

RISEING TOGETHER

 Guiding Every Student Higher 

2026 Federal Programs Institute

2026 New Directors Meeting

Federal Programs and Oversight

ESSA Oversight Divisional Coordinators

August 2026



DISCLAIMER

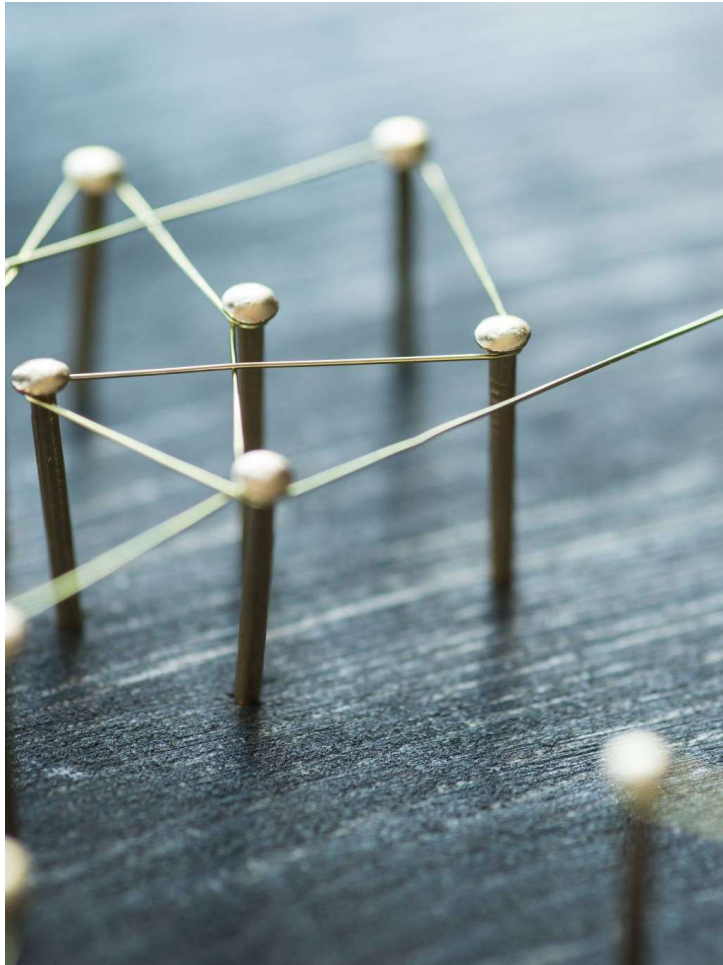
Generative AI Tools

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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.

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Session Objectives

- Test for ESSA Knowledge
- ESSA Grants Overview
- Title I, Part A : Rank and Serve Overview
- Resources for ESSA
- ePlan 101 Walk-Through
- Review of the New Directors' Curriculum
- Review Test for ESSA Knowledge

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Title I, Part A Improving Basic Programs Operated by LEA

Program Purpose

- Provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
- Under ESSA, Title I, Part A provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

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Allowable Use of Funds

- Supplemental instructional programs:
 - Extended day/year
 - Intervention/enrichment services
 - Preschool programs
- Supporting programs:
 - Professional development
 - Parent and family engagement
- Salaries and benefits:
 - Teachers (Interventionist(s))
 - Coaches
 - Educational assistants



Required District Set-Aside: Parent and Family Engagement

- LEAs with an allocation of \$500,000 or more **MUST** set aside at least 1% of their Title I, Part A funds for parent and family engagement activities.
 - **90 percent** of the set-aside funds must spiral down directly to Title I schools.
- Parent and family engagement is defined under ESSA as the participation of families in **regular, two-way, and meaningful** communication involving student academic learning and other school activities.

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Allowable Parent and Family Engagement Activities

- **Family activities and meetings** directly related to academic goals and policies. BO1
 - Costs may include event advertisement, training materials, light refreshments, childcare, and transportation.
- **Activities and translations** for non-English speaking families.
- **Communication** including postage and printing to provide ongoing outreach and information services to families.
- **Equipment, books, and supplies** for a family resource center or family lending library.
- **Food** can be allowable. **Caution!**
 - [Using Federal Funds for Food Guidance Document](#)

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Slide 8

BO1

Added link to food doc

Brinn Obermiller, 2026-07-13T14:47:55.560

Required District Set-Aside: Homeless

- LEAs receiving Title I, Part A funds must set aside funds to provide for homeless students in **ALL** schools.
 - There is no required amount or percentage. The set-aside amount should be based on LEA and student need.
- These funds are for students who lack a **fixed, regular, and adequate** nighttime residence.

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Allowable Activities for Homeless Students

- Set-aside funds may be used to support:
 - tutoring
 - backpacks
 - counseling
 - graduation fees
 - school supplies
 - dress code supplies
 - parent & family engagement
 - transportation

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance at: [U.S. Dep't. of Educ., Education for Homeless Children and Youths Program Non-Regulatory Guide \(July 27, 2016\)](#)



Title I, Part A Resources

- [ESEA Title I Parent Notifications](#)
- [Annual Title I Q & A](#)
- [Developing a Written Parent and Family Engagement Policy - A Guide for Districts and Schools](#)
- [Make the Connection: Creating an Effective School-Parent Compact \(Toolkit\)](#)

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Title I, Part C Migrant Education Programs

Title I, Part C: Program Purpose

- Title I, Part C funds are formula funds to:
 - provide high-quality and comprehensive supplemental **educational programs and services** during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of eligible migratory children who have not attained either a high school diploma or High School Equivalency Diploma (GED).

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Disbursement of Funds

- The state awards subgrants for MEP instructional and support services to migratory students in grades **K-12** to **LEAs**.
- Statewide program responsibilities related to Identification & Recruitment (ID&R), data collection, federal reporting, and services to Out of School Youth (OSY) and preschool migratory students are managed by a contracted local operating agency, **Arroyo Research Services (ARS)**.

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Student Eligibility

- According to ESEA Title I, Part C §§ 1115(b)(1)(A) and 1309(2), a child is eligible for the services provided by the Migrant Education Program (MEP) if the following conditions are met:
 1. The child is between 3 and 21 years of age; and
 2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; and
 3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher and;
 4. The child, or child's parent(s) moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work, and
 5. With regard to the move, identified in condition 4, above, the child has moved from one LEA to another.



Student Eligibility, Continued

- In Tennessee, identification starts with the annual Occupational Survey (OS).
 - [Required Occupational Survey for Migrant Education \(PDF-Spanish\)](#)
 - [Required Occupational Survey for Migrant Education \(PDF-English\)](#)
 - [Required Occupational Survey for Migrant Education \(PDF - Swahili\)](#)

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Title I, Part C Allowable Use of Funds

- Supplemental **instructional services** for k-12:
 - Tutoring
 - Before and after school programs
 - In-home tutoring
 - Summer camps/programs
- Supplemental **support services**
 - Advocacy for migrant students
 - Social services
 - Transportation
 - Educational supplies
 - Family engagement
- Professional development

IMPORTANT: The majority of an LEA's funding in Title I, Part C must be focused on providing supplemental instructional services.



Title I, Part C Contacts

Hannah Gribble

Title III and Migrant Education Program Grant Manager
Federal Programs and Oversight

Hannah.Gribble@tn.gov

Terry Garrett

MEP Consultant

Federal Programs and Oversight

Terry.Garrett@tn.gov

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Title I, Part C Resources

- [Title I, Part C Migrant Education Program \(MEDP Liaison Calendar](#)
- [Arroyo Research Services - Tennessee Migrant Education Program: Ressources for LEAs](#)
- [Title I, Part C Migrant Education FY27 Program Guide](#)
- [Title I, Part C MEP-Equitable Services to private Schools](#)

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Title I, Parts A & D Neglected, Delinquent, and At- Risk Youth

Title I, A, Neglected: Program Purpose

- Title I, A, Neglected
 - Under § 1113(c)(3)(B) of the ESEA, an LEA must reserve such funds for children living in local institutions for neglected children.
 - If appropriate, these funds can be used to provide services for children living in local institutions for delinquent children and for neglected or delinquent children attending community day school programs.

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Title I, D: Program Purpose

- Title I, D funds are formula funds that include two programs, one for state programs and another for local programs.
 - Subpart 1 provides funds to state agencies that enable them to operate educational programs for children and youth in institutions or community day programs for children who are neglected, delinquent, and at-risk and for children and youth in correctional facilities.
- The department has authorized the Department of Children Services (DCS) and the Department of Corrections (DOC) to serve as state agencies that receive subpart 1 funds.

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Program Purpose Continued

- Title I, Part A, Neglected and Title I, Part D, Subpart 2 funds are formula funds to:
 - provide supplemental programs and services to children and youth in locally operated neglected and delinquent institutions;
 - ensure students have effective transitions back to school or on to postsecondary education opportunities or employment; and
 - provide drop-out prevention programs.

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Eligible Students

- Students in residential programs:
 - **Neglected:** have been placed voluntarily or by courts for abandonment, neglect, or death of parents/guardians.
 - Orphanages, psychiatric hospitals, etc.
 - **Delinquent:** have been adjudicated to be delinquent or in need of supervision.
 - Juvenile detention centers, adult prisons housing juveniles

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Allowable Use of Funds

- Supplemental instruction in core subjects
- Tutoring
- Counseling and transition services
- Dropout prevention programs
- Coordination of health and social services including
- Vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education
- Mentoring

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Title II, Part A Improving Teacher Quality

TN

Department of
Education

Title II, Part A: Program Purpose

- Title II, Part A funds are formula funds to:
 - improve teacher and principal quality through professional development, and;
 - develop and implement programs to effectively recruit and retain highly-effective teachers and principals.

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Slide 27

BO1 Make sure you either add pictures (and Alt Text) if you use this layout. Or switch to the layout that does not have a picture.

Brinn Obermiller, 2026-07-13T14:55:14.874

LD1 0 Changed slide to not need picture.

Lynn Dotson, 2026-07-15T14:09:32.996

Title II Allowable Use of Funds

- Evidence-based professional development
- Teacher retention/recruitment
- Incentives and Bonuses for Retention and Recruitment
- Teacher Certification Test fees (Hard to Staff)
- Class Size Reduction (CSR) grades K-3. Possibly other grade bands if evidence-based research justifies.

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Title II, Part A Resources

- [Title II, Part A of the Elementary and Secondary Education Act of 1965 January 2025 Revision](#)
- [Non-regulatory Guidance for Title II, Part A](#)
- [Non-Regulatory Guidance: ESEA Title II Strategic Use of Funds](#)
- [Title II Overview and Allowable Use of Funds](#)

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Title III, Part A

English Language Acquisition

TN

Department of
Education

Title III: Program Purpose

- Title III funds are formula funds to provide:
 - supplemental services to English learners and immigrant children to ensure they attain English proficiency and meet challenging academic and achievement standards.



Title III Allowable Use of Funds

- Funds must be used to **supplement** programs and services provided through **state, local, and federal** sources.

- Before and after school tutoring
- Summer programs
- Materials such as bilingual books, manipulatives, dictionaries
- Supplemental personnel such as teaching assistants, coaches, embedded professional development providers, etc.
- Parental outreach such as parenting classes, nutrition classes, English classes

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Slide 32

BO1

Changed the personnel part a bit. Can't do some of what you had. Don't want to include personnel to lower teacher ratio because they can't use III to pay for a teacher to provide services under the rule.

Brinn Obermiller, 2026-07-13T14:58:36.718

Title III, Part A Resources Check all links

- [ESL Rule Slides](#)
- [Federal Funding for Translation and Interpretation Services](#)
- [Title III Allowability Guide](#)
- [Title III Supplement, Not Supplant \(SNS\)](#)
- [Title III Allowability Scenarios](#)
- [Title III Consortia Guide](#)

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Title IV, Part A Student Support and Academic Enrichment (SSAE) Grants

Title IV, Part A: Program Purpose

- Title IV, Part A SSAE (Student Support and Academic Enrichment) grants are intended to improve students' academic achievement by increasing the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and local communities to:
 - provide all students with access to a well-rounded education,
 - improve school conditions for student learning, and
 - improve the use of technology in order to improve the academic achievement and digital literacy of all students.



Well-Rounded Educational Opportunities

- An LEA receiving an SSAE allocation of \$30,000 or more must use at least **20%** of the program funds for activities that support student access to a well-rounded education.
- An LEA may use funds for any allowable program or activity that supports student access to and success in well-rounded educational experiences.

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Well-Rounded Allowable Activities

- Improving access to foreign language instruction, arts, and music education.
- Supporting College and career counseling and opportunities.
- Providing STEM programming.
- Promoting access to Advanced Placement (AP) curricula.
- Strengthening instruction in American History, civics, economics, geography, government education, and environmental education.

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance here:
<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>



Safe & Healthy Students

- The second purpose of the SSAE program is to improve school conditions for student learning.
- When students are healthy and feel safe and supported, they are more likely to succeed in school.



Safe & Healthy Students, Continued

- An LEA that receives \$30,000 or more in SSAE program funds must use at least **20%** of those funds on comprehensive activities and programs that:
 - are coordinated with other schools and community-based services and programs;
 - foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
 - promote the involvement of parents in the activity or program;
 - may be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities authorized under § 4108.

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Safe & Healthy Students Allowable Activities

- Promoting community and parent involvement.
- Providing school-based mental health services and counseling.
- Promoting supportive school climates to reduce disciplinary actions.
- Supporting re-entry programs and transition services for justice-involved youth.
- Implementing physical education and nutritional programs.
- Implementing anti-bullying and harassment education.

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance here:
<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>



Effective Use of Technology

- The third purpose of the Title IV, Part A grant is to *improve the use of technology and thus improve the academic achievement and digital literacy of all students.*
- An LEA that receives \$30,000 or more in Title IV, Part A program funds must use a portion (**at least 1%**) of those funds to increase the effective use of technology.

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance here:
<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

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Slide 41

BO1 Changed this slide completely - didn't include the overall purpose
Brinn Obermiller, 2026-07-13T15:07:00.783

LD1 0 10-4
Lynn Dotson, 2026-07-13T15:17:27.978

Effective Use of Technology Allowable Activities

- Provide educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to do the following activities, among other allowable uses:
 - Provide personalized learning;
 - Discover, adapt, and share high-quality resources;
 - Implement blended learning strategies; and
 - Implement school- and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning.
- Funds may also be used to:
 - Help educators learn how to use technology to increase the engagement of English Learner (EL) students;
 - Develop or implement specialized or rigorous academic courses using technology, including assistive technology; and
 - Support professional learning for STEM, including computer science



Effective Use of Technology – 15% Rule

- A special rule within ESSA states that no more than 15% of funds in this content area may be spent on **technology infrastructure**, including:
 - Devices,
 - Equipment,
 - Software applications,
 - Platforms,
 - Digital instructional resources, and/or
 - Other one-time IT purchases.
- At least 85 percent of the educational technology funds must be used to support professional learning to enable the effective use of educational technology.

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Effective Use of Technology: Quick Check

- Question: Is the 15% based on the entire allocation or do we take into consideration funds used in the Well-Rounded and Safe and Healthy Students areas?
 - Answer: The 15% special rule does not apply to the total SSAE subgrant an LEA may receive.
 - LEAs **may not spend more than 15 percent of funding in this content area** on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases within the Effective Use of Technology focus area.
- NOTE: Ed-Flex Waiver

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Effective Use of Technology – 15% Rule Example

- Example of 15% infrastructure rule:
 - LEA Allocation of \$50,000
 - A minimum of \$10,000 (20%) must be budgeted for well-rounded education.
 - A minimum of \$10,000 (20%) must be budgeted for safe and healthy students.
 - The remaining funds (\$30,000) are to be budgeted for effective use of technology with a maximum of 15% on infrastructure.
 - **INCORRECT** 15% INFRASTRUCTURE CALCULATION
 - $\$50,000 \times 15\% = \$7,500$
 - **CORRECT** 15% INFRASTRUCTURE CALCULATION
 - $\$30,000 \times 15\% = \$4,500$

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Title IV, Part A Resources Check Links

- [Title IV, Part A Questions and Answers](#)
- [Title IV, Part A Student Support and Academic Enrichment Grants Non-Regulatory Guidance](#)

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Title V, Part B Rural Education Achievement Programs

Title V, Part B: Program Purpose

- Title V, Part B funds are formula funds awarded to **eligible** LEAs to:
 - Assist in addressing the academic needs of rural schools more effectively through flexibility in the use of funds to support existing programs.
- Two formula grants are available through Title V, Part B:
 - Small Rural Schools Achievement (SRSA), administered by the U.S Department of Education
 - **Rural and Low-Income Schools** (RLIS), administered by the State in ePlan through the Consolidated Funding Application (CFA)

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Title V, Part B Allowable Use of Funds

- Activities are authorized under:
 - Title I, Part A;
 - Title II, Part A;
 - Title III; and
 - Title IV, Part A.
- Parent and family engagement activities **for non-Title I schools**
- Title IV, Part B funds must supplement **state, local, and federal** funds.
- Note: Up to 100% of Title II, Part A and Title IV, Part A may be transferred to Title V, Part B.

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Slide 49

BO1

Added SNS

Brinn Obermiller, 2026-07-13T15:16:33.112

LD1 0

SMART

Lynn Dotson, 2026-07-13T15:17:48.354

Title V, Part A Resources Links to check

- [Title V Overview Rural Education Initiative](#)
- [Title V Guidance on the Rural Education Achievement Program \(REAP\)](#)
- [Navigating Resources for Rural Schools \(National Center for Education Statistics\)](#)
- [U.S. Department of Education: REAP Informational Document 2026.01](#)

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Title IX, Part A Education for Homeless Children & Youth

Title IX, Part A: Program Purpose

- Title IX, Part A (McKinney-Vento) funds are competitive grant funds provided to:
 - Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school; and
 - Ensure that each homeless child and youth has equal access to the same free, appropriate public education, including public preschool education, as other children and youth.
- Federal definition of homeless children and youth:
 - “Individuals who lack a fixed, regular, and adequate nighttime residence”
 - Separate application not included in the CFA

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Important Note

- LEAs are still required to support homeless children and youth even if they **do not** receive a McKinney-Vento sub-grant.
 - Homeless children and youth are eligible to be served through Title I, Part A.



Title IX, Part A Allowable Use of Funds

- Tutoring programs
- Transportation to school of origin
- Clothing and shoes such as physical education and dress code uniforms
- School supplies
- School fees and testing fees

Not an exhaustive list of allowable activities. For more information, see the non-regulatory guidance here:
<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidanceupdated082718.docx>



Title IX, Part A Resources

- [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](#)

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Equitable Services to Private Schools

Intent of Equitable Services

- ESEA requires the equitable participation of private school students, teachers, other educational personnel, and, in some cases, parents and families in certain title programs.
- **LEAs must remain in control of all funding** and provide services and programs with designated private school funds in accordance with each program.
- Consultation is required between the LEA and the private school throughout the school year and before program decisions are made.
- All activities must be secular.

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Programs Requiring Equitable Services

- **Title I, Part A**
 - Improving Basic Programs Operated by LEAs
- **Title I, Part C**
 - Migrant Education
- **Title II, Part A**
 - Improving Teacher Quality
- **Title III, Part A**
 - English Language Acquisition
- **Title IV, Part A**
 - Student Support and Academic Enrichment
- **Title IV, Part B**
 - 21st Century Learning Centers



Equitable Services Resources

- [ESSA Equitable Services Toolkit](#)



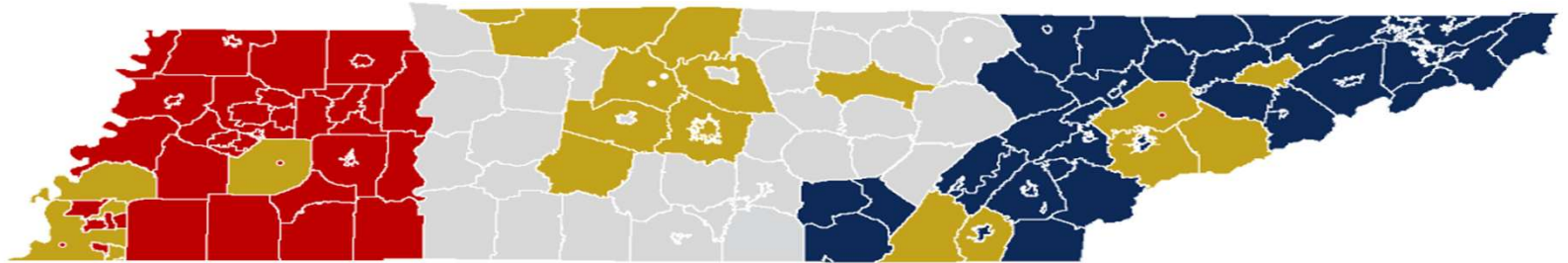
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Resources for ESEA Directors

FPO Divisional Coordinators Map



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

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

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

Effective March 1, 2026

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Program Specialists and Administration, Part 1

Deborah Thompson | Assistant Commissioner of FPO
Deborah.Thompson@tn.gov

Brinn Obermiller | Senior Director of ESSA Oversight
Brinn.Obermiller@tn.gov

Heather Farley | Director of ESEA Oversight and Large Urban
Heather.Farley@tn.gov

Vanessa Waters | Homeless & Immigrant
Vanessa.Waters@tn.gov



Slide 62

PL1

[@Lynn Dotson] please look at these new slides and see if this is what you wanted. **in particular, what should be beside Debby and Brinn's name - one slide had their titles, the other had something else. Can you let me know which way it should be?

Suzanne Lewis, 2026-07-20T19:56:00.373

LD1 0

We agree. We updated 3 of the titles and left Vanessa as is since makes it clearer for directors who to contact for immigrant.

Lynn Dotson, 2026-07-21T18:38:51.781

Program Specialists and Administration, Part 2

Erin Christian | Non-Traditional
Education Manager
Erin.Christian@tn.gov

Jackie Jacobson | Title I N&D
Jackie.Jacobson@tn.gov

Leslie Watson | Title I N&D
Leslie.Watson@tn.gov

Michelle Harless | Title II,
Ombudsman, Equitable Services
Michelle.Harless@tn.gov

Hannah Gribble | ESL,
Title I, Part C, Title III
Hannah.Gribble@tn.gov

Anessa Ladd | Ext. Learning Grant
Manager
Anessa.Ladd@tn.gov

For more contact information - [Departmental Staff Directory](#)



ESEA Coordinators

Alisha Gilmore, Middle ESSA
Oversight

Alisha.Gilmore@tn.gov

Lynn Dotson, West ESSA
Oversight

Lynn.Dotson@tn.gov

Henry LaFollette, East ESSA
Oversight

Henry.Lafollette@tn.gov



ePlan TDOE Resources

- **Overview:**

- ESSA Information, Guidance, PPTs, & Webinars
- ESSA Directors Institute Materials
- Archived FPO Updates
- Calendar of Events
- ePlan User Access Forms
- Parent and Family Engagement Resources (Annual Title I Meeting, Family Engagement Policy, School-Parent Compact)
- ESSA/IDEA Equitable Services Resources
- ESSA/IDEA Consolidated Funding Application Reference Documents

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ePlan Data and Information

- **Overview:**

- Reallocation Acknowledgment
- Indirect Cost
- Private School Survey
- Title I, Part A – Supplement Not Supplant
- Grant Award Notifications
- Prayer Certification

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ePlan LEA Document Library

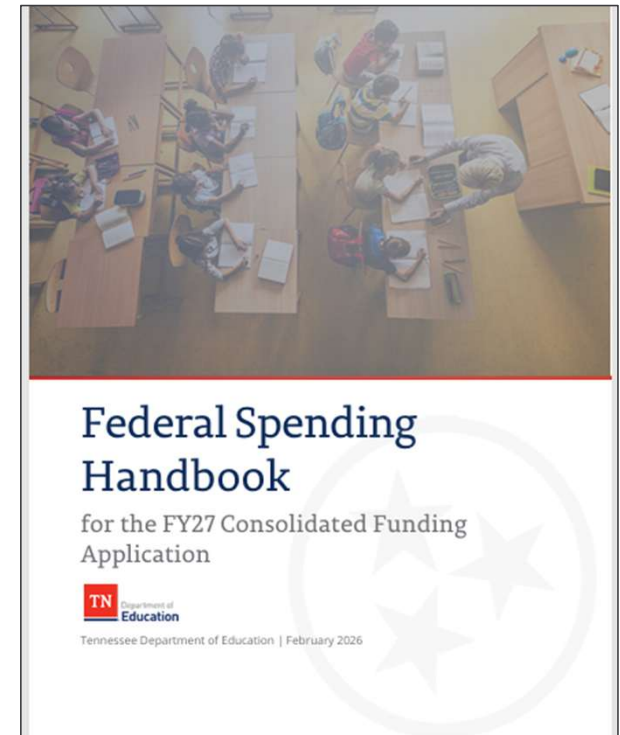
- **Overview:**

- Upload CSR required documentation
- Private School Documentation



Federal Spending Handbook

- Federal Spending Handbook :
 - Framework for Coordinated Spending
 - Program Overviews
 - Allowable Uses of Funds



CFA Technical Application Guide

- Located in ePlan > TDOE Resources > ESEA/IDEA Consolidated Funding Application Reference Documents > [Consolidated Funding Application Training Materials](#)
- Provides guidance on:
 - ePlan instructions
 - Standard expectations
 - Budgeting
 - Program details
 - Program administration



FPO Calendar of Events

- Federal Programs Calendar



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Title I, Part A: Rank and Serve Overview

Data Used to Determine Eligibility

- Schools are deemed eligible for Title I, Part A based on the school's percentage of poverty.
- LEAs have the option of the following data sources to determine poverty percentages:
 - Free & Reduced-Price Lunch—Month & Year of Data Used
 - Direct Certification—Month & Year of Data Used
 - Temporary Assistance for Needy Families (TANF)—Month & Year of Data Used
 - Medicaid—Month & Year of Data Used
 - Census—Month & Year of Data Used
 - Household Survey (optional) – Month & Year of Data Used
- A combination of any of the above with same month and year, with duplications removed

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Data Evidence to Upload Within CFA

- What is required to upload?
 - A way to identify students such as a student ID number (no personally identifiable information such as, but not limited to, a name, DOB, or address)
 - The school they attend (school number or name)
 - Grade level (K-12 only)
 - The type of eligibility the student is receiving, such as TANF, Medicare Free, Medicare Reduced, etc.
- Ensure all duplications are removed
- This list demonstrates what method(s) you chose to rank schools under the U.S. Dept of Education to demonstrate which schools are Title I eligible
- **As a reminder, the multiplier cannot be used should you choose to use any reduced-status students.**



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Allocation of Funds to Eligible Schools

School Eligibility Determination

- Once LEAs have reviewed poverty percentages for all* schools and determined how to rank the schools in order to:
 - Identify schools eligible for Title I funding.
 - All at or above 75% must be served.
- Several options are available:
 - Grade span ranking
 - District-wide ranking
 - Exception
 - Less than 1,000 students enrolled in the LEA
 - Single attendance area

*Adult high schools and alternative education programs will be excluded.



Grade Span Ranking

- An LEA may group schools with similar grade spans together and consider them separately from other schools.
 - K-5
 - 6-8
 - 9-12
- An LEA can place a priority on any individual grade span when allocating funds.
- This allows flexibility to identify a school as eligible even if it has a lower poverty percentage than another school in a different grade span.

.....

District-wide Ranking

- LEAs may simply rank all schools, regardless of grade span, based on poverty percentage.
- Specific grade levels cannot be targeted because schools are all considered in one large group.

.....

Eligibility Determination, Part 1

- Each school's poverty percentage must be compared to one of the following:
 - District-wide poverty average
 - Grade span poverty average (can only use grade span rank for this one)
- Schools at or above the comparison average are eligible for Title I, Part A services.
- Schools below the comparison average can be made eligible using the "35% Rule" with poverty averages at or above 35%.
- Schools below 35% served require LEAs to utilize the 125% rule.

.....

Eligibility Determination, Part 2

- Schools over 75%
 - After an LEA has served all of its schools with a poverty rate of 75%, if funds remain, the LEA may serve lower-ranked eligible schools
- High school priority
 - The LEA may prioritize high schools with 50% or more poverty.
 - High schools with 75% or more poverty are still given priority, but high schools between 50% and 74% are given priority over all other schools



Eligibility Determination, Part 3

- If no standard rules make a school eligible for Title I, Part A, but it was eligible in the previous year based on standard rules:
 - It may be grandfathered for the first year only for Title I services to be continued, or the LEA can apply for a waiver with the commissioner of FPO, allowing the school to be Title I for two (2) more years.
 - If the school fails to meet the standard eligibility rules in the following year of being grandfathered in, it is no longer eligible for Title I services. However, a waiver can be applied for with the commissioner of FPO, allowing the school to be Title I for two (2) more years.

.....

School Eligibility Determination Overview

Description	Things to Consider
Select the primary measure that will be utilized for determining poverty in the district.	The measure chosen must be consistent across the district and collected at the same point in time. Also, if utilizing a combination of measures such as primary being Free and Reduced Lunch and Census being secondary, remove duplicates.
Determine amount available to be allocated to schools. Remember set asides will be deducted and not allocated to the schools.	Required set asides include: • Services to support students experiencing homelessness • Parent and Family Engagement (only applies to districts with an allocation of more than \$500,000) • Equitable services for eligible non-public school students in private schools that choose to participate in Title I-A
Rank order all schools in the district by percentage of poverty either utilizing ranking of district-wide or grade-span.	Must allocate to schools with 75% or more regardless of grade span.
After schools with 75% poverty or above are served, determine whether to rank the remaining schools into district-wide or grade-span.	If a district selects grade span grouping as the method for serving schools, the district can choose to fund grade spans at different Per Pupil Amounts (PPA). NOTE: The PPA amount for a higher poverty school must be more than or equal to that of a lower poverty school within the same grade span. Higher or equal to PPA amounts for higher poverty schools when utilizing district-wide
Determine the amount of funding for each school served.	If a school whose poverty rate is below 35% is served, all schools being served must receive a PPA that is equal to or greater than 125% of the PPA the district receives. The last school in the spiral may receive less as an exception.



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Allocation of Funds to Eligible Schools

Ranking and Serve Rules

- LEAs must allocate funds to eligible schools on a per pupil basis.
- For every poverty student, a per pupil allocation (PPA) must be awarded.
- The PPA must be awarded to schools based on their ranking in the:
 - Grade span group or
 - District-wide
- The PPA can either be the same to all schools within the ranking or must be ordered from high to low (highest poverty school(s) receives the highest PPA).

.....

Ranking and Serve Rules, continued

- Title I, Part A funds may be allocated to all eligible schools, in rank order; however,
 - No school can receive less than \$100 PPA,
 - Funds allocated must be sufficient to provide an effective and impactful program for participating students, and
 - Programs must not be watered down in order to spread funds across all/more eligible schools.

.....

Appropriate Funding Level – Serving School(s) Below 35%

- If an LEA allocates Title I funds to one or more eligible schools below 35% poverty, ALL Title I schools must receive a “minimum” PPA.
 - 125% of the average district PPA
- The last school to be served may receive less than the minimum PPA.
- The amount auto-populates on both the allocation designation page and the PPA page.
- This calculation is based on the total allocation within the budget.

.....

Skip School Requirement

An LEA may skip any school in the ranked list, but only if:

PL1

- Comparability is met;
- The skipped school receives supplemental State/local funds used in Title I-like program; and
- The amount of the supplemental State/local funds meet or exceed the amount that would be received under Title I.
- Reminder to ensure skipping a school does not conflict with supplement, not supplant.

.....

Slide 86

PL1 [@Lynn Dotson] this may be because I'm not familiar enough with this topic, should this say 'an LEA may skip....'
Suzanne Lewis, 2026-07-20T20:33:37.394

LD1 0 You are familiar enough with good grammar. Fixed.
Lynn Dotson, 2026-07-21T18:50:16.301

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Ranking and Serving Examples

Example/Activity

Scenario:

- Assume these schools have been determined to be eligible using proper ranking and eligibility rules (grade span).
- Questions to answer:
 1. Have Title I funds been allocated properly to these eligible schools?
 - If not, what are the problems?
 - What rules are not being followed?
 - How should it be corrected?
 2. If Brown Middle School's poverty count is corrected and the poverty percentage changes to 89%, how would that impact PPA and order?

School	Sort Order	Poverty %	PPA
Blue Elementary School	1	87%	\$1000
Pink Elementary School	1	78%	\$1100
Purple Elementary School	2	64%	\$1000
Brown Middle School	3	73%	\$900
Green Middle School	3	59%	\$900
Yellow High School	4	67%	\$900



Example/Activity Continued

Scenario:

Questions to answer:

1. Are these schools ranked according to the grade-span ranking rules?
 - If not, what are the problems?
 - What rules are not being followed?
 - How should it be corrected?
2. Have eligibility determinations been made properly?
 - If not, what are the problems?
 - What rules are not being followed?
 - How should it be corrected?

School	Grades	Service	Poverty %	Sort Order	Eligibility
Maple Elementary	K-5	SW	76%	1	Y
Elm Elementary	K-5	SW	69%	1	Y
Poplar Middle School	6-8	None	75%	2	Y
Sycamore Middle School	6-8	None	54%	2	N
Oak High School	9-12	SW	68%	3	Y
District Average Poverty			67%		



Common Mistakes

- Forgetting to serve all schools over 75%
- Forgetting the schools that drop below 35% requires a 125% PPA amount
- Failing to serve all schools that qualify when grade span ranking
- Not ordering schools properly when grade span ranking on the school eligibility page

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Rank & Serve Resources

- [Within-District Allocations Under Title I, Part A](#)
- [Charter Schools Nonregulatory Guidance Allocation of Funds to New and Expanding Charter Schools](#)



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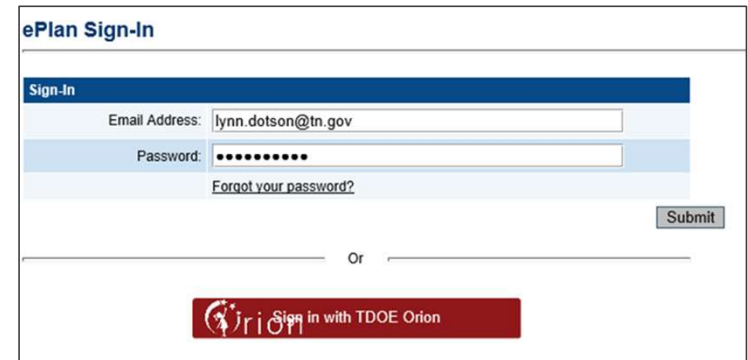
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ePlan Demonstration

ePlan 101

- Sections
- How to do a Revision
- Budget/Overview/Plus and minus



The screenshot shows the 'ePlan Sign-In' interface. It features a blue header with the text 'ePlan Sign-In'. Below this is a 'Sign-In' section with a blue background. It contains two input fields: 'Email Address' with the value 'lynn.dotson@tn.gov' and 'Password' with masked characters. A 'Forgot your password?' link is positioned below the password field. A 'Submit' button is located to the right of the password field. Below the 'Sign-In' section, there is a horizontal line with the word 'Or' in the center. At the bottom, there is a red button with the 'Orion' logo and the text 'Sign in with TDOE Orion'.



CFA Tips for Success

- Review Contacts & Cover Page
- Navigation from the sections page, no back button
- Consolidated Checklist
- ESEA Administration Requirements
- Budgets with zero (0) in the Remaining.
- FTEs – especially in the budget.

.....

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2027 New ESSA Directors Curriculum

New Directors Curriculum Overview: Quarter 1

- 1.1 CFA Board Approval Form
- 1.2 private/Private School
- 1.3 Parents Right-to-Know
- 1.4 Annual Title I Meeting
- 1.5 Prayer Certification
- Quarter 1 Checklist

.....

New Directors Curriculum Overview: Quarter 2

- 2.1 Time and Effort
- 2.2 Results-Based Monitoring – Level 1
- 2.3 Comparability
- Quarter 2 Checklist

.....

New Directors Curriculum Overview: Quarter 3

- 3.1 Consolidated Funding Application (CFA)
- Quarter 3 Checklist



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Test for ESSA Knowledge

1. True or False

- Title V funds can be used to purchase educational technology for classroom use to support the instructional program.



2. True or False

- Each school plan must include six school-wide components that must be addressed within the school improvement/school-wide plan.



3. True or False

- Once a FER is completed, the funding application for that year is completely closed and no revisions can be made to the budget or program descriptions.

.....

4. True or False

- A district that receives Title III funds, no matter the amount, can accept the funds and receive those funds as part of the district's Consolidated Funding Application (CFA).

.....

5. True or False

- When determining which private schools will participate in ESSA programs, the district must send out email notification to all private schools within the LEA boundaries.

.....

6. True or False

- Schools with 75% or more poverty must be served with Title I funds in rank order, even if those schools are high schools and the district does not provide Title I services to high schools.

.....

7. True or False

- McKinney-Vento requires every district to have a homeless liaison.



8. True or False

- Federal funds must be used to supplement the basic education program provided to students and cannot be used to replace funds used for those services.



9. True or False

- Title II funds cannot be used to provide instructional materials for students.



10. True or False

- It is an allowable Title I expense for a Title I school to provide light refreshments and day care for a parent involvement activity in order to promote parent participation.

.....

11. True or False

- In ePlan, the LEA User Access Administrator in the district maintains the school-level users.



12. True or False

- There are two different types of Title I programs that a school can operate: targeted assistance program or school-wide program.



13. True or False

- Parent involvement plans and parent compacts are required in all Title I schools.



14. True or False

- When submitting a Consolidated Funding Application (CFA), there are checks within the system that will keep a district from submitting the CFA with errors.

.....

15. True or False

- The intent of Title I is for districts to allocate funds to schools with the highest percentage of poverty and to provide sufficient funds necessary to positively impact the academic performance of at-risk students

.....

16. True or False

- Districts have complete autonomy in determining the amount of money to allocate to each Title I school.



17. True or False

- Title V funds are awarded on a formula basis to all school districts in the state.



18. True or False

- All members of the school planning team must be involved in the comprehensive needs assessment.



19. True or False

- All private school students, attending both non-profit and for-profit, are eligible to receive equitable services through ESSA.



20. True or False

- Students in transition may be eligible for free and reduced priced lunches.



21. True or False

- Reimbursement requests are submitted through ePlan and should only be submitted once every three months.



22. True or False

- Title III funds cannot be used to purchase educational materials for English learners that are purchased for other students from other state or federal sources.

.....

23. True or False

- Comparability is the requirement required to determine whether or not Title I programs in schools are fair and equitable



24. True or False

- Title II funds must be used in support of Title I schools and cannot be used for district-level activities.



25. True or False

- Parent involvement funds that are set aside from the Title I allocations must be used at the district level to provide parent involvement activities to all schools.



26. True or False

- Only Title I schools must complete school improvement plans in ePlan each school year.



27. True or False

- Title III funding can provide for a program to produce Individual Learning Plans.



28. True or False

- Title I, Part A Neglected funds and Title I, D subpart 2 funds cannot be carried over from one year to the next.



29. True or False

- Meaningful consultation with private school officials means meeting one time before the school year begins and after the school year is over to evaluate the program.

.....

30. True or False

- Districts must train staff on how to identify and service students in transition at least once every two years.



31. True or False

- Title III funds can be used to pay for the salary of an ESL teacher necessary to meet the 1:35 staff to student ratio required in Tennessee.



32. True or False

- Equipment purchased with federal funds must be tracked for three years and then can be removed from the inventory lists.



33. True or False

- If a district receives \$1,000,000 in additional federal funds, it has the option of reducing the amount of state/local funds in the district budget by that amount so those funds can be placed into district reserves for future, unexpected expenses.

.....

34. True or False

- If a district serves one or more schools below 35% poverty, they must allocate a minimum amount of money per pupil to ALL Title I eligible schools.



35. True or False

- Neglected and Delinquent facilities are required to complete a needs assessment each year.



36. True or False

- ePlan allows a user to sign into it more than once with the same login and password so that changes can be made to different sections simultaneously.

.....

37. True or False

- Title II funds must be used in support of Title I schools and cannot be used for district-level activities.



38. True or False

- Title V funds can be used to pay for a reading interventionist to work in Title I and non-Title I schools across the district.



39. True or False

- Once a school is identified as eligible for Title I services, it is automatically eligible to operate a school-wide program.



40. True or False

- Title I, A Neglected funds and Title I, D subpart 2 funds can be used for both school-wide and targeted assistance at the facilities.



41. True or False

- Districts may transfer Title IV funds to other programs (Title I, Title II, Title III, etc.) only after conducting timely and meaningful consultation with appropriate private school officials.

.....

42. True or False

- Parent engagement funds can be used to purchase food for all families at events.



43. Multiple Choice

The Per Pupil Allocation (PPA) is determined by dividing the building allocation by the total number of students who:

- a. Are enrolled in the school
- b. Are identified as low income
- c. Are identified as at-risk of failing
- d. None of the above

.....

44. Multiple Choice

Identify the factors that influence a district's Title I allocation:

- a. Free and reduced-price lunch counts
- b. Direct certification
- c. Census poverty
- d. All of the above



45. Multiple Choice

Which of the following is NOT allowable when providing equitable services to private school students

- a. Purchasing instructional equipment
- b. Sending private school teachers to professional development activities
- c. Issuing a check to reimburse the private school for tutoring services to Title I students
- d. Facilitating a parent involvement event with Title I parents

.....

46. Multiple Choice

Which of the following sections of ePlan are NOT available to the public?

- a. Approved LEA and school plans
- b. Approved CFAs
- c. TDOE Resources
- d. LEA Document Library
- e. All of the above



47. Multiple Choice

Identify the two grant programs made available within Title V, Part B:

- a. Rural and low-income school and the McKinney-Vento
- b. School improvement and small rural school achievement
- c. Rural and low-income schools and small rural school achievement
- d. Math and science partnership and school improvement grants

.....

48. Multiple Choice

Parent and family engagement is two-way, meaningful communication. Which of the following would be considered two-way, meaningful activities.

PL1

- a. Sending home a fall sports schedule to parents.
- b. The joint development and sharing of school parent compacts.
- c. Providing adult learning classes in a school.
- d. Posting the list of classroom supplies on the district website.
- e. Facilitating meetings with parents to review the new math curriculum and provide tips for helping children at home.

.....

Slide 147

PL1 [@Lynn Dotson] do we need to remove 'circle all correct answers' since this isn't a paper/pencil activity and say choose all correct answers?

Suzanne Lewis, 2026-07-20T21:03:13.640

KC1 0 [@Lynn Dotson] following up on this comment

Katharine Chapman, 2026-08-10T19:16:49.549

49. Multiple Choice

Which of the following is not an allowable use of McKinney-Vento funds:

- a. Enrollment items
- b. Food
- c. Transportation (school of origin)
- d. Rent assistance



50. Multiple Choice

Identify the unallowable activities below.

- a. Paying the salaries and benefits of a class size reduction teacher to reduce class sizes in grade three to 15 students.
- b. Sending principals to a professional development activity regarding effective teacher observations.
- c. Paying bonuses to teachers in hard-to-staff areas as part of a district-wide teacher retention program.
- d. Paying 50% of an existing teacher's salary so they can be a reading coach for 50% of their time each day.

.....

Slide 149

- KC1** [@Lynn Dotson] same question about “circle all that are unallowable” for all of the multiple choice slides
Katharine Chapman, 2026-08-10T19:17:28.006
- LD1 0** I suppose the circle is the problem? The directors will have a paper version of the quiz. I just removed it from the question.
Lynn Dotson, 2026-08-10T19:37:08.990

51. Multiple Choice

Which of the following are tests to determine that schools and districts are meeting the state and local effort requirements of ESSA?

- a. Maintenance of effort
- b. Comparability
- c. PARs
- d. Supplement not supplant

.....

Slide 150

LD1

Same, I removed the Circle statement from the question.

Lynn Dotson, 2026-08-10T19:37:31.537

52. Multiple Choice

Which of the following would be considered allowable uses of Title III funds.

- a. Purchasing supplemental bilingual books for ESL classrooms
- b. Paying for the cost of English learners to attend a district-wide summer school program for all students
- c. Parental outreach to parents of English learners on effective parenting
- d. Guidance counselor to address the specific needs of English learners

.....

53. Multiple Choice

The following staff must maintain a monthly PAR to support the salary and benefits paid from federal sources.

- a. General education teacher paid a stipend from Title I to tutor students after school.
- b. District-wide coach paid partially from Title I and partially from Title II working in both Title I and non-Title I schools.
- c. Interventionist paid partially from Title I and partially from state funds, who has a set schedule for the year to provide services to a Title I school and a non-Title I school.
- d. Instructional facilitator paid 100% from Title II to provide professional development to all schools in the district.

.....

54. Multiple Choice

If Title I-A was funding for translation and interpretation, would “supplement, not supplant” be violated if Title III assumes these expenditures?

a. Yes

b. No



55. Multiple Choice

The following data is made available in ePlan as part of the school planning tool for each school:

- a. Chronic absenteeism data
- b. ACT data
- c. Suspension data
- d. Only “a” and “c”
- e. All of the above

.....

56. Multiple Choice

Title IV describes “technology infrastructure” as (mark all that are applicable).

- a. Electronic Notebooks
- b. Router
- c. Promethean Board
- d. Desktop Computer



57. Multiple Choice

“Allowable” uses of Title IV funding include all of the following, except:

- a. Establishing community partnerships to ensure safe and health schools.
- b. Supports for “blended” learning projects.
- c. Provide access and counseling for college and career readiness.
- d. Building technical capacity and infrastructure.
- e. All of the above are “allowable”.

.....

58. Multiple Choice

“Allowable” uses of Title III include the following, except:

- a. Headphones to be used for assessment.
- b. Registration and attendance to TESOL conference.
- c. Family Engagement Activities.
- d. Accommodations for assessment procedures.

.....

59. Multiple Choice

Title I, A Neglected funds and Title I, D subpart 2 funds allowable uses include:

- a. Staff positions
- b. Instructional materials
- c. Professional development for the staff
- d. Technology equipment

.....

60. Multiple Choice

ESSA states that districts must use their family engagement funding to do at least one of the following activities.

- a. Supporting schools in training school staff regarding engagement strategies
- b. Supporting programs that reach families at home, the community, and at school
- c. Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families
- d. Providing sub grants to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement
- e. Engaging in any other activities that the district believes are appropriate in increasing engagement



61. Multiple Choice

Title IV funds can be transferred to the following grant programs.

- a. Title I-A
- b. Title I-D
- c. Title II
- d. Title III
- e. All of the Above



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1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>

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session.**

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feedback survey at this link below.

[2026 Federal Programs Institute Session
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2026 New Director's Meeting

Thank you!

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What's Next?

Listing of next sessions inserted here.