

Title III Roadshows 2026: Chapters of Success

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Agenda

- Background
- Procedures
- Required Trainings
- Individual Learning Plans
- Scheduling
- Staffing
- Translation and Interpretation
- Parent Waivers
- True/False
- Who to Ask
- Listening Tour



Activity- Speed Networking

- Inner circle will move to the right when the bell rings
- 2 minutes for both people to do introductions and discuss one of these topics:
 - Best resource you've developed for Title III
 - Most effective family engagement strategy for Title III
 - Biggest lesson learned last year
 - One thing every new Title III Director should know

Activity- Resource Swap

- Please complete the activity by lunch
- Write on your sticky note
 - Name
 - LEA
 - One thing I've got (example: compliant reclassification procedure)
 - One thing I need (example: ideas of where to send ESL teachers for ESL specific PD)

 - The thing you've got needs to be something you're willing to share

The Prologue: Rules, Laws, and Guidance

Rules, Laws, and Guidance



Federal



Every Student Succeeds Act- Title III
Civil Rights Act of 1964- Title VI
Lau v Nichols
Equal Educational Opportunities Act
Office for Civil Rights (OCR) and U.S.
Dept of Justice (DOJ) Guidance
Plyler v Doe
Castaneda v Pickard



State



TN SBE 0520-01-19
ESL Policy 3.207
TN SBE 0520-01-03
TN SBE 0520-01-02



Local



LEA Policies and Procedures

Chapter 1: Plot Foundations (Procedures)

Anti-Discrimination Policies and Practices

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

Home Language Survey (HLS) Procedures

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

HLS Procedures, Part 2

- **An HLS should be completed only once in a student's educational career.**
- If the student has previously attended another LEA, the receiving school or LEA shall attempt to obtain the original HLS from the sending LEA.
- If the receiving LEA cannot obtain the original HLS after reasonable attempts to do so, it may re-administer the HLS, but shall mark it as a secondary HLS.
- If the original HLS is found, it shall replace the secondary HLS in the student's file.

HLS Procedures, Part 3

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

Individual Learning Plans (ILP) Oversight Plan

- Must include:
 - Development of ILPs
 - Monitoring of ILPs quarterly
 - Provision of intensified support for ELs not meeting growth expectations
 - Annual review and revision by ILP team
 - Parental communication and involvement in ILP process
 - Seamless coordination of services and supports for ELs with disabilities and/or characteristics of dyslexia
 - Training for teachers providing direct or indirect ESL services (ILP requirements, development, and implementation)
 - Sufficient staffing and resources required to support the development and implementation of all ILPs across the LEA or public charter school

ILP Oversight

- LEAs shall monitor authorized public charter schools to ensure compliance with this Chapter.
- Teachers shall monitor the academic and English language proficiency growth of EL students through benchmarking, progress-monitoring, formative assessments, and/or summative assessments **at least quarterly**.

Reclassification Procedure

- If a Transitional EL demonstrates difficulty in the general education classroom or fails to meet ILP benchmarks, academic interventions should be provided by a general classroom teacher or a teacher with an ESL endorsement.
- Each LEA shall have a written reclassification procedure to be used for exited ELs who require reentry if academic or non-academic interventions are unsuccessful.
 - Must include parent consent.

Chapter 2: Author's Guidelines (Required Trainings)

Required Trainings

- Required trainings for all teachers who provide direct or indirect ESL services
 - Tennessee English language development (ELD) standards
 - Appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science, and social studies
 - English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language
 - Strategies for collaboration between teachers serving EL students so that ILPs are developed and implemented by all educators
 - Requirements regarding ILP development and implementation

Chapter 3: Character Development (ILPs)

ILP Requirements

- Assessment Data-English Language Proficiency Assessment
- Relevant demographic data including years of ESL service, Long Term English Learner status, additional services (RTI, IEP, etc.)
- Data from other assessments may be included (TCAP, benchmarks, URS)
- Strategies, accommodations, and scaffolding that provide access to instruction (as decided by the ILP team)
- Short-term goals in each of the four domains
- Growth trajectories based on individual student data

ILP Requirements: Grade Specific

- **K-Grade 3:** Direct ESL Services and language focused supports that provide access to classroom instruction aligned to grade-level academic standards
- **Grades 4-12:** Direct ESL Services and language, academic, and career-readiness supports that provide access to classroom instruction aligned to grade-level academic standards

ILP Requirements: Transitional Students

- Outline services in accordance with Transitional EL status and needs
- Relevant demographic data including years of ESL service, Long Term English Learner status, additional services (RTI, IEP, etc.)
- Data from other assessments may be included (TCAP, benchmarks, URS)
- Short-term academic goals
- Career readiness for grades 4-12
- Scaffolds for access to instruction for grades K-12

ILP Requirements: Updates and Reviews

- The ILP Team reviews and revises, as necessary, each ILP at least annually

Chapter 4: Structuring the Story (Scheduling Requirements)

Delivery Models

- Co-Teaching Instruction
- ELD-aligned course
- Pull-out instruction

Delivery Locations

- Provided in:
 - ESL classrooms
 - General education classrooms
 - Newcomer centers
 - Programs for RAEs
 - Virtual classrooms

Program Models

- Sheltered English Instruction
 - Structured English Immersion
 - Specially Designed Academic Instruction in English (SDAIE)
 - Content-Based Instruction
 - Heritage Language Instruction
 - Another model approved by the Department
-
- All models must be evidence-based and effective, provide effective language instruction education programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement, and be aligned to the Tennessee ELD standards.

Elementary School Requirements

- Minimum of one (1) hour of Direct ESL Service per school day from teacher who holds an ESL endorsement until student achieves a qualifying score for exit or a qualifying score for tailored services.

Middle School and High School Requirements

- Minimum of one (1) hour of Direct ESL Service per school day
- OR**
- The equivalent of one full-class period of at least 45 minutes in duration per school day
- Until student achieves qualifying score for exit or qualifying score for tailored services

Tailoring of Services

- EL students in grades 1-12 who score at least a level four (4) in three (3) domains which shall include reading, writing, and either listening or speaking.
- **Note:** *Tailoring of services is based on the English language proficiency **assessment** scores, not English language proficiency screener scores.*

Exit Criteria

ELPA21 Summative Assessment

A score of four (4) or above in all non-exempt domains

Alt ELPA Summative (ELs who are identified on their IEP as requiring alternate assessments)

A score of three (3) or above in all non-exempt modalities

- **Receptive modality:** combined score for reading and listening domains
- **Productive modality:** combined score for speaking and writing domains

Exited by Another State

- If a student was exited from ESL services by another state, the exit shall stand as valid.

Transitional ELs

- Students who exit Direct or Indirect ESL Services shall be considered Transitional EL for four (4) school years.
- T1 and T2
 - Must have transitional ILPs
 - Served in general education classroom
 - Monitored for two years
- T3 and T4 are included for EL subgroup accountability purposes.

Chapter 5: Supporting Cast (Other Programs)

ELs Suspected of Having a Disability

- All ELs suspected of having a disability are located, identified, and evaluated for special education and related services in a timely manner in accordance with state and federal laws.
- LEAs shall consider language proficiency of ELs when conducting special education and/or Section 504 evaluations.
- ELs shall not be identified as students with disabilities solely because of their limited English language proficiency.

Other Services

- LEAs shall provide EL students with disabilities with **both** the language assistance and disability-related services to which they are entitled under state and federal law.
- Neither Response to Instruction and Intervention (RTI²) nor special education services shall be used in place of Direct ESL Services.

ELs Suspected of Having Characteristics of Dyslexia

- LEAs shall consider the English language proficiency of ELs in determining the appropriate assessments and other evaluation materials to be used.
- ELs shall not be identified as having characteristics of dyslexia solely because of their limited English language proficiency.
- In addition to an ILP for English language proficiency, an LEA shall provide to an EL identified as having characteristics of dyslexia an ILP-D in accordance with state laws and regulations.

Chapter 6: Clear Communication (Translation and Interpretation)

Electronic Translation

- Google Translate
 - Microsoft Translate
 - Reverso
 - Parent Square
 - Boostlingo
 - Other electronic translation
-
- Any type of electronic or artificial intelligence translation **MUST** be verified for accuracy by someone who has fluency in both languages and can attest that the translation is accurate and conveys the intended message of the original.

Family, Students, Untrained Staff, or Untrained Volunteers

- Translators MUST be trained in FERPA
- Confidentiality
- Fluency in all four domains in both English and the other language
- Students should not be translating for parents or other students

Chapter 7: Optional Storylines (Parent Waivers)

Parent Notification

- Parents or guardians of ELs shall be annually informed of the right to waive placement of their child in ESL programs.
- Each LEA shall provide the parent/guardian the option to waive Direct ESL services before services are provided, or at any time during the school year.
- If a parent waives Direct ESL Services, the general education classroom teacher shall be responsible for providing Indirect ESL Services in the form of linguistically appropriate accommodations and scaffolding within the general education setting as described in the student's ILP.

Parent Rights

- LEAs shall communicate information related to identification, screening, and service delivery to parents or guardians of ELs in the language and method that parents or guardians can understand.
- Parents of guardians must be informed of the following:
 - ESL program type to be used
 - Length of time expected for completion of ESL services
 - How the student was assessed
 - Options related to program types
- Notification to parents or guardians must include:
 - Right to waive placement in ESL programs
 - Right to waive Direct ESL Service at any time
 - Scaffolding and accommodations to be provided

Chapter 8: Fact or Fiction?

Fact or Fiction? #1

- LEAs have to screen ALL potential ELs except foreign exchange students since they have to pass an English test to be part of the exchange program

Fact

Fact or Fiction? #2

- We can use translation devices in our front office to help with communication with parents.

Fiction

Fact or Fiction? #3

- The only way a student can exit ESL is by achieving the cut scores on ELPA21.

Fact

Fact or Fiction? #4

- A student scored 4/2/4/4 (Listening, Speaking, Reading, Writing) the student can therefore have tailored services.

Fact

Fact or Fiction? #5

- A parent must consent before a district can screen a student.

Fiction

Fact or Fiction? #6

- Title III funds can be spent on T1/T2 students.

Fiction

Fact or Fiction? #7

- A student must speak another language at home every day to qualify for ESL screening.

Fiction

Fact or Fiction? #8

- A district with a 25% exit rate has a better ESL program than a district with a 10% exit rate.

Fiction

Fact or Fiction? #9

- English learners must meet the same Tennessee academic standards as non-EL students.

Fact

Fact or Fiction? #10

- A transfer student has an ILP in PULSE so the receiving LEA does not need to worry about obtaining the original HLS.

Fiction

Resource Swap

Chapter 9: The Reference Desk (Who to Ask)

Who Do I Ask? #1

- Why did my exemption request for a domain on ELPA21 get denied?

Nancy

Who Do I Ask? #2

- Is this supplanting?

Hannah or
Divisional
Coordinators

Who Do I Ask? #3

- What program model is this?

Raven

Who Do I Ask? #4

- Do I have to create goals for every area in the ILP?

Hannah

Who Do I Ask? #5

- What is the cut off for read aloud for ELs?

Nancy

Who Do I Ask? #6

- Should we screen this student who has _____(special needs)?

Hannah

Who Do I Ask? #7

- Is there a recommended curriculum for ELD?

Raven

Who Do I Ask? #8

- Can I have an ESL teacher on a waiver?

Educator Licensure

Who Do I Ask? #9

- Is there an updated ESL Manual?

Hannah

Who Do I Ask? #10

- What do I do in PULSE for a student who was misidentified?

Joann

Who Do I Ask? #11

- We received a new student from out-of-state. Do we screen this student?

Hannah

Who Do I Ask? #12

- Where can I find the Standards Crosswalks?

Raven

Who Do I Ask? #13

- Is virtual ESL an option?

Hannah

Who Do I Ask? #14

- Why didn't I get to apply for the Immigrant Discretionary Grant?

Vanessa Waters

Who Do I Ask? #15

- A student was in our district but went to a private school for 4 years. Do I have to rescreen them with ELPA?

Hannah

Who Do I Ask? #16

- Any ideas on how to train my content teachers on how to use the standards crosswalks?

Raven

Who Do I Ask? #17

- Can I do push-in services?

Hannah

Who Do I Ask? #18

- We have a new Title III Director. Who do I need to tell about this?

Hannah, Nancy,
Joann, Raven, CFA,
ePlan, etc.

Who Do I Ask? #19

- My non-public schools want to receive Title III funds. Who can help with that?

Michelle Harless

Who Do I Ask? #20

- Is this schedule ok?

Hannah

Who Do I Ask? #21

- What is the course code for ____?

Raven

Who Do I Ask? #22

- Can parents opt out of the screener?

Hannah

Who Do I Ask? #23

- Can my non-public schools use ELPA21 to screen?

Michelle Harless

Who Do I Ask? #24

- Are there any PULSE trainings soon for new people?

Joann

Who Do I Ask? #25

- Can I use Google Translate for documents?

Hannah

Who Do I Ask? #26

- Our monitoring items haven't been reviewed and approved. Can you review them please?

Divisional
Coordinators

Who Do I Ask? #27

- Do I have to screen an exchange student?

Hannah

Who Do I Ask? #28

- What accommodations can I use on TCAP for my ELs?

Nancy

Who Do I Ask? #29

- Does this student qualify for tailored services?

Hannah

Who Do I Ask? #30

- Do my first-year ELs have to take TCAP?

Nancy

Who Do I Ask? #31

- Is this an allowable Title III expense?

Hannah or
Divisional
Coordinator

Who Do I Ask? #32

- What permission group can submit a Zendesk ticket?

Joann

Who Do I Ask? #33

- Can we say that our intermediate school (grades 3-5) is a middle school for scheduling purposes?

Hannah

Who Do I Ask? #34

- What are some scaffolds I can use for this student?

Raven

Who Do I Ask? #35

- What goals are required for T1/T2 students?

Hannah

Who Do I Ask? #36

- I submitted a waiver but haven't heard back. Who can I ask?

Education Waivers

Who Do I Ask? #37

- What students are counted in the staffing ratio?

Hannah

Who Do I Ask? #38

- My Oct. 1 Count isn't correct. Who can help me?

Teri Manning

Who Do I Ask? #39

- What do we do with a secondary HLS?

Hannah

Epilogue: What's Next?

Listening Tour Guidelines

- Keep things we can't change out of it (legislation, technology issues, requirements of rule)
- No complaining or jumping on the bandwagon of another LEA
- If you have something constructive to add to another person's thought, use "Yes, and. . ."



Listening Tour Discussion Questions

- Time for you to talk
- What supports or tools from TDOE have been the most helpful?
- Which trainings or updates have made the biggest difference in your work?
- Where do you feel stuck?
- What tools or resources would you like TDOE to produce?
- In what areas do we need to provide more support or training?

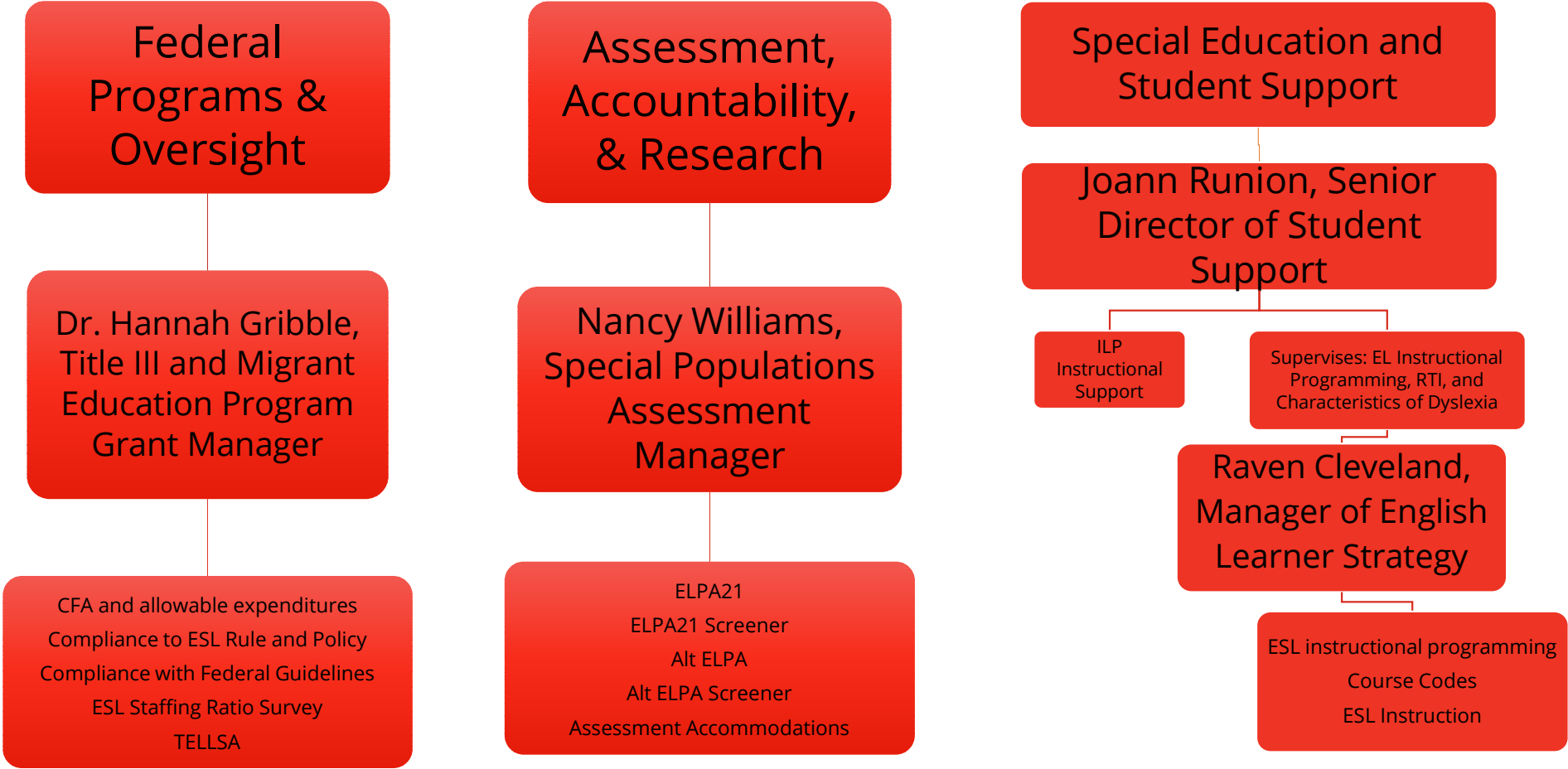


ESL Rule and Policy Resources

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



ESL Team





Thank You!

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