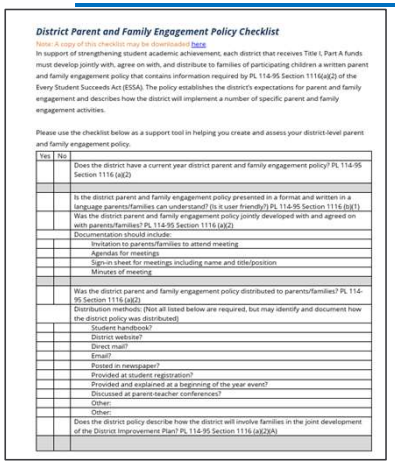
- The **LEA parent and family engagement policy** must describe, at a minimum, how the district will:
  - Involve parents and family members in jointly developing the district plan;
  - Provide the support necessary to help schools implement effective family engagement activities to improve student performance;
  - 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 among 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 and 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: School Policies/Plans, Part 2

- The **school's parent and family engagement policy must**, at a minimum, describe 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 family engagement 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.

Parent and Family Engagement: Remedy for LEA and School Policies/Plans, Part 1

- **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



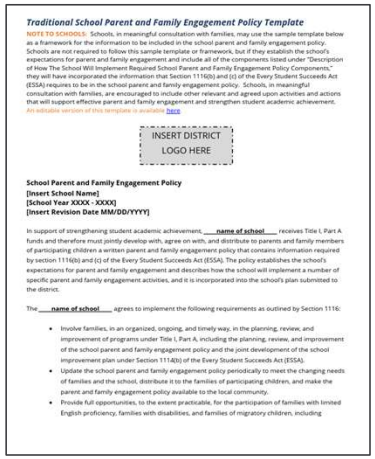
District Parent and Family Engagement Policy Checklist

Note: A copy of this checklist may be downloaded here

In support of strengthening student academic achievement, each district that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to families of participating children a written parent and family engagement policy that contains information required by PL 114-95 Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the district's expectations for parent and family engagement and describes how the district will implement a number of specific parent and family engagement activities.

Please use the checklist below as a support tool in helping you create and assess your district-level parent and family engagement policy.

Yes	No	
		Does the district have a current year district parent and family engagement policy? PL 114-95 Section 1116 (a)(2)
		Is the district parent and family engagement policy presented in a format and written in a language parents/families can understand? (Is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the district parent and family engagement policy jointly developed with and agreed on with parents/families? PL 114-95 Section 1116 (a)(2)
		Documentation should include:
		Invitation to parents/families to attend meeting
		Agendas for meetings
		Sign-in sheet for meetings including name and title/position
		Minutes of meeting
		Was the district parent and family engagement policy distributed to parents/families? PL 114-95 Section 1116 (a)(2)
		Distribution methods: (Not all listed below are required, but may identify and document how the district policy was distributed)
		Student handbook?
		District website?
		Direct mail?
		Email?
		Posted in newspaper?
		Provided at student registration?
		Provided and explained at a beginning of the year event?
		Discussed at parent-teacher conferences?
		Other:
		Other:
		Does the district policy describe how the district will involve families in the joint development of the District Improvement Plan? PL 114-95 Section 1116 (a)(2)(A)



Traditional School Parent and Family Engagement Policy Template

NOTE TO SCHOOLS: Schools, in meaningful consultation with families, may use the sample template below as a framework for the information to be included in the school parent and family engagement policy. Schools are not required to follow this sample template or framework, but if they establish the school's expectations for parent and family engagement and include all of the components listed under "Description of How The School Will Implement Required School Parent and Family Engagement Policy Components," they will have incorporated the information that Section 1116(b) and (c) of the Every Student Succeeds Act (ESSA) requires to be in the school parent and family engagement policy. Schools, in meaningful consultation with families, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.
An editable version of this template is available here

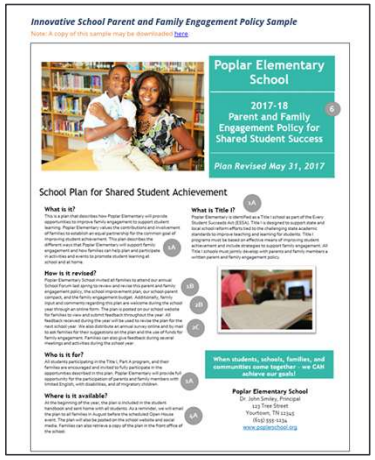
INSERT DISTRICT LOGO HERE

School Parent and Family Engagement Policy
[Insert School Name]
[School Year XXXX - XXXX]
[Insert Revision Date MM/DD/YYYY]

In support of strengthening student academic achievement, ___name of school___ receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the district.

The ___name of school___ agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including



Innovative School Parent and Family Engagement Policy Sample

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 contributions and involvement of parents and family members and considers them a partner in our goal of improving student achievement. This plan describes the different ways that Poplar Elementary will support family engagement and how families can help plan and participate in activities and events to promote student learning at school and at home.

What is Title I?

Poplar Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support state and local school reform efforts tied to the challenging state academic standards to improve teaching and learning to help children meet the state's high standards and at minimum, attain proficiency. Student achievement and include strategies to support family engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy.

How is it revised?

Poplar Elementary School invited all families to attend our annual School Forum last spring to review and revise this parent and family engagement policy, the school improvement plan, our school-parent compact, and the family engagement budget. Additionally, family members were invited to provide feedback on these plans as they were developed through an online form. 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 the 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, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan. Poplar Elementary will provide full opportunity for the participation of parents and family members with limited English, with disabilities, and of migratory children.

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

Where is it available?

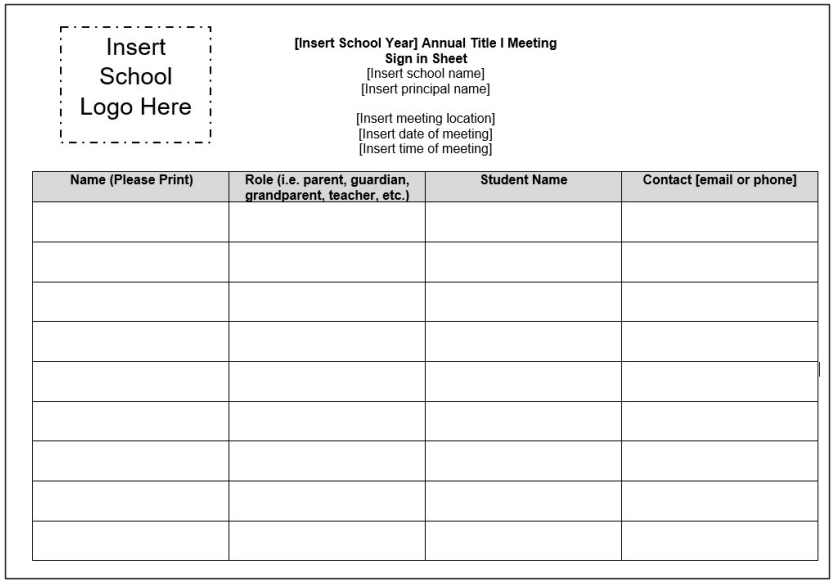
At the beginning of the year, the plan is included in the student handbook and sent home with all students. As a reminder, we will send home the plan in October during our Annual Title I Parent Meeting event. The plan will also be posted on the school website and social media. Families can also retrieve a copy of the plan in the front office of the school.

Poplar Elementary School
Dr. John Smiley, Principal
123 Tree Street
Yourtown, TN 12345
(615) 555-1234
www.poplarschool.org

Parent and Family Engagement: Remedy for LEA and School Policies/Plans, Part 2

- **Remedy:**
  - Ensure families are involved each year in revising the LEA and School Family Engagement Policy/Plan. Methods may include:
    - 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 Sign-In Sheets



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 include 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, Continued

- 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 the positive use of extracurricular time; and
  - Address the importance of ongoing communication between teachers and parents through, at a minimum:
    - Parent-teacher conferences, at least annually, during which the compact shall be discussed as it 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: Remedy for 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 families are involved each year in reviewing and revising the School-Parent Compact. Methods may include:
      - 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

- **Compliance Issues:**
  - All required information was not shared at the Annual Title I Meeting.
  - Families were not properly engaged in the Annual Title I Meeting, or proper documentation of engagement was not maintained.
  - The school did not offer a flexible meeting time for the Annual Title I Meeting.

- **Law/Requirement:** ESEA §§ 1116(c)(1) and (2) states that each school served under Title I, Part A must convene an annual meeting, at a time convenient for families, to inform them of their school's participation in Title I programs and to explain the Title I requirements and the right of families to be involved in those programs. Schools must invite and encourage all families of children participating in Title I, Part A programs to attend the annual meeting.

Parent and Family Engagement: Annual Title I Meeting Continued

- 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: Remedy for Annual Title I Meeting

- **Remedy:**
  - Ensure that 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: Remedy for Annual Title I Meeting Continued

- **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 for the Title I portion of the event in the event invite.
      - Example: Join us on Sept. 15 for our annual parent orientation and Title I meeting. Everyone will meet in the cafeteria from 5:00 to 5:45 p.m. for the Title I meeting before dismissal to student homerooms.
  - Ensure schools are offering a **flexible meeting time** 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, host another in the evening, and post a recording of the meeting online.

ESEA Parent Notifications

- ESEA requires schools to provide parents with several different kinds of information and notices in a uniform, understandable format and, to the extent practicable, in a language parents can understand.

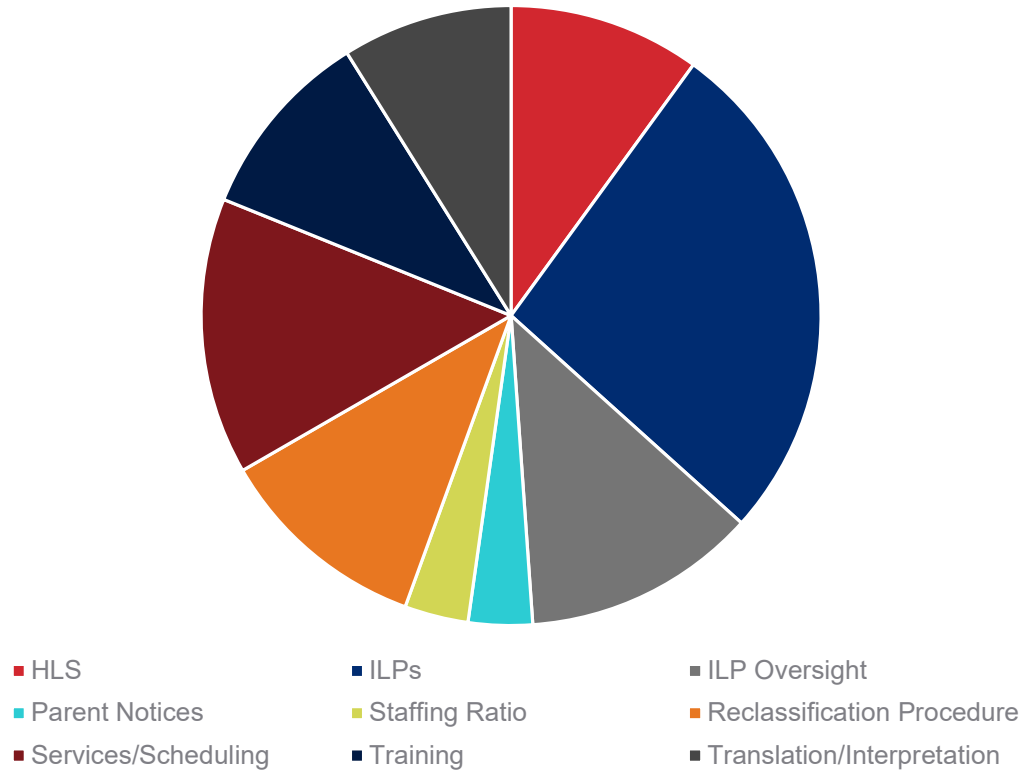
- See ESEA Title I Parent Notifications for more information on what's required.

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English as a Second Language (ESL)

TN Department of Education

FY26 Title III, Part A Corrections Needed and Findings



First Step to ESL Compliance in Tennessee

- In support of the provisions of ESEA 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
  - Required Training
  - 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
- English as a Second Language (ESL) Manual
- Acceptable Classroom Use of Electronic Translation Devices for ELs
- Federal Funding for Translation and Interpretation Services
- ESL Annual Training for Teachers
- ILP Requirements

ILP Requirements

- **Compliance Issue:**
  - Uploaded ILPs were outdated.
  - ILPs are missing goals (or contain generic goals) or other required information.
  - ILPs were not developed in collaboration with the ESL and content teacher(s).

- **Law/Requirement:** TN SBE 0520-19-.03(4)(a) states that each LEA and public charter school shall develop and implement an ILP for every EL student who receives Direct ESL Services or Indirect ESL Services.

ILP Requirements Continued

- **Law/Requirement:**
  - ILPs **for Direct and Indirect Service** ESL students must contain:
    - Assessment data
    - Relevant demographic data
    - Language-focused supports for grades K-3
    - Language, academic, and career-readiness supports for grades 4-12
    - Strategies, scaffolds, and accommodations
    - Short-term language goals in the four domains of language (listening, speaking, reading, and writing)
    - Growth trajectories
  - ILPs for **Transitional Year 1 and Transitional Year 2** EL students must contain:
    - Relevant demographic data
    - Data from other assessments may be included as available
    - Short-term academic goals, career readiness for grades 4-12, and scaffolds for access to instruction for grades K-12

Remedy for ILP Requirements

- **Remedy:**
  - Ensure ILPs contain all required information.
    - TN SBE 0520-01-19
    - ILP Requirements
  - Develop and implement a robust ILP oversight plan as required by TN SBE 0520-19-.03(4)(d).
  - Ensure that ESL and content teacher collaboration in developing ILPs is formalized, well documented, and goes beyond everyday interactions.

ESL: Home Language Surveys

- **Compliance Issue:** Schools do not properly administer the Home Language Survey (HLS) in accordance with TN SBE 0520-01-19-.03(2). Student cumulative files may contain no HLS forms 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: Remedy for Home Language Surveys

- **Remedy:**
  - Develop a written procedure for HLSs that complies with TN SBE 0520-19-01-.03(2).
  - Train front office staff, school bookkeepers, school leaders, ESL teachers, and other relevant staff on procedures for administering, processing, and storing HLSs.
  - HLSs may be stored in cumulative files or electronically.
    - Electronic files must be readily accessible during monitoring, and the LEA must ensure that applicable staff have access as well.
  - Resource: ESL Identification and Screening for English Learners Guidance

ESL: Services/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(7)
- **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, Part 1

- **Remedy:**
  - Ensure all EL students receive the correct service hours.
    - Ensure the schedules uploaded for monitoring are clear.
    - Use the RBM ESL teacher schedule template to verify clarity and compliance.
    - Add details as needed to provide additional context for the monitoring team.
  - Ensure that student transition time is built into schedules as needed.
  - ESL teachers must be provided with a duty-free lunch and planning periods during the instructional day or compensated for that time outside of the workday.
  - Ensure itinerant teachers have ample travel time between schools.

ESL: Scheduling, Part 2

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/Even	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 among teachers serving EL students so that individual learning plans (ILPs) are developed and implemented by all educators
  - Requirements for ILP development and implementation

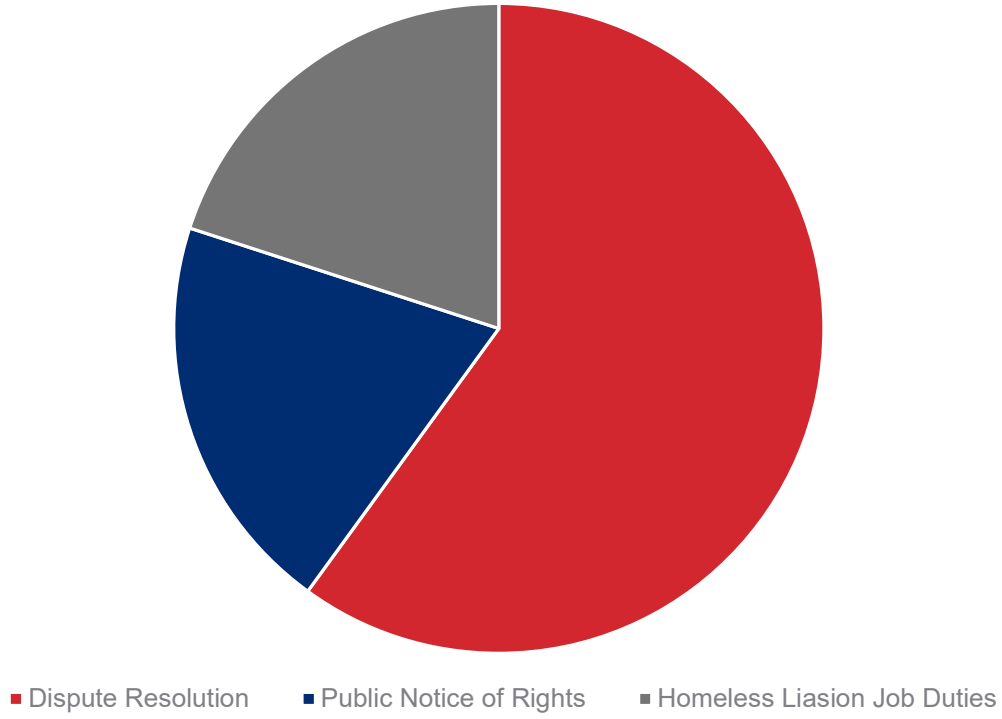
- **Remedy:** Ensure all ESL and general education teachers are trained annually on all required topics.
  - Resource: ESL Annual Training for Teachers Guide

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Students Experiencing Homelessness

TN Department of Education

FY26 McKinney-Vento Findings



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)(6)(A)(vii)). 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)(1)(C)).

- **Remedy:** Ensure the LEA's dispute resolution process aligns with the state's process and timeline. A Dispute Resolution Toolkit 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 include 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 it is likely to be seen. Be sure to also post information on the LEA's website and in student/parent handbooks.

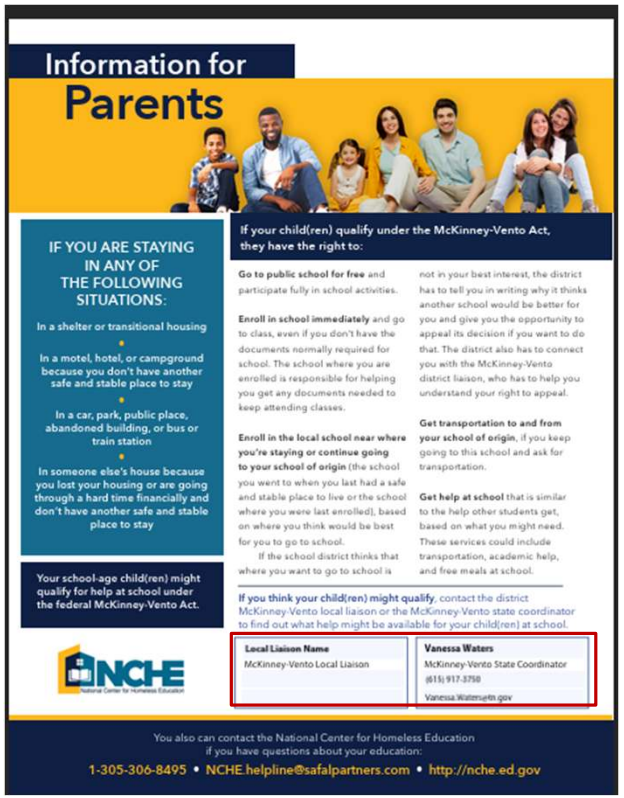
McKinney-Vento: Homeless Rights Posters Continued

- Updated 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 required.

- State Homeless Liaison contact information:

  Vanessa Waters
  Vanessa.Waters@tn.gov
  615-917-3750



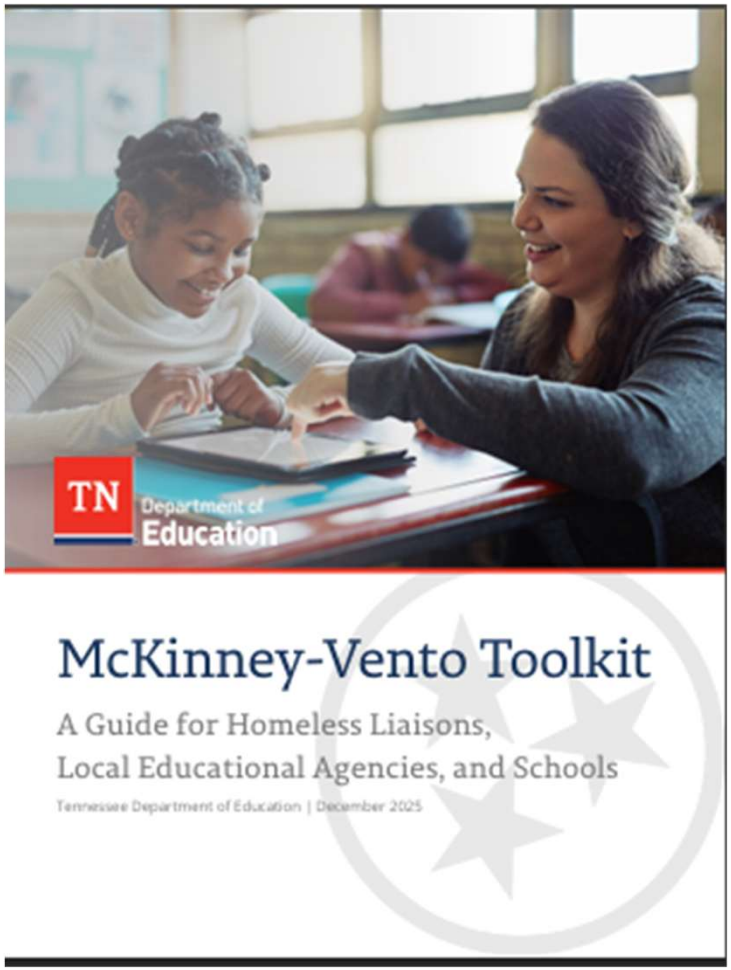
Homeless Liaison Job Duties

- **Compliance Issue:** The LEA homeless liaison's job duties do not include everything required under the McKinney-Vento Act.

- **Law/Requirement:** The McKinney-Vento Act includes a "job description" for the local liaison in the form of a list of duties.

Homeless Liaison Job Duties, Continued

- **Law/Requirement:** In summary, local liaisons must ensure that:
  - Children and youth experiencing homelessness are identified;
  - Children and youth experiencing homelessness are immediately enrolled in, and have a full and equal opportunity to succeed in, schools within the district;
  - Children, youth, and families experiencing homelessness have access to and receive educational services for which they are eligible;
  - Children, youth, and families experiencing homelessness receive referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services;
  - The parents or guardians of students experiencing homelessness are informed of the educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
  - Public notice of the educational rights of students experiencing homelessness is disseminated in locations frequented by families, and youth experiencing homelessness;
  - Enrollment disputes are mediated in accordance with the provisions of the Act;
  - Parents, guardians, and unaccompanied youth experiencing homelessness are fully informed of all transportation services available to McKinney-Vento students; and
  - Unaccompanied youth: are enrolled in school; have opportunities to meet the same challenging State academic standards as other children and youth; and are informed of their status as independent students and receive assistance in verifying this status for purposes of the Free Application for Federal Student Aid (FAFSA).



Remedy for Homeless Liaison Job Duties

- **Remedy:** Ensure that all job duties required under McKinney-Vento are included in the LEA's homeless liaison job description.
  - Review the McKinney-Vento Toolkit (pg. 5)

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McKinney-Vento Resources

- **McKinney-Vento Toolkit**
  - McKinney-Vento Best Interest School Selection
  - McKinney-Vento Timeline Reminders
  - 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 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

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Title I, Part C

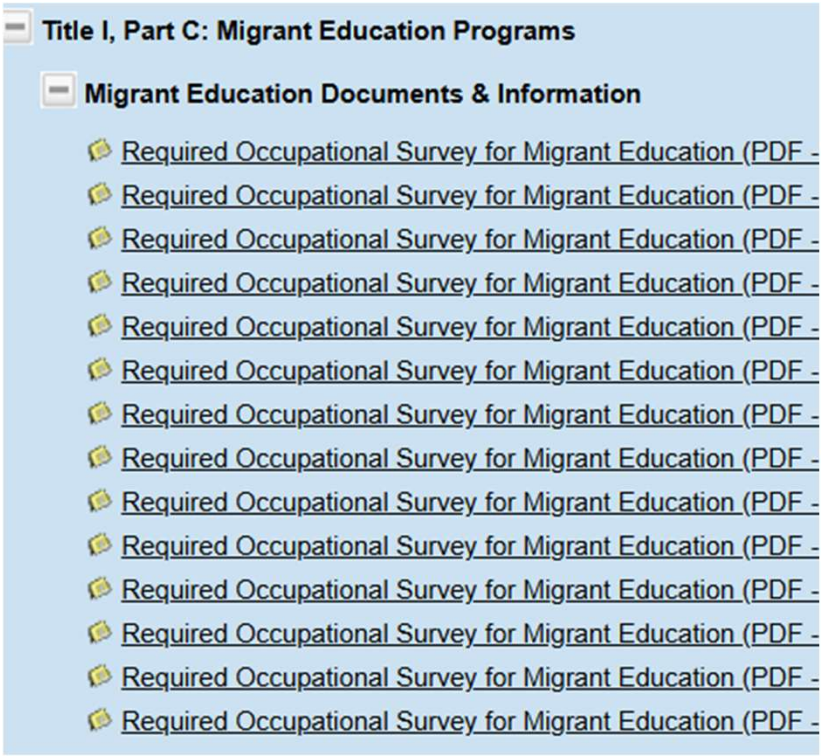
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Occupational Surveys

- **Compliance Issue:** Cumulative files are missing or contain old or multiple Occupational Survey (OS) forms.

- **Law/Requirement:** Under Title I, Part C of ESEA § 1303, states are required to identify migratory students ages 3 through 21. In Tennessee, the first step of identification is through the administration of an annual OS form to every student.

Remedy for Occupational Surveys



- **Remedy:**
  - Ensure the LEA has a written process for the distribution and processing of OS forms. Train impacted staff on the process annually.
  - Ensure the LEA is administering the current copy of the OS form, which is available in ePlan in multiple languages.

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Remedy for Occupational Surveys Continued

- **Remedy:**
  - Ensure the LEA follows the established procedure for processing and submitting completed OS forms, as outlined in the Title I, Part C Program Guide.
  - The LEA migrant liaison submits all OS forms that meet the following conditions:
    - All OS forms with "Yes" answers to both questions.
    - OS forms that may not have answered "Yes" to Question 2 but contain other signs indicating the family may qualify. For example, the form might indicate the following:
      - The family reported moving to the area within the past 3 years.
      - The answer to Question 2 is left blank.
      - The LEA liaison or school staff indicate that the family might qualify for the MEP.
      - The family is new to the school district, even though they did not indicate they moved.
      - Any other indications that the family might qualify for the MEP.
    - Do not submit the OS if the answer to Question 1 is "No".

Title I, Part C Resources

- Title I, Part C Program Guide
- Migrant Education Program Overview Slides
- Arroyo Research Services:
  - https://www.tn-mep.net/
  - Links and Resources for Districts
  - Email: info@tn-mep.net

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Resources & Contacts

TN Department of Education

Resources

- ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars



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Questions?

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Please share your feedback from this session.

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