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2026 Federal Programs Institute

Title I, Part A Parent and Family Engagement

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- Family Engagement Research
- LEA Requirements
- School Requirements
- Stakeholder Collaboration
- Common Monitoring Issues
- Resources



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Parent and Family Engagement Research

Family Engagement: Centerpiece of Title I, Part A

- **The intent of Parent and Family Engagement** Under Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by Every Student Succeeds Act (ESSA) has always been **to improve outcomes for all students**, including low-income and otherwise disadvantaged students, and family engagement has always been a key piece of the law.
- 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.**



Family Engagement Research

- A synthesis of research conducted shows that educational gaps can be narrowed when all stakeholders—schools, families, students, and community members—work together to reach the common goal of improved student achievement. Studies have found that **students with involved parents** are more likely to:
 - Attend school regularly,
 - Have higher achievement scores, and
 - Graduate and go on to postsecondary education.



Overcoming Barriers to Engagement

- Under ESEA Title I, Part A § 1112(b)(7), **LEAs are required to ensure strategies are implemented to provide effective parent and family engagement** under ESEA § 1116, including identifying barriers that may exist for families. These strategies should be meaningful and aligned with student academic achievement.
 - Flexible meeting times/virtual component
 - Clear and accessible communication
 - Family Engagement Committee
 - Feedback via surveys



Family Connections

- Ensuring parents feel like an integral part of students' education involves collaboration with two-way communication, shared decision-making, and a **meaningful partnership**.
- **Effective family connections** embrace a philosophy of:
 - Partnerships
 - Intentional collaboration to develop well-rounded students
 - Responsibility for children's educational development.



Family Engagement Research Resources

- [U.S. Department of Education Parent and Family Engagement Title I, Part A Non-Regulatory Guidance January 2025](#)
- [U.S. Department of Education: Every Student Succeeds Act \(ESSA\)](#)



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Local Education Agency Requirements

Funding

Collaboration and Policy

Funding Requirements

- Each LEA that receives **more than \$500,000** in Title I, Part A funds shall reserve at least **one percent** of its allocation to assist schools in carrying out parental engagement activities.
- Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the **LEA's Parent and Family Engagement Policy**.
- Parents and family members of children receiving services shall be **involved in the decisions regarding how the funds reserved are allotted for parental involvement activities**.



Required Parent and Family Engagement Set-Aside

- From the total one percent available for engagement activities for parents and family members of participating public-school students, the **LEA must distribute at least 90 percent to its Title I schools**, giving priority to **high-need schools**. (ESEA § 1116(a)(3)(C)).
- **Example:**
 - LEA receives \$900,000.00 in Title I, Part A funds.
 - \$9,000 must be reserved for Parent and Family Engagement.
 - At least 90% of the \$9,000 must be distributed to the schools (\$8,100.00)
 - The district must distribute \$8,100.00 to the schools and has the option of reserving \$900.00 at the district level for Parent and Family Engagement Events.



Additional Parent and Family Engagement Set-Aside

- LEAs that receive **less than \$500,000** are required to carry out the provisions of ESEA § 1116 but are **not required** to reserve one percent.
- **All LEAs** have the **option** to reserve **Additional Parent and Family Engagement** funds to support LEA and/or school engagement activities.
- Additional Parent and Family Set-Aside funds can be spiraled to schools for Parent and Family Engagement Activities or held at the district level. Budget narratives should reflect school or LEA activities.



Determining allocations

- The **LEA must involve parents** of Title I, Part A participating children in decisions about how it allocates the funds the LEA has reserved for parent and family engagement activities.
 - Process and representation.
 - Option of district-wide parent advisory council
- An LEA **may give priority to high-need schools** in allocating funds under ESEA § 1116(a)(3)(C).
 - CSI, TSI, or ATSI
 - Lower academic performance
 - Greater concentration of students from low-income families



Equitable Services: Parent and Family Engagement

- An LEA must ensure that teachers, parents, and families of children participate, on an equitable basis, in services and activities developed pursuant to ESEA § 1116. (ESEA § 1117(a)(1)(B)).
- Activities for parents and families of private school participants must be planned and implemented after **meaningful consultation** with private school officials and parents and families.



Equitable Services, Part 1

- If a private school is participating in equitable services for Title I, Part A, ESEA requires such an LEA to reserve at least one percent from the proportional share allocated for equitable services and at least one percent of the total remaining amount for Title I activities in public schools.
- For example,
 - LEA's total Title I allocation is \$1,000,000.
 - From \$100,000 (10 percent) is allocated for all Title I equitable services activities and \$900,000 (90 percent) for all Title I activities in public schools.
 - The LEA must spend at least one percent (\$1,000 from the \$100,000 proportional share) to provide engagement activities for the parents and families of participating private school students (leaving \$99,000 for other equitable services activities).



Equitable Services, Part 2

- If an LEA's Title I allocation does not exceed \$500,000, the LEA may still reserve a portion of the proportional share to provide engagement activities for the parents and families of participating private school students. The amount reserved by the LEA would be based on timely and meaningful consultation with private school officials.



LEA: Policy Oversight Requirements

- Title I, Part A, of ESEA, as reauthorized by ESSA, requires that local educational agencies (LEAs) **conduct outreach to all parents and family members** and implement programs, activities, and procedures for the involvement of parents and family members. See ESEA § 1116(a)(1); 20 U.S.C. § 6318(a)(1).
- An LEA that receives Title I, Part A funds shall **develop jointly with, agree on, and distribute to** parents and family members of participating children, a written parent and **family engagement policy**. See ESEA § 1116(a)(2); 20 U.S.C. § 6318(a)(2).
- LEAs with an existing district-level parent and family engagement policy **should amend it**, if necessary, to meet the requirements of ESEA § 1116. See ESEA § 1116(a)(3); 20 U.S.C. § 6318(b)(3).



LEA: Policy Requirements

- The LEA policy must describe how it will:
 - **Involve families** in the development of the plan
 - **Provide schools with support** to implement effective parent and family activities
 - 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 of families, and use the findings to **revise** the engagement policies, and design strategies to design successful parent and family interactions and;
 - **Involve** families in school activities, which may include **establishing an advisory board** to develop, revise, and review the policy.



LEA: Building Capacity

- It is the responsibility of schools and LEAs to help parents understand topics that will help them become equal partners with educators in improving their children's academic achievement.
- **Schools and LEAs must help parents understand such things as:**
 - Challenging state academic standards;
 - State and local academic assessments, including alternative assessments;
 - The parent and family engagement requirements of ESEA § 1116; and
 - How to monitor their child's progress and work with educators to improve the achievement of their child. (ESEA § 1116(e)(1)).



Resources: Developing the LEA Policy

- The TDOE guide, [Developing a Written Parent and Family Engagement Policy](#), contains numerous tools, such as templates and checklists, to assist **LEAs and schools** in the development of the parent and family engagement policy.
- Located in ePlan>TDOE Resources> ESSA Information, Guidance, PPTs, & Webinars > Parent and Family Engagement Resources



Resources: Guide to a Quality Policy

- The [Innovative School Parent and Family Engagement Policy Guide to Quality](#) is a valuable resource to meet the requirements for the LEA-level Parent and Family Engagement Policy:
 - Jointly developed
 - Parental input
 - Annual Title I meeting
 - Communications
 - School-Parent Compact
 - Family friendly
 - Building capacity
 - Measure of effectiveness

Templates and Checklists

- The [Innovative School Parent and Family Engagement Policy Sample](#) and the [Traditional School Parent and Family Engagement Policy Template](#) are editable templates to serve as an exemplar guide for schools.
- The [School Parent and Family Engagement Policy Checklist](#) is a supportive tool when creating and assessing the policy

Resources: Parent and Family Engagement Policy

- [Developing a Written Parent and Family Engagement Policy - A Guide for Districts and Schools](#)
- [District Parent and Family Engagement Policy Checklist](#)
- [Innovative District Parent and Family Engagement Policy Guide to Quality](#)
- [Innovative District Parent and Family Engagement Policy Sample](#)
- [Traditional District Parent and Family Engagement Policy Template](#)

Resources: Parent and Family Engagement

- [ESEA Title I Parent Notification](#)
- [Guidance on Using Federal Education Funds for Food](#)
- [Federal Education Funds for Incentives and Rewards](#)
- [Tile I Parent Involvement Guidance Updated January 2025](#)
- Resources located in [ePlan](#)>ESSA Information, Guidance, PPTs & Webinars>Parent and Family Engagement Resources>Family & Community Engagement & Outreach and Parent and Family Engagement Policy Guide and Resources

LEA vs. School Requirements:

- LEA Requirements:
 - Written Parent and Family Engagement policy.
 - Oversight of school requirements
- School Requirements:
 - Written Parent and Family Engagement policy (different from the district's policy)
 - School-Parent Compact
 - Title I Annual Meeting



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Title I School Requirements

Parent and Family Engagement Policy

School-Parent Compact

Title I Meeting



Department of
Education

School: Parent and Family Engagement Oversight Requirements

- Each school served under Title I, Part A shall **jointly develop with, and distribute to**, parents and family members of participating children, a **written parent and family engagement policy**, agreed on by such parents, that shall describe the means for carrying out the requirements of ESEA § 1116(c)-(f); 20 U.S.C. § 6318(c)-(f).
- Parents shall be notified of the policy in an **understandable and uniform format** and, to the extent practicable, provided in a **language the parents can understand**. See ESEA § 1116(b)(1); 20 U.S.C. § 6318(b)(1).
- Such policy shall be **made available to the local community and updated** periodically to meet the changing needs of parents and the school. See ESEA § 1116(b)(1); 20 U.S.C. § 6318(b)(1).



School: Parent and Family Engagement Policy Requirements

At a minimum, the policy must 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 meetings, along with times;
- **Include families** in the parent and family engagement **planning, review, and improvement of** 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** that outlines how families, school staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards.

See ESEA § 1116(c); 20 U.S.C. § 6318(c).



Resources:

Guide to a quality school policy

- The [Innovative School Parent and Family Engagement Policy Guide to Quality](#) is a valuable resource to meet the requirements for the School-level Parent and Family Engagement Policy:
 - Jointly developed
 - Parental input
 - Annual Title I Meeting
 - Communications
 - School-Parent Compact
 - Family friendly
 - Building capacity
 - Measure of effectiveness



School: Parent and Family Engagement Oversight Responsibilities

- Parent-teacher conferences;
- Communication between the Title I teachers and parents on students' academic progress;
- Parent education; parent training activities on how to work at home with children on content and skills; and
- Reasonable access to Title I staff to receive information about their child's progress
- Family activities and meetings directly related to academic goals and policies.
- Activities and translations for non-English speaking families



Allowable Uses of Parent and Family Engagement, Part 1

- **Instructional Supplies for Parent and Family Events:**
 - Paper, markers, scissors, paint, post-it notes
 - Literacy Activities: Games, flashcards, take-home books
 - Math Activities: Games, manipulatives, activity cards
 - STEM/STREAM: Legos, magnets, pipe cleaners, tape, batteries
 - ACT prep materials
 - Light refreshments or meals ([Using Federal Funds for Food Sept.2024](#))



Allowable Uses of Parent and Family Engagement Funds for Schools, Part 2

- **Parent and Family Instructional Information:**
 - Instructional packets with directions for parents/families
 - Parent and family event newsletters
 - Books/instructional materials for parent/family check out
 - Summer learning materials



Allowable Uses of Parent and Family Engagement Funds for Schools, Part 3

- **Personnel**

- Full / Part-time Parent and Family Coordinator
- Stipends to plan and lead parent and family events before or after regular school hours

- **Guest Speakers (ensure there is an academic component):**

- Authors
- Storytellers
- Science guy

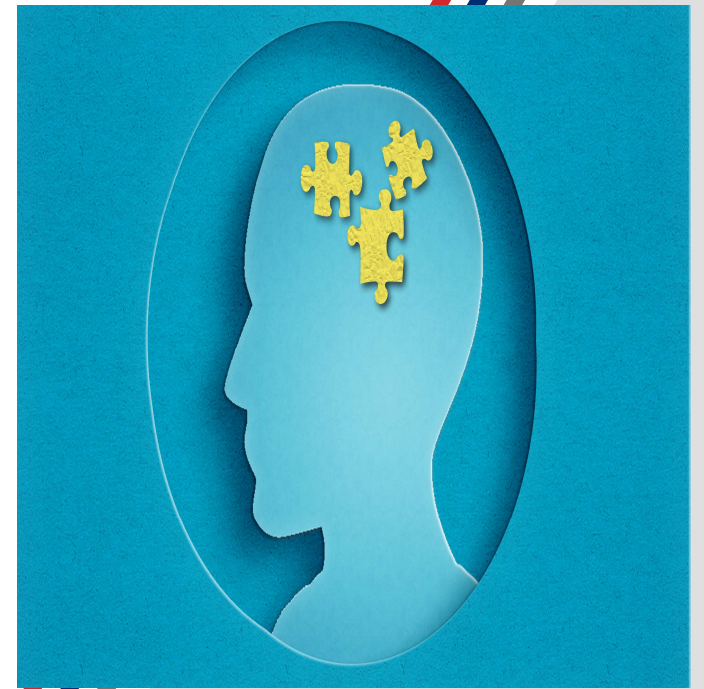
- **Professional Development:**

- TDOE Conferences offerings with a family engagement focus
- National Conferences with a family engagement focus



Brain Break!

- Sharing ideas strengthens opportunities for educational growth and success for students.
- Think of a successful parent and family event that you are willing to share.



Activities to Strengthen Parent and Family Engagement

- Schools may pay reasonable and necessary expenses associated with local parent and family engagement activities, including **transportation and childcare costs**, to enable parents to participate in school-related meetings and training sessions.
- Schools and LEAs should also arrange school meetings at a **variety of times**.
- In addition, for parents who are unable to attend conferences at school, schools may arrange for and conduct in-home conferences between teachers or other educators who work directly with participating children and the children's parents.
- Schools may also provide **training to parents** in how to enhance the involvement of other parents. (ESEA § 1116(e)(8)-(10); 20 U.S.C. § 6318(e)(8)-(10)).



Using Federal Education Funds for Food, Part 1

- LEAs and schools may use federal education funds to purchase cost-effective and reasonable food items to provide meals or light refreshments/snacks as necessary.
- Food costs are allowable for parent and family engagement events if:
 - There is a connection to a programmatic purpose;
 - The cost is reasonable; and
 - For meals, the event will occur at a typical mealtime; or the school/LEA has evidence that the absence of food would affect the meaningful outcome of the planned meeting.
- [Using Federal Funds for Food Sept. 2024](#)



Using Federal Education Funds for Food, Part 2

- Budgets should include:
 - Details on the programmatic purpose of the event(s), the cost of the food being purchased, and either the time of the event(s), or other evidence that the absence of food would affect the meaningful outcome of the planned meeting(s).
- Documentation should be maintained.
- Tips are not allowed.



School: Parent and Family Engagement Resources

- [Developing a Written Parent and Family Engagement Policy - A Guide for Districts and Schools](#)
- [Family Friendly Schools Walkthrough](#)
- [Federal Education Funds for Incentives and Rewards](#)
- [Guidance on Using Federal Funds for Food](#)
- [Innovative School Parent and Family Engagement Policy Guide to Quality](#)
- [Innovative School Parent and Family Engagement Policy Sample](#)
- [School Parent and Family Engagement Policy Checklist](#)
- [Traditional School Parent and Family Engagement Plan Template](#)

KC1

Slide 39

- KC1** [@Alisha Gilmore] - the last link "Traditional School Parent and Family Engagement Policy Template" link sends me to the "school parent and Family engagement policy checklist".
Katharine Chapman, 2026-08-10T18:49:13.617
- 1 0** [@Katharine Chapman] Hopefully, this link will work for you. Thank you.
Alisha Gilmore, 2026-08-11T12:29:14.803
- KC1 1** that worked! thanks!
Katharine Chapman, 2026-08-11T14:18:56.699

School-Parent Compact

- Title I, Part A, requires that schools **shall 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. See ESEA § 1116(d); 20 U.S.C. § 6318(d).
- Documentation of stakeholder collaboration is required (invitation, agenda, sign-in sheet).



School–Parent Compact Requirements, Part 1

- Describe the **school's responsibilities to provide high-quality curriculum and instruction** in a supportive, effective environment. (ESEA § 1116(d)(1); 20 U.S.C. § 6318(d)(1))
- **Include ways parents and families can support their child's learning.**
 - Some examples of this are volunteering in their children's classroom, participating in decisions about the education of their children, and positive use of after-school time. (ESEA § 1116(d)(1); 20 U.S.C. § 6318(d)(1))



School-Parent Compact Requirements, Part 2

- **Be written and communicated in an understandable and uniform format** and, to the extent practicable, in a language the parents can understand. (ESEA §1116(b)(1); 20 U.S.C. § 6318(b)(1))
- **Be evaluated annually and updated periodically for effectiveness** in improving the academic quality of the school and to meet the changing needs of families, students, and the school. (ESEA § 1116(a) 20 U.S.C § 6318(a)(2)(E) and (b)(1))

.....

School-Parent Compact Requirements, Part 3

- The compact shall address the **importance of communication** between teachers and parents on an ongoing basis through, **at a minimum**:
 - **Parent-teacher conferences** in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - **Frequent reports** to parents on their children's progress;
 - **Reasonable access to staff, opportunities to volunteer** and participate in their child's class, and observation of classroom activities; and
 - Ensuring **regular two-way, meaningful communication** between family members and school staff, and, to the extent practicable, in a language that family members can understand.

See 20 U.S.C. § 6318(d)(2).



School-Parent Compact Oversight

- While some schools previously utilized compacts that required signatures from parents, teachers, and students, this is not required in the federal law. **Signing compacts is optional.**
- A compact is most useful as a communication tool to strengthen home-school relationships, not a contract to be used for corrective purposes.



School-Parent Compact Toolkit

- The [Make the Connection: Creating an Effective School-Parent Compact](#) contains numerous tips and tools to make the process simple and efficient, including several compact templates and a parent survey to gather feedback.
- Located in [ePlan > TDOE Resources](#) > ESSA Information, Guidance, PPTs, & Webinars > Parent and Family Engagement Resources



Parent and Family Engagement Policy vs School-Parent Compact

- A **Parent and Family Engagement Policy** explains how a district or a school will support the important role families play in the education of their children. Every district that receives Title I, Part A funds must have a written parent and family engagement policy. The same is required for every Title I school.
- A **School-Parent Compact** outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Title I schools must have a School-Parent Compact.



Resource: Compact Templates and Examplesc

- ePlan>[TDOE Resources](#)>ESSA Information, Guidance, PPTs, & Webinars
> Parent and Family Engagement Resources
 - [Make the Connection: Creating an Effective School-Parent Compact \(Toolkit\)](#)
 - [Compact Tool 1-B: Project Timeline](#)
 - [Compact Tool 1-D: The Power of Partnerships Family Survey](#)
 - [Compact Tool 3-A: School Parent Compact Guide to Quality](#)
 - [School-Parent Compact Checklist](#)
 - [Compact Tool 3-B: School-Parent Compact Template-Brochure](#)
 - [Compact Tool 3-B: School-Parent Compact Template-Newsletter](#)
 - [Compact Tool 5-C: Compact Review Meeting Template](#)

School: Annual Title I Meeting

- Each school receiving Title I, Part A funds is required to convene an **annual Title I, Part A meeting**. See ESEA § 1116(c)(1); 20 U.S.C. § 6318(c)(1).
- The purpose of this meeting is to **inform parents and families** of the school's participation in the Title I program and the right of families to be involved.
- The annual meeting for **schoolwide programs** should include **all** of the parents and families of a Title I, Part A school.
- The annual meeting for **targeted assistance programs** should target and include **only** the families of the students identified to receive Title I, Part A services.



Annual Title I Meeting Requirements, Part 1

- The annual meeting should address, at a minimum:
 - An **explanation of the Title I, Part A program**, including:
 - an explanation of the school's high-quality curriculum,
 - information on the forms of academic assessment used to measure student progress, and
 - information on the proficiency levels students are expected to meet;
 - The Title I, Part A one percent **set-aside** and the families' role in determining the distribution of funds



Annual Title I Meeting Requirements, Part 2

- The LEA and school **Parent and Family Engagement Policy**;
- The **School-Parent Compact**; and
- The **right of families to**:
 - be involved and how they can support their child's learning
 - access to staff
 - parent-teacher conferences
 - flexible number of meetings
 - know staff qualifications

See (ESEA § 1116(c)(1); 20 U.S.C. § 6318(c)(1).



Resource: Annual Title I Meeting

- [Title 1 Meeting Q & A](#)
- [Annual Title I meeting flyer template](#)
- [Annual Title I Schoolwide presentation template](#)
- [Annual Title I Meeting Sample Protocol and Agenda](#)
- [Sample meeting facilitated discussion](#)
- [Sample sign-in sheet](#)
- [Sample meeting evaluation form](#)

Slide 51

KC1 [@Alisha Gilmore] The "Sample Meeting Protocols & agenda" link downloads the "Sample Sign-in sheet"
Katharine Chapman, 2026-08-10T18:52:43.677

1 0 [@Katharine Chapman] corrected. Thank you
Alisha Gilmore, 2026-08-11T12:33:21.031

LEA and School Requirements

- LEA Requirements:
 - Written Parent and Family Engagement Policy.
 - Oversight of school requirements
- School Requirements:
 - Written Parent and Family Engagement Policy (different from the district's policy)
 - School-Parent Compact
 - Title I Annual Meeting



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Stakeholder Collaboration Requirements

Stakeholder Documentation

Documentation of Collaboration

Best Practices:

- **Maintain all meeting and event invitations** (flyers, emails, website blurbs, etc.).
- **Create detailed agendas** for all meetings.
- Keep **minutes** of meetings, including the suggestions and responses of families.
- **Sign-in sheets** with date, time, name, and participant's role.
- Remember, **school employees** who are also parents **cannot** be counted as true parent representatives on any school team or committee,



Proof of Collaboration

- **Invitation:**

- Title: Annual Title I Meeting with date and time of event. If the Parent and Family Engagement Policy and School-Parent Compact are being reviewed/revised at the Title I meeting, ensure this is part of the meeting title and on the invitation.

- **Agenda:**

- Title of meeting with a list of items to be reviewed. If the Parent and Family Engagement Policy and School Parent Compact are included for review, ensure parent/family feedback is listed on the agenda and a source of feedback is maintained.

- **Sign In:**

- Title: Title with **date** and **time** of event.
- **Name** of attendee and **role**: John Doe – Parent



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Common Monitoring Issues

Risk-Based Monitoring

Maintaining proper documentation, Part 1

- **Invitations:** Title (Include all applicable), Date, Time, Location
 - Annual Title I
 - Parent and Family Engagement review
 - School-Parent Compact review
- **Agendas:** Include all applicable items
 - Annual Title I
 - Parent and Family Engagement review
 - School-Parent Compact review
- **Sign-in sheets:** must include Title (Include all applicable), Date, Time, Name, Role
 - Annual Title I
 - Parent and Family Engagement review
 - School-Parent Compact review



Maintaining proper documentation

Part 2

- Proof of Collaboration
 - LEA
 - School
- LEA Proof of Dissemination of Title I Requirements to Title I Schools for Parental Involvement Requirements
 - Annual Title I
 - Parent and Family Engagement review
 - School-Parent Compact review



Best Practices

- Offering **flexible meeting times**.
- Ensure that all family engagement events are **linked to learning and how families can support their student at home**.
 - Examples of events that would benefit from adding a learning component:
 - Donuts with Dad/Muffins with Mom
 - Student performances
 - Family game night





Recap

- LEA and School must have separate Parent and Family Policies.
- School must have:
 - Parent and Family Engagement Policy
 - School-Parent Compact
 - Annual Title I Meeting

Questions?

- Thank you!



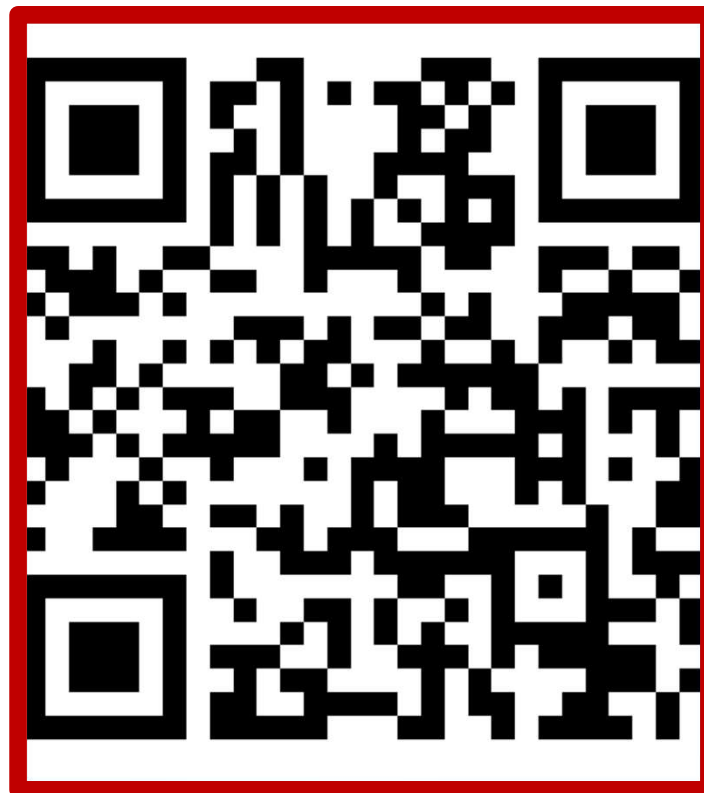
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**Please share your
feedback from this
session.**

You may also find complete the
feedback survey at this link.

[2026 Federal Programs Institute Session
Feedback Form](#)



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What's Next | 1:00 – 2:10 p.m.

- Common ESSA Findings & Strategies for Success (Room 3)
- Strategic Funding for Student Success (Room 4)
- ESL Rule in Real-World Contexts (Room 5)
- The Path to Better ESSA Data (Room 6)
- Meaningful Consultation & Equitable Services (Room 9/10)



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