AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – June 24, 2025 – 5:00 p.m.
Freda Player, Chair

I. CONVENE and ACTION
- A. Call to Order
- B. Establish Quorum
- C. Pledge of Allegiance
- D. Adoption of Agenda

II. AWARDS AND RECOGNITIONS

III. DIRECTOR'S REPORT
- A. State of Schools

IV. PUBLIC PARTICIPATION
The Board will hear from those persons who have requested to appear at this Board meeting. In the interest of time, speakers are requested to limit remarks to two minutes or less. Comments will be timed.

V. COMMITTEE REPORTS

VI. GOVERNANCE ISSUES
- A. Actions
  1. Consent
     - a. Minutes – 6.10.2025 – Regular Meeting
     - b. Awarding of Purchases and Contracts
     - c. ESA/ESSA/IDEA Application
     - d. Settlement Madasun McKethan et al v. Metropolitan Government
     - e. Student Parent Handbook

VII. BOARD REPORTS

VIII. WRITTEN INFORMATION FOR THE BOARD
- A. Sales Tax Collections as of June 20, 2025

IX. ADJOURNMENT

If any accommodations are needed for individuals with disabilities who wish to be present at this meeting, please submit the accommodation through hubNashville at https://nashville.gov/hub-ADA-boards or by calling (615) 862-5000. Requests should be made soon as possible, but 72 hours prior to the scheduled is recommended

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING – June 10, 2025

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair, Rachael Anne Elrod, Erin O'Hara Block, Cheryl Mayes (arrived at 3:30 p.m.), TK Fayne, Abigail Tylor, Robert Taylor, Rachael Anne Elrod and Zach Young

Student Members Absent: Hannah Nguyen and Christine Tran

Meeting called to order at 5:00 p.m.

CONVENE AND ACTION

A. Call to Order – Freda Player called the meeting to order.
B. Pledge of Allegiance - Led by Chris Henson.
C. Adoption of Agenda

Motion to agenda to adopt agenda with changes.
By Cheryl Mayes, seconded Berthena Nabaa-Mckinney
Vote: 9-0 (unanimous)

AWARDS AND RECOGNITIONS

A. Adventure Science Center Award - William Zhong, Hume-Fogg Academic Magnet High School – The Board and Dr. Battle recognized the student.
B. TSSAA Class AA Boys' Tennis State Champion - Hume-Fogg Academic High School – The Board and Dr. Battle recognized the team.
C. TSSAA Class AA Boys' Singles Tennis State Champion - Elliott Parker, Hume-Fogg Academic High School – The Board and Dr. Battle recognized the student.

PUBLIC PARTICIPATION

A. Daniel Phillips – He addressed the Board concerning the Architecture and Engineering offering within MNPS.
B. Carl Carter – He addressed the Board concerning MNPS Alternative Learning Centers.
C. Myron Franklin – He addressed the Board concerning Johnson ALC.
D. Ahmed White – He addressed the Board concerning the Rock Academy Charter Application.
E. NaCole Robb - She addressed the Board concerning the Rock Academy Charter Application.
F. Lekita Sims - She addressed the Board concerning the Rock Academy Charter Application.
G. Wood Caldwell - He addressed the Board concerning the Forge School Charter Application.
H. Troy Smith - He addressed the Board concerning the Forge School Charter Application.
I. Jennifer Rhodes - She addressed the Board concerning the Rock Acadmey School Charter Application.
J. Sara Tuttle - She addressed the Board concerning the Forge School Charter Application.
K. Carol Brown – She addressed the Board concerning MNPS Attendance Support.
L. Sonya Thomas – She addressed the Board concerning Nashville Propel.
M. Karla McAlister - She addressed the Board concerning Nashville Propel.
N. Matthew Nelson – He addressed the Board concerning College and Career Readiness within MNPS.

BOARD COMMITTEE REPORTS

A. Cheryl Mayes – Announced that Ava Dahash would be serving as Junior Student School Board member for 2025-2026.
B. Berthena Nabaa-Mckinney – Gave a brief update on the budget process.

GOVERNANCE ISSUES

Consent

A. Minutes – 5.27.2025 – Regular Meeting
B. Awarding of Purchases and Contracts
1. Anthony N. Harris dba Avenue Construction, LLC
2. BCI Burke Company
3. Beynon Sports Surfaces
4. Bryne and Jones Construction
5. Education Strategy Group, LLC
6. EnviroChem, Inc.
7. Family & Children's Services
8. Genesis Learning Centers
9. GeoSurfaces Southeast, Inc.
10. Hendrick, Inc.
11. Jarrett Fire Protection, LLC
12. KIPP Nashville, Nonprofit LLC
13. McCain Foods USA, Inc.
14. McCloskey Mechanical Contractors, Inc.
15. Sessions Paving Company
16. STARS Nashville
17. Trilogy Mentors dba Pearl
18. Unico Technology, LLC (authorized reseller under Carahsoft Technology Corporation)
19. United Way of Middle Tennessee dba United Way of Greater Nashville

C. Approval of FY 25-26 Operating Budget – *Recommendation from Budget and Finance Committee*
D. Arledge vs The Metropolitan Government of Nashville & Davidson County

Motion to approve the consent agenda.
By Zach Young, seconded Berthena Nabaa-Mckinney
Vote: 9-0 (unanimous)

2. Amended New Start Charter Applications

Motion to approve to deny the appeal of the Amended Charter New Start Application for the Forge School based on the Charter Schools Team Review Finding Report and presentation noting deficiencies in the Academic Plan and Design, Operations Plan and Capacity and Financial Plan and Capacity. Among those within the review team evidence. I would note these specific concerns that should be addressed but are still deficient but not limited to Parent and Community Engagement and Support, Recruitment and Enrollment, Facilities and Operating Budget.

By Berthena Nabaa-Mckinney, seconded TK Fayne
Vote: 8-1 (Zach Young)

Motion to approve to deny the appeal of the Amended Charter New Start Application for the Rocketship #5 School based on the Charter Schools Team Review Finding Report and presentation noting deficiencies in the Academic Focus and Performance, Recruitment and Enrollment and Design, Parent and Academic Performance Record as highlighted in the Charter Office for MNPS. Community Engagement and

By Cheryl Mayes, seconded Abigail Tylor
Vote: 9-0

Motion to approve to deny the appeal of the Amended Charter New Start Application for the Rock Academy School based on the Charter Schools Team Review Finding Report and presentation noting deficiencies in the Academic Plan and Design, Operations Plan and Capacity and Financial Plan and Capacity. Highlighting deficiency but not Facilities, Transportation and Overall Operating Budget.

By TK Fayne, seconded Berthena Nabaa-Mckinney
Vote: 7-2 (Zach Young, Robert Taylor)

BOARD REPORTS

A. Freda Player announced that there will not a Board Meeting held on July 8.
B. Zach Young spoke briefly about the support of all MNPS employees, staff and stakeholders regardless of gender identity, gender expression or sexual orientation.

Freda Player adjourned the meeting at 7:19 p.m.



Chris M. Henson — Board Secretary

Freda Player — Board Chair

Date

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(1)

VENDOR:	Apple, Inc.
SERVICE/GOODS (SOW):	Amendment #5 extends the contract term and increases the contract value. The contract is for the purchase of Apple hardware and software.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 1, 2025 through June 30, 2026
FOR WHOM:	All MNPS Students and Staff
COMPENSATION:	This amendment increases the contract value by $1,400,000. Total compensation for this contract is not to exceed $10,200,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Technology Services
EVALUATION:	Based on the quality and timeliness of the goods and services provided.
MBPE CONTRACT NUMBER:	7515152
SOURCE OF FUNDS:	Various Operating and Federal Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(2)

VENDOR:	Fisher Installations, LLC dba Bleachers and Seats
SERVICE/GOODS (SOW):	For the provision of sports equipment services and related projects as needed. Projects may include, but are not limited to, the installation or replacement of basketball goals, volleyball nets, windscreens, sideline mats, goalposts, track equipment, and similar items.
SOURCING METHOD:	RFP 395374
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7618032
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(2)

VENDOR:	Fisher Installations, LLC dba Bleachers and Seats
SERVICE/GOODS (SOW):	For the provision of indoor gym bleachers, outdoor bleachers, and press boxes.
SOURCING METHOD:	RFP 395378
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7618119
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(3)

VENDOR:	The Ingram Group, LLC
SERVICE/GOODS (SOW):	For the provision of comprehensive strategic advisement and execution support focusing on the following: intergovernmental and Federal relations, strategic partnerships and strategic planning and execution, philanthropic engagement, executive coaching anchored in the context of MNPS, organizational performance and efficiency, evaluation and support of key financial initiatives, and emerging, responsive support.
SOURCING METHOD:	Sole Source
TERM:	June 11, 2025 through June 30, 2026
FOR WHOM:	MNPS Executive Leadership
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $240,000. Total compensation is based on an estimated yearly amount of $240,000.
OVERSIGHT:	MNPS Executive Leadership
EVALUATION:	Based on the successful completion and presentation of the following: reports and analysis of strategic planning anchored in key initiatives, philanthropy, executive coaching and succession planning; local, state, and federal policy; weekly/monthly check-ins; active engagement in current meeting structures and through-lines; review of existing plans and policies related to scope of work and strategic initiatives; active engagement on key meetings with local, state, federal level, and business community.
MBPE CONTRACT NUMBER:	7618006
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(4)

VENDOR:	Institutional Wholesale Company, Inc.
SERVICE/GOODS (SOW):	Amendment #5 extends the contract term and increases the contract value. The contract is for the provision of general groceries (meats, frozen, and staple foods) as needed for all Metro Nashville Public Schools and the Metro Action Commission.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 25, 2025 through December 31, 2025
FOR WHOM:	All MNPS Students
COMPENSATION:	This amendment increases the contract value by $8,600,000. Total compensation for this contract is not to exceed $51,800,000. Total compensation is based on an estimated yearly amount of $17,200,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the quality and timeliness of the goods provided.
MBPE CONTRACT NUMBER:	7497930
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(5)

VENDOR:	Metro Government of Nashville and Davidson County, Department of General Services
SERVICE/GOODS (SOW):	Memorandum of Understanding (MOU) regarding the use of unoccupied land near Isaiah T. Creswell Middle School for the development of the new Fire Station 24. In exchange for custodianship and exclusive rights for development, maintenance, and long-term operations of the Fire Station 24, the Department of General Services will develop additional open space for a playing field surface and an ADA compliant path to the field.
SOURCING METHOD:	Negotiated Services
TERM:	Date Filed with Metro Clerk through Project Completion
FOR WHOM:	Metro Government Department of General Services
COMPENSATION:	No monetary compensation will be provided under this MOU; however, the estimated value of the property use exceeds $500,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the adherence to the terms and conditions of the MOU.
MBPE CONTRACT NUMBER:	7616849
SOURCE OF FUNDS:	No Compensation

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(6)

VENDOR:	Microsoft Corporation
SERVICE/GOODS (SOW):	For the provision of Microsoft Unified Enterprise Support services for escalation support of core MNPS operating systems.
SOURCING METHOD:	Sole Source
TERM:	July 16, 2025 through July 15, 2027
FOR WHOM:	Technology Services
COMPENSATION:	Contractor will be compensated in accordance with the Support Service Fees section of the contract. Total compensation for this contract is not to exceed $296,558.92. Total compensation is based on an estimated yearly amount of $148,279.46.
OVERSIGHT:	Technology Services
EVALUATION:	Based on the responsiveness and effectiveness in implementing new services and resolving issues within existing platforms, as well as the resources made available to MNPS for support and resolution strategies.
MBPE CONTRACT NUMBER:	7618255
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(7)

VENDOR:	Nashville State Community College (NSCC)
SERVICE/GOODS (SOW):	Amendment #4 extends the contract term and increases the contract value. This dual enrollment agreement between NSCC and MNPS enables eligible MNPS students to earn both college credit and high school graduation credit concurrently upon successful completion of qualified courses.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 25, 2025 through December 31, 2025
FOR WHOM:	Students enrolled in NSCC Dual Enrollment Courses
COMPENSATION:	This amendment increases the contract value by $150,000. Total compensation for this contract is not to exceed $1,050,000. Total compensation is based on an estimated yearly amount of $500,000.
OVERSIGHT:	College and Career Readiness
EVALUATION:	Based on student enrollment and attainment of dual enrollment credits through NSCC will be measured through transcript grades provided by NSCC.
MBPE CONTRACT NUMBER:	7538084
SOURCE OF FUNDS:	Operating Budget and Grant Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(8)

VENDOR:	Paladin, Inc.
SERVICE/GOODS (SOW):	For the provision of LEED consulting services for capital projects.
SOURCING METHOD:	QBS 396407
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $2,500,000. Total compensation is based on an estimated yearly amount of $500,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on LEED credentials achieved throughout the life of the contract as well as energy savings calculated through post-project performance review.
MBPE CONTRACT NUMBER:	7618051
SOURCE OF FUNDS:	Capital Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(9)

VENDOR:	Paxton Patterson, LLC
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value and updates the contract to allow purchases from any MNPS school or department. The contract is for the provision of college readiness interactive modules.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 25, 2025 through June 24, 2029
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $875,000. Total compensation for this contract is not to exceed $1,000,000. Total compensation is based on an estimated yearly amount of $200,000.
OVERSIGHT:	College and Career Readiness
EVALUATION:	Based on the quality of provided modules as well as ongoing service and training.
MBPE CONTRACT NUMBER:	7584904
SOURCE OF FUNDS:	Innovative School Models (ISM) Grant Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(10)

VENDOR:	Reno & Cavanaugh PLLC
SERVICE/GOODS (SOW):	Provision of a 20-foot Temporary Access Easement on a portion of a certain tract of land in the 32nd Civil District of Nashville, Davidson County, Tennessee conveyed to the Metro Government of Nashville and Davidson County, as recorded in Deed Book 7677, Page 59, in the Register's Office of Davidson County, Tennessee (R.O.D.C.T.). The property is bounded on the north, east, and south by land owned by the Metro Government of Nashville and Davidson County and on the west by GEP X Bell Road, LLC, as recorded in Instrument Number 20210412-0048200, R.O.D.C.T.
SOURCING METHOD:	Easement
TERM:	Date Filed with Metro Clerk (Effective Date) and effective until the earlier of the completion of construction work or six (6) months from the Effective Date
FOR WHOM:	Reno & Cavanaugh PLLC
COMPENSATION:	Contractor will pay MNPS $3,150.
OVERSIGHT:	Facilities
EVALUATION:	Based on the timely payment of funds.
MBPE CONTRACT NUMBER:	2-00902-00
SOURCE OF FUNDS:	Revenue

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(11)

VENDOR:	Scenario Learning, LLC dba Vector Solutions
SERVICE/GOODS (SOW):	Amendment #1 extends the contract term and increases the contract value. The contract is for the provision of an online training platform for all MNPS employees to address federal, state, and local human resources, safety and health, security, and other compliance concerns as needed.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 25, 2025 through August 14, 2026
FOR WHOM:	MNPS Staff
COMPENSATION:	This amendment increases the contract value by $40,950. Total compensation for this contract is not to exceed $245,700. Total compensation is based on an estimated yearly amount of $40,950.
OVERSIGHT:	Human Resources
EVALUATION:	Based on the quality of the training platform provided and support services offered.
MBPE CONTRACT NUMBER:	7497562
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(12)

VENDOR:	Smith Seckman Reid, Inc.
SERVICE/GOODS (SOW):	For the provision of LEED consulting services for capital projects.
SOURCING METHOD:	QBS 396407
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $2,500,000. Total compensation is based on an estimated yearly amount of $500,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on LEED credentials achieved throughout the life of the contract as well as energy savings calculated through post-project performance review.
MBPE CONTRACT NUMBER:	7618052
SOURCE OF FUNDS:	Capital Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(13)

VENDOR:	The Metropolitan Nashville Education Association (MNEA)
SERVICE/GOODS (SOW):	Amendment #4 extends the contract term, updates the compensation rates for the President, and increases the contract value. The contract is for MNEA to reimburse MNPS the salaries and benefits for the MNEA President, Vice President, and Organizing Director.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 25, 2025 through June 30, 2026
FOR WHOM:	MNEA
COMPENSATION:	Amendment #4 increases the contract value by $150,899.74 to cover the cost that MNEA will reimburse MNPS for the full cost of employee salaries and benefits as outlined below. Compensation below is subject to any increases approved by MNPS policy and changes in benefits enrollment or premiums. (a) Employee #453029 / Paula Pendergrass for the time period of July 1, 2025 through June 30, 2026. Salary: $123,825.26 Annual ER Cost (MED/DEN/VIS/HEARING (EE only)): $27,049.28 EE Life: $25.20 Total: $150,899.74 Total compensation for this contract covering all three positions since the contract origination and this new amendment is not to exceed $1,068,282.85.
OVERSIGHT:	Human Resources
EVALUATION:	Based on prompt and accurate performance.
MBPE CONTRACT NUMBER:	7518051
SOURCE OF FUNDS:	Revenue

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(14)

VENDOR:	Toadvine Enterprises, Inc.
SERVICE/GOODS (SOW):	For the provision of sports equipment services and related projects as needed. Projects may include, but are not limited to, the installation or replacement of basketball goals, volleyball nets, windscreens, sideline mats, goalposts, track equipment, and similar items.
SOURCING METHOD:	RFP 395374
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7618031
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(14)

VENDOR:	Toadvine Enterprises, Inc.
SERVICE/GOODS (SOW):	For the provision of indoor gym bleachers, outdoor bleachers, and press boxes.
SOURCING METHOD:	RFP 395378
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7618120
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(15)

VENDOR:	Vanderbilt University Medical Center dba Bill Wilkerson Mama Lere Hearing School
SERVICE/GOODS (SOW):	For the provision of educational services for children ages 3–6 who are deaf or hard of hearing. The contractor will manage classrooms, deliver instruction, conduct assessments, and support IEP development in compliance with state and federal guidelines. Services must be developmentally appropriate and promote cognitive, language, and social-emotional growth.
SOURCING METHOD:	RFP 396370
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $650,000. Total compensation is based on an estimated yearly amount of $130,000.
OVERSIGHT:	Exceptional Education
EVALUATION:	Based on the quality of educational services provided.
MBPE CONTRACT NUMBER:	7618079
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(16)

VENDOR:	Veracity Verification Solutions LLC
SERVICE/GOODS (SOW):	For the provision of an instructional software management system that will support the district's software catalog, renewal, and approval workflows.
SOURCING METHOD:	RFP 396402
TERM:	June 25, 2025 through June 24, 2030
FOR WHOM:	MNPS Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $436,500. Total compensation is based on an estimated yearly amount of $87,300.
OVERSIGHT:	Digital Strategy and Implementation
EVALUATION:	Based on the quality of the software management system provided and support services offered.
MBPE CONTRACT NUMBER:	7618087
SOURCE OF FUNDS:	Operating Budget

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Checklist

Checklist cannot be viewed while the application is under review.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Overview, Cover Page, and Contacts

Application Contacts and Consolidated Funding Application (CFA) Roles.

Contacts are names that are selected on the CFA Contacts page; the *LEA Data View* role allows a name to be selected.

The following Roles allow individuals to answer application questions and/or change the application status: the *LEA Authorized Representative, LEA Fiscal Representative, Consolidated Update,* and *Consolidated Director.*

User Access

The *Consolidated* roles or *Data View* roles can be assigned by the district user access administrators or the ePlan.Help@tn.gov team.

Click here to access the LEA user access form.

Workflow and Notifications

Not Started	The application cannot be edited until the draft is started. *LEA Consolidated Update, LEA Consolidated Director, LEA Fiscal Representative,* or *LEA Authorized Representative* roles can move the application into *Draft Started* status.
Draft Started	*LEA Consolidated Update, LEA Consolidated Director, LEA Fiscal Representative,* or *LEA Authorized Representative* roles can edit the CFA in the *Draft Started* status (or *Revision Started* for revisions).
Draft Completed	The *LEA Consolidated Director* role can click *Draft Completed* (or *Revision Completed for revisions).*
LEA Fiscal Representative Approved or Not Approved	The *LEA Fiscal Representative* can click *Approved* or *Not Approved.*
LEA Authorized Representative Approved or Not Approved	The *LEA Authorized Representative* can click *Approved* or *Not Approved.*
TDOE FPO Divisional Coordinator Reviewed or Returned	The *TDOE FPO Divisional Coordinator* can click *Reviewed* or *Returned.*
TDOE FPO Director Approved or Not Approved	The *TDOE FPO Director* can click *Approved* or *Not Approved.*

Reimbursement Requests

LEAs can complete reimbursement requests after the *TDOE FPO Director* has approved the application.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

TDOE Contacts

ESSA Coordinator	Heather.Farley@tn.gov
IDEA Coordinator	Jamie.Eldridge@tn.gov
Fiscal Consultant	Robert.Mynhier@tn.gov
Single Sign On (SSO)	DT.Support@tn.gov

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Overview, Cover Page, and Contacts

LEA Information

* LEA ID#	* LEA Name
190	Metropolitan Nashville Public Schools

LEA Official Address

* Street	* City
2601 Bransford Ave	Nashville
* Zip Code	* Last Four Digits from the ZIP+4 Digit Postal Code
37204	2811
Phone	LEA Website
(615) 259-4636	https://mnps.org

Director of Schools

* Name	* Email	* Phone
Dr. Adrienne Battle	DirectorOfSchools@mnps.org	615-259-8563

ESEA Director

* Name	* Email	* Phone
Joshua Wright	Joshua.Wright@mnps.org	(629) 999-7149

IDEA Director

* Name	* Email	* Phone
Debra McAdams	debbie.mcadams@mnps.org	(615) 259-8657

SAM.GOV Information

* SAM Registration Expiration Date
12/02/2025

* Address Listed under SAM Registration Including **ZIP+4 Postal Code**
2601 Bransford Avenue, Nashville, TN 37204-2811

* UEI (Unique Entity Identification)
DC5WJ5K96NM8

* Cage Code for SAM Registration
5R1J8

* Contact Personnel Name for SAM Registration
Barry Booker

* SAM Contact Email Address
barry.booker@mnps.org

* Backup personnel assigned for SAM registration
Tracy Harper

Federal Funds Question

* Will you spend $1,000,000 or more in federal funds in this fiscal year?
Yes

Assurance

* The information provided above is accurate as of the date of submission of the consolidated funding application.

Consolidated Project

Consolidated Project begins July 1, 2025 and ends Sept. 30, 2026*

*Tydings Amendment: Section 421(b) of the General Education Provisions Act states that any funds that are not obligated at the end of the federal funding period shall remain available for an additional 12 months.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Overview, Cover Page, and Contacts

Required Contacts

Type	Contact(s)
Director of Schools [Select at least 1 contact(s)]	Adrienne Battle - 5-6
ESEA Bookkeeper [Select at least 1 contact(s)]	Nicole Buchanan - 1-2
ESEA Director [Select at least 1 contact(s)]	JOSHUA WRIGHT - Less than one year
Family Engagement Liaison [Select at least 1 contact(s)]	Michael White - 5-6 JOSHUA WRIGHT - 3-4
Foster Care Point of Contact [Select at least 1 contact(s)]	Catherine Knowles - 3-4 Maya Young - 7-10
Homeless Children Liaison [Select at least 1 contact(s)]	Catherine Knowles - 16+ JOSHUA WRIGHT - 3-4
Homeschool Coordinator [Select at least 1 contact(s)]	Tammy Lee - 11-15
IDEA Bookkeeper [Select at least 1 contact(s)]	Daniel Killian - 16+
IDEA Director [Select at least 1 contact(s)]	Debbie McAdams - 16+
IDEA, Part B Contact [Select at least 1 contact(s)]	Debbie McAdams - 16+ Daniel Killian - 16+
IDEA Preschool Contact [Select at least 1 contact(s)]	Debbie McAdams - 16+ Daniel Killian - 16+
Justice-Involved Youth Contact (Attendance Officer unless otherwise noted) [Select at least 1 contact(s)]	Martha Martin - 3-4
Migrant Liaison [Select at least 1 contact(s)]	Catherine Knowles - 3-4 Maya Young - 7-10
Private Schools Contact [Select at least 1 contact(s)]	Lateasha Johnson - 1-2
Relief Funding Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 3-4 Sarah Chin - 3-4
Title I-A Contact [Select at least 1 contact(s)]	Michael White - 5-6 Jorge Robles - Less than one year
Title I: N & D Contact [Select at least 1 contact(s)]	Antoinette Williams - Less than one year Beth Luken - 7-10
Title II-A Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 3-4 Leslie Bell - Less than one year
Title III-EL Contact [Select at least 1 contact(s)]	Molly Stovall - 5-6 JOSHUA WRIGHT - 3-4
Title IV Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 3-4
Title V Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - Less than one year
Treasurer or CFO [Select at least 1 contact(s)]	Barry Booker - 7-10 Jorge Robles - 1-2

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/16/2025 3:55:12 PM	Jamie Eldridge	Status changed to 'TDOE FPO Divisional Coordinator Reviewed'.	S
	6/16/2025 1:37:03 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/16/2025 12:37:49 PM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	6/16/2025 12:26:23 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	6/6/2025 11:00:55 AM	Jamie Eldridge	Status changed to 'TDOE FPO Divisional Coordinator Returned – Revisions Needed'.	S
	6/6/2025 8:08:22 AM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/5/2025 10:22:43 AM	Jorge Robles	Status changed to 'LEA Fiscal Representative Approved'.	S
	6/5/2025 10:03:03 AM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	5/13/2025 10:04:26 AM	Heather Farley	Status changed to 'TDOE FPO Divisional Coordinator Returned – Revisions Needed'.	S
	5/8/2025 9:02:59 AM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	5/6/2025 4:34:15 PM	Jorge Robles	Status changed to 'LEA Fiscal Representative Approved'.	S
	5/5/2025 4:54:35 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	3/4/2025 6:33:40 AM	JOSHUA WRIGHT	Status changed to 'Draft Started'.	S
	2/28/2025 2:17:29 PM	Melissa Brown	Status changed to 'Not Started'.	S

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Allocations

Allocation Type	(1) ESEA Con. Admin	(2) Title I-A CFDA: 84.010A	(3) Title I-A Neglected CFDA: 84.010A	(4) Title I-C	(5) Title I-D LEA CFDA: 84.010A	(6) Title I-D SA CFDA: 84.013A	(7) Title II-A CFDA: 84.367A	(8) Title III CFDA: 84.365A	(9) Title IV CFDA: 84.424A	(10) Title V CFDA: 84.358A	(11) School-wide Pool	(12) IDEA, Part B CFDA: 84.027A	(13) IDEA Preschool CFDA: 84.173A	Total
Original	$0.00	$34,221,755.25	$265,465.68	$0.00	$304,441.32	$0.00	$4,196,503.37	$2,533,773.42	$2,586,772.33	$0.00	$0.00	$21,164,909.00	$489,461.00	$65,763,081.37
Incoming Carryover	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Outgoing Carryover	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reallocated	$0.00	$651,439.18	$2,242.77	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$653,681.95
Additional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Released	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Consortium	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Award	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
FER Released	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	$0.00	$34,873,194.43	$267,708.45	$0.00	$304,441.32	$0.00	$4,196,503.37	$2,533,773.42	$2,586,772.33	$0.00	$0.00	$21,164,909.00	$489,461.00	$66,416,763.32

Allocation Transfers	(1) ESEA Con. Admin	(2) Title I-A CFDA: 84.010A	(3) Title I-A Neglected CFDA: 84.010A	(4) Title I-C	(5) Title I-D LEA CFDA: 84.010A	(6) Title I-D SA CFDA: 84.013A	(7) Title II-A CFDA: 84.367A	(8) Title III CFDA: 84.365A	(9) Title IV CFDA: 84.424A	(10) Title V CFDA: 84.358A	(11) School-wide Pool	(12) IDEA, Part B CFDA: 84.027A	(13) IDEA Preschool CFDA: 84.173A	Total
From Title I-A	$2,000,000.00	($2,000,000.00)									$0.00			$0.00
From Title I-A Neglected	$100.00		($100.00)											$0.00
From Title I-C	$0.00			$0.00							$0.00			$0.00
From Title I-D LEA	$100.00				($100.00)									$0.00
From Title II-A	$500,000.00	Original $0.00 Carryover $0.00		Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	($500,000.00)	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	$0.00			$0.00
From Title III	$100.00							($100.00)			$0.00			$0.00
From Title IV	$0.00	Original $2,069,417.86 Carryover $0.00		Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $517,354.47 Carryover $0.00	Original $0.00 Carryover $0.00	($2,586,772.33)	Original $0.00 Carryover $0.00	$0.00			$0.00
From Title V	$0.00									$0.00	$0.00			$0.00
From IDEA, Part B											$0.00	$0.00		$0.00
Total	$2,500,300.00	$34,942,612.29	$267,608.45	$0.00	$304,341.32	$0.00	$4,213,857.84	$2,533,673.42	$0.00	$0.00	$0.00	$21,164,909.00	$489,461.00	$66,416,763.32

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - ESEA Requirements

Hovering on a column header will display additional information about that column's data. Note that the combined limitation for indirect costs and direct administration costs does not apply to Title III, Part A and Title IV, Part A. LEAs may budget up to 2% direct administration costs as well as the applicable indirect cost rate for these two programs.

Grant	Original Allocation	Con Admin Contribution	Con Admin %	Direct Admin	Direct %	Indirect	Indirect %	Total Admin	Total Admin %	Max Allowed Admin %
Title I, Part A	$36,942,612.29	$2,000,000.00	5.41 %	$0.00	0.00 %	$600,000.00	1.62 %	$2,600,000.00	7.04 %	20.00 %
Title I, Part A-Neglected	$267,708.45	$100.00	0.04 %	$0.00	0.00 %	$14,000.00	5.23 %	$14,100.00	5.27 %	20.00 %
Title I, Part C	$0.00	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	20.00 %
Title I, Part D LEA	$304,441.32	$100.00	0.03 %	$0.00	0.00 %	$14,900.00	4.89 %	$15,000.00	4.93 %	20.00 %
Title II, Part A	$4,713,857.84	$500,000.00	10.61 %	$0.00	0.00 %	$100,000.00	2.12 %	$600,000.00	12.73 %	20.00 %
Title III	$2,533,773.42	$100.00	0.00 %	$0.00	0.00 %	$43,000.00	1.70 %	$43,100.00	1.70 %	2.00 %
Title IV	$0.00	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	2.00 %
Title V	$0.00	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	20.00 %

ESEA Shared Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - ESEA Requirements

Required Documents

This page is currently not accepting Related Documents.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,500,300.00
Existing Budget In Categories Not Eligible for Indirect Cost	$15,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,485,300.00
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$2,217,038.36
Max Indirect Cost	$268,261.64

Account Number		Total
72210 - Support Services/Regular Instruction Program		$2,500,300.00
82130 - Principal		$0.00
99100 - Transfers Out		$0.00
	Total	$2,500,300.00
	Adjusted Allocation	$2,500,300.00
	Remaining	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Admin Pool

72210 - Support Services/Regular Instruction Program - $2,500,300.00

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	27.7 FTE as detailed on the Program Details page of the Consolidated Admin section of this application. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,339,850.00	
Line Item Total:	$1,339,850.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$200,000.00	
Line Item Total:	$200,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement expenses of employees budgeted in this category.

Line Item Number:	204 - Pensions	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$160,000.00	
Line Item Total:	$160,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
Optional Program Code:		

Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$420,000.00
Line Item Total:	$420,000.00

Account Number:	72210 - Support Services/Regular Instruction Program
Line Item Number:	208 - Dental Insurance
Strategic Plan:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$6,000.00
Line Item Total:	$6,000.00

Estimate of dental insurance expenses of employees budgeted in this category.

Account Number:	72210 - Support Services/Regular Instruction Program
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$100.00
Line Item Total:	$100.00

Estimate of unemployment insurance expenses of employees budgeted in this category.

Account Number:	72210 - Support Services/Regular Instruction Program	Support employee pension costs.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$155,000.00	
Line Item Total:	$155,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,350.00	
Line Item Total:	$50,350.00	
Account Number:	72210 - Support Services/Regular Instruction Program	External experts such as Brustein Manasevit to advise and provide training on matters of ESEA compliance
Line Item Number:	308 - Consultants	
Strategic Plan:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	In county mileage and parking for persons paid from Consolidated Admin to carry out their job function. Out of town travel for professional development is budgeted in 72210-524.
Line Item Number:	355 - Travel	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Contracted services to support effective management of grants such as temporary staffing support agencies and staffing agencies. Services will focus on tasks such as but not limited to data entry, documentation review, and accounting functions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$40,000.00	

Line Item Total:	$40,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Administrative supplies and materials for all ESSA Admin funded staff and Titles. Includes copy paper, notebooks, folders, pens, post its among others
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$40,000.00	
Line Item Total:	$40,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, supplies, out-of-town travel and materials to provide professional development to employees funded by Consolidated Administration. Conferences include BruMan, National Association of Federal Education Program Administrators, Association Educational Federal Finance Administrators, National Title I Conference.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Software subscription to support effective management of grants such as Microsoft Co-Pilot and Sertifi
Line Item Number:	599 - Other Charges	
Strategic		

Plan:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$1,000.00
Line Item Total:	$1,000.00

Account Number:	72210 - Support Services/Regular Instruction Program
Line Item Number:	790 - Other Equipment
Strategic Plan:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$15,000.00
Line Item Total:	$15,000.00

Office equipment all ESEA Admin staff. Includes computers and monitors among others

Total for 72210 - Support Services/Regular Instruction Program:	$2,500,300.00
Total for all other Account Numbers:	$0.00
Total for all Account Numbers:	$2,500,300.00
Adjusted Allocation:	$2,500,300.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,500,300.00
Existing Budget In Categories Not Eligible for Indirect Cost	$15,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,485,300.00
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$2,217,038.36
Max Indirect Cost	$268,261.64

Filter by Location: All - $2,500,300.00

Account Number	72210 - Support Services/Regular Instruction Program	Total
Line Item Number		
189 - Other Salaries & Wages	1,339,850.00	1,339,850.00
201 - Social Security	200,000.00	200,000.00
204 - Pensions	160,000.00	160,000.00
206 - Life Insurance	3,000.00	3,000.00
207 - Medical Insurance	420,000.00	420,000.00
208 - Dental Insurance	6,000.00	6,000.00
210 - Unemployment Compensation	100.00	100.00
211 - Local Retirement	155,000.00	155,000.00
212 - Employer Medicare	50,350.00	50,350.00
308 - Consultants	30,000.00	30,000.00
355 - Travel	10,000.00	10,000.00
399 - Other Contracted Services	40,000.00	40,000.00
499 - Other Supplies and Materials	40,000.00	40,000.00
524 - In-Service / Staff Development	30,000.00	30,000.00

Account Number Line Item Number	72210 - Support Services/Regular Instruction Program	Total
599 - Other Charges	1,000.00	1,000.00
790 - Other Equipment	15,000.00	15,000.00
Total	2,500,300.00	2,500,300.00
	Adjusted Allocation	2,500,300.00
	Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Admin Pool

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00

6/17/2025 1:22:01 PM

Program Details

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Admin Pool

*** Provide a description of the reasonable and necessary administrative activities and personnel (including travel, supplies, and equipment used to administer the grant programs included). All programs contributing funds to the consolidated administration pool must be administered with these funds. Funds in this pool may NOT be used to administer grant programs that have not contributed to the pool. All information described must match information in the consolidated administration budget and personnel table.**

Consolidated Admin funds are used for personnel, travel expenses for conferences, services, supplies, and equipment to administer the program, as well as professional consulting and resources. Participating programs contribute at minimum $100 into the Con Admin pool, and the team funded by Con Admin assists with all participating ESSA grants within the CFA. The Federal Programs department is led by a Chief Financial Officer. Program Directors oversee compliance, grants, and Title I schools. School Budget Partners are assigned to a group of schools to provide leadership for school planning and provide technical assistance in programming Title I funds and overseeing Title I programmatic compliance. Technical assistance to schools includes training sessions for School Improvement Team leads in each Title I school. Grants management is provided by Program Management and Compliance staff, Program Assistants and Specialists, Fiscal Management, and Program Evaluation staff.

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Resource Specialist		
Program / Project Director	5.00	4.20
Other (specify) School Budget Strategy Partner	14.00	13.50
Other (specify) Fiscal Management	4.00	3.50
Other (specify) Program Evaluation	1.00	0.50
Other (specify) Program Assistants and Specialists	3.00	2.50
Other (specify) Program Management and Compliance	5.00	3.50
Total	32.00	27.70

Resources

Click here to open the Consolidated Funding Application Guide.

FY26 CFA Resources
Click here to open the Technical Application Guide: FY26 CFA.
Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application
Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Indirect Cost Guide	
Total Allocation	$34,942,612.29
Existing Budget In Categories Not Eligible for Indirect Cost	$119,700.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,822,912.29
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$31,064,150.13
Max Indirect Cost	$3,758,762.16

Account Number	Total
71100 - Regular Instruction Program	$27,634,714.82
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$0.00
72120 - Health Services	$0.00
72130 - Other Student Support	$4,677,689.47
72210 - Support Services/Regular Instruction Program	$1,261,608.00
72250 - Education Technology	$0.00
72410 - Office of the Principal	$0.00
72520 - Human Resources/Personnel	$0.00
72610 - Operation of Plant	$0.00
72710 - Transportation	$768,600.00
73100 - Food Service	$0.00
73400 - Early Childhood Education	$0.00
82130 - Principal	$0.00
99100 - Transfers Out	$600,000.00
Total	$34,942,612.29
Adjusted Allocation	$34,942,612.29
Remaining	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

71100 - Regular Instruction Program - $27,634,714.82

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Teachers at traditional public schools providing direct instruction to students at Title I schools paid from within individual school allocations. All schools use school-wide Title I model and student-based budgeting. Supplement-not-supplant methodology has been submitted to the State. Metropolitan Nashville Public Schools uses Student Based Budget to fund schools in which dollars follow students based on need using objective, measurable, and weighted characteristics. Though budgeting is already a complex process, transitioning to a student-based budget was imperative to achieving educational equity. The strategic and compliant braiding of local and grant funds is implemented to best support each school's budget. This method applies to both the budgeting of staff and non-staff expenses. Funds are allocated on budgets to afford the best return on investment while supporting the needs identified through the school improvement plan, and schools utilize all their funding sources to best address the needs of their students. As the "purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students" [ESEA section 1114], and as each school has developed a comprehensive schoolwide plan designed to meet "the educational needs of all students, including each subgroup of students defined in section 1111(c)(2) (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners)" [ESEA section 1114(b)(7)(A)(i)] and address "the needs of all students but particularly the needs of students who are failing, or are at risk of failing, to meet the challenging State academic standards" [ESEA section 1114(b)(6), (7)(A)(iii)], funding these positions with Title I funds allows schools to strategically braid their local, state, and federal funds so that they may invest in additional interventionists, teachers, support staff, interventions, instructional materials, and equipment in order to increase the achievement of their lowest-achieving students. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 226.28 FTE TEACHER positions (TPS)
Line Item Number:	116 - Teachers	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$12,478,900.00	
Line Item Total:	$12,478,900.00	
Account Number:	71100 - Regular Instruction Program	Parapros from individual traditional public school allocations. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 6.8 FTE PARAPRO positions (TPS)
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		

Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$225,100.00	
Line Item Total:	$225,100.00	
Account Number:	71100 - Regular Instruction Program	Interventionists and tutors from individual traditional public school allocations. Exception pay for teachers working additional hours to provide instruction to students. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 8.32 FTE INTERVENTIONIST positions 1.6 FTE TUTOR positions (TPS)
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$786,800.00	
Line Item Total:	$786,800.00	
Account Number:	71100 - Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		

Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$775,400.00	
Line Item Total:	$775,400.00	
Account Number:	71100 - Regular Instruction Program	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$777,900.00	
Line Item Total:	$777,900.00	
Account Number:	71100 - Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:	
Optional Program Code: TPS	
Location Code: Davidson County (190)	
Quantity: 1.00	
Cost: $7,000.00	
Line Item Total: $7,000.00	
Account Number: 71100 - Regular Instruction Program	Estimate of health insurance expenses of the employees budgeted in this category.
Line Item Number: 207 - Medical Insurance	
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code: TPS	
Location Code: Davidson County (190)	
Quantity: 1.00	
Cost: $5,636,475.00	
Line Item Total: $5,636,475.00	
Account Number: 71100 - Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number: 208 - Dental Insurance	
Strategic Plan:	
LEA Set Asides:	

Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,200.00	
Line Item Total:	$4,200.00	
Account Number:	71100 - Regular Instruction Program	Estimate of unemployment expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	71100 - Regular Instruction Program	Estimate of retirment expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set		

Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$37,400.00
Line Item Total:	$37,400.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	212 - Employer Medicare
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$193,000.00
Line Item Total:	$193,000.00

Estimate of medicare expenses of the employees budgeted in this category.

Account Number:	71100 - Regular Instruction Program
Line Item Number:	399 - Other Contracted Services
Strategic Plan:	

Title I funded teachers, interventionists, and tutors at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant)
Title I funded teachers are above the TDOE required student to teacher ratio.
Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page:
56.97 FTE TEACHER positions

LEA Set Asides:		7 FTE TUTOR positions 2 FTE INTERVENTIONIST positions
Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,447,012.00	
Line Item Total:	$4,447,012.00	
Account Number:	71100 - Regular Instruction Program	Equitable Services to Private School students instructional funds. Instructional services are provided via third-party contractors selected via RFP.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Private School Instructional Funds	
Admin Costs:		
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$953,027.82	
Line Item Total:	$953,027.82	
Account Number:	71100 - Regular Instruction Program	Management Consultant expenses for traditional public schools to provide instruction to students (i.e., Great Minds program)
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		

LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$58,500.00	
Line Item Total:	$58,500.00	
Account Number:	71100 - Regular Instruction Program	Instructional Supplies and Materials including but not limited to paper, pencil, crayons, calculators, maps, science materials, math manipulatives.
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$842,300.00	
Line Item Total:	$842,300.00	
Account Number:	71100 - Regular Instruction Program	Instructional software purchased by schools based on school need such as Razz Kids, NearPod, Education Walkthroug, Live School, and IXL among other
Line Item Number:	471 - Software	
Strategic Plan:		

LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$291,900.00	
Line Item Total:	$291,900.00	

Account Number:	71100 - Regular Instruction Program	Equipment purchases by schools including iPads, Smart Boards, and document cameras among others
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$119,700.00	
Line Item Total:	$119,700.00	

Total for 71100 - Regular Instruction Program:	$27,634,714.82
Total for all other Account Numbers:	$7,307,897.47
Total for all Account Numbers:	$34,942,612.29

Adjusted Allocation:	$34,942,612.29
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

72130 - Other Student Support - $4,677,689.47

Budget Detail		Narrative Description
Account Number:	72130 - Other Student Support	School counselors and social workersfrom individual traditional public school allocations. Supplemental and in addition to those earned by the staffing formula. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 3.5 FTE COUNSELOR positions (TPS)
Line Item Number:	123 - Guidance Personnel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$229,500.00	
Line Item Total:	$229,500.00	
Account Number:	72130 - Other Student Support	1 FTE Homeless Program Assistant 1 FTE Homeless Transportation Specialist 1 FTE Homeless Education Community Partnership Specialist 2 FTE Homeless Education Outreach Specialist
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$318,800.00	
Line Item Total:	$318,800.00	
Account Number:	72130 - Other Student Support	Family engagement positions from individual traditional public school allocations. Supplemental and in addition to those earned by the staffing formula. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 3 FTE PARENT/FAMILY positions (TPS)
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$23,500.00	
Line Item Total:	$23,500.00	
Account Number:	72130 - Other Student Support	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$24,100.00	
Line Item Total:	$24,100.00	
Account Number:	72130 - Other Student Support	Social Security for FTE in Homeless Set Aside
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$19,800.00	
Line Item Total:	$19,800.00	
Account Number:	72130 - Other Student Support	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$18,600.00	
Line Item Total:	$18,600.00	
Account Number:	72130 - Other Student Support	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$500.00	
Line Item Total:	$500.00	
Account Number:	72130 - Other Student Support	Life Insurance for FTE in Homeless Set Aside
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$200.00	
Line Item Total:	$200.00	
Account Number:	72130 - Other Student Support	Estimate of medical insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$79,900.00	
Line Item Total:	$79,900.00	
Account Number:	72130 - Other Student Support	Medical Insurance for FTE in Homeless Set Aside
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	

Location Code: Davidson County (190) **Quantity:** 1.00 **Cost:** $50,000.00 **Line Item Total:** $50,000.00	
Account Number: 72130 - Other Student Support **Line Item Number:** 208 - Dental Insurance **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:** **Optional Program Code:** SEH **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $1,000.00 **Line Item Total:** $1,000.00	Dental insurance for FTE in Homeless Set Aside
Account Number: 72130 - Other Student Support **Line Item Number:** 208 - Dental Insurance **Strategic Plan:** **LEA Set Asides:** **Admin Costs:** **Optional Program** TPS	Estimate of dental insurance expenses of the employees budgeted in this category.

Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$750.00
Line Item Total:	$750.00

Account Number:	72130 - Other Student Support
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
LEA Set Asides:	Students Experiencing Homelessness
Admin Costs:	
Optional Program Code:	SEH
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$900.00
Line Item Total:	$900.00

Unemployement insurance for FTE in Homeless Set Aside

Account Number:	72130 - Other Student Support
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional	TPS

Estimate of unemployment insurance expenses of the employees budgeted in this category.

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	72130 - Other Student Support	Local retirement for FTE in Homeless Set Aside
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$40,900.00	
Line Item Total:	$40,900.00	
Account Number:	72130 - Other Student Support	Estimate of retirment expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional	TPS	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,100.00	
Line Item Total:	$13,100.00	
Account Number:	72130 - Other Student Support	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,100.00	
Line Item Total:	$6,100.00	
Account Number:	72130 - Other Student Support	Medicare for FTE in Homeless Set Aside
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		

Optional Program Code: SEH **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $4,600.00 **Line Item Total:** $4,600.00	
Account Number: 72130 - Other Student Support **Line Item Number:** 307 - Communication **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:** **Optional Program Code:** SEH **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $1,000.00 **Line Item Total:** $1,000.00	Homeless Program cell phone.
Account Number: 72130 - Other Student Support **Line Item Number:** 355 - Travel **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:**	Homeless program employee mileage.

Optional Program Code:	SEH
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$6,000.00
Line Item Total:	$6,000.00

Account Number:	72130 - Other Student Support
Line Item Number:	355 - Travel
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$100.00
Line Item Total:	$100.00

Local mileage for employees budgeted in this series

Account Number:	72130 - Other Student Support
Line Item Number:	399 - Other Contracted Services
Strategic Plan:	
LEA Set Asides:	

Title I funded parent and family engagement personnel expenses at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant).
Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page:
3.53 FTE PARENT/FAMILY positions

Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,090,005.00	
Line Item Total:	$1,090,005.00	
Account Number:	72130 - Other Student Support	Communities in Schools. Focus and Priority Schools set aside. Community In Schools supports the priority and focus schools through site coordination and case management. Site Coordinators connect the schools, students, and families with the following supports: Social emotional development: Case managed students build age appropriate social emotional skills needed for academic and adult success as measured by improvement in their overall SEAD assessment score by the end of the school year. Increased attendance: Improve attendance categories of chronically absent case managed students. Severely and moderately chronically absent students to improve their attendance category and ultimately impact student achievement. Supplement Basic needs: Students and their families are connected to and know how to access basic needs supports. CIS provide or connect students to nonacademic (housing, food, technology, mental health, etc.) supports above and beyond what is provided at the district level.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Support for Focus and Priority Scho...	
Admin Costs:		
Optional Program Code:	CIS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$600,000.00	
Line Item Total:	$600,000.00	
Account Number:	72130 - Other Student Support	PI set aside for charter schools. Expenses hit our books as Consultant
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Required Parent and Family Engageme...	

Admin Costs:		
Optional Program Code:	PFE Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$57,298.00	
Line Item Total:	$57,298.00	
Account Number:	72130 - Other Student Support	Management Consultant expenses for traditional public schools to engage families including parent classes.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$55,300.00	
Line Item Total:	$55,300.00	
Account Number:	72130 - Other Student Support	Non-public parent involvement setaside.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set	Private School Parent and Family En...	

Asides:		
Admin Costs:		
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$9,626.54	
Line Item Total:	$9,626.54	
Account Number:	72130 - Other Student Support	PI Setaside. Management consultant expenses for vendors to facilitate family/parent engagement sessions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Required Parent and Family Engageme...	
Admin Costs:		
Optional Program Code:	PFE TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Account Number:	72130 - Other Student Support	Software to engage families such as
Line Item Number:	471 - Software	
Strategic Plan:		
LEA Set		

Asides:	Required Parent and Family Engageme...
Admin Costs:	
Optional Program Code:	PFE TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$30,000.00
Line Item Total:	$30,000.00

Account Number:	72130 - Other Student Support
Line Item Number:	499 - Other Supplies and Materials
Strategic Plan:	
LEA Set Asides:	Required Parent and Family Engageme...
Admin Costs:	
Optional Program Code:	PFE TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$231,175.00
Line Item Total:	$231,175.00

Parent involvement supplies and materials from school allocations (PI Setaside). including books and DVDs for SEL training, paper, markers, scissors

Account Number:	72130 - Other Student Support
Line Item Number:	499 - Other Supplies and Materials
Strategic Plan:	

Supplies to support homeless students including standard student attire, backpacks, paper, binders, folders.

LEA Set Asides:	Students Experiencing Homelessness
Admin Costs:	
Optional Program Code:	SEH
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$80,000.00
Line Item Total:	$80,000.00

Account Number:	72130 - Other Student Support
Line Item Number:	499 - Other Supplies and Materials
Strategic Plan:	
LEA Set Asides:	Required Parent and Family Engageme...
Admin Costs:	
Optional Program Code:	PFE District
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$16,953.12
Line Item Total:	$16,953.12

PI Setaside. Supplies and materials to support parent engagement at the district level including books and DVDs for SEL training as well as instructional supplies such as paper, markers, scissors

Account Number:	72130 - Other Student Support
Line Item Number:	499 - Other Supplies and Materials
Strategic Plan:	

Additional PI Setaside. Supplies and materials to support parent engagement at the district level including books and DVDs for SEL training as well as instructional supplies such as paper, markers, scissors

LEA Set Asides:	Additional Parent and Family Engage...	
Admin Costs:		
Optional Program Code:	PFE District	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$7,046.88	
Line Item Total:	$7,046.88	
Account Number:	72130 - Other Student Support	Professional development conference registration and travel to benefit Homeless Program. Three team members (Director of Special Populations and two Hero Outreach Specialists) will attend the National Association for the Education of Homeless Children and Youth conference in Orlando, FL from November 16-19, 2024. The National Association for the Education of Homeless Children and Youth (NAEHCY) Conference is an annual event that brings together educators, advocates, policymakers, and service providers to discuss and address issues related to homeless students and youth. Attendance is required for MV grant recipients by TDOE.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,500.00	
Line Item Total:	$10,500.00	
Account Number:	72130 - Other Student Support	Reservation of funds for FY26 set aside
Line Item Number:	599 - Other Charges	
Strategic		

Plan:	
LEA Set Asides:	Reservation of Funds
Admin Costs:	
Optional Program Code:	RESFUNDS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$1,647,334.93
Line Item Total:	$1,647,334.93

Total for 72130 - Other Student Support:	$4,677,689.47
Total for all other Account Numbers:	$30,264,922.82
Total for all Account Numbers:	$34,942,612.29
Adjusted Allocation:	$34,942,612.29
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

72210 - Support Services/Regular Instruction Program - $1,261,608.00

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Assistant principal, library, attendance, data, coach, dean, graduation advisor, school improvement lead, and classroom management specialist program support positions from individual traditional public school allocations Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 1.3 FTE ASST PRINC positions (TPS) 3 FTE LIBRARY/DATA positions (TPS) 5.85 FTE RESOURCE SPEC positions (TPS)
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$625,100.00	
Line Item Total:	$625,100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$26,400.00	
Line Item Total:	$26,400.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$700.00	
Line Item Total:	$700.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$99,100.00	
Line Item Total:	$99,100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of retirement expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$9,100.00	
Line Item Total:	$9,100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Local mileage for employees budgeted in this series
Line Item Number:	355 - Travel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Title I funded assitant principal and resource specialist personnel expenses at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant). Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 9.89 FTE ASST PRINC positions 2.44 FTE RESOURCE SPEC positions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$224,108.00	
Line Item Total:	$224,108.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplies and materials including books for school level PD Management consultant/contracted services by schools for PD such as Curriculum Associates, SkilPath, and EL instructional classes leading to endorsement Conference registration, out of town travel and related expenses for professional development from within school allocations including materials for in-house PD efforts. Some examples include travel to conferences such AVID, Model Schools, TAASE, SCALI, NAESP, and ISTE among others. Books for PD book studies and PLCs such as Teach Like a Champion, Teaching with Poverty in Mind, etc. Travelers include teachers, instructional coaches and administrators at Title I schools.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program	TPS	

Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$229,400.00
Line Item Total:	$229,400.00

Account Number:	72210 - Support Services/Regular Instruction Program
Line Item Number:	524 - In-Service / Staff Development
Strategic Plan:	
LEA Set Asides:	Required Parent and Family Engageme...
Admin Costs:	
Optional Program Code:	PFE District
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$11,000.00
Line Item Total:	$11,000.00

PD supplies (book study), services (guest speakers), and travel (registration and out of town travel for Education Leadership Conference https://www.engagementassembly.org/event/57b33061-3cdf-4095-ae2f-3ada5df513ae/summary).

We will have 5 positions attend the conference: Family Engagement Coordinator and 4 Family Involvement Specialists. This professional development is called "National Assembly for Family Engagement In Education."

Description: This conference will bring together educators, practitioners, families, policy makers, researchers, and funders to learn best practices build capacity. The session will focus on educator preparation, parent leadership, research, policy and practice.

Total for 72210 - Support Services/Regular Instruction Program:	$1,261,608.00
Total for all other Account Numbers:	$33,681,004.29
Total for all Account Numbers:	$34,942,612.29
Adjusted Allocation:	$34,942,612.29
Remaining:	$0.00

Budget Detail

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

72710 - Transportation - $768,600.00

Budget Detail		Narrative Description
Account Number:	72710 - Transportation	Transportation for students experiencing homelessness.
Line Item Number:	599 - Other Charges	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$600,000.00	
Line Item Total:	$600,000.00	
Account Number:	72710 - Transportation	Transportation for foster students.
Line Item Number:	599 - Other Charges	
Strategic Plan:		
LEA Set Asides:	Foster Student Transportation	
Admin Costs:		
Optional Program Code:	FSTRTRANSPORT	
Location Code:	Davidson County (190)	

Quantity:	1.00
Cost:	$150,000.00
Line Item Total:	$150,000.00

Account Number:	72710 - Transportation
Line Item Number:	599 - Other Charges
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$18,600.00
Line Item Total:	$18,600.00

Supplemental student transportation to enable before/after school tutoring.

Total for 72710 - Transportation:	$768,600.00
Total for all other Account Numbers:	$34,174,012.29
Total for all Account Numbers:	$34,942,612.29
Adjusted Allocation:	$34,942,612.29
Remaining:	$0.00

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99100 - Transfers Out - $600,000.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	District plans to take all indirect costs to which it is entitled.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:	Indirect Cost	
Optional Program Code:	IC	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$600,000.00	
Line Item Total:	$600,000.00	

Total for 99100 - Transfers Out:	$600,000.00
Total for all other Account Numbers:	$34,342,612.29
Total for all Account Numbers:	$34,942,612.29
Adjusted Allocation:	$34,942,612.29
Remaining:	$0.00

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Indirect Cost Guide	
Total Allocation	$34,942,612.29
Existing Budget In Categories Not Eligible for Indirect Cost	$119,700.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,822,912.29
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$31,064,150.13
Max Indirect Cost	$3,758,762.16

Filter by Location: All - $34,942,612.29

Account Number / Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	99100 - Transfers Out	Total
116 - Teachers	12,478,900.00					12,478,900.00
123 - Guidance Personnel		229,500.00				229,500.00
163 - Educational Assistants	225,100.00		0.00			225,100.00
189 - Other Salaries & Wages	786,800.00	342,300.00	625,100.00	0.00		1,754,200.00
201 - Social Security	775,400.00	43,900.00	26,400.00	0.00		845,700.00
204 - Pensions	777,900.00	18,600.00	20,000.00	0.00		816,500.00
206 - Life Insurance	7,000.00	700.00	700.00	0.00		8,400.00
207 - Medical Insurance	5,636,475.00	129,900.00	99,100.00	0.00		5,865,475.00
208 - Dental Insurance	4,200.00	1,750.00	1,500.00	0.00		7,450.00
210 - Unemployment Compensation	100.00	1,000.00	100.00	0.00		1,200.00
211 - Local Retirement	37,400.00	54,000.00	15,000.00	0.00		106,400.00

Account Number / Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	99100 - Transfers Out	Total
212 - Employer Medicare	193,000.00	10,700.00	9,100.00	0.00		212,800.00
307 - Communication		1,000.00	0.00	0.00		1,000.00
355 - Travel		6,100.00	100.00	0.00		6,200.00
399 - Other Contracted Services	5,458,539.82	1,815,229.54	224,108.00	0.00		7,497,877.36
429 - Instructional Supplies & Materials	842,300.00					842,300.00
471 - Software	291,900.00	30,000.00				321,900.00
499 - Other Supplies and Materials	0.00	335,175.00	0.00	0.00		335,175.00
504 - Indirect Cost					600,000.00	600,000.00
524 - In-Service / Staff Development		10,500.00	240,400.00	0.00		250,900.00
599 - Other Charges	0.00	1,647,334.93	0.00	768,600.00		2,415,934.93
722 - Regular Instruction Equipment	119,700.00					119,700.00
Total	27,634,714.82	4,677,689.47	1,261,608.00	768,600.00	600,000.00	34,942,612.29
					Adjusted Allocation	34,942,612.29
					Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00
LEA Set Asides	Students Experiencing Homelessness	$1,133,700.00
LEA Set Asides	Required Parent and Family Engagement	$349,426.12
LEA Set Asides	Private School Instructional Funds	$953,027.82
LEA Set Asides	Private School Parent and Family Engagement	$9,626.54
LEA Set Asides	Additional Parent and Family Engagement	$7,046.88
LEA Set Asides	Reservation of Funds	$1,647,334.93
LEA Set Asides	Professional Development	$0.00
LEA Set Asides	Salary Equalization	$0.00
LEA Set Asides	Extended School Day or Year	$0.00
LEA Set Asides	English as a Second Language Programs	$0.00
LEA Set Asides	Foster Student Transportation	$150,000.00
LEA Set Asides	Preschool	$0.00
LEA Set Asides	Supplemental Funds for Services to Neglected Youth	$0.00
LEA Set Asides	Support for Focus and Priority Schools	$600,000.00
Admin Costs	Con Admin	$0.00
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$600,000.00

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Program Details

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Program Administration: The reasonable and necessary costs to manage Title I in a compliant and effective manner.

☑ **The LEA is utilizing consolidated administration to administer Title I.** Information regarding the administration of the grant can be found in the Consolidated Administration Program Details page of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title I.** Provide a summary of how the Title I program will be administered, including the title of the staff responsible for the grant administration, the FTE(s) to be supported by Title I funds, and all other funding sources that will contribute to Title I administrative staff salaries/benefits.

Use of Funds for PreK: For purposes of federal funding, "elementary schools" are schools serving any combination of pre-kindergarten through grade six (PreK-6) (TCA §49-6-301(a)). Indicate below whether funds from this grant will be directed to PreK students and/or instructional staff (i.e., teachers, coaches, paraprofessionals).

☐ Check the box if the LEA uses grant funds from this program to support pre-K.

School-wide Planning: Each year districts are required to work with and support Title I schools in the development of school plans that align with identified priority needs, contain all required plan components, and budget school-level Title I funds. Districts are also required to review and approve Title I school-wide plans to ensure that all required components are included.

Describe how the school actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year.

School improvement planning for the next school year begins with the process of reviewing data and determining the prioritized needs in alignment with the district goals and priorities. This includes a root cause and return on investment (ROI) analysis for the current year. Every school has identified stakeholders that serve as the School Improvement Team. Stakeholders include representation from various areas of the school and include a parent and community member. One member of this team is the School Improvement Team Lead (SIT Lead). Each school receives support and technical assistance from an assigned Partner School Budget Strategy (Partner SBB) and an assigned Executive Director of School Support (administrators who oversee a network of schools). The School Improvement Team meets at least once quarterly to address specific areas of school improvement planning and parent and family engagement. The SIT Lead is responsible for coordinating with the school administration to schedule the team meetings to review school data and determine if the school improvement plan is realizing the anticipated results or if the plan needs to be revised.

Describe the process for reviewing the effectiveness of school-wide programs.

In addition to the regularly scheduled school meetings, charter schools hold Milestone Meetings in the Fall and traditional public schools hold monthly Instructional Leadership Teams (ILT) meetings to measure student outcomes with formal and informal data. These meetings bring together all stakeholders, including the Executive Directors and Partner SBBs. The School Improvement Team utilizes the information gathered to base decisions concerning the alignment of funding to student needs for the upcoming academic school year. This process is implemented to ensure each school has the potential of meeting gains in academic achievement. Documentation of the meetings and the processes are collected by the SIT Lead and uploaded to the school's digital binder. Planning for the following school year begins in February using assessment data to form ROI conclusions for the next budgeting cycle.

School-wide & Targeted Assistance Programs

* Identify the type(s) of services and supports to be provided for students with Title I funding.

- [x] Academic interventions (RTI support)
- [x] Guidance services
- [x] Social services
- [x] Behavioral services
- [ ] Nursing services
- [x] Extended year services
- [x] Extended day services
- [x] Academic enrichment
- [x] Early post-secondary opportunities
- [x] Instructional technology
- [x] Instructional software
- [x] Instructional supplies & materials
- [ ] Class-size reduction

  # of CSR Teachers

- [ ] Other - (please specify)

* Provide a general description of the programs, services and supports selected above to be supported with Title I funds in participating schools. - (If implementing both school-wide and targeted assistance programs, include a separate description for each program type.)

Title I Schoolwide schools use their funds for a variety of activities to support their school goals as written in their School Improvement Plans. Schools use their funds for additional personnel, exception pay for teachers who tutor students before/after school, professional development activities, instructional equipment, instructional materials and supplies, and family engagement activities among others.

Title I, Part A Parent and Family Engagement

* Provide a clear description of how the LEA reduces barriers and provides opportunities for the informed participation of parents and family members in Title I parent and family engagement activities, including parent and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. (ESEA §1116)

The Family Engagement (FE) Team offers PD training for our district's leadership, faculty and staff that includes specific strategies based on best practices on how to effectively engage with our immigrant and refugee families:

·Effective communication (e.g., effective use of language for machine translation; adapting language to better reach most vulnerable populations; creating systems to maintain consistent, continuous communication, etc.)
·Building trusting relationships (e.g., best practices on how to do home visits, understanding our families' backgrounds and funds of knowledge to establish trusting relationships, etc.)

The FE Team also creates materials in collaboration with other MNPS departments and community partners which are translated into different languages and easily accessible that are aimed at building capacity in our families (e.g., best practices to support students' academic development and general well-being at home)

Intentional strategies such as the ones noted above are intended to strategize and maximize family participation, particularly among those individuals who are LEP or have disabilities. As noted above, transportation services are also provided as needed. The district and schools use a multitude of communication methods to communicate and engage with all families, including families of students with disabilities, such as the website, communication apps (Remind and POSSIP), email, written communications (Family Engagement Policy, Parent Compact, newsletters), TEAMS meetings, in person meetings, student conferences, Student Handbook, Parent Advisory Councils, ILT meetings, and board meetings. Translations of printed materials such as invitations to family engagement events are provided to families as appropriate to ensure that families with limited English proficiency feel and know they are welcome at these events. Additionally, schools offer family engagement events at varying times throughout the year to ensure that all families are able to participate in some of the family engagement events hosted by the school. During FE events, schools may utilize a translator to engage family members with limited English proficiency. Schools may also provide FE events specially designed to engage families with limited English proficiency.

Funding Coordination

Check all funding sources the LEA receives and coordinates with Title I funding in support of the district plan.

* Title I, Part C (Education of Migratory Children)
No

* Title II, Part A (Teacher & Principal Training and Recruitment)
Yes

* Title III, Part A (English Language Acquisition)
Yes

* Title IV, Part A (Student Support & Academic Enrichment)
No

* Title IV, Part B (21st Century Community Learning Centers)
Yes

* Title V, Part B, Subpart 1 (Small, Rural School Achievement)
No

* Title V, Part B, Subpart 2 (Rural & Low Income Schools)
No

* Title IX, Part C (McKinney-Vento Homeless Assistance)
Yes

* IDEA Part B (Individuals with Disabilities Act)
Yes

* IDEA Preschool

Yes

* Carl D. Perkins (Vocational Technical Education Act)
Yes

Education Service Coordination & Integration:

Identify the instructional programs that are coordinated and integrated with Title I services to: ensure increased program effectiveness, reduce fragmentation, and eliminate duplication.

* Head Start
Yes

* Even Start
No

* Other preschool programs
Yes

* Services for youth at risk of dropping out
Yes

* Career & technical education programs
Yes

* English as a second language programs
Yes

* Services for migrant or formerly migrant students
No

If Yes, enter the district's projected migrant student population for the current application year

* Services for children & youth in neglected & delinquent facilities
Yes

* Services for children & youth experiencing homelessness
Yes

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

N/A (or check areas as appropriate)

FY26 CFA Resources
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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

	2024-25	2025-26
Total number of homeless students enrolled in the LEA	4089	2624 - *FY26 estimate based on Feb. 2025. Student Count.* 2,922 - *Homeless Student Count*
Title I, Part A homeless set aside amount	$774,355.00	$ 1,133,700.00
Title I, Part A homeless set aside per pupil amount	$189.38	$ 387.99

*** Describe how the LEA determined Title I, Part A homeless set-aside amount. In the description, explain how the LEA used its needs assessment, per-pupil ratio, and data trends to determine the amount. Also, provide detailed information on how the LEA also considers the availability and utilization of community-based organizations (CBOs) (i.e., churches, services clubs, food banks, etc).**

Each year the district's McKinney-Vento liaison and HERO Program staff conduct a needs assessment related to services for students experiencing homelessness based on input from LEA staff, school personnel, homeless service providers, community partners, families, and students experiencing homelessness. The results of this assessment guide the planning and budgeting process for the next year. Based on this needs assessment, the McKinney-Vento liaison and team develop plans and goals for the upcoming year. Funding for all programming is shared between the McKinney-Vento grant funds and the Title I set aside amount for homeless education based on allowable expenses.

The HERO Program works with more than seventy community-based organizations who provide resources and direct supports to students experiencing homelessness. CBOs routinely collaborate with our program and support our families with weekly food boxes, school clothing, tennis shoes, socks, underwear, winter coats, school supplies, hygiene products, household goods, gas cards, and sports equipment. These strategic community partnerships enable us to devote the majority of our direct funding to staffing, outreach, and school of origin transportation for our students.

*** Describe how the LEA prevents barriers to enrollment.**

The primary strategies for eliminating barriers to enrollment are professional development sessions, individual staff training/coaching, and community awareness about the federal law and district policy that require immediate enrollment of students experiencing homelessness. The Homeless Education Program staff conducts extensive trainings throughout the year for district enrollment center staff, school staff, and community partners. Annual trainings address the policies and procedures that are in place to facilitate immediate enrollment of students experiencing homelessness as well as the services and supports that are available to students and families.

In addition to the district-wide McKinney-Vento training conducted for all district staff, HERO Program Outreach staff and other team members conducted more than one hundred and fifty individual consultations and more than twenty group follow-up meetings for school staff. Posters for parents and students detailing McKinney-Vento rights are also posted in all schools and in more than 100 non-school locations throughout the community.

The district launched an on-line registration process during the 2020-2021 school year to eliminate enrollment barriers for those who lack transportation, and students and families who are experiencing homelessness can easily progress through that platform even if they lack documents that are typically required for enrollment. During the 2024-2025 school year, the HERO Team was on site at the largest shelter for women and children every Tuesday and Thursday to process school enrollments and transfers and to distribute school supplies and clothing. These on-site visits at the shelter were offered to support the shelter staff with expedited enrollment due to the high volume of residents they serve.

*** Describe what services, resources, and supports are provided to help close the achievement gap between homeless and non-homeless students.**

Monitoring of the academic progress of all students in the district is conducted at regular intervals by school staff during data meetings that are held every 5-6 weeks and at regularly scheduled MTSS meetings. In order to ensure that schools offer the most appropriate interventions and supports for students experiencing homelessness, schools print a current report of their McKinney-Vento students in advance of these meetings. School social workers, counselors, and school-level homeless liaisons regularly review and assess the needs of their McKinney-Vento students. The most appropriate supports and interventions are developed by school staff based on the identified gaps.

The HERO Program provides school supplies, a computer lab and transportation when needed for students to participate in academic supports outside of the school day . Additionally, targeted outreach and recruitment for the district's tutoring program and summer offerings is conducted by staff of The HERO Program and school staff.

*** Describe what student-centered factors the LEA uses to determine the best interest of the student attending the school of origin or the local attendance area school requested by the parent, guardian, or unaccompanied youth.**

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is living are eligible to attend. This right to the school of origin also applies when children and youth in transition wish to move with their cohort from a feeder school to a higher school. Maintaining a student in his/her school of origin is important for both the student and our school district. Keeping students in their schools of origin enhances their academic and social growth while permitting the district to benefit from increased test scores and achievement shown to result from student continuity.

Therefore, school placement determinations will be made based on the "best interest" of the child or youth with a presumption that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest, unless that is against the wishes of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the youth. Parents and youth can declare their wishes when they complete the McKinney-Vento Needs Assessment. When determining a child's or youth's best interest, the following student-centered factors will be considered:

- The age of the child or youth
- The impact of mobility on the student's education, achievement, and health
- Personal safety issues
- Priority of the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth
- A student's need for special instruction (e.g., special education and related services)
- The length of the anticipated stay in a temporary shelter or other temporary location
- The time remaining in the school year
- School placement of siblings

*** Describe the transportation services that are available to homeless students and how the LEA ensures that there is no delay in getting required transportation services to students within 1-2 days of enrollment. Enrollment is defined as "attending classes and participating fully in school activities" [42 U.S.C. § 11434a(1)].**

All students who attend their school of zone and who live more than 1.25 miles from school (1.5 miles for high schools) are eligible for school bus transportation. Exceptions are made for certain areas where unsafe walking conditions exist. Public bus transportation through WeGo Public Transit is provided at no cost to all Metro Schools high school students through the Stride program. The free service also is available to middle school students attending an MNPS optional school. Students attending the zoned school are immediately eligible for transportation services following enrollment.

Students experiencing homelessness who wish to remain in their school of origin receive transportation services coordinated by the HERO Program and the district's transportation department. School of origin transportation options include the following: district school bus, contracted car service, district car service, gas cards, mileage reimbursement to families who transport students on their own, and public bus transportation for parents/guardians and the student when feasible and appropriate. In order to expedite these transportation arrangements and limit delays in transportation services, The HERO Program has one full-time Transportation Specialist who focuses solely on school of origin transportation. This specialist dedicates 100% of her time to reviewing, requesting, and monitoring all school of origin transportation requests to ensure the prompt delivery of services. The specialist is in daily contact with the district transportation team and with families to facilitate transportation services in a timely manner.

Funding Coordination

Check the boxes to indicate which funding sources will be coordinated with Title I, Part A Homeless set-aside funds.

- [x] Title IX McKinney-Vento Subgrant
- [ ] Title IX McKinney-Vento Subgrant Hurricane Emergency Relief
- [x] Other - (Please specify all additional funding sources)

Local funds after depletion of McKinney-Vento and Title I set aside funds

Homeless Liaison

The McKinney-Vento Education for Homeless Children and Youth program requires LEAs to designate a liaison and carry out required duties and requirements under Section 722(g)(3) and (6) of the McKinney-Vento Act. <u>This position can be supported by Title I, Part A Set Aside Funds or other funding.</u>

Homeless Liaison -
(1) Enter the LEA homeless liaison Head Count and number of Full-Time Equivalent Staff in the Homeless Liaison fields and
(2) Enter the number of other staff supporting the homeless program by position in additional rows. Click "Add Row" to add additional lines. This information may be duplicated on the Systemwide Personnel page if the Liaison position or other staff positions are supported by Title I, Part A funding.

	Headcount	FTE - The number of full-time equivalent LEA homeless liaisons and staff carrying out the duties of the liaison and LEA requirements under Section 722(g)(3) and (6) of the McKinney-Vento Act.
Homeless liaison	* 1	* 1.00
Other Position: Homeless Education Program Assistant	1	1.00

Other Position: Homeless Education Transportation Specialist	1	1.00
Other Position: Homeless Education Community Partnership Spec	1	1.00
Other Position: Homeless Education Outreach Specialist	2	2.00

*** The LEA is utilizing a portion of the Title I, Part A homeless set aside to support the district homeless liaison.**

- ○ Yes
- ◉ No

% **If yes, identify the percentage of funds to be used**

☑ *** Assurances**

The LEA has developed and implemented a clear, written transportation policy and dispute resolution process for students experiencing homelessness.

FY26 CFA Resources

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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Documents

Type	Document Template	Document/Link
(CFA TI) Foster Care Transportation Procedures [Upload at least 1 document(s)]	N/A	Title I Part A MNPS Students in Foster Care Policy

BID Meetings

	2023-24	2024-25
Total number of students in foster care enrolled in the LEA	647	416
Total number of BID meetings held in the school year.	88	98
How many of the BID meetings resulted in students remaining in their school of origin?	35	45
Title I, Part A foster care transportation set aside (for the following Fiscal Year) This field will auto-populate from the District Set-Aside page.	$150,000.00	$ 150,000.00

The LEA is utilizing Title I funds to transport children in foster care to their school of origin. (NOTE: Title I funds used for these transportation costs cannot come from the set aside for homeless students.)

- (●) Yes
- ( ) No

*** Assurances**

The LEA has developed and implemented clear written procedures for transporting youth in foster care to their school of origin. The transportation plan includes the following components: 1) best interest determination (BID) meeting must occur within five days of the district being notified that a child has entered foster care; 2) transportation must be in place within five days of the BID meeting; 3) process has been developed for disputing transportation and how interim transportation will be provided in the event of a dispute along with how costs will be covered in the interim; 4) plan addresses how the district will provide transportation when there is minimal or no additional cost (i.e., method, responsible party); 5) plan describes how additional costs will be addressed (Title I set-aside, general purpose fund, etc.) and 6) plan is agreed upon and signed by the LEA and DCS.

The LEA provides training to building level administrators and enrollment personnel on foster care and education stability.

In order to facilitate the educational stability of children receiving foster care services, the LEA is providing for the immediate and appropriate enrollment of each eligible student.

FY26 CFA Resources

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Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Systemwide Instruction & Support - Staff in this table are those who are supported with district-wide set aside funds (i.e. professional development, preschool, extended day) and work across multiple school sites as needed, but still report to central office. Staff assigned to one or more schools for a set period of time must be supported with funds spiraled to schools and should appear in the school-level personnel table.

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Interventionists		
Parent and Family Engagement		
Other (specify) Homeless Education Program Assistant	1.00	1.00
Other (specify) Homeless Education Transportation Specialist	1.00	1.00
Other (specify) Homeless Education Community Partnership Spec	1.00	1.00
Other (specify) Homeless Education Outreach Specialist	2.00	2.00
Total	5.00	5.00

Systemwide Administration for Districts NOT Consolidating - Staff in this table are those who work in the central office on the direct administration of the grant. If the district is consolidating funds for grant administration, no staff can be entered in this table.

	Headcount	FTE
Administration		
Resource Specialist		
Program / Project Director		

Other (specify)		
Total	0.00	0.00

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Instructions

1. LEAs may report Title I, Part A - Personnel Details via the table below OR the optional excel template.
2. If the LEA elects to report using the table, update the table columns below. **Do not use the Template column in the table and do not upload a template document.**
3. If the LEA elects to use the template, enter the total number of Headcount and FTE included in the template into the Template column of the table. **Do not use the other table columns.**

Title I, Part A - Personnel Details (Regular School-Year - K-12 School-level) Optional Uploads

Documents		
Type	**Document Template**	**Document/Link**
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)	Title I Personnel Details HC FTE.2025.04.25

Regular School-Year - Staff in this table are those who work in Title I schools and are supported with funds spiraled to schools.

School Name	LEA ID - School Number	Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		Other 2 - Specify		Other 3 - Specify		Check here if the LEA is reporting Headcount and FTE via the uploaded template. - Enter total FTE and HC included in the Template in the columns below. **Do not use the other table columns.**		Grand Total	
		Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. Z. Kelley Elementary	190-0001																	4	4.00	4	4.00
Alex Green Elementary	190-0005																	6	5.80	6	5.80
Amqui Elementary	190-0010																	7	7.00	7	7.00
Andrew Jackson Elementary	190-0015																			0	0.00
Antioch High School	190-0020																	9	9.00	9	9.00
Antioch Middle	190-0023																	4	3.50	4	3.50
Apollo Middle	190-0025																	3	3.00	3	3.00
Aventura Community School	190-8015																			0	0.00
Bellevue Middle	190-0040																			0	0.00
Bellshire Elementary	190-0045																	5	4.75	5	4.75
Brick Church Middle	190-0063																	2	1.40	2	1.40
Cambridge Early Learning Center	190-7005																			0	0.00
Cane Ridge Elementary	190-0082																	3	3.00	3	3.00
Cane Ridge High School	190-0077																	7	7.00	7	7.00
Carter-Lawrence Elementary	190-0670																	3	3.00	3	3.00
Casa Azafran Early Learning Center	190-7020																			0	0.00
Chadwell Elementary	190-0105																	6	6.00	6	6.00
Charlotte Park Elementary	190-0110																	2	2.00	2	2.00
Cockrill Elementary	190-0120																	2	1.90	2	1.90
Cole Elementary	190-0130																	4	2.90	4	2.90
Cora Howe School	190-0443																			0	0.00
Crieve Hall Elementary	190-0145																			0	0.00
Croft Middle	190-0148																			0	0.00
Cumberland Elementary	190-0150																	8	7.10	8	7.10
Dan Mills Elementary	190-0160																			0	0.00
Dodson Elementary	190-0165																	5	3.20	5	3.20
Donelson Middle	190-0175																	3	2.80	3	2.80
DuPont Elementary	190-0180																	2	1.60	2	1.60

DuPont Hadley Middle	190-0190																			0	0.00
DuPont Tyler Middle	190-0185																	3	2.00	3	2.00
Eagle View Elementary School	190-0115																	3	3.00	3	3.00
Eakin Elementary	190-0195																			0	0.00
Early College High	190-0437																			0	0.00
East End Preparatory School	190-8009																	21	9.52	21	9.52
East Nashville Magnet High School	190-0203																	5	4.50	5	4.50
East Nashville Middle	190-0296																	3	2.80	3	2.80
Explore Community School	190-8060																	28	7.00	28	7.00
Fall-Hamilton Elementary	190-0220																	3	3.00	3	3.00
Gateway Elementary	190-0235																	1	0.60	1	0.60
Glencliff Elementary	190-0240																			0	0.00
Glencliff High School	190-0245																	7	6.10	7	6.10
Glendale Elementary	190-0250																			0	0.00
Glengarry Elementary	190-0255																	3	1.90	3	1.90
Glenview Elementary	190-0265																	4	3.10	4	3.10
Goodlettsville Elementary	190-0270																	2	2.00	2	2.00
Goodlettsville Middle	190-0275																	2	2.00	2	2.00
Gower Elementary	190-0280																			0	0.00
Granbery Elementary	190-0290																			0	0.00
H. G. Hill Middle	190-0295																			0	0.00
Harpeth Valley Elementary	190-0300																			0	0.00
Harris-Hillman Special Education	190-0302																			0	0.00
Hattie Cotton Elementary	190-0140																	3	2.30	3	2.30
Haynes Middle	190-0305																	3	2.30	3	2.30
Haywood Elementary	190-0310																	4	3.48	4	3.48
Head Middle	190-0315																			0	0.00
Henry C. Maxwell Elementary	190-0318																	3	3.00	3	3.00
Hermitage Elementary	190-0320																			0	0.00
Hickman Elementary	190-0327																	5	2.82	5	2.82
Hillsboro High	190-0335																			0	0.00
Hull-Jackson Elementary	190-0350																	3	2.30	3	2.30
Hume - Fogg High	190-0355																			0	0.00
Hunters Lane High	190-0358																	8	8.00	8	8.00
Ida B. Wells Elementary	190-0080																	4	3.30	4	3.30
Inglewood Elementary	190-0360																	2	1.30	2	1.30
Intrepid College Preparatory Charter School	190-8048																			0	0.00
Isaac Litton Middle	190-0365																			0	0.00
Isaiah T. Creswell Middle School of the Arts	190-0700																	3	1.70	3	1.70

Ivanetta H. Davis Learning Center at Bordeaux	190-7010																			0	0.00
J. E. Moss Elementary	190-0370																	7	3.80	7	3.80
James Lawson High School	190-0374																			0	0.00
Jere Baxter Middle	190-0375																	4	3.30	4	3.30
Joelton Elementary	190-0380																			0	0.00
John B. Whitsitt Elementary	190-0390																	2	2.00	2	2.00
John Early Middle	190-0386																	2	1.90	2	1.90
John F. Kennedy Middle	190-0393																	6	5.10	6	5.10
John Overton High	190-0395																			0	0.00
John Trotwood Moore Middle	190-0490																			0	0.00
Johnson Alternative Learning Center	190-0740																	1	1.00	1	1.00
Jones Elementary	190-0387																	4	3.70	4	3.70
Julia Green Elementary	190-0415																			0	0.00
KIPP Academy Nashville	190-8002																	13	5.70	13	5.70
KIPP Kirkpatrick Elementary School	190-8095																	13	6.10	13	6.10
KIPP Nashville College Prep	190-8042																	11	5.10	11	5.10
KIPP Nashville College Prep Elementary	190-8085																	13	6.10	13	6.10
KIPP Nashville Collegiate High School	190-8011																	7	3.10	7	3.10
Knowledge Academy @ The Crossings	190-8110																	5	3.10	5	3.10
Lakeview Elementary	190-0430																	3	3.00	3	3.00
Lead Academy	190-8003																	7	3.04	7	3.04
LEAD Cameron	190-8010																	9	4.94	9	4.94
LEAD Southeast	190-8013																			0	0.00
Liberty Collegiate Academy	190-8005																	4	2.65	4	2.65
Lockeland Elementary	190-0435																			0	0.00
Madison Middle	190-0622																	4	2.35	4	2.35
Maplewood High	190-0445																	7	5.75	7	5.75
Margaret Allen Middle	190-0450																	1	1.00	1	1.00
Martin Luther King Jr School	190-0456																			0	0.00
May Werthan Shayne Elementary School	190-0608																			0	0.00
McGavock Elementary	190-0465																	2	1.60	2	1.60
McGavock High	190-0470																			0	0.00
McMurray Middle	190-0480																	3	2.30	3	2.30
Meigs Middle	190-0330																			0	0.00
MNPS Virtual School	190-0003																			0	0.00
Moses McKissack Middle	190-0035																	2	1.50	2	1.50

Mt. View Elementary	190-0493																	3	3.00	3	3.00
Murrell at Glenn School	190-0505																	1	0.30	1	0.30
Napier Elementary	190-0510																	3	2.80	3	2.80
Nashville Big Picture High School	190-0053																			0	0.00
Nashville Classical	190-8044																	3	1.23	3	1.23
Nashville Classical West	190-8043																			0	0.00
Nashville Prep	190-8008																	3	2.05	3	2.05
Nashville School Of The Arts	190-0512																			0	0.00
Neely's Bend Elementary	190-0515																	3	2.80	3	2.80
Norman Binkley Elementary	190-0525																			0	0.00
Old Center Elementary	190-0535																	2	1.80	2	1.80
Paragon Mills Elementary	190-0540																	4	3.60	4	3.60
Park Avenue Elementary	190-0545																	5	4.10	5	4.10
Pearl-Cohn High	190-0555																	8	7.50	8	7.50
Pennington Elementary	190-0565																			0	0.00
Percy Priest Elementary	190-0570																			0	0.00
Purpose Prep	190-8046																	3	2.62	3	2.62
RePublic High School	190-8100																	5	5.00	5	5.00
Robert Churchwell Elementary	190-0618																	4	4.00	4	4.00
Rocketship United	190-8070																	6	5.10	6	5.10
Rose Park Middle	190-0595																	2	1.40	2	1.40
Rosebank Elementary	190-0600																			0	0.00
Ross Early Learning Center	190-7015																			0	0.00
Ruby Major Elementary	190-0607																	5	3.40	5	3.40
Shwab Elementary	190-0610																	2	1.60	2	1.60
Smith Springs Elementary School	190-0750																	4	4.00	4	4.00
Smithson Craighead Academy	190-8001																	4	3.08	4	3.08
Stanford Elementary	190-0615																			0	0.00
STEM Prep Academy	190-8006																	5	3.35	5	3.35
STEM Prep High School	190-8075																	4	3.05	4	3.05
Stratford STEM Magnet School	190-0620																	8	7.20	8	7.20
Stratton Elementary	190-0625																	3	3.00	3	3.00
Strive Collegiate Academy	190-8090																			0	0.00
Sylvan Park Elementary	190-0630																			0	0.00
The Academy at Hickory Hollow	190-0720																			0	0.00
The Academy at Old Cockrill	190-0614																			0	0.00
The Academy at Opry Mills	190-0612																			0	0.00
Thomas A. Edison Elementary	190-0208																	3	3.00	3	3.00
Thurgood Marshall Middle	190-0633																			0	0.00

Tom Joy Elementary	190-0635																	5	5.00	5	5.00
Transitions at Bass	190-0725																			0	0.00
Tulip Grove Elementary	190-0637																	3	2.50	3	2.50
Tusculum Elementary	190-0645																	3	3.00	3	3.00
Two Rivers Middle	190-0650																			0	0.00
Una Elementary	190-0655																	3	3.00	3	3.00
Valor Flagship Academy	190-8045																			0	0.00
Valor Voyager Academy	190-8080																			0	0.00
W. A. Bass Adult Program	190-0125																			0	0.00
W.A. Bass Alternative Learning Center	190-0126																			0	0.00
Warner Elementary	190-0675																	4	3.80	4	3.80
Waverly-Belmont Elementary School	190-0755																			0	0.00
West End Middle	190-0690																			0	0.00
Westmeade Elementary	190-0695																			0	0.00
Whites Creek High	190-0704																	9	8.10	9	8.10
William Henry Oliver Middle	190-0538																			0	0.00
Wright Middle	190-0715																	2	2.00	2	2.00
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	460	341.48	460	341.48

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Personnel Details (Summary School - K-12 School-level)

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

N/A

FY26 CFA Resources
Click here to open the Technical Application Guide: FY26 CFA.
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Preschool Personnel Details (School-level)

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

N/A

FY26 CFA Resources
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Preschool Counts

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

This page is to collect information on schools within the district using Title I, Part A funds either as a district set-aside or part of a school allocation to provide services to preschool program(s).

If the district has a preschool program within a K-12 Title I school where funds are utilized (I.e. local/state/VPK) to fund the preschool program, do not complete this page.

If Title I funds are not used after funds to provide services to any of the preschools, check N/A.

N/A

FY26 CFA Resources
Click here to open the Technical Application Guide: FY26 CFA.
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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

N/A - If your district is not using funds for class size reduction select N/A.

Using ESEA Funds for Class-Size Reduction

LEAs utilizing ESEA funds for class size reduction teachers must also submit documentation that the teacher(s) hired are highly-effective by Oct. 1 each year. More information can be found here.

FY26 CFA Resources

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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Identifying and Ranking Schools Documents

Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Identifying and Ranking Schools Supporting Documentation [Upload at least 1 document(s)]	N/A	MNPS ED Data Source
(CFA TI) Title I Skipped Schools Letter	N/A	
(CFA) Title I School-wide Waiver Approval Letter [Upload up to 1 document(s)]	N/A	

Low Income Data Sources - Dates of data used cannot be changed once the original CFA is approved.

Identify the method(s) the LEA will use to identify low income students.

☐ Free/Reduced Lunch	Month & Year of Date Used
☑ Direct Certification (for CEP and/or non-CEP schools)	Month & Year of Date Used: October 2024
☐ TANF Eligibility	Month & Year of Date Used
☐ Medicaid	Month & Year of Date Used
☐ Census	Month & Year of Date Used

Ranking & Identifying Title I Schools

☐ Check if the LEA has a single attendance area (only one school in each grade span).

☐ Check if the LEA has less than 1,000 students enrolled.

NOTE: If any of the above are checked, all schools in the LEA are eligible for Title I services.

* Identify the ranking the LEA will use to group schools in order to make eligibility determinations:

◉ District-wide ranking

○ Grade-span ranking

Identify the method the LEA will use to identify Title I eligible schools:

☑ District-wide poverty percentage (total district poverty/total district enrollment)

☐ Grade-span poverty percentages (for each grade span, total grade span poverty/total grade span enrollment)

List the districtwide grade span poverty averages for each grade span group served

Grade Span	Poverty Average
1.	%
2.	%
3.	%

Check all that apply:

☐ 35% rule (all schools at or above 35% poverty are eligible)

☐ The LEA will prioritize high schools with 50% or more poverty

☐ The LEA has received a waiver to implement school-wide programs in one or more schools with less than 40% poverty and waiver approval is uploaded to Related Documents.

Schools "Skipped" in Rank Order

For any school not served with Title I-A funds (marked as "skip school" on the School Eligibility page), indicate the amount and source of state or local supplemental funds that are used to provide services to low-achieving students in lieu of the funds that would have been provided by Title I-A. A "Skipped Schools Letter" providing justification must be uploaded to the Title I Related Documents page of this application.

School Name	Funding Source	Amount
		$

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

The underlined items in the column headings on this page can be clicked for sorting. For example, to sort your schools alphabetically by school name, click on "School Name"

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Private Attendance Area	All Students (K-12 Public Enrollment + Private Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Murrell at Glenn School	190-0505	1989	Public School	K,1,2,3,4,5,6,7	SW	30	0	30	DC x 1.6 Multiplier	20	30	0	30	66.67%	100.00%		☑	☐	None
Carter-Lawrence Elementary	190-0670	2004	Public School	PK,K,1,2,3,4,5	SW	209	0	209	DC x 1.6 Multiplier	139	209	0	209	66.51%	100.00%		☑	☐	None
Transitions at Bass	190-0725	1963	Public School	10,11,12	SW	17	0	17	DC x 1.6 Multiplier	13	17	0	17	76.47%	100.00%		☑	☐	None
Napier Elementary	190-0510	2000	Public School	PK,K,1,2,3,4,5	SW	228	2	230	DC x 1.6 Multiplier	228	228	1	229	99.57%	99.57%		☑	☐	None
Robert Churchwell Elementary	190-0618	1963	Public School	PK,K,1,2,3,4,5	SW	265	20	285	DC x 1.6 Multiplier	210	265	3	268	74.74%	94.04%		☑	☐	CSI
Johnson Alternative Learning Center	190-0740	1963	Public School	5,6,7,8,9,10,11,12	SW	114	0	114	DC x 1.6 Multiplier	67	107	0	107	58.77%	93.86%		☑	☐	None
KIPP Kirkpatrick Elementary School	190-8095	2015	Charter School	K,1,2,3,4	SW	375	27	402	DC x 1.6 Multiplier	296	375	0	375	73.63%	93.28%		☑	☐	None
Park Avenue Elementary	190-0545	1999	Public School	PK,K,1,2,3,4,5	SW	276	30	306	DC x 1.6 Multiplier	185	276	3	279	61.44%	91.18%		☑	☐	CSI
East Nashville Middle	190-0296	1963	Public School	6,7,8	SW	191	0	191	DC x 1.6 Multiplier	108	173	0	173	56.54%	90.58%		☑	☐	TSI
KIPP Nashville College Prep Elementary	190-8085	2017	Charter School	K,1,2,3,4	SW	407	0	407	DC x 1.6 Multiplier	227	363	0	363	55.77%	89.19%		☑	☐	TSI
Alex Green Elementary	190-0005	1987	Public School	PK,K,1,2,3,4,5	SW	416	72	488	DC x 1.6 Multiplier	269	416	19	435	59.02%	89.14%		☑	☐	None
Ida B. Wells Elementary	190-0080	1963	Public School	PK,P4,P3,K,1,2,3,4,5	SW	222	29	251	DC x 1.6 Multiplier	173	222	0	222	68.92%	88.45%		☑	☐	Reward
Pearl-Cohn High	190-0555	1986	Public School	9,10,11,12	SW	533	62	595	DC x 1.6 Multiplier	326	522	4	526	55.46%	88.40%		☑	☐	CSI
John Early Middle	190-0386	2002	Public School	6,7,8	SW	135	24	159	DC x 1.6 Multiplier	99	135	5	140	65.41%	88.05%		☑	☐	CSI
Moses McKissack Middle	190-0035	1963	Public School	6,7,8	SW	117	21	138	DC x 1.6 Multiplier	88	117	4	121	66.67%	87.68%		☑	☐	CSI
Fall-Hamilton Elementary	190-0220	1970	Public School	PK,K,1,2,3,4,5	SW	228	17	245	DC x 1.6 Multiplier	132	211	2	213	54.69%	86.94%		☑	☐	None
Cumberland Elementary	190-0150	1998	Public School	P3,P4,K,1,2,3,4,5	SW	452	118	570	DC x 1.6 Multiplier	300	452	36	488	58.95%	85.61%		☑	☐	None
Jones Elementary	190-0387	1963	Public School	P3,P4,K,1,2,3,4,5	SW	232	52	284	DC x 1.6 Multiplier	154	232	10	242	57.75%	85.21%		☑	☐	CSI
Bellshire Elementary	190-0045	1963	Public School	PK,K,1,2,3,4,5	SW	317	69	386	DC x 1.6 Multiplier	195	312	16	328	54.66%	84.97%		☑	☐	CSI
The Academy at Old Cockrill	190-0614	1963	Public School	11,12	SW	23	0	23	DC x 1.6 Multiplier	12	19	0	19	52.17%	82.61%		☑	☐	None
W.A. Bass Alternative Learning Center	190-0126	1963	Public School	9,10,11,12	SW	105	0	105	DC x 1.6 Multiplier	54	86	0	86	51.43%	81.90%		☑	☐	None
KIPP Academy Nashville	190-8002	2007	Charter School	5,6,7,8	SW	387	0	387	DC x 1.6 Multiplier	197	315	0	315	50.90%	81.40%		☑	☐	None
KIPP Nashville College Prep	190-8042		Charter School	5,6,7,8	SW	363	0	363	DC x 1.6 Multiplier	182	291	0	291	50.14%	80.17%		☑	☐	None
Tom Joy Elementary	190-0635	1989	Public School	PK,K,1,2,3,4,5	SW	392	17	409	DC x 1.6 Multiplier	200	320	5	325	50.12%	79.46%		☑	☐	None
East Nashville Magnet High School	190-0203	1963	Public School	9,10,11,12	SW	429	0	429	DC x 1.6 Multiplier	211	338	0	338	49.18%	78.79%		☑	☐	None
Cora Howe School	190-0443	1970	Public School	K,1,2,3,4,5,6,7,8,9,10,11,12	SW	79	0	79	DC x 1.6 Multiplier	39	62	0	62	49.37%	78.48%		☑	☐	None
Brick Church Middle	190-0063		Public School	6,7,8	SW	102	35	137	DC x 1.6 Multiplier	69	102	5	107	54.01%	78.10%		☑	☐	None
Chadwell Elementary	190-0105	1963	Public School	PK,K,1,2,3,4,5	SW	457	43	500	DC x 1.6 Multiplier	241	386	3	389	48.80%	77.80%		☑	☐	None
Hull-Jackson Elementary	190-0350	1997	Public School	PK,PS,K,1,2,3,4,5	SW	197	0	197	DC x 1.6 Multiplier	95	152	0	152	48.22%	77.16%		☑	☐	None
East End Preparatory School	190-8009	2011	Charter School	K,1,2,3,4,5,6,7,8	SW	837	0	837	DC x 1.6 Multiplier	395	632	0	632	47.19%	75.51%		☑	☐	None
Amqui Elementary	190-0010	1999	Public School	PK,K,1,2,3,4,5,6,7	SW	592	12	604	DC x 1.6 Multiplier	282	451	3	454	47.19%	75.17%		☑	☐	None
Warner Elementary	190-0675	1963	Public School	PK,K,1,2,3,4,5	SW	369	93	462	DC x 1.6 Multiplier	213	341	4	345	46.97%	74.68%		☑	☐	None
Jere Baxter Middle	190-0375	1997	Public School	6,7,8	SW	373	64	437	DC x 1.6 Multiplier	196	314	11	325	47.37%	74.37%		☑	☐	CSI
Explore Community School	190-8060	2015	Charter School	K,1,2,3,4,5,6,7,8	SW	592	0	592	DC x 1.6 Multiplier	274	438	0	438	46.28%	73.99%		☑	☐	None
Liberty Collegiate Academy	190-8005	2011	Charter School	5,6,7,8	SW	244	0	244	DC x 1.6 Multiplier	112	179	0	179	45.90%	73.36%		☑	☐	None
Nashville Prep	190-8008	2011	Charter School	5,6,7,8	SW	184	0	184	DC x 1.6 Multiplier	84	134	0	134	45.65%	72.83%		☑	☐	None
Hattie Cotton Elementary	190-0140	1996	Public School	PK,K,1,2,3,4,5	SW	202	73	275	DC x 1.6 Multiplier	123	197	3	200	45.82%	72.73%		☑	☐	None
Purpose Prep	190-8046	2013	Charter School	K,1,2,3,4,5	SW	427	0	427	DC x 1.6 Multiplier	194	310	0	310	45.43%	72.60%		☑	☐	None
Haynes Middle	190-0305	2003	Public School	6,7,8	SW	232	112	344	DC x 1.6 Multiplier	145	232	13	245	45.93%	71.22%		☑	☐	CSI
Whites Creek High	190-0704	1978	Public School	9,10,11,12	SW	731	168	899	DC x 1.6 Multiplier	399	638	1	639	44.49%	71.08%		☑	☐	None
Stratford STEM Magnet School	190-0620	1963	Public School	6,7,8,9,10,11,12	SW	810	202	1012	DC x 1.6 Multiplier	430	688	5	693	42.98%	68.48%		☑	☐	None
Maplewood High	190-0445	1963	Public School	9,10,11,12	SW	702	73	775	DC x 1.6 Multiplier	325	520	4	524	42.45%	67.61%		☑	☐	CSI
Isaiah T. Creswell Middle School of the Arts	190-0700	1963	Public School	6,7,8	SW	269	0	269	DC x 1.6 Multiplier	107	171	0	171	39.78%	63.57%		☑	☐	None
RePublic High School	190-8100	2011	Charter School	9,10,11,12	SW	586	0	586	DC x 1.6 Multiplier	231	370	0	370	39.42%	63.14%		☑	☐	None
Rocketship United	190-8070	2015	Charter School	K,1,2,3,4,5	SW	499	0	499	DC x 1.6 Multiplier	196	314	0	314	39.28%	62.93%		☑	☐	None
Dodson Elementary	190-0165	1968	Public School	PK,K,1,2,3,4,5	SW	429	91	520	DC x 1.6 Multiplier	200	320	7	327	39.81%	62.88%		☑	☐	None
Paragon Mills Elementary	190-0540	1965	Public School	PK,K,1,2,3,4,5	SW	578	38	616	DC x 1.6 Multiplier	227	363	15	378	39.29%	61.36%		☑	☐	None
Madison Middle	190-0622	1963	Public School	6,7,8	SW	360	91	451	DC x 1.6 Multiplier	167	267	9	276	39.02%	61.20%		☑	☐	None
DuPont Tyler Middle	190-0185	1969	Public School	6,7,8	SW	382	76	458	DC x 1.6 Multiplier	153	245	34	279	40.83%	60.92%		☑	☐	None
The Academy at Hickory Hollow	190-0720	2010	Public School	11,12	SW	48	0	48	DC x 1.6 Multiplier	18	29	0	29	37.50%	60.42%		☑	☐	None
Cockrill Elementary	190-0120	1996	Public School	PK,K,1,2,3,4,5	SW	247	83	330	DC x 1.6 Multiplier	122	195	2	197	37.58%	59.70%		☑	☐	CSI
KIPP Nashville Collegiate High School	190-8011	2014	Charter School	9,10,11,12	SW	434	0	434	DC x 1.6 Multiplier	159	254	0	254	36.64%	58.53%		☑	☐	None
LEAD Cameron	190-8010	2011	Charter School	5,6,7,8	SW	530	25	555	DC x 1.6 Multiplier	201	322	1	323	36.40%	58.20%		☑	☐	None
Apollo Middle	190-0025	1967	Public School	6,7,8	SW	548	45	593	DC x 1.6 Multiplier	207	331	13	344	37.10%	58.01%		☑	☐	CSI
Old Center Elementary	190-0535	1963	Public School	PK,K,1,2,3,4,5	SW	314	40	354	DC x 1.6 Multiplier	121	194	11	205	37.29%	57.91%		☑	☐	None
Neely's Bend Elementary	190-0515	1963	Public School	P3,P4,K,1,2,3,4,5,6,7	SW	452	78	530	DC x 1.6 Multiplier	175	280	24	304	37.55%	57.36%		☑	☐	None
Gateway Elementary	190-0235	1964	Public School	K,1,2,3,4,5	SW	299	28	327	DC x 1.6 Multiplier	115	184	3	187	36.09%	57.19%		☑	☐	None

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Private Attendance Area	All Students (K-12 Public Enrollment + Private Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Smithson Craighead Academy	190-8001	2007	Charter School	K,1,2,3,4,5	SW	319	0	319	DC x 1.6 Multiplier	114	182	0	182	35.74%	57.05%		☑	☐	None
Stratton Elementary	190-0625	1996	Public School	PK,K,1,2,3,4,5	SW	464	66	530	DC x 1.6 Multiplier	188	301	0	301	35.47%	56.79%		☑	☐	None
Shwab Elementary	190-0610	1989	Public School	PK,K,1,2,3,4,5	SW	285	26	311	DC x 1.6 Multiplier	109	174	1	175	35.37%	56.27%		☑	☐	None
Lakeview Elementary	190-0430	1967	Public School	PK,K,1,2,3,4,5	SW	576	35	611	DC x 1.6 Multiplier	199	318	16	334	35.19%	54.66%		☑	☐	None
Eagle View Elementary School	190-0115	2018	Public School	PK,K,1,2,3,4,5	SW	657	48	705	DC x 1.6 Multiplier	229	366	18	384	35.04%	54.47%		☑	☐	None
Glencliff High School	190-0245	1963	Public School	9,10,11,12	SW	1020	94	1114	DC x 1.6 Multiplier	373	597	6	603	34.02%	54.13%		☑	☐	CSI
Hickman Elementary	190-0327	2000	Public School	PK,K,1,2,3,4,5	SW	409	58	467	DC x 1.6 Multiplier	152	243	5	248	33.62%	53.10%		☑	☐	None
Haywood Elementary	190-0310	1963	Public School	PK,K,1,2,3,4,5	SW	622	19	641	DC x 1.6 Multiplier	209	334	6	340	33.54%	53.04%		☑	☐	None
John F. Kennedy Middle	190-0393	2001	Public School	6,7,8	SW	749	95	844	DC x 1.6 Multiplier	258	413	34	447	34.60%	52.96%		☑	☐	TSI
Inglewood Elementary	190-0360	1963	Public School	PK,K,1,2,3,4,5	SW	211	43	254	DC x 1.6 Multiplier	83	133	1	134	33.07%	52.76%		☑	☐	None
Hunters Lane High	190-0358	1986	Public School	9,10,11,12	SW	1425	242	1667	DC x 1.6 Multiplier	537	859	20	879	33.41%	52.73%		☑	☐	TSI
Cane Ridge Elementary	190-0082	2012	Public School	PK,K,1,2,3,4,5	SW	741	66	807	DC x 1.6 Multiplier	248	397	27	424	34.08%	52.54%		☑	☐	Reward
Glenview Elementary	190-0265	2006	Public School	PK,K,1,2,3,4,5	SW	585	34	619	DC x 1.6 Multiplier	199	318	5	323	32.96%	52.18%		☑	☐	None
Thomas A. Edison Elementary	190-0208	2004	Public School	PK,K,1,2,3,4,5	SW	694	54	748	DC x 1.6 Multiplier	221	354	35	389	34.22%	52.01%		☑	☐	None
J. E. Moss Elementary	190-0370	1988	Public School	PK,K,1,2,3,4,5	SW	731	25	756	DC x 1.6 Multiplier	236	378	12	390	32.80%	51.59%		☑	☐	None
Donelson Middle	190-0175	1963	Public School	6,7,8	SW	434	115	549	DC x 1.6 Multiplier	170	272	5	277	31.88%	50.46%		☑	☐	ATSI
Antioch Middle	190-0023	1963	Public School	6,7,8	SW	659	71	730	DC x 1.6 Multiplier	212	339	29	368	33.01%	50.41%		☑	☐	CSI
McGavock Elementary	190-0465	1963	Public School	PK,1,2,3,4,5	SW	308	49	357	DC x 1.6 Multiplier	110	176	0	176	30.81%	49.30%		☑	☐	None
Ruby Major Elementary	190-0607	2005	Public School	P3,P4,K,1,2,3,4,5	SW	581	102	683	DC x 1.6 Multiplier	206	330	2	332	30.45%	48.61%		☑	☐	None
Goodlettsville Middle	190-0275	2016	Public School	6,7,8	SW	448	75	523	DC x 1.6 Multiplier	153	245	7	252	30.59%	48.18%		☑	☐	TSI
DuPont Elementary	190-0180	1963	Public School	PK,K,1,2,3,4,5	SW	306	59	365	DC x 1.6 Multiplier	106	170	5	175	30.41%	47.95%		☑	☐	None
Smith Springs Elementary School	190-0750	2015	Public School	PK,K,1,2,3,4,5	SW	838	77	915	DC x 1.6 Multiplier	263	421	14	435	30.27%	47.54%		☑	☐	None
Tusculum Elementary	190-0645	2017	Public School	PK,K,1,2,3,4,5	SW	659	18	677	DC x 1.6 Multiplier	193	309	12	321	30.28%	47.42%		☑	☐	None
Una Elementary	190-0655	1987	Public School	PK,K,1,2,3,4,5	SW	762	53	815	DC x 1.6 Multiplier	214	342	42	384	31.41%	47.12%		☑	☐	None
A. Z. Kelley Elementary	190-0001	2006	Public School	PK,K,1,2,3,4,5	SW	804	121	925	DC x 1.6 Multiplier	252	403	29	432	30.38%	46.70%		☑	☐	None
McMurray Middle	190-0480	1964	Public School	6,7,8	SW	543	16	559	DC x 1.6 Multiplier	161	258	2	260	29.16%	46.51%		☑	☐	ATSI
Goodlettsville Elementary	190-0270	2023	Public School	PK,K,1,2,3,4,5	SW	434	92	526	DC x 1.6 Multiplier	147	235	9	244	29.66%	46.39%		☑	☐	TSI
Knowledge Academy @ The Crossings	190-8110	2016	Charter School	5,6,7,8,9,10,11,12	SW	400	0	400	DC x 1.6 Multiplier	115	184	0	184	28.75%	46.00%		☑	☐	None
STEM Prep High School	190-8075	2015	Charter School	9,10,11,12	SW	498	0	498	DC x 1.6 Multiplier	143	229	0	229	28.71%	45.98%		☑	☐	None
Lead Academy	190-8003	2017	Charter School	9,10,11,12	SW	485	0	485	DC x 1.6 Multiplier	139	222	0	222	28.66%	45.77%		☑	☐	None
Cole Elementary	190-0130	1963	Public School	PK,K,1,2,3,4,5	SW	719	55	774	DC x 1.6 Multiplier	206	330	22	352	29.46%	45.48%		☑	☐	None
Tulip Grove Elementary	190-0637	1989	Public School	PK,K,1,2,3,4,5	SW	567	84	651	DC x 1.6 Multiplier	178	285	11	296	29.03%	45.47%		☑	☐	None
STEM Prep Academy	190-8006	2011	Charter School	5,6,7,8	SW	448	0	448	DC x 1.6 Multiplier	126	202	0	202	28.13%	45.09%		☑	☐	None
Harris-Hillman Special Education	190-0302	1975	Public School	P3,P4,K,1,2,3,4,5,6,7,8,9,10,11,12	SW	132	0	132	DC x 1.6 Multiplier	37	59	0	59	28.03%	44.70%		☑	☐	None
Charlotte Park Elementary	190-0110	1963	Public School	PK,K,1,2,3,4,5	SW	498	48	546	DC x 1.6 Multiplier	146	234	5	239	27.66%	43.77%		☑	☐	None
Mt. View Elementary	190-0493	1999	Public School	PK,K,1,2,3,4,5	SW	905	86	991	DC x 1.6 Multiplier	246	394	36	430	28.46%	43.39%		☑	☐	Reward
Rose Park Middle	190-0595	1965	Public School	6,7,8	SW	346	0	346	DC x 1.6 Multiplier	94	150	0	150	27.17%	43.35%		☑	☐	TSI
Nashville Classical	190-8044	2013	Charter School	K,1,2,3,4,5,6,7,8	SW	548	0	548	DC x 1.6 Multiplier	148	237	0	237	27.01%	43.25%		☑	☐	Reward
Cane Ridge High School	190-0077	2008	Public School	9,10,11,12	SW	2014	193	2207	DC x 1.6 Multiplier	571	914	30	944	27.23%	42.77%		☑	☐	CSI
Nashville Big Picture High School	190-0053	2003	Public School	9,10,11,12	SW	125	0	125	DC x 1.6 Multiplier	33	53	0	53	26.40%	42.40%		☑	☐	None
John B. Whitsitt Elementary	190-0390	2000	Public School	PK,K,1,2,3,4,5	SW	488	40	528	DC x 1.6 Multiplier	136	218	2	220	26.14%	41.67%		☑	☐	Reward
Margaret Allen Middle	190-0450	2002	Public School	6,7,8	SW	306	35	341	DC x 1.6 Multiplier	82	131	10	141	26.98%	41.35%		☑	☐	CSI
Wright Middle	190-0715	1965	Public School	6,7,8	SW	498	34	532	DC x 1.6 Multiplier	128	205	10	215	25.94%	40.41%		☑	☐	CSI
Glengarry Elementary	190-0255	1963	Public School	PK,K,1,2,3,4,5	SW	429	23	452	DC x 1.6 Multiplier	113	181	1	182	25.22%	40.27%		☑	☐	Reward
Antioch High School	190-0020	1997	Public School	9,10,11,12	SW	2230	195	2425	DC x 1.6 Multiplier	583	933	43	976	25.81%	40.25%		☑	☐	TSI
Henry C. Maxwell Elementary	190-0318	2001	Public School	PK,K,1,2,3,4,5	SW	575	107	682	DC x 1.6 Multiplier	165	264	10	274	25.66%	40.18%		☑	☐	None
Joelton Elementary	190-0380	1989	Public School	PK,K,1,2,3,4,5	None	229	75	304	DC x 1.6 Multiplier	72	115	6	121	25.66%	39.80%		☑	☐	None
Strive Collegiate Academy	190-8090	2015	Charter School	6,7,8	None	194	0	194	DC x 1.6 Multiplier	48	77	0	77	24.74%	39.69%		☑	☐	None
Nashville Classical West	190-8043		Charter School	K,1,2	None	94	0	94	DC x 1.6 Multiplier	23	37	0	37	24.47%	39.36%		☑	☐	None
Thurgood Marshall Middle	190-0633	2006	Public School	6,7,8	None	603	112	715	DC x 1.6 Multiplier	155	248	31	279	26.01%	39.02%		☑	☐	TSI
MNPS Virtual School	190-0003	2011	Public School	4,5,6,7,8,9,10,11,12	None	130	0	130	DC x 1.6 Multiplier	30	48	0	48	23.08%	36.92%		☑	☐	None
LEAD Southeast	190-8013	2013	Charter School	5,6,7,8,9,10,11,12	None	831	0	831	DC x 1.6 Multiplier	191	306	0	306	22.98%	36.82%		☑	☐	None
The Academy at Opry Mills	190-0612	2012	Public School	11,12	None	30	0	30	DC x 1.6 Multiplier	7	11	0	11	23.33%	36.67%		☑	☐	None
Two Rivers Middle	190-0650	1963	Public School	6,7,8	None	282	81	363	DC x 1.6 Multiplier	81	130	3	133	23.14%	36.64%		☑	☐	TSI
McGavock High	190-0470	1971	Public School	9,10,11,12	None	1850	522	2372	DC x 1.6 Multiplier	493	789	31	820	22.09%	34.57%		☐	☐	CSI
Glencliff Elementary	190-0240	1975	Public School	PK,K,1,2,3,4,5	None	568	63	631	DC x 1.6 Multiplier	134	214	3	217	21.71%	34.39%		☐	☐	None
Hermitage Elementary	190-0320	1963	Public School	P3,P4,K,1,2,3,4,5	None	262	62	324	DC x 1.6 Multiplier	68	109	2	111	21.60%	34.26%		☐	☐	ATSI
Head Middle	190-0315	1963	Public School	6,7,8	None	342	0	342	DC x 1.6 Multiplier	73	117	0	117	21.35%	34.21%		☐	☐	Reward
Norman Binkley Elementary	190-0525	1963	Public School	PK,K,1,2,3,4,5	None	726	77	803	DC x 1.6 Multiplier	168	269	5	274	21.54%	34.12%		☐	☐	None
DuPont Hadley Middle	190-0190	1963	Public School	6,7,8	None	388	126	514	DC x 1.6 Multiplier	106	170	0	170	20.62%	33.07%		☐	☐	TSI
Intrepid College Preparatory Charter School	190-8048	2013	Charter School	5,6,7,8,9,10,11,12	None	823	0	823	DC x 1.6 Multiplier	170	272	0	272	20.66%	33.05%		☐	☐	None

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Private Attendance Area	All Students (K-12 Public Enrollment + Private Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Croft Middle	190-0148	2003	Public School	6,7,8	None	410	111	521	DC x 1.6 Multiplier	104	166	3	169	20.54%	32.44%				None
John Overton High	190-0395	1963	Public School	9,10,11,12	None	1949	403	2352	DC x 1.6 Multiplier	447	715	9	724	19.39%	30.78%				TSI
Isaac Litton Middle	190-0365	1963	Public School	6,7,8	None	265	46	311	DC x 1.6 Multiplier	58	93	2	95	19.29%	30.55%				None
Rosebank Elementary	190-0600	1963	Public School	PK,K,1,2,3,4,5	None	441	141	582	DC x 1.6 Multiplier	102	163	11	174	19.42%	29.90%				Reward
Pennington Elementary	190-0565	1963	Public School	PK,K,1,2,3,4,5	None	268	92	360	DC x 1.6 Multiplier	61	98	9	107	19.44%	29.72%				None
May Werthan Shayne Elementary School	190-0608	2004	Public School	PK,K,1,2,3,4,5	None	744	219	963	DC x 1.6 Multiplier	174	278	0	278	18.07%	28.87%				None
Valor Voyager Academy	190-8080	2015	Charter School	5,6,7,8	None	507	0	507	DC x 1.6 Multiplier	91	146	0	146	17.95%	28.80%				Reward
Early College High	190-0437	2006	Public School	9,10,11,12	None	174	0	174	DC x 1.6 Multiplier	31	50	0	50	17.82%	28.74%				Reward
William Henry Oliver Middle	190-0538	2004	Public School	6,7,8	None	422	190	612	DC x 1.6 Multiplier	105	168	4	172	17.81%	28.10%				None
West End Middle	190-0690	1963	Public School	6,7,8	None	328	214	542	DC x 1.6 Multiplier	95	152	0	152	17.53%	28.04%				Reward
H. G. Hill Middle	190-0295	1970	Public School	6,7,8	None	436	263	699	DC x 1.6 Multiplier	113	181	9	190	17.45%	27.18%				None
Westmeade Elementary	190-0695	1963	Public School	K,1,2,3,4,5	None	429	321	750	DC x 1.6 Multiplier	117	187	14	201	17.47%	26.80%				None
Andrew Jackson Elementary	190-0015	1969	Public School	PK,K,1,2,3,4,5	None	462	182	644	DC x 1.6 Multiplier	97	155	2	157	15.37%	24.38%				None
Nashville School Of The Arts	190-0512	1983	Public School	9,10,11,12	None	548	0	548	DC x 1.6 Multiplier	82	131	0	131	14.96%	23.91%				Reward
James Lawson High School	190-0374	2023	Public School	9,10,11,12	None	1396	881	2277	DC x 1.6 Multiplier	337	539	0	539	14.80%	23.67%				None
Valor Flagship Academy	190-8045	2014	Charter School	5,6,7,8,9,10,11,12	None	1394	0	1394	DC x 1.6 Multiplier	203	325	0	325	14.56%	23.31%				Reward
Bellevue Middle	190-0040	1970	Public School	6,7,8	None	440	351	791	DC x 1.6 Multiplier	110	176	0	176	13.91%	22.25%				None
Waverly-Belmont Elementary School	190-0755	1963	Public School	K,1,2,3,4,5	None	526	311	837	DC x 1.6 Multiplier	100	160	2	162	12.19%	19.35%				None
Granbery Elementary	190-0290	1964	Public School	K,1,2,3,4,5	None	773	234	1007	DC x 1.6 Multiplier	120	192	1	193	12.02%	19.17%				Reward
Stanford Elementary	190-0615	2002	Public School	PS,PK,K,1,2,3,4,5	None	328	0	328	DC x 1.6 Multiplier	39	62	0	62	11.89%	18.90%				Reward
Eakin Elementary	190-0195	1963	Public School	K,1,2,3,4,5	None	546	205	751	DC x 1.6 Multiplier	87	139	0	139	11.58%	18.51%				None
Sylvan Park Elementary	190-0630	1963	Public School	K,1,2,3,4,5	None	459	238	697	DC x 1.6 Multiplier	77	123	0	123	11.05%	17.65%				Reward
Dan Mills Elementary	190-0160	2000	Public School	PK,K,1,2,3,4,5	None	590	86	676	DC x 1.6 Multiplier	73	117	0	117	10.80%	17.31%				Reward
Aventura Community School	190-8015	2023	Charter School	K,1,2,3,4	None	284	0	284	DC x 1.6 Multiplier	28	45	0	45	9.86%	15.85%				None
Hillsboro High	190-0335	1963	Public School	9,10,11,12	None	1229	1703	2932	DC x 1.6 Multiplier	289	462	0	462	9.86%	15.76%				None
Gower Elementary	190-0280	1989	Public School	PK,K,1,2,3,4,5	None	578	639	1217	DC x 1.6 Multiplier	118	189	0	189	9.70%	15.53%				TSI
Martin Luther King Jr School	190-0456	1963	Public School	7,8,9,10,11,12	None	1280	0	1280	DC x 1.6 Multiplier	114	182	0	182	8.91%	14.22%				Reward
Harpeth Valley Elementary	190-0300	1996	Public School	PK,K,1,2,3,4,5	None	783	450	1233	DC x 1.6 Multiplier	106	170	0	170	8.60%	13.79%				Reward
Crieve Hall Elementary	190-0145	1963	Public School	K,1,2,3,4,5	None	489	197	686	DC x 1.6 Multiplier	46	74	1	75	6.85%	10.93%				None
Meigs Middle	190-0330	2004	Public School	6,7,8	None	692	0	692	DC x 1.6 Multiplier	34	54	0	54	4.91%	7.80%				Reward
John Trotwood Moore Middle	190-0490	1969	Public School	6,7,8	None	456	1018	1474	DC x 1.6 Multiplier	66	106	0	106	4.48%	7.19%				Reward
Hume - Fogg High	190-0355	1963	Public School	9,10,11,12	None	885	0	885	DC x 1.6 Multiplier	37	59	0	59	4.18%	6.67%				Reward
Lockeland Elementary	190-0435	1963	Public School	K,1,2,3,4,5	None	347	0	347	DC x 1.6 Multiplier	12	19	0	19	3.46%	5.48%				None
Glendale Elementary	190-0250	1963	Public School	PK,K,1,2,3,4,5	None	401	0	401	DC x 1.6 Multiplier	10	16	0	16	2.49%	3.99%				None
Percy Priest Elementary	190-0570	1963	Public School	K,1,2,3,4,5	None	553	962	1515	DC x 1.6 Multiplier	14	22	0	22	0.92%	1.45%				Reward
Julia Green Elementary	190-0415	1963	Public School	K,1,2,3,4,5	None	502	590	1092	DC x 1.6 Multiplier	4	6	0	6	0.37%	0.55%				Reward
W. A. Bass Adult Program	190-0125	1963	Public School	9,10,11,12	None	0	0	0	DC x 1.6 Multiplier	0	0	0	0	0.00%	0.00%				None
Cambridge Early Learning Center	190-7005	1990	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0	0	0	0.00%	0.00%				None
Casa Azafran Early Learning Center	190-7020	2014	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0	0	0	0.00%	0.00%				None
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	1963	Public School	P3,P4	None	0	0	0	DC x 1.6 Multiplier	0	0	0	0	0.00%	0.00%				None
Ross Early Learning Center	190-7015	1988	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0	0	0	0.00%	0.00%				None
Totals:						77,709	15,848	93,557		24,551	38,770	949	39,719	27.26%	42.45%				

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Required Set-Asides	Amount
***Students Experiencing Homelessness:** (Add further details about the Homeless Set-Aside on the Homeless Students page of the application.)	1,133,700.00
***Required Parent and Family Engagement for Public Schools:** For LEAs receiving $500,000 or more in Title I allocations: • 1% of your Title I allocation is $349,426.12. Enter this amount as the required family engagement set-aside. • Note that 90% of the public school amount (number above) is $314,483.51 and must be distributed to your schools for Parent and Family Engagement activities.	349,426.12

1. Provide a clear description of how the parent and family engagement set-aside will be utilized including district- and school-level purchases, programming, instructional materials, and professional development.

As required by law, 1% of our districts' Title I allocation is set aside for Parent Involvement with 90% of the set aside allocated to schools as shown on the PPA page. Title I schools use their funds to implement family engagement resource libraries and to purchase materials/supplies for parent meetings. The goal of this activity is to provide ongoing communication, training sessions, and resources for our families in our schools. Activities begin when school starts and are held throughout the school year. Communication is translated into several languages to meet the needs of our families. Families who speak a language other than English make up over 35% of our district.

District level funds will be used by the Family Engagement Team to address the District's Core Tenets:

1. Re-envision central office as a support hub.
2. Empower and equip leaders at all levels.
3. Identify and eliminate inequalities.
4. Create and support engaging, rigorous and personalized learning experiences for all students.

Activities will focus on:

- Identifying and supporting students to improve classroom behavior with Family Resource kits offered through the Advocacy Centers. These kits include tools and resources with how-to use videos (offered in 3 different languages –English, Spanish, and Arabic) that promote calming and self-regulation strategies. Families can utilize these materials at home to help students attain their goal of improvement and self-regulation to ultimately increase school success.
- Strengthening and developing trust and healthy relationships with all families, focusing on two-way communication and feedback through the Family Support Sessions video series. The Support Session videos are pre-recorded, 3-5 minutes on varied topics such as supporting reading at home, restorative parenting, effective parent-teacher conferences, motivating students, healthy relationships, supporting your LGBTQ+ child, conflict vs. bullying, and suicide prevention. Schools can send families links to the videos at any time throughout the year in 3 different languages – English, Spanish, and Arabic.

- Assisting Non-English background families by continuously expanding our translated materials including video recordings (voice-over; editing automatic translations for accurate subtitling, etc.), as well as acquiring books that support our newcomer families' English language learning at home, and which will be distributed through the LEAF project in collaboration with MNPS English Language Department.
- Facilitating Bridging Differences Family & Student Voice Project: Sharing our Stories, Owning our Strengths. Families and students are asked to respond to the question "What do you value most about your culture and/or identity?" Stories will then be edited and produced into a documentary that will be shared on the MNPS YouTube channel and in staff professional development.
- PD supplies for book studies, services such as guest speakers, and travel expenses such as out of town travel and registration for the Education Leadership Conference in order to stay current on effective family engagement

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):
All Title I schools identified in PPA list

Additional Parent and Family Engagement for Public Schools: (for districts with allocations less than $500,000 electing to set aside funds for FE OR districts reserving amounts above the required 1%)

7,046.88

1. Provide a clear description of this Parent and Family Engagement initiative including a justification for personnel, instructional materials, professional development, and other narratives.

Additional district level funds will be used by the Family Engagement Team to address the District's Core Tenets:

1. Re-envision central office as a support hub.
2. Empower and equip leaders at all levels.
3. Identify and eliminate inequalities.
4. Create and support engaging, rigorous and personalized learning experiences for all students.

Activities will focus on:

- Identifying and supporting students to improve classroom behavior with Family Resource kits offered through the Advocacy Centers. These kits include tools and resources with how-to use videos (offered in 3 different languages –English, Spanish, and Arabic) that promote calming and self-regulation strategies. Families can utilize these materials at home to help students attain their goal of improvement and self-regulation to ultimately increase school success.
- Strengthening and developing trust and healthy relationships with all families, focusing on two-way communication and feedback through the Family Support Sessions video series. The Support Session videos are pre-recorded, 3-5 minutes on varied topics such as supporting reading at home, restorative parenting, effective parent-teacher conferences, motivating students, healthy relationships, supporting your LGBTQ+ child, conflict vs. bullying, and suicide prevention. Schools can send families links to the videos at any time throughout the year in 3 different languages – English, Spanish, and Arabic.
- Assisting Non-English background families by continuously expanding our translated materials including video recordings (voice-over; editing automatic translations for accurate subtitling, etc.), as well as acquiring books that support our newcomer families' English language learning at home, and which will be distributed through the LEAF project in collaboration with MNPS English Language Department.

- Facilitating Bridging Differences Family & Student Voice Project: Sharing our Stories, Owning our Strengths. Families and students are asked to respond to the question “What do you value most about your culture and/or identity?" Stories will then be edited and produced into a documentary that will be shared on the MNPS YouTube channel and in staff professional development.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):
All Title I schools identified in PPA list

Set Asides for Services to Students in Private Schools	Amount
***Private Schools Instructional Funds:** (line I from the Equitable Services page)	953,027.82

Your total Private Schools Instructional Funds Amount from Budget Tags is $953,027.82.

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.

Participating private schools have access to services provided by a third party contracted vendor (selected via an RFP process) for supplemental instructional services (for eligible students) and allowable Title I related professional development. Certified teachers, who are employees of the third-party vendor, will provide direct instructional services to eligible students (1:1 and/or small groups during the school day or after school) per week throughout the school year in reading/language arts and math as well as identified subjects in high school. These services will be offered in person, and virtual options will be based on the choice of the vendor the school selects to provide equitable service.

We have a vendor that offers research-based professional development during the school year but also host training events during the summer for teachers who have students receiving these Title I services in their classes. MNPS oversees this program and reviews and keeps all thorough documentation of services on file. All of these decision points were discussed during consultation, and nonpublic schools provided input and described their needs.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I Focus, Title I Priority, Title I Reward):

Akiva School
B.E. Academy
Ezell Harding Christian Academy
Father Ryan High School
F. H. Jenkins Elementary School
Goodpasture
Holy Rosary
Lighthouse Christian School
Lipscomb Academy
Madison Academy
Nashville Christian School
NIA House Montessori
Priest Lake Christian Academy
St. Ann School

St. Bernard Academy St. Clement St. Edward School St. Henry School St. Joseph St. Pius X Classical Academy The Academy of G.O.D	
****Private Schools Parent and Family Engagement:** (line E from the Equitable Services Program Details- Title I, Part A page for LEAs receiving over $500,000 in Title I Allocations) **1. Provide a clear description of how the parent and family engagement set-aside will be utilized including district- and school-level purchases, programming, instructional materials, and professional development.** Participating non-public school officials noted during consultation that their family engagement needs are services such as workshops and meetings, brochures and newsletters, family resource bags, and more. These family engagement services and materials will be provided by a third-party vendor that will provide supplemental Title I instructional services. The purpose is to provide information and trainings to equip family members and parents on topics such as reading, math, homework help, effective planning, and other academic topics based on needs and as determined in consultation with participating Title I schools.	9,626.54

Additional District-wide Instructional Initiatives	Amount
English as a Second Language Programs: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	0.00
Extended School Day & School Year Programs: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	0.00
Foster Student Transportation: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.**	150,000.00

Transportation helps provide students in foster care educational stability by affording them the opportunity to remain at their school of origin. It is MNPS's responsibility to limit the educational disruption for students in foster care. Foster transportation requests are made by DCS and received by the MNPS Foster POC. The MNPS Foster POC makes a formal request to MNPS Transportation. MNPS Transportation routes the student within five days of receiving the request.

By providing transportation to their school of origin through MNPS's school buses or via the contracted car service providers, educational disruption is limited. MNPS provides school bus transportation at no additional cost to MNPS for students in foster care staying at their school of origin. Students in foster care needing transportation to their school of origin will promptly receive that transportation in a cost-effective manner and in accordance with federal law; and if there are additional costs incurred in providing transportation to the school of origin, the additional costs will be equally shared between MNPS and DCS. When additional costs exceed the Title I set-aside, the additional costs will be negotiated between MNPS and DCS. MNPS will ensure that a student in foster care, to include a student awaiting foster care placement, remains in his/her school of origin while any disputes regarding transportation costs are being resolved.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):

A. Z. Kelley Elementary

MNPS Virtual School

Alex Green Elementary

Amqui Elementary

Andrew Jackson Elementary

Antioch High School - Targeted Support and Improvement

Antioch Middle - Comprehensive Support and Improvement

Apollo Middle - Comprehensive Support and Improvement

Moses McKissack Middle - Comprehensive Support and Improvement

Bellevue Middle

Bellshire Elementary - Comprehensive Support and Improvement

Nashville Big Picture High School

Brick Church Middle

Cane Ridge High School - Comprehensive Support and Improvement

Ida B. Wells Elementary - Reward

Cane Ridge Elementary - Reward

Chadwell Elementary

Charlotte Park Elementary

Cockrill Elementary - Comprehensive Support and Improvement

W. A. Bass Adult Program

W.A. Bass Alternative Learning Center

Cole Elementary

Hattie Cotton Elementary

Crieve Hall Elementary

Croft Middle

Cumberland Elementary

Dan Mills Elementary - Reward

Dodson Elementary

Donelson Middle - Additional Targeted Support and Improvement

DuPont Elementary

DuPont Tyler Middle

DuPont Hadley Middle - Targeted Support and Improvement

Eakin Elementary

East Nashville Magnet High School

Thomas A. Edison Elementary

Fall-Hamilton Elementary

Gateway Elementary

Glencliff Elementary

Glencliff High School - Comprehensive Support and Improvement

Glendale Elementary

Glengarry Elementary - Reward

Glenview Elementary

Goodlettsville Elementary - Targeted Support and Improvement

Goodlettsville Middle - Targeted Support and Improvement

Gower Elementary - Targeted Support and Improvement

Granbery Elementary - Reward

H. G. Hill Middle

Harpeth Valley Elementary - Reward

Harris-Hillman Special Education

Haynes Middle - Comprehensive Support and Improvement

Haywood Elementary

Head Middle Reward

Henry C. Maxwell Elementary

Hermitage Elementary - Additional Targeted Support and Improvement

Hickman Elementary

Meigs Middle - Reward

Hillsboro High

Hull-Jackson Elementary

Hume - Fogg High - Reward

Hunters Lane High - Targeted Support and Improvement

Inglewood Elementary

Isaac Litton Middle

J. E. Moss Elementary

Jere Baxter Middle - Comprehensive Support and Improvement

Johnson Alternative Learning Center

Joelton Elementary

John Early Middle - Comprehensive Support and Improvement

Jones Elementary - Comprehensive Support and Improvement

John B. Whitsitt Elementary - Reward

John F. Kennedy Middle - Targeted Support and Improvement

John Overton High - Targeted Support and Improvement

Julia Green Elementary - Reward

Lakeview Elementary

Lockeland Elementary

Early College High - Reward

Cora Howe School

Maplewood High - Comprehensive Support and Improvement

Margaret Allen Middle - Comprehensive Support and Improvement

Martin Luther King Jr School - Reward

McGavock Elementary

McGavock High - Comprehensive Support and Improvement

McMurray Middle - Additional Targeted Support and Improvement

John Trotwood Moore Middle - Reward

Mt. View Elementary - Reward

Murrell at Glenn School

Napier Elementary

Nashville School Of The Arts - Reward

Neely's Bend Elementary

Norman Binkley Elementary

Old Center Elementary

William Henry Oliver Middle

Paragon Mills Elementary

Park Avenue Elementary - Comprehensive Support and Improvement

Pearl-Cohn High - Comprehensive Support and Improvement

Pennington Elementary

Percy Priest Elementary - Reward

Rose Park Middle - Targeted Support and Improvement

Rosebank Elementary - Reward

Ruby Major Elementary

May Werthan Shayne Elementary School

Shwab Elementary

The Academy at Opry Mills

The Academy at Old Cockrill

Stanford Elementary - Reward

Robert Churchwell Elementary - Comprehensive Support and Improvement

Stratford STEM Magnet School

Madison Middle

Stratton Elementary

Sylvan Park Elementary - Reward

Thurgood Marshall Middle - Targeted Support and Improvement

Tom Joy Elementary

Tulip Grove Elementary

Tusculum Elementary

Two Rivers Middle - Targeted Support and Improvement

Una Elementary

Carter-Lawrence Elementary

Warner Elementary

West End Middle - Reward

Westmeade Elementary

Isaiah T. Creswell Middle School of the Arts

Whites Creek High

Wright Middle - Comprehensive Support and Improvement

The Academy at Hickory Hollow

Transitions at Bass

Smithson Craighead Academy

KIPP Academy Nashville

Lead Academy

Liberty Collegiate Academy

STEM Prep Academy

Nashville Prep

East End Preparatory School

LEAD Cameron

KIPP Nashville Collegiate High School

LEAD Southeast

KIPP Nashville College Prep

Nashville Classical - Reward

Purpose Prep

Intrepid College Preparatory Charter School

Valor Flagship Academy - Reward

Rocketship United

Explore Community School

Valor Voyager Academy - Reward STEM Prep High School KIPP Nashville College Prep Elementary - Targeted Support and Improvement Strive Collegiate Academy KIPP Kirkpatrick Elementary School Smith Springs Elementary School Waverly-Belmont Elementary School RePublic High School East Nashville Middle - Targeted Support and Improvement Eagle View Elementary School Cambridge Early Learning Center Casa Azafran Early Learning Center Ivanetta H. Davis Learning Center at Bordeaux Ross Early Learning Center Aventura Community School Knowledge Academy @ The Crossings James Lawson High School Nashville Classical West	
Preschool Programs: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	0.00
Professional Development Initiative:	0.00

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Reservation of funds for FY27 (not to exceed 15%): Reservation of funds for FY27 (not to exceed 15%) **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Reserving funds for FY27. Will plan to reallocate to other budget lines if needs arise throughout the year. Total is less than 15%. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** All Title I schools	1,647,334.93
Salary Equalization: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	0.00
Supplemental Funds for Services to Neglected Youth: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	0.00
***Support for Focus and Priority Schools:** **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Planned expenditures include consultants around chronic absenteeism (Communities in Schools) and instructional support to enable the implementation of instructional strategies and school improvement efforts to increase graduation rates/recovered credits and stem summer learning loss; supplemental compensation, materials and transportation for student tutoring; and professional development consultation and training stipends. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** Additional supports to benefit a maximum of 25% of the district's Title I schools (other than iZone Schools) that fall into one or more of the following categories: 1) Identified as a Target School on the district Academic Performance Framework 2) Identified as	600,000.00

an ATSI or CSI school 3) Ranked below the 15th percentile statewide for student success rates (bottom 25% of MNPS schools).	
Total:	4,850,162.29

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Allocation Amounts		Amount
Title I-A Regular Allocation (Includes funds transferred in)		36,942,612.29
Carryover/Additional funds	+	0.00
Total Allocation Amount	$	36,942,612.29

School Allocations		Amount
Total Allocation Amount		36,942,612.29
Subtract Total Set Asides	-	4,850,162.29
Total Indirect Costs	-	600,000.00
Total Amount Contributed to Consolidated Administration (public and private schools)	-	2,000,000.00
Total Amount reserved for District Administration-if not using Consolidated Administration (public and private schools)	-	0.00
Total Available for School Allocations	$	29,492,450.00

Per Pupil Amount (PPA) for 100% Factor		Amount
Total Available for School Allocations		29,492,450.00
Divide by total number of low-income students in Title I served schools (public schools)	÷	29,938.00
100% Factor	x	1.00
FINAL PPA	$	985.12

PPA List

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A
School/Attendance Area Allocation

Average Per Pupil Amount (PPA) $ 985.12

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Transitions at Bass		DC x 1.6 Multiplier	100.00	17	1,300.00	22,100.00	114.00	22,214.00	
Murrell at Glenn School		DC x 1.6 Multiplier	100.00	30	1,300.00	39,000.00	201.00	39,201.00	
Carter-Lawrence Elementary		DC x 1.6 Multiplier	100.00	209	1,300.00	271,700.00	1,398.00	273,098.00	
Napier Elementary		DC x 1.6 Multiplier	99.57	228	1,300.00	296,400.00	1,526.00	297,926.00	
Robert Churchwell Elementary		DC x 1.6 Multiplier	94.04	265	1,300.00	344,500.00	1,773.00	346,273.00	
Johnson Alternative Learning Center		DC x 1.6 Multiplier	93.86	107	1,300.00	139,100.00	763.00	139,863.00	
KIPP Kirkpatrick Elementary School		DC x 1.6 Multiplier	93.28	375	1,300.00	487,500.00	2,509.00	490,009.00	
Park Avenue Elementary		DC x 1.6 Multiplier	91.18	276	1,300.00	358,800.00	1,847.00	360,647.00	
East Nashville Middle		DC x 1.6 Multiplier	90.58	173	1,300.00	224,900.00	1,278.00	226,178.00	
KIPP Nashville College Prep Elementary		DC x 1.6 Multiplier	89.19	363	1,300.00	471,900.00	2,723.00	474,623.00	
Alex Green Elementary		DC x 1.6 Multiplier	89.14	416	1,300.00	540,800.00	2,784.00	543,584.00	
Ida B. Wells Elementary		DC x 1.6 Multiplier	88.45	222	1,300.00	288,600.00	1,485.00	290,085.00	
Pearl-Cohn High		DC x 1.6 Multiplier	88.40	522	1,300.00	678,600.00	3,566.00	682,166.00	
John Early Middle		DC x 1.6 Multiplier	88.05	135	1,300.00	175,500.00	903.00	176,403.00	
Moses McKissack Middle		DC x 1.6 Multiplier	87.68	117	1,300.00	152,100.00	783.00	152,883.00	
Fall-Hamilton Elementary		DC x 1.6 Multiplier	86.94	211	1,300.00	274,300.00	1,526.00	275,826.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Cumberland Elementary		DC x 1.6 Multiplier	85.61	452	1,300.00	587,600.00	3,024.00	590,624.00	☐
Jones Elementary		DC x 1.6 Multiplier	85.21	232	1,300.00	301,600.00	1,552.00	303,152.00	☐
Bellshire Elementary		DC x 1.6 Multiplier	84.97	312	1,300.00	405,600.00	2,121.00	407,721.00	☐
The Academy at Old Cockrill		DC x 1.6 Multiplier	82.61	19	1,300.00	24,700.00	154.00	24,854.00	☐
W.A. Bass Alternative Learning Center		DC x 1.6 Multiplier	81.90	86	1,300.00	111,800.00	703.00	112,503.00	☐
KIPP Academy Nashville		DC x 1.6 Multiplier	81.40	315	1,300.00	409,500.00	2,590.00	412,090.00	☐
KIPP Nashville College Prep		DC x 1.6 Multiplier	80.17	291	1,300.00	378,300.00	2,429.00	380,729.00	☐
Tom Joy Elementary		DC x 1.6 Multiplier	79.46	320	1,300.00	416,000.00	2,623.00	418,623.00	☐
East Nashville Magnet High School		DC x 1.6 Multiplier	78.79	338	1,300.00	439,400.00	2,871.00	442,271.00	☐
Cora Howe School		DC x 1.6 Multiplier	78.48	62	1,300.00	80,600.00	529.00	81,129.00	☐
Brick Church Middle		DC x 1.6 Multiplier	78.10	102	1,300.00	132,600.00	683.00	133,283.00	☐
Chadwell Elementary		DC x 1.6 Multiplier	77.80	386	1,300.00	501,800.00	3,058.00	504,858.00	☐
Hull-Jackson Elementary		DC x 1.6 Multiplier	77.16	152	1,300.00	197,600.00	1,318.00	198,918.00	☐
East End Preparatory School		DC x 1.6 Multiplier	75.51	632	1,300.00	821,600.00	5,601.00	827,201.00	☐
Amqui Elementary		DC x 1.6 Multiplier	75.17	451	1,300.00	586,300.00	3,961.00	590,261.00	☐
Warner Elementary		DC x 1.6 Multiplier	74.68	341	1,005.00	342,705.00	2,469.00	345,174.00	☐
Jere Baxter Middle		DC x 1.6 Multiplier	74.37	314	1,005.00	315,570.00	2,496.00	318,066.00	☐
Explore Community School		DC x 1.6 Multiplier	73.99	438	1,005.00	440,190.00	3,961.00	444,151.00	☐

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Liberty Collegiate Academy		DC x 1.6 Multiplier	73.36	179	1,005.00	179,895.00	1,633.00	181,528.00	
Nashville Prep		DC x 1.6 Multiplier	72.83	134	1,005.00	134,670.00	1,231.00	135,901.00	
Hattie Cotton Elementary		DC x 1.6 Multiplier	72.73	197	1,005.00	197,985.00	1,352.00	199,337.00	
Purpose Prep		DC x 1.6 Multiplier	72.60	310	1,005.00	311,550.00	2,857.00	314,407.00	
Haynes Middle		DC x 1.6 Multiplier	71.22	232	1,005.00	233,160.00	1,552.00	234,712.00	
Whites Creek High		DC x 1.6 Multiplier	71.08	638	1,005.00	641,190.00	4,891.00	646,081.00	
Stratford STEM Magnet School		DC x 1.6 Multiplier	68.48	688	1,005.00	691,440.00	5,420.00	696,860.00	
Maplewood High		DC x 1.6 Multiplier	67.61	520	1,005.00	522,600.00	4,697.00	527,297.00	
Isaiah T. Creswell Middle School of the Arts		DC x 1.6 Multiplier	63.57	171	845.00	144,495.00	1,800.00	146,295.00	
RePublic High School		DC x 1.6 Multiplier	63.14	370	845.00	312,650.00	3,921.00	316,571.00	
Rocketship United		DC x 1.6 Multiplier	62.93	314	845.00	265,330.00	3,339.00	268,669.00	
Dodson Elementary		DC x 1.6 Multiplier	62.88	320	845.00	270,400.00	2,871.00	273,271.00	
Paragon Mills Elementary		DC x 1.6 Multiplier	61.36	363	845.00	306,735.00	3,868.00	310,603.00	
Madison Middle		DC x 1.6 Multiplier	61.20	267	845.00	225,615.00	2,409.00	228,024.00	
DuPont Tyler Middle		DC x 1.6 Multiplier	60.92	245	845.00	207,025.00	2,556.00	209,581.00	
The Academy at Hickory Hollow		DC x 1.6 Multiplier	60.42	29	845.00	24,505.00	321.00	24,826.00	
Cockrill Elementary		DC x 1.6 Multiplier	59.70	195	845.00	164,775.00	1,653.00	166,428.00	
KIPP Nashville Collegiate High School		DC x 1.6 Multiplier	58.53	254	845.00	214,630.00	2,904.00	217,534.00	
LEAD Cameron		DC x 1.6 Multiplier	58.20	322	845.00	272,090.00	3,546.00	275,636.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Apollo Middle		DC x 1.6 Multiplier	58.01	331	845.00	279,695.00	3,667.00	283,362.00	
Old Center Elementary		DC x 1.6 Multiplier	57.91	194	845.00	163,930.00	2,101.00	166,031.00	
Neely's Bend Elementary		DC x 1.6 Multiplier	57.36	280	845.00	236,600.00	3,024.00	239,624.00	
Gateway Elementary		DC x 1.6 Multiplier	57.19	184	845.00	155,480.00	2,001.00	157,481.00	
Smithson Craighead Academy		DC x 1.6 Multiplier	57.05	182	845.00	153,790.00	2,135.00	155,925.00	
Stratton Elementary		DC x 1.6 Multiplier	56.79	301	845.00	254,345.00	3,105.00	257,450.00	
Shwab Elementary		DC x 1.6 Multiplier	56.27	174	845.00	147,030.00	1,907.00	148,937.00	
Lakeview Elementary		DC x 1.6 Multiplier	54.66	318	845.00	268,710.00	3,854.00	272,564.00	
Eagle View Elementary School		DC x 1.6 Multiplier	54.47	366	845.00	309,270.00	4,396.00	313,666.00	
Glencliff High School		DC x 1.6 Multiplier	54.13	597	845.00	504,465.00	6,825.00	511,290.00	
Hickman Elementary		DC x 1.6 Multiplier	53.10	243	845.00	205,335.00	2,737.00	208,072.00	
Haywood Elementary		DC x 1.6 Multiplier	53.04	334	845.00	282,230.00	4,162.00	286,392.00	
John F. Kennedy Middle		DC x 1.6 Multiplier	52.96	413	845.00	348,985.00	5,012.00	353,997.00	
Inglewood Elementary		DC x 1.6 Multiplier	52.76	133	845.00	112,385.00	1,412.00	113,797.00	
Hunters Lane High		DC x 1.6 Multiplier	52.73	859	845.00	725,855.00	9,535.00	735,390.00	
Cane Ridge Elementary		DC x 1.6 Multiplier	52.54	397	845.00	335,465.00	4,958.00	340,423.00	
Glenview Elementary		DC x 1.6 Multiplier	52.18	318	845.00	268,710.00	3,914.00	272,624.00	
Thomas A. Edison Elementary		DC x 1.6 Multiplier	52.01	354	845.00	299,130.00	4,644.00	303,774.00	
J. E. Moss Elementary		DC x 1.6 Multiplier	51.59	378	845.00	319,410.00	4,891.00	324,301.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Donelson Middle		DC x 1.6 Multiplier	50.46	272	845.00	229,840.00	2,904.00	232,744.00	☐
Antioch Middle		DC x 1.6 Multiplier	50.41	339	845.00	286,455.00	4,410.00	290,865.00	☐
McGavock Elementary		DC x 1.6 Multiplier	49.30	176	845.00	148,720.00	2,061.00	150,781.00	☐
Ruby Major Elementary		DC x 1.6 Multiplier	48.61	330	845.00	278,850.00	3,888.00	282,738.00	☐
Goodlettsville Middle		DC x 1.6 Multiplier	48.18	245	845.00	207,025.00	2,998.00	210,023.00	☐
DuPont Elementary		DC x 1.6 Multiplier	47.95	170	845.00	143,650.00	2,048.00	145,698.00	☐
Smith Springs Elementary School		DC x 1.6 Multiplier	47.54	421	845.00	355,745.00	5,607.00	361,352.00	☐
Tusculum Elementary		DC x 1.6 Multiplier	47.42	309	845.00	261,105.00	4,410.00	265,515.00	☐
Una Elementary		DC x 1.6 Multiplier	47.12	342	845.00	288,990.00	5,099.00	294,089.00	☐
A. Z. Kelley Elementary		DC x 1.6 Multiplier	46.70	403	845.00	340,535.00	5,380.00	345,915.00	☐
McMurray Middle		DC x 1.6 Multiplier	46.51	258	845.00	218,010.00	3,633.00	221,643.00	☐
Goodlettsville Elementary		DC x 1.6 Multiplier	46.39	235	845.00	198,575.00	2,904.00	201,479.00	☐
Knowledge Academy @ The Crossings		DC x 1.6 Multiplier	46.00	184	845.00	155,480.00	2,677.00	158,157.00	☐
STEM Prep High School		DC x 1.6 Multiplier	45.98	229	845.00	193,505.00	3,332.00	196,837.00	☐
Lead Academy		DC x 1.6 Multiplier	45.77	222	845.00	187,590.00	3,245.00	190,835.00	☐
Cole Elementary		DC x 1.6 Multiplier	45.48	330	845.00	278,850.00	4,811.00	283,661.00	☐
Tulip Grove Elementary		DC x 1.6 Multiplier	45.47	285	845.00	240,825.00	3,794.00	244,619.00	☐
STEM Prep Academy		DC x 1.6 Multiplier	45.09	202	845.00	170,690.00	2,998.00	173,688.00	☐
Harris-Hillman Special Education		DC x 1.6 Multiplier	44.70	59	845.00	49,855.00	883.00	50,738.00	☐

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Charlotte Park Elementary		DC x 1.6 Multiplier	43.77	234	845.00	197,730.00	3,332.00	201,062.00	
Mt. View Elementary		DC x 1.6 Multiplier	43.39	394	845.00	332,930.00	6,056.00	338,986.00	
Rose Park Middle		DC x 1.6 Multiplier	43.35	150	845.00	126,750.00	2,315.00	129,065.00	
Nashville Classical		DC x 1.6 Multiplier	43.25	237	845.00	200,265.00	3,667.00	203,932.00	
Cane Ridge High School		DC x 1.6 Multiplier	42.77	914	845.00	772,330.00	13,476.00	785,806.00	
Nashville Big Picture High School		DC x 1.6 Multiplier	42.40	53	845.00	44,785.00	836.00	45,621.00	
John B. Whitsitt Elementary		DC x 1.6 Multiplier	41.67	218	845.00	184,210.00	3,265.00	187,475.00	
Margaret Allen Middle		DC x 1.6 Multiplier	41.35	131	845.00	110,695.00	2,048.00	112,743.00	
Wright Middle		DC x 1.6 Multiplier	40.41	205	845.00	173,225.00	3,332.00	176,557.00	
Glengarry Elementary		DC x 1.6 Multiplier	40.27	181	845.00	152,945.00	2,871.00	155,816.00	
Antioch High School		DC x 1.6 Multiplier	40.25	933	845.00	788,385.00	14,922.00	803,307.00	
Henry C. Maxwell Elementary		DC x 1.6 Multiplier	40.18	264	845.00	223,080.00	3,848.00	226,928.00	
		Total Low Income		29,938	**Total Allocations**	29,492,450.00	321,473.00	29,813,923.00	
					Remaining	0.00			

Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Foster Care Transportation Procedures [Upload at least 1 document(s)]	N/A	Title I Part A MNPS Students in Foster Care Policy
(CFA TI) Identifying and Ranking Schools Supporting Documentation [Upload at least 1 document(s)]	N/A	MNPS ED Data Source

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Title I Skipped Schools Letter	N/A	
(CFA) Title I School-wide Waiver Approval Letter [Upload up to 1 document(s)]	N/A	
(CFA) Additional Supporting Documents	N/A	
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)	Title I Personnel Details HC FTE.2025.04.25

Program Assurances

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-A, including those outlined below.**

1.	Ensure that migratory children and formerly migratory children who are eligible to receive Title I service are selected to receive services on the same basis as other children selected to receive Title I services. (1112(c)(1))
2.	Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding Title I services. (1112(c)(2))
3.	Participate, if selected in the National Assessment of Education Progress in reading and mathematics in grades 4 and 8. (1112(c)(3))
4.	Coordinate and integrate services with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. (1112(c)(4))
5.	Provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C, §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF (effective 7/1/18) which expands upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation
6.	Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. (1112(c)(5)(B))
7.	Ensure that all teachers and paraprofessionals working a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. (1112(c)(6))
8.	Ensure that services to provide early childhood education services to low-income children below the age of compulsory school attendance comply with performance standards established under 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
9.	Establish and implement a district-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators and other staff, and policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (1118(c)(2)(A)(iii))
10.	Demonstrate that the methodology used to allocate state and local funds to each school receiving Title I funds ensures that such schools receive all of the state and local funds it would otherwise receive if it were not receiving Title I funds. (1118(b)(2))
11.	Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in Title I programs with meaningful consultation with parents. (1116(a)(1))
12.	Jointly develop with, agree on with, and distribute to, parents and family members of Title I participating children a written parent and family engagement policy. (1116(a)(2))
13.	Conduct, with meaningful parent and family involvement, an annual revision of the content and evaluation of the effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools. Use the evaluation findings to design evidence-based strategies for more effective parent involvement. (1116(a)(2)(D);1116(a)(2)(E))
14.	Involve parents and family members of Title I participating children in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities. (1116(a)(3)(B))

15.	Notify parents of students attending Title I school at the beginning of each school year of the parents' right to request and receive in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) whether the student's teacher-(I)has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and (III) is teaching in the field of discipline of the certification of the teacher; (ii) whether the child is provided services by paraprofessionals and their qualifications. (1112(e)(1)(A))
16.	Provide to each individual parent of a child in a Title I school, information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under this part; and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (1112(e)(1)(B))
17.	Notify, by the beginning of each school year, parents of students attending Title I schools of their right to request and receive in a timely manner, information regarding any state or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the state or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. (1112(e)(2)A))
18.	Post on the local educational agency's website and, where practicable, on the website of each school serviced by the local educational agency, for each grade served by the local educational agency, information on each assessment required by the state to comply with section 1111, other assessments required by the state, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including: (i) subject matter to be assessed; (ii) purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available. (1112(e)(2)(B))
19.	Use Title I funds to supplement the funds that would, in the absence of such federal funds, be made available from state and local funds to each school receiving Title I funds. (1118(b)(1))
20.	Demonstrate compliance with Section 1118(b)(1), within two years of the enactment of the Every Student Succeeds Act, through a methodology used to allocate state and local funds to each school receiving Title I funds to ensure that each school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds. (1118(b)(2), 1118(b)(5))
21.	Maintain the local educational agency's fiscal effort in accordance with Section 8521. (1118(a))
22.	Provide services to Title I schools that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. (1118(c)(1)(A))
23.	Develop a written assurance that the local education agency has established and implemented an agency-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (1118(c)(2))
24.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$267,608.45
Existing Budget In Categories Not Eligible for Indirect Cost	$1,520.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$266,088.45
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$237,367.04
Max Indirect Cost	$28,721.41

Account Number		Total
71100 - Regular Instruction Program		$253,608.45
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$0.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$14,000.00
	Total	$267,608.45
	Adjusted Allocation	$267,608.45
	Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

71100 - Regular Instruction Program - $253,608.45

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Hermitage Hall Transition Coordinator= $72,497.72 w/benefits included Educational Assistants 2.5 (maximum of $23.68 w/benefits): up to a total of 33,057.93 $ (e.a. position will remain open until funding runs out)
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Hermitage Hall	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$105,555.65	
Line Item Total:	$105,555.65	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary: Education Academic Achievement Program (Saturday) Tutoring Sessions, 2 per month, Educational Assistants (3) 20.00/hour, approximately $26,142.76 Transition Coordinator: 52 weeks, 40 hours a week 25/hour which equals $52,000.00 2 on-Site Liaison: 52 weeks/8 hours x 25.00 per hour = $20,800
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Harpeth Primary	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$98,942.76	
Line Item		

Total:	$98,942.76	
Account Number:	71100 - Regular Instruction Program	Youth Villages School Liaison and Tutoring Services
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Youth Villages	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$29,861.94	
Line Item Total:	$29,861.94	
Account Number:	71100 - Regular Instruction Program	Oasis Learning Center Educational Assistants
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Oasis	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,228.10	
Line Item Total:	$17,228.10	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary:

Line Item Number:	429 - Instructional Supplies & Materials	Supplies including: Notebook Paper 500 sheets Golf Pencils Dry Erase Markers/Assorted Colored Pencils File Folders Letter/Manilla 100/box Poly file folders-assorted 24/box
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Harpeth Primary	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$500.00	
Line Item Total:	$500.00	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary 4 laptop computers at $380 each
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Harpeth Primary	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,520.00	
Line Item Total:	$1,520.00	

Total for 71100 - Regular Instruction Program:	$253,608.45
Total for all other Account Numbers:	$14,000.00
Total for all Account Numbers:	$267,608.45

Adjusted Allocation:	$267,608.45
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

99100 - Transfers Out - $14,000.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect Costs
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Optional Program Code:	Indirect	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,000.00	
Line Item Total:	$14,000.00	

Total for 99100 - Transfers Out:	$14,000.00
Total for all other Account Numbers:	$253,608.45
Total for all Account Numbers:	$267,608.45
Adjusted Allocation:	$267,608.45
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$267,608.45
Existing Budget In Categories Not Eligible for Indirect Cost	$1,520.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$266,088.45
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$237,367.04
Max Indirect Cost	$28,721.41

Filter by Location: All - $267,608.45

Account Number / Line Item Number	71100 - Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	251,588.45		251,588.45
429 - Instructional Supplies & Materials	500.00		500.00
504 - Indirect Cost		14,000.00	14,000.00
722 - Regular Instruction Equipment	1,520.00		1,520.00
Total	253,608.45	14,000.00	267,608.45
		Adjusted Allocation	267,608.45
		Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00
Admin Costs	Con Admin	$0.00
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$14,000.00

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Program Details

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

Documents

Type	Document Template	Document/Link
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	MOU - Harpeth Primary Assessment Center MOU - Hermitage Hall MOU Oasis MOU - Youth Villages
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload between 1 and 5 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Form	Needs Assessment Harpeth Primary Apr 2025 Needs Assessment - Hermitage Hall April 2025 Needs Assessment - Oasis April 2025 Needs Assessment - Youth Villages April 2025

Name of Facility	Grades Served	Number of Classrooms	Current Facility Enrollment (Number of Students)	Personnel (FTE) To Be Hired w/Title I, Part A-Neglected LEA Funds - (do not list contracted/reimbursed services)		
				Teachers	Educational Assistants	Other (Specify)
Oasis Center	7-12	3	7			
Hermitage Hall	3-12	6	75			
Youth Villages	7-12	0	25			
Harpeth Primary Enrollment Ce	7-12	3	72			

* 1. Provide a description of the facility (facilities) to receive Title I, Part A-Neglected funds.

Children participating in the Title IA- Neglected have a variety of characteristics and needs. At least 10% of the students in the programs have individualized education programs (IEPs) and their needs consist of:

- Children 13-17 years of age who have experienced trauma, homelessness, truancy, neglect, and abuse- Oasis Center
- Children who have endured sexual trauma- UHS: Hermitage Hall
- Children in Department of Children Services (DCS) custody due to dependency and neglect - Youth Villages
- Children in Department of Children Services (DCS) custody due to dependency and neglect- Harpeth Primary Assessment Center

Lengths of stay for children residing in Neglected facilities range from 2 weeks to 182 days, with the average stay being 90 days.

Once students are discharged, facilities work with students to transition them back to their school of zone or secondary placements. MNPS works with facilities in the process if students are being transitioned into public school settings in Davidson County. Students are evaluated to determine what their appropriate next placement should be, i.e., foster care, transitional housing, or employment assistance. Collaboratively, the LEA works with DCS and the proper community contacts to place students accordingly.

* 2. Describe how the Title I, Part A-Neglected funds will be used in each facility to support the educational programs for students in the facility (facilities). - *(Please be sure this narrative aligns with personnel listed above)*

Facility: Hermitage Hall

Allocation: $105,555.65

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology			
Professional Development			
Supplemental Materialsand Books			
Activities			
Supplemental Staff Positions	Transition Coordinator= $72,497.72 w/benefits included	1 Transition Coordinator	$105,555.65

	Educational Assistants 2.5 (maximum of $23.68 w/benefits): up to a total of 33,057.93 (e.g., position will remain open until funding runs out)	2.5 Educational assistants	
Transitional Services			

Facility: HARPETH PRIMARY ASSESSMENT CENTER

Allocation: $100,962.76

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	4 laptop computers	380.00 x 4	1,520.00
Professional Development			
Supplemental Materialsand Books	Notebook Paper 500 sheets Golf Pencils Dry Erase Markers/Assorted Colored Pencils File Folders Letter/Manilla 100/box Poly file folders-assorted 24/box Supplemental Books, DVDs, Magazines & Periodicals—Goodwill Initiative		500
Activities			

Supplemental Staff Positions	(Saturday) Tutoring Sessions 2 per month Educational Assistants (3) 20.00/hour	combined	26,142.76
	Transition Coordinator: 52 weeks, 40 hours a week 25/hour which equals 52,000.00	1 transition coordinator	52,000.00
	2 on-Site Liaison 52 weeks/8 hours x 25.00 per hour	2	20,800
Transitional Services			

Facility: Oasis

Allocation: $17,228.10

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology			
Professional Development			
Supplemental Materialsand Books			
Activities			
Supplemental	Learning Center Assistants		**17,228.10**

Staff Positions			
Transitional Services			

Facility: Youth Villages Middle TN Group Homes
Allocation: $29,861.94

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology			
Professional Development			
Supplemental Materialsand Books			
Activities			
Supplemental Staff Positions	School Liaison Tutoring Services Transition Coordinator- liaison between the school staff and our staff in hopes to increase school participation, school support, develop more continuity when it comes to education needs. Contracted from Catapult. One hundred thirty three hours of tutoring services from Catapult Tutoring to focus on learning obstacles and deficiencies not provided in		22,361.94 7,500.00

	the classroom. A reading and math tutor that will provide the individualized teaching geared and targeted for the youths' individual needs and deficiencies.		
Transitional Services			

* 3. Describe the process the LEA will utilize to evaluate and monitor the facility (facilities) participating in the Title I, Part A-Neglected program.

Through the MNPS Office of Federal Programs Coordinator for Neglected and Delinquent facilities, the LEA will conduct monitoring's at least once every three years utilizing the State's Monitoring Tool for Neglected Programs receiving Title IA Neglected funds. Through using the tool, the coordinator will collect information and meet with facility leaders to discuss results.

The N&D Coordinator in the office of Federal Programs will meet with facility leaders on a monthly basis to discuss the facility's educational program, spending of funds and compliance documentation. The coordinator will also give state and local updates to facilities as well as address any questions the facility may have regarding educational protocol, compliance, or finances with regard to federal dollars.

MNPS will:

- Review and determine approval for invoices and requests- MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students.
- Utilize Consolidated State Performance Report (CSPR) – MNPS will use the Consolidated State Performance Report (CSPR) data collection process as an integral part of evaluating the effectiveness of the program:
  o The CSPR is a basic requirement of Title I programs. This data report provides relevant performance data and information that facilities can use to plan and improve subsequent programming for participating children and youth. District leaders are trained by the TDOE on the process so that MNPS can accurately assess the growth and effectiveness of the program annually. MNPS in turn works with the facilities during consultation and regular visits to ensure that they provide accurate data in order to assess student outcomes.
- Additionally, facilities administer pre- and post-tests to demonstrate growth (or lack thereof) from the time students enter the facility until they are discharged. For those facilities that have a quick turnaround, or their students attend a public school while residing with the facility, they use other forms of academic data.

☑ 4. The LEA monitors the facility/facilities at least every three years.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload between 1 and 5 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Form	Needs Assessment Harpeth Primary Apr 2025 Needs Assessment - Hermitage Hall April 2025 Needs Assessment - Oasis April 2025 Needs Assessment - Youth Villages April 2025
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	MOU - Harpeth Primary Assessment Center MOU - Hermitage Hall MOU Oasis MOU - Youth Villages

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Additional Supporting Documents	N/A	

Program Assurances

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part A-Neglected

*** The LEA assures that it will:**

1.	Monitor all facilities that receive Title I, Part A-Neglected funding to ensure that the facility is complying with all applicable statutory and regulatory requirements.	
2.	Maintain all formal agreements it has made with all facilities that receive Title I, Part A-Neglected funding.	
3.	Evaluate the program, disaggregating Consolidated State Performance Report (CSPR) data on participating by gender, race, ethnicity, and age annually to determine the program's effect on the ability of participants to:	
	a.	Maintain and improve educational achievement:
	b.	Accrue school credits that meet State requirements for grade promotion and secondary school graduation;
	c.	Complete secondary school (or secondary school equivalency requirements), and obtain employment after leaving the correctional facility or institution; and,
	d.	As appropriate, participate in postsecondary education and job training. In conducting each evaluation, the LEA agrees to use multiple and appropriate measures of student progress
4.	Submit the Consolidated State Performance Report (CSPR) evaluation results to the TN Department of Education and/or the U.S. Department of Education and use the results of these evaluations to plan and improve subsequent programs for participating children and youth.	
5.	Use Title I, Part A-Neglected to supplement the program.	
6.	Assess student needs through testing and surveys and include in needs assessment.	
7.	The LEA provides assurance that if the facility is working with students with disabilities, the facility staff is made aware of the student's individualized education programs (IEP) and their responsibility for serving this group of students under state and federal law.	
8.	Submit the Annual Child Count data to the TN Department of Education.	
9.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.	

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$304,341.32
Existing Budget In Categories Not Eligible for Indirect Cost	$10,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$294,341.32
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$262,570.32
Max Indirect Cost	$31,771.00

Account Number		Total
71100 - Regular Instruction Program		$276,441.32
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$13,000.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$14,900.00
	Total	$304,341.32
	Adjusted Allocation	$304,341.32
	Remaining	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

71100 - Regular Instruction Program - $276,441.32

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	JDC Two educational assistants 31.5 hours a week at 40.00 an hour for 47 weeks = $118,979, through Stepping Stones Temp. Agency One full-time transitional coordinator 35 hours a week at 40.00 per hour for 47 weeks a year =65,800, through Stepping Stones Temp. Agency or through Metro Nashville Public Schools.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	JDC	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$184,779.12	
Line Item Total:	$184,779.12	
Account Number:	71100 - Regular Instruction Program	Magnolia Tutor services for students, and a Teacher Assistant
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Magnolia	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$65,662.20	
Line Item		

Total:	$65,662.20	
Account Number:	71100 - Regular Instruction Program	Magnolia Classroom/teachers supplies to include: school supplies, reproducible workbooks, Novels and novel sets
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Magnolia	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$16,000.00	
Line Item Total:	$16,000.00	
Account Number:	71100 - Regular Instruction Program	Magnolia computer and technology purchases and maintance and student printer for girls and boys school
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Magnolia	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	

Total for 71100 - Regular Instruction Program: $276,441.32

Total for all other Account Numbers:	$27,900.00
Total for all Account Numbers:	$304,341.32
Adjusted Allocation:	$304,341.32
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

72210 - Support Services/Regular Instruction Program - $13,000.00

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Magnolia Guest speakers, companies who provide on-site activities to promote athletics, community involvement, team building, and education as well as educational PD for teachers in the areas of best practices and trauma informed education.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Magnolia	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,000.00	
Line Item Total:	$13,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$13,000.00
Total for all other Account Numbers:	$291,341.32
Total for all Account Numbers:	$304,341.32
Adjusted Allocation:	$304,341.32
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

99100 - Transfers Out - $14,900.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect costs
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Optional Program Code:	Indirect	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,900.00	
Line Item Total:	$14,900.00	

Total for 99100 - Transfers Out:	$14,900.00
Total for all other Account Numbers:	$289,441.32
Total for all Account Numbers:	$304,341.32
Adjusted Allocation:	$304,341.32
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$304,341.32
Existing Budget In Categories Not Eligible for Indirect Cost	$10,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$294,341.32
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$262,570.32
Max Indirect Cost	$31,771.00

Filter by Location: All - $304,341.32

Account Number / Line Item Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	250,441.32	0.00		250,441.32
429 - Instructional Supplies & Materials	16,000.00			16,000.00
504 - Indirect Cost			14,900.00	14,900.00
524 - In-Service / Staff Development		13,000.00		13,000.00
722 - Regular Instruction Equipment	10,000.00			10,000.00
Total	276,441.32	13,000.00	14,900.00	304,341.32
			Adjusted Allocation	304,341.32
			Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00
Admin Costs	Con Admin	$0.00
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$14,900.00

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Program Details

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

Documents

Type	Document Template	Document/Link
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	MOU - Magnolia MOU - Chancelight
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload at least 1 document(s)]	Needs Assessment for Neglected & Delinquent Facilities	Needs Assessment - JDC April 2025 Needs Assessment - Magnolia April 2025

Name of Facility	Grades Served	Number of Classrooms	Current Facility Enrollment (number of students)	Personnel (FTE) To Be Hired w/Title I, Part D LEA Funds - (do not list contracted/reimbursed services)		
				Teachers	Educational Assistants	Other (Specify)
JDC	3	42				
Magnolia	4	60				

* 1. Provide a description of the facilities to receive Title I, Part D, Subpart 2 funds.

Davidson County Juvenile Detention Center (DCJDC) - Serves students that are detained based on criminal charges with Davidson County Juvenile Court

Magnolia Academy –Serves Level III juvenile offenders.

* 2. Describe how the Title I, Part D funds will be used in each facility to support the educational programs for students in the facility (facilities). - *(Please be sure this narrative aligns with personnel listed above)*

Facility: JDC

Allocation: $184,779.12

Line Item	Detailed Description Including The Priority	FTE (if	Budget

	Number The Item Is Associated With On Your Needs Assessment	applicable)	Amount
Technology			
Professional Development			
Supplemental Materialsand Books			
Activities			
Supplemental Staff Positions	2 educational assistants 40.00 an hour for approximately 47 weeks for 31.5 hours a week, through Stepping Stones Temp. Agency		59,489.5 *2=118,979
Transitional Services	One full-time transitional coordinator 35 hours a week @ 40.00 per hour for 47 weeks a year =65,800, through Stepping Stones Temp. Agency or through Metro Nashville Public Schools.		65,800.00

Facility: Magnolia Education Center

Allocation: 104,662.20

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	Computer purchase, technology maintenance student printer for girls and		$10,000

	boys school		
Professional Development	#4-Six teachers, so plenty who need professional development hours		$5, 000
Supplemental Materialsand Books	#1 -Classroom/teachers supplies to include: school supplies, reproducible workbooks, Novels and novel sets		$16,000
Activities	#2-Guest speakers, companies who provide on-site activities to promote athletics, community involvement, team building, and education		$8,000
Supplemental Staff Positions	#5-Tutor services for students; allow for a Teacher Assistant		$65,662.20
Transitional Services	Future Priority #1		

* 3. How does the LEA successfully transition the students returning from facilities to the public schools within the LEA? What supports are offered?

The facilities provide both youth and parents with a form that provides information about the process of grade transfers. Records are sent to the zoned school/placement per the request of school officials, caseworkers, and attorneys. DCJDC hosts an annual College and Career Day to expose all students to various college and career opportunities with community colleges, universities, and local businesses. Representatives dedicate their time engaging with the youth and provide brochures of information to assist in their post-secondary endeavors. Staff communicate with the probation officers, attorneys, social workers, DCS and court staff on a regular basis via e-mail and/or telephone to assist in meeting the needs of the youth returning or preparing to return from our facility. MNPS implemented Bass Alternative School as an effort to find alternative placement for children and youth interested in continuing their education after leaving juvenile delinquent facilities but are unable to participate in a regular public-school program.

* 4. Does the LEA partner with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from faciliities? If yes, please explain.

Students may elect to transition into the MNPS Academies (Old Cockrill, Hickory Hollow, Opry Mills). The Academies offer small class sizes and a dedicated faculty and staff who are able to adapt instruction and assessment in a way that accommodates each student's learning style. The Academies offer assistance in college and career planning, test preparation and job placement – the Academy at Hickory Hollow is located inside the Nashville State Community College Southeast Campus in Antioch, therefore putting students in close proximity of a post-secondary institution and giving them a better sense of possible next steps. Academy programs do have qualification requirements that are discussed with each student during the transitional support meeting.

* 5. Describe, as appropriate, how the program will involve parents and family members in efforts to improve the educational achievement of their children.

Routine parent teacher conferences are held. The goal is to keep parents and guardians informed about the academic and behavioral progress for each youth. IEP meetings are held as well, usually on site. The DCJDC holds an annual parent conference entitled “Parent University at Juvenile Court" in collaboration with Metro Nashville Public Schools, and the Davidson County Juvenile court offers parent training classes, resources and tools for parents that seek assistance from the Juvenile Justice Center to help their children experience success in school. Class topics include but are not limited to Childhood Experiences-Supporting the Emotional Behavior of Youth, Social Media 101, Positive Parenting, Restorative Justice Practices, Building Positive Character in Youth, Truancy Prevention, Drug and Alcohol Awareness, ACES, and How to Advocate for Your child in the School System. A summer resource fair is also included in the conference. Various non-profit organizations from throughout the city are on site to inform parents of numerous services available to them and their children. Youth are given backpacks filled with school supplies and other resources as a transitional tool in preparation for returning to zoned schools. Light breakfast and lunch are provided along with parking accommodations and activities for younger youth while their parents attend classes. Parents are presented certificates of completion at the end of the conference. The education department and DCJDC host various programs that showcase the work/talents of students. Parent Handbooks are being updated in English and Spanish annually. A support services brochure provides instructions on how to request academic grades and frequently asked questions from Juvenile Court form is given to every parent when they pick up their child. Foreign Language Interpreter services are used to communicate with non-English speaking parents and or youth. Parent surveys are also available for parents to complete. Additionally, visits are held weekly, and the times have been increased to allow youth more time to spend with their parents and families. A display case filled with resources for parents is available in our visitation room.

DCJDC in collaboration with a non-profit organization and a parent support group provides lunch after Saturday visitations as another support to families experiencing the harshness of having their children in juvenile detention. Lastly, the facility allows youth to have dinner with their parents at the facility during the holidays.

Magnolia Academy- residents are from counties all over the state. One way parent involvement occurs is during Parent Teacher days. These interactions are primarily through phone conference. Teachers call parents and discuss the academic progress of their children. Parents are always invited to all M-Team meetings or behavioral team meetings. Staff members are available for meetings in person or via telephone with parents whenever needed. Communication with parents is also done through the home county case manager.

* 6. Describe, as appropriate, how the LEA will work with probation officers and other professionals to assist in meeting the needs of children and youth returning from facilities.

The MNPS Neglected and Delinquent (N&D) Coordinator will collaborate with the school level team to ensure that probation officers of identified youth have adequate meeting space to assist probation officers in meeting the needs of children and youth returning from correctional facilities. The N&D Coordinator will also serve as a direct link between facilities, probation officers and the schools where they are needed to increase effective communication and more impactful working relationships.

* 7. Describe, as appropriate, how the LEA will find alternative placements for children and youth interested in continuing their education within the LEA, but unable to participate in a traditional public school program.

After completing the requirements students will be enroll in their school of zone, enrolled in an MNPS Alternative School if students are unable to participate in a traditional public-school program, otherwise they may elect to transition into the MNPS Academies (Old Cockrill, Hickory Hollow, Opry Mills). The Academies offer small class sizes and a dedicated faculty and staff who are able to adapt instruction and assessment in a way that accommodates each student's learning style. The Academies offer assistance in college and career planning, test preparation and job placement – the Academy at Hickory Hollow is located inside the Nashville State Community College Southeast Campus in Antioch. Academy programs do have qualification requirements that will be discussed with each student during the transitional support meeting.

Additionally, students may elect MNPS Virtual School. MNPS Virtual School combines rigorous academics with a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies. This virtual path addresses the unique needs, interests, aspirations, and backgrounds of our students, thus creating an extraordinary v-schooling experience. Students have the flexibility of choosing when, where, and how they learn. MNPS Virtual School delivers highly qualified, certified, MNPS teacher-scholars who instruct courses.

* 8. Describe the process and frequency regarding how and when the district will monitor the facility to ensure compliance with the Title I, Part D program.

Through the MNPS Office of Federal Programs Coordinator for Neglected and Delinquent facilities, the LEA will conduct monitorings at least once every three years, utilizing the State's Monitoring Tool for Neglected Programs receiving Title ID Delinquent funds. Through using the tool, the coordinator will collect information and meet with facility leaders to discuss results.

The N&D Coordinator in the office of Federal Programs will meet with facility leaders on a monthly basis to discuss the facility's educational program, spending of funds and compliance documentation. The coordinator will also give state and local updates to facilities as well as address any questions the facility may have regarding educational protocol, compliance, or finances with regard to federal dollars.

MNPS will:

- Review and determine approval for invoices and requests- MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students
- Utilize Consolidated State Performance Report (CSPR) – MNPS will use the Consolidated State Performance Report (CSPR) data collection process as an integral part of evaluating the effectiveness of the program.

The CSPR is a basic requirement of Title I programs. This data report provides relevant performance data and information that facilities can use to plan and improve subsequent programming for participating children and youth. District leaders are trained by the TDOE on the process so that MNPS can accurately assess the growth and effectiveness of the program annually. MNPS in turn works with the facilities during consultation and regular visits to ensure they provide accurate data to assess student outcomes.

Additionally, facilities administer pre- and post-tests to demonstrate growth (or lack thereof) from the time students enter the facility until they are discharged.

9. The LEA monitors the facility/facilities at least every three years.

Check this box if the LEA has a Juvenile Detention Center within its geographical boundaries.

* Describe how the LEA will work with the JDC to ensure that children and youth are participating in an education program that is comparable to one which the children and youth would otherwise attend.

The LEA strives to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet. The LEA works closely with Chancelight (Ombudsman) to ensure that the following Scope of Service is provided:

- Contractor shall provide MNPS an off-campus program intended to deliver facility assigned students an opportunity to engage in a personalized learning experience ("Program") while assigned to the Nashville Davidson County Juvenile Court Detention Center ("Detention Center").

- Contractor shall provide an opportunity for all students, regardless of referral reason. Contractor will accept all students, including students with disabilities, English language learners, and students that may have had significant academic, attendance or behavioral issues in the past.
- Contractor's Program will help students progress through academic content courses and pro social skills by offering differentiated instruction of standards-based curriculum in a technology rich environment to improve success toward course completion, test performance and persistence to graduation.

Any necessary placement identification or eligibility assessments for special programs will be provided solely by MNPS, such as English Language Proficiency scores and language proficiency levels, and evaluations determining or relating to a student's disability. Timely receipt of evaluations and special program eligibility and information is used by Contractor to ensure students receive appropriate services and instructional modifications immediately upon enrollment. MNPS retains responsibilities for all evaluations, reevaluations, and independent evaluations under the Individuals with Disabilities in Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504").

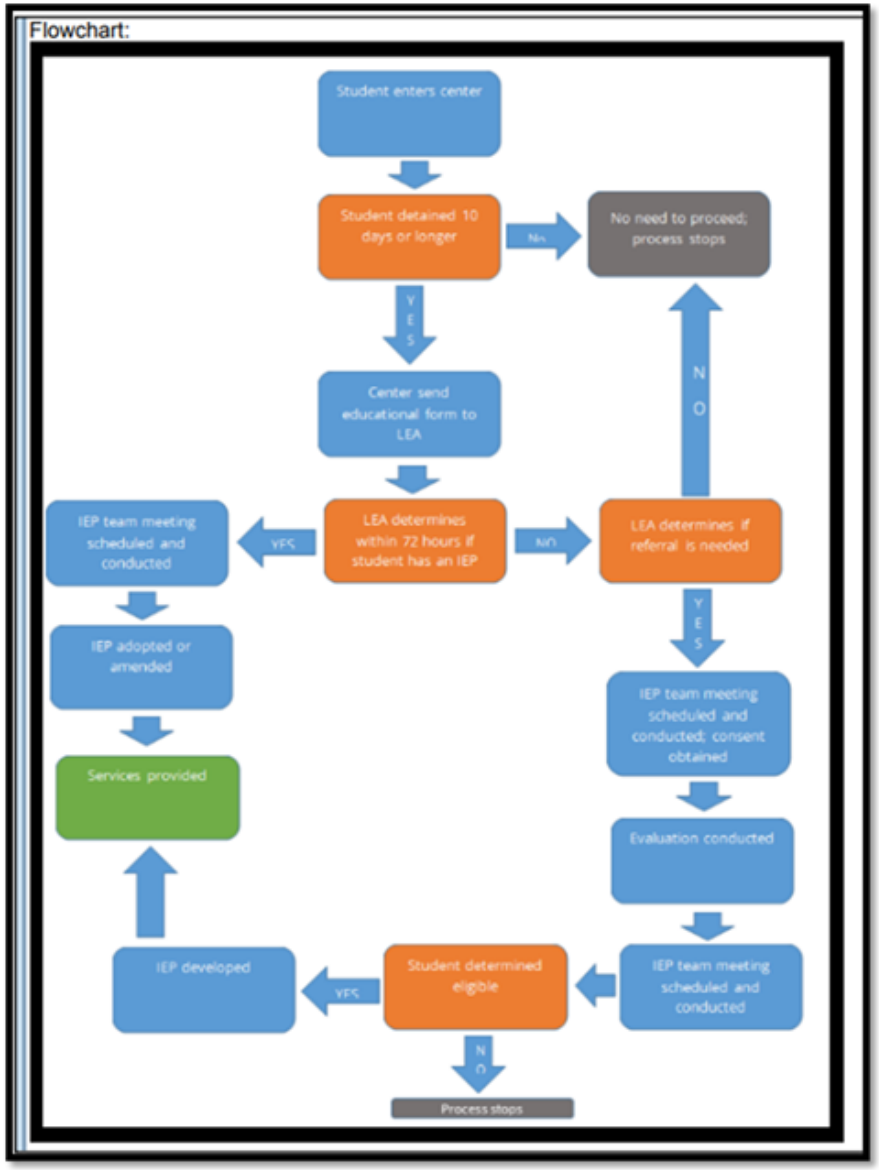
Instruction. Each student shall receive instruction in the courses identified on the list of approved courses that a student must take during the academic year to progress toward completion of promotion or graduation requirements ("Course Schedule") utilizing online instructional components, print-based and multimedia resources driven by a standards-based curriculum, teacher-led instruction. Standards based curriculum refers to curriculum and assessments that measures a student's mastery of state standards. Contractor's instructional staff use evidence-based instructional strategies to differentiate instruction and ensure students are accessing and comprehending grade-level content. Contractor requires all students, regardless of academic level or ability, or language proficiency level to master grade- level coursework, unless otherwise indicated on an Individualized Educational Plan for Students with Disabilities.

* Describe the process to ensure all appropriate instructional staff and facility personnel are fully implementing each student's individual education program (IEP).

When a student is detained in the Juvenile Detention Center, the MNPS special education teacher assigned to the facility reviews the student's IEP and begins providing services after they have been detained for 24 hours. If the student's IEP is out of date or if they are coming in from a residential facility or another county/state, then the special education teacher assigned to the facility holds an IEP meeting to make sure the IEP in MNPS is brought up to date. MNPS Special Education teacher implements the IEP. The LEA can determine that the IEP is current, appropriate, and can be implemented as written. MNPS ensures that all IEPs meet the standards specified in the State Board of Special Education Rules and Regulations.

When a student is detained in the Juvenile Detention Center, the MNPS special education teacher assigned to the facility reviews the student's IEP and begins providing services after they have been detained for 24 hours. If the student's IEP is out of date or if they are coming in from a residential facility or another county/state, then the special education teacher assigned to the facility holds an IEP meeting to make sure the IEP in MNPS is brought up to date. MNPS Special Education teacher implements the IEP. The LEA can determine that the IEP is current, appropriate, and can be implemented as written. MNPS ensures that all IEPs meet the standards specified in the State Board of Special Education Rules and Regulations.

Flowchart:



FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload at least 1 document(s)]	Needs Assessment for Neglected & Delinquent Facilities	Needs Assessment - JDC April 2025 Needs Assessment - Magnolia April 2025
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	MOU - Magnolia MOU - Chancelight

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Additional Supporting Documents	N/A	

Program Assurances

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title I, Part D LEA

Subpart 2- Local Education Agency Programs for Youth Who are Delinquent

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-D, including those outlined below.**

LEA APPLICATIONS: Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the SEA may require. Each such application shall include - [ESEA §1423]

(1) a description of the program to be assisted;

(2) a description of formal agreements, regarding the program to be assisted, between-

(A) the local educational agency; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;

(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

(4) a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

(5) a description of the characteristics (including, but not limited to learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including, but not limited to prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;

(7) as appropriate, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students;

(8) as appropriate, a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

(9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth;

(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and

(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

USES OF FUNDS. Funds provided to local educational agencies under this subpart may be used, as appropriate, for- [ESEA §1424]

(a) IN GENERAL. -

(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

(2) dropout prevention programs which serve at-risk children and youth;

(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

(4) special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;

(5) programs providing mentoring and peer mediation;

(6) programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes; and

(7) pay for success initiatives.

(b) CONTRACTS AND GRANTS. - A local educational agency may use a subgrant received under this subpart to carry out the activities described under paragraphs (1) through (7) of subsection (a) directly or through subgrants, contracts, or cooperative agreements.

PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION. Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall-[ESEA §1425]

(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

(2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

(4) provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent;

(5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

(6) ensure that educational programs in the correctional facility are related to assisting students to meet the challenging State academic standards;

(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

(9) coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of the Workforce Innovation and Opportunity Act, and career and technical education funds;

(10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

(12) upon the child's or youth's entry into the correctional facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and

(13) consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

ACCOUNTABILITY. The SEA may - [ESEA §1426]

(1) reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in the number of children and youth attaining a regular high school diploma or its recognized equivalent; and

(2) require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after such children and youth are released.

PROGRAM EVALUATIONS. [ESEA §1431]

(a) SCOPE OF EVALUATION. - Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants-

(1) to maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;

(2) to accrue school credits that meet State requirements for grade promotion and high school graduation;

(3) to make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;

(4) to complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

(5) as appropriate, to participate in postsecondary education and job training programs.

(b) EXCEPTION. - The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(c) EVALUATION MEASURES. - In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

(d) EVALUATION RESULTS. - Each State agency and local educational agency shall-

(1) submit evaluation results to the State educational agency and the Secretary; and

(2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

The LEA assures that it will:

1. Monitor all facilities that receive Title I, Subpart Two to ensure that the facility is complying with all applicable statutory and regulatory requirements.

2. Maintain all formal agreements it has made with all facilities that receive Title I, D Subpart Two funding.

3. Evaluate the program, disaggregating Consolidated State Performance Report (CSPR) data on participating by gender, race, ethnicity, and age annually to determine the program's effect on the ability of participants to:

a. Maintain and improve educational achievement;

b. Accrue school credits that meet State requirements for grade promotion and high school graduation;

c. Make the transition to a regular program or other education program operated by a LEA;

d. Complete high school (or high school equivalency requirements), and obtain employment after leaving the correctional facility or institution; and,

e. As appropriate, participate in postsecondary education and job training. In conducting each evaluation, the LEA agrees to use multiple and appropriate measures of student progress.

4. Submit the Consolidated State Performance Report (CSPR) evaluation results to the TN Department of Education and/or the U.S. Department of Education and use the results of these evaluations to plan and improve subsequent programs for participating children and youth.

5. Assess student needs through testing and surveys and include data in needs assessment.

6. Verify that the facility has a process for identifying and serving students with special needs.

7. Ensure the Title I, D Subpart Two program is supplemental.

8. The LEA will ensure the program operated in participating facilities is comparable to the programs offered by the public schools that students would otherwise attend.

9. The LEA provides assurance that, when applicable, the facility will coordinate with other Federal, state, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act (WIOA) and career and technical education programs serving at-risk children and youth.

10. The LEA provides assurance that, when applicable, the facility will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.

11. The LEA provides assurance that if the correctional facility or delinquent facility is working with students with disabilities, the facility staff is made aware of the student's individualized education programs (IEP) and their responsibility for serving this group of students under state and federal law.

12. Submit the Annual Child Count data to the TN Department of Education.

13. Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

Indirect Cost Guide	
Total Allocation	$4,213,857.84
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$4,213,857.84
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$3,759,016.81
Max Indirect Cost	$454,841.03

Account Number	Total
71100 - Regular Instruction Program	$0.00
71150 - Alternative Instruction Program	$0.00
72120 - Health Services	$0.00
72130 - Other Student Support	$0.00
72210 - Support Services/Regular Instruction Program	$4,113,857.84
72250 - Education Technology	$0.00
72520 - Human Resources/Personnel	$0.00
72610 - Operation of Plant	$0.00
72710 - Transportation	$0.00
73100 - Food Service	$0.00
99100 - Transfers Out	$100,000.00
Total	$4,213,857.84
Adjusted Allocation	$4,213,857.84
Remaining	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

72210 - Support Services/Regular Instruction Program - $4,113,857.84

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	19 HC 19 FTE Literacy, Math, and Professional Learning Systems Coaches Will increase when carryover funds are added
Line Item Number:	172 - Instructional Coaches	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$953,786.31	
Line Item Total:	$953,786.31	
Account Number:	72210 - Support Services/Regular Instruction Program	3 HC 3 FTE SEL Specialists 3 HC 3 FTE IT Designers 1 HC 1 FTE Professional Learning Systems Specialist 1 HC 0.5 FTE Professional Learning and Growth Coordinator
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$905,307.64	
Line Item Total:	$905,307.64	
Account Number:	72210 - Support Services/Regular Instruction Program	Contracted services for a professional learning management system platform that includes data for evaluating the impact of professional learning
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$200,000.00	
Line Item Total:	$200,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Stipends for mentor lead teachers and programming to support new teachers to improve teacher effectiveness.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100,000.00	
Line Item Total:	$100,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$171,483.99	
Line Item Total:	$171,483.99	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement payments due for the employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
Admin Costs:		
Private School		

Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$221,269.66	
Line Item Total:	$221,269.66	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,110.00	
Line Item Total:	$1,110.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance for the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		

Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$361,890.00	
Line Item Total:	$361,890.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance for the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance cost for employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	

Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of support employee pension costs
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare cost for employees budgeted in this category.

Line Item Number:	212 - Employer Medicare
Strategic Plan:	
Admin Costs:	
Private School Funds:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$40,105.13
Line Item Total:	$40,105.13

Account Number:	72210 - Support Services/Regular Instruction Program
Line Item Number:	355 - Travel
Strategic Plan:	
Admin Costs:	
Private School Funds:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$10,000.00
Line Item Total:	$10,000.00

Mileage of persons paid from Title IIA and mileage related to IIA funded professional development activities as outlined in this application.

Account Number:	72210 - Support Services/Regular Instruction Program	Title IIA funded employees at Charter Schools -- not MNPS employees so their personnel hits our books as consultant. All positions at Charter Schools are supplemental and provide specific PD and instructional support to teachers; titles include instructional coaches and deans of instruction. These positions are typically only a portion of salaries and benefits for instructional coaches; charter schools utilize different titles for these roles, ranging from coach and team leads to deans of instruction (and others) as noted above. The charter schools will submit formal needs assessments and budgets in summer prior to required consultation meetings before Sept. 1. Currently, based on FY25 numbers, the estimated number is 31 staff members (22FTE) to be funded from Title II in FY26. *These numbers have been added to the personnel details page. All of these positions are reviewed and approved by the MNPS grant manager to determine allowability after reviewing job descriptions and duties provided by charter officials. Positions must be in alignment with SIPs, and the areas of focus from the district plan are academic achievement and growth in literacy and numeracy.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$610,273.19	
Line Item Total:	$610,273.19	

Account Number:	72210 - Support Services/Regular Instruction Program	New Teacher Induction for stipends designed to increase the retention of effective teachers.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item		

Total:	$50,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Equitable Services to private schools setaside including books and software subscriptions to further professional development. The entire amount is set aside for equitable services.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Private School Funds:	Private Schools Funds	
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$75,000.00	
Line Item Total:	$75,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, out of town travel, and related expenses (such as per diem) directly related to IIA funded professional development activities for approved and allowable activities for non-public schools participating in equitable services. This entire amount is programmed for equitable services; the $410,131.92 and the $75,000 budgeted in 499 total the amount on the Equitable Services page, where the total is $485,131.92. Typical conferences that non-public staff attend center on teaching reading and math effectively, using instructional data to drive inform instruction, SEL, differentiating instruction, subject-specific Advanced Placement conferences, TDOE offerings, and more (such as "Get Your Teach On."). Consultation meetings will occur in summer 2025. An estimated number of staff who will attend conferences is 900.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Private School Funds:	Private Schools Funds	
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$410,131.92		
Line Item Total:	$410,131.92		
		Total for 72210 - Support Services/Regular Instruction Program:	$4,113,857.84
		Total for all other Account Numbers:	$100,000.00
		Total for all Account Numbers:	$4,213,857.84
		Adjusted Allocation:	$4,213,857.84
		Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

99100 - Transfers Out - $100,000.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect cost budget line Will increase when carryover funds are released.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Private School Funds:		
Optional Program Code:	Indirect	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100,000.00	
Line Item Total:	$100,000.00	

Total for 99100 - Transfers Out:	$100,000.00
Total for all other Account Numbers:	$4,113,857.84
Total for all Account Numbers:	$4,213,857.84
Adjusted Allocation:	$4,213,857.84
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

Indirect Cost Guide	
Total Allocation	$4,213,857.84
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$4,213,857.84
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$3,759,016.81
Max Indirect Cost	$454,841.03

Filter by Location: All - $4,213,857.84

Account Number / Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
172 - Instructional Coaches	953,786.31		953,786.31
189 - Other Salaries & Wages	1,205,307.64		1,205,307.64
201 - Social Security	171,483.99		171,483.99
204 - Pensions	221,269.66		221,269.66
206 - Life Insurance	1,110.00		1,110.00
207 - Medical Insurance	361,890.00		361,890.00
208 - Dental Insurance	1,500.00		1,500.00
210 - Unemployment Compensation	1,000.00		1,000.00
211 - Local Retirement	1,000.00		1,000.00
212 - Employer Medicare	40,105.13		40,105.13
355 - Travel	10,000.00		10,000.00
399 - Other Contracted Services	660,273.19		660,273.19
499 - Other Supplies and Materials	75,000.00		75,000.00
504 - Indirect Cost		100,000.00	100,000.00

Account Number Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
524 - In-Service / Staff Development	410,131.92		410,131.92
Total	4,113,857.84	100,000.00	4,213,857.84
		Adjusted Allocation	4,213,857.84
		Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00
Admin Costs	Con Admin	$0.00
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$100,000.00
Private School Funds	Private Schools Funds	$485,131.92

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Program Details

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

ESSA § 8101(42) defines professional development, as activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Program Administration: The reasonable and necessary costs to manage Title II-A in a compliant and effective manner.

☑ **The district is utilizing consolidated administration to administer Title II-A.** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The district is not utilizing consolidated administration to administer Title II-A.** Provide a summary of how the Title II-A program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title II-A funds, and all other funding sources that will contribute to Title II-A administrative staff salaries/benefits.

Use of Funds for pre-K: For purposes of federal funding, "elementary schools" are schools serving any combination of pre-kindergarten through grade six (pre-K-6) (TCA §49-6-301(a)). Indicate below whether funds from this grant will be directed to pre-K students and/or instructional staff (i.e., teachers, coaches, paraprofessionals).

☐ Does the LEA utilize grant funds from this program for PreK?

Program Description

Identify the activities to be supported with Title II A funding.		Number of Staff Impacted (Headcount)				Provide a concise summary of the activities to be supported.
		Teachers	Principals	Paraprofessionals	Other School Leaders	
☑	High-quality, personalized, evidence-based professional learning for teachers, paraprofessionals, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning.	1,171	72	69	129	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) in: Math, ELA, equity and diversity, equitable access, data, and learning technology instructional design.

☑	Effective Teaching of English Language Learners	4			1	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective EL instruction.
☑	Effective Teaching of Children with Disabilities					District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective instruction of SWDs.
☑	Increased Knowledge/Ability to Teach Early Childhood					District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective early childhood instruction.
☑	Effective Instruction of Science, Technology, Engineering, and Math (STEM)	221	8	2	5	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) in STEAM-related topics.
☑	Implementation of Formative Assessments	49	8	2	5	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) related to the implementation of formative assessments.

☑	Supporting Students Affected by Trauma and/or Mental Illness					District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) related to supporting students affected by trauma and/or mental illness.
☑	Identification and Support of Gifted Students					District-wide SEL specialists serve schools and provide professional development in the form of trainings, job embedded PD and more; they serve teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) on topics such as the identification and implementation of gifted students.
☐	Instructional Services Provided by Libraries					
☐	Career Readiness Education					
☑	Recruitment, Placement, and Retention of Effective Educators					Mentor teachers, professional development, and induction services to support inexperienced educators
☐	Class-size reduction teachers					
☐	Teacher testing for hard-to-staff areas					

If you indicated "Teacher Testing for Hard-to-Staff Areas" in the table above, please check which areas:

- ☐ Special education (specify above)
- ☐ ESL (specify above)
- ☐ Advanced science (specify above)
- ☐ Advanced math (specify above)
- ☐ Foreign language (specify above)
- ☐ Other (specify above)

Describe how the activities to be supported with Title II-A funds, as indicated above, are in support of one or more of the strategies in the district plan.

MNPS uses Title II funds to pay salaries and benefits for district-wide coaches who work with school-based teachers, staff (including paraprofessionals), and building-level leaders to support them with mentoring, coaching, and various PD opportunities. Title II-funded district staff track their hours spent on multiple types of these supplemental and allowable coaching activities, which provides data necessary to help evaluate the program for effectiveness.

Academic content coaches provide embedded coaching, mentoring, and PD offerings on subject-specific topics for school-level educators. The SEL learning specialists serve assigned schools and provide embedded PD and workshops to teachers and other school staff on topics such as restorative justice, PBIS, and more. They support the district's key initiative of all students being known and "focus on building relationships and the capacity for adults to create a positive, welcoming, and healthy environment where students feel known and valued." In addition, the instructional technology designers provide PD to educators on integrating technology into their lessons, (knowledge and skills that have become even more crucial during and post-COVID-19). Instructional technology designers work with educators to integrate technology effectively through various delivery models such as trainings, staff meetings, online courses, one-on-one support, and more. These investments in personnel support MNPS' focus on high -quality and well-rounded instruction for all students.

In addition, Title II funds will be used for professional development and induction services such as instructional certification programming. Professional development activities include literacy training for middle school and high school teams, convenings of National Board-Certified teachers to share best practices, conferences for teachers and principals, and planning among others. Each of these activities is in support of strategies in our district plan.

Our district plan includes strategies such as capacity building (S 1.1), district-wide literacy supports, equity and diversity professional development, SEL and academic integration, equitable access to instruction and interventions (S 1.2), literacy support and intervention, equitable access training and support, districtwide math supports (S 2.1), implementation of a professional learning system for analyzing Title II effectiveness, and more. Title II-funded staff's work is in alignment with the strategies and goals in our district plan.

Describe how the LEA meets the requirements of ESEA §2102(b)(3) to meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise on how to best improve the LEA's activities to meet the purposes of Title II, Part A. NOTE: This consultation may occur as part of the InformTN LEA planning process.

LEA staff solicit input from and consult with a wide variety of stakeholders on a regular basis, both during and outside of the LEA planning process. District leaders meet regularly with the following Cabinets: teachers, principal, students, and support staff. In addition, district staff engage with and solicit feedback from community partners such as NPEF, Pencil, local IHEs, and various advocacy organizations.

In addition, Federal Programs staff meet regularly with charter schools, whose points of contact submit a needs assessment and proposed corresponding budget each year. Beginning in FY23, required consultation meetings must be completed before funds are available, as MNPS chooses to allocate school-level amounts of Title II funds to charters.

All of these data, as well as results from Panorama, district assessments, state tests, and input from curriculum experts in MNPS inform the ways in which Title II funds are programmed. The evaluation of the program is conducted with assistance from the Research, Assessment, and Evaluation team. This ROI work also helps determine where and how funds are programmed.

FY26 CFA Resources

Click here to open the Title II, Part A Overview & Allowable Use of Funds Guidance Document

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Title II-A Personnel Details - School-based and Systemwide

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

☐ N/A - Check this box if no Title II, Part A funds support personnel. No additional input is necessary on this page.

Personnel and Location Staff Paid with Title II-A Funds

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office).

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Class Size Reduction Teachers		
Coaches / Consulting Teachers		
Other (specify) Instructional Coach positions at charter schools	31.00	22.00
Total	31.00	22.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers	19.00	19.00
Instructional Facilitators		
Other (specify) Social Emotional Learning Specialists	3.00	3.00
Other (specify) Instructional Technology Designers	3.00	3.00
Other (specify) Professional Learning Systems Specialist	1.00	1.00
Other (specify) Professional Learning Systems Coordinator	1.00	0.50
Total	27.00	26.50

Systemwide Personnel - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

N/A - Check this box if no Title II, Part A funds support preschool programs. No additional input is necessary on this page.

Resources

Click here to open the Consolidated Funding Application Guide.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

If your district is not using funds for class size reduction select N/A.

N/A

Using ESEA Funds for Class-Size Reduction

LEAs utilizing ESEA funds for class size reduction teachers must also submit documentation that the teacher(s) hired are highly-effective by Oct. 1 each year. More information can be found here.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Additional Supporting Documents	N/A	

Program Assurances

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title II, Part A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below.**
The LEA has engaged in timely and meaningful consultation as required by ESEA 8501(c) and maintains all required documentation to support such consultation.
Ensure that all supported activities are approved and provided in a timely fashion and in accordance with agreements made as a result of meaningful consultation with private school representatives.
Obligate all private school funds during the fiscal year in which allocated and in support of activities agreed upon as a result of required consultation.
Engage in ongoing consultation with participating private school representatives as necessary to ensure continued communication, monitor agreed-upon activities, and to determine the effectiveness of provided activities.
Prioritize funds to schools within the LEA that are identified as priority and focus schools and have the highest percentage of low income children. (2102(b)(2)(C))
Use data and ongoing consultation with stakeholders to continually update and improve activities supported with Title II A funds. (2102(b)(2)(D))
Comply with section 8501, regarding participation of private school children and teachers. (2102(b)(2)(E))
Coordinate professional development activities supported with Title II A funds with professional development activities provided through other federal, state, and local programs.
Ensure that funds received shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this grant.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - English Learner Requirements

*** ESEA Title III Budget Options**

- (●) LEA generates $10,000 or more and will function as a Stand-Alone system. (LEA will enter a Title III budget in ePlan.)
- ( ) LEA will act as the Fiscal Agent for other LEAs. (Fiscal Agent will enter a Title III budget that includes consortia members in ePlan.)
- ( ) LEA does NOT generate at least $10,000 and will join a consortium to utilize Title III funds. (Consortium members will enter a budget on the Consortia Budget Review page in ePlan.)
- ( ) LEA is releasing ALL generated Title III funds. (LEA will not complete a Title III budget)
- ( ) LEA does not receive ANY Title III funds. (LEA will not complete a Title III budget.)
- ( ) The LEA will be moving funds into School-Wide Pool

District-wide ESL Program Staffing: State Board Rule 0520-01-19-05 requires that the district-wide ESL program staffing ratio shall be based on an average of no more than thirty-five (35) identified EL students per full-time equivalent ESL teacher unless an alternate staffing ratio is approved by the Department. (1:35) TDOE calculates this ratio based on staff and student counts from October of each year.

	Headcount	FTE
Number of state/locally-funded, endorsed ESL teachers providing services to ELs in October 2024 (FTE) - *Only include currently hired staff. Do not include vacant positions.*	* 1,160.50	* 680.50
2024-25 October 1 EL count (L, W, 1 and 2)		23698
Ratio of state/locally-funded ESL teachers to EL students as of October 1, 2024 is 1:35		34.82
Additional Details		

If the district-wide ESL program staffing ratio as of October 1, 2024 exceeds 1:35, provide a detailed description of the steps the LEA will take (including a timeline) to reach the required 1:35 ratio by September 15, 2025.

English Learner Identification and Enrollment

* Does the district administer the Home Language Survey (HLS) to each newly enrolled student after attempting to acquire the original (as applicable)?
Yes

☑ * Assurance: The district has a written document (process or policy) describing the process to identify English Learners, including Home Language Surveys, screening, and following State Board mandated requirements.

Providing Equitable Access to Programs and Services for EL/Non-EL Students

* In your district are there currently any Office of Civil Rights or Department of Justice investigations? If so, please give a brief explanation.

The district is not involved in any OCR or DOJ Investigations.

Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs (LIEPs) in the schools within your LEA. Indicate N/A in the Comments section if there are no English Learners in a school.

School Name	LEA ID - School Number	Service Model	Delivery Model	Comments

		Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English (SDAIE)	Content-Based Instruction (CBI)	Heritage Language Instruction	Pull Out	ELD Course	Co-Teaching	
A. Z. Kelley Elementary	190-0001	☐	☐	☐	☑	☐	☐	☐	☑	
Alex Green Elementary	190-0005	☐	☐	☐	☑	☐	☐	☐	☑	
Amqui Elementary	190-0010	☑	☐	☐	☑	☐	☐	☑	☑	
Andrew Jackson Elementary	190-0015	☐	☐	☐	☑	☐	☐	☐	☑	
Antioch High School	190-0020	☑	☐	☐	☑	☐	☐	☑	☑	SIFE location
Antioch Middle	190-0023	☑	☐	☐	☑	☐	☐	☑	☑	
Apollo Middle	190-0025	☑	☐	☐	☑	☐	☐	☑	☑	
Aventura Community School	190-8015	☐	☐	☐	☑	☐	☐	☐	☑	
Bellevue Middle	190-0040	☑	☐	☐	☑	☐	☐	☑	☑	
Bellshire Elementary	190-0045	☑	☐	☐	☑	☐	☐	☑	☑	
Brick Church Middle	190-0063	☐	☐	☐	☑	☐	☐	☐	☑	
Cambridge Early Learning Center	190-7005	☐	☐	☐	☐	☐	☐	☐	☐	ELC - no ESL services pre-K center
Cane Ridge Elementary	190-0082	☐	☐	☐	☑	☐	☐	☐	☑	
Cane Ridge High School	190-0077	☑	☐	☐	☑	☐	☐	☑	☑	
Carter-Lawrence Elementary	190-0670	☐	☐	☐	☑	☐	☐	☐	☑	
Casa Azafran Early Learning Center	190-7020	☐	☐	☐	☐	☐	☐	☐	☐	ELC - no ESL services pre-K center
Chadwell Elementary	190-0105	☐	☐	☐	☑	☐	☐	☐	☑	
Charlotte Park Elementary	190-0110	☑	☐	☐	☑	☐	☐	☑	☑	

Cockrill Elementary	190-0120	☑	☐	☐	☑	☐	☐	☑	☑	
Cole Elementary	190-0130	☑	☐	☐	☑	☐	☐	☑	☑	
Cora Howe School	190-0443	☐	☐	☐	☑	☐	☐	☐	☑	
Crieve Hall Elementary	190-0145	☑	☐	☐	☑	☐	☐	☑	☑	
Croft Middle	190-0148	☑	☐	☐	☑	☐	☐	☑	☑	
Cumberland Elementary	190-0150	☐	☐	☐	☑	☐	☐	☐	☑	
Dan Mills Elementary	190-0160	☑	☐	☐	☑	☐	☑	☐	☑	
Dodson Elementary	190-0165	☑	☐	☐	☐	☐	☑	☐	☐	
Donelson Middle	190-0175	☑	☐	☐	☑	☐	☐	☑	☑	
DuPont Elementary	190-0180	☐	☐	☐	☑	☐	☐	☐	☑	
DuPont Hadley Middle	190-0190	☑	☐	☐	☑	☐	☐	☑	☑	
DuPont Tyler Middle	190-0185	☑	☐	☐	☐	☐	☐	☑	☐	
Eagle View Elementary School	190-0115	☑	☐	☐	☑	☐	☐	☑	☑	SIFE location
Eakin Elementary	190-0195	☑	☐	☐	☐	☐	☑	☑	☐	
Early College High	190-0437	☐	☐	☐	☑	☐	☐	☐	☑	
East End Preparatory School	190-8009	☐	☐	☐	☐	☐	☐	☐	☐	
East Nashville Magnet High School	190-0203	☐	☐	☐	☑	☐	☐	☐	☑	
East Nashville Middle	190-0296	☐	☐	☐	☐	☐	☐	☐	☐	No students this year
Explore Community School	190-8060	☐	☐	☐	☑	☐	☐	☐	☑	
Fall-Hamilton Elementary	190-0220	☐	☐	☐	☑	☐	☐	☐	☑	
Gateway Elementary	190-0235	☑	☐	☐	☑	☐	☐	☑	☑	

Glencliff Elementary	190-0240	☐	☐	☐	☑	☐	☐	☐	☑	
Glencliff High School	190-0245	☑	☐	☐	☑	☐	☐	☑	☑	SIFE location
Glendale Elementary	190-0250	☐	☐	☐	☑	☐	☐	☐	☑	
Glengarry Elementary	190-0255	☑	☐	☐	☑	☐	☐	☑	☑	
Glenview Elementary	190-0265	☐	☐	☐	☑	☐	☐	☐	☑	SIFE location
Goodlettsville Elementary	190-0270	☑	☐	☐	☑	☐	☐	☑	☑	
Goodlettsville Middle	190-0275	☑	☐	☐	☐	☐	☐	☑	☐	
Gower Elementary	190-0280	☑	☐	☐	☑	☐	☐	☑	☑	
Granbery Elementary	190-0290	☑	☐	☐	☑	☐	☐	☑	☑	
H. G. Hill Middle	190-0295	☐	☐	☐	☑	☐	☐	☐	☑	
Harpeth Valley Elementary	190-0300	☑	☐	☐	☑	☐	☐	☑	☑	
Harris-Hillman Special Education	190-0302	☐	☐	☐	☑	☐	☐	☐	☑	
Hattie Cotton Elementary	190-0140	☐	☐	☐	☑	☐	☐	☐	☑	
Haynes Middle	190-0305	☑	☐	☐	☑	☐	☐	☑	☑	
Haywood Elementary	190-0310	☐	☐	☐	☑	☐	☐	☐	☑	
Head Middle	190-0315	☐	☐	☐	☐	☐	☐	☐	☐	No EL students this year
Henry C. Maxwell Elementary	190-0318	☐	☐	☐	☑	☐	☐	☐	☑	
Hermitage Elementary	190-0320	☐	☐	☐	☑	☐	☐	☐	☑	
Hickman Elementary	190-0327	☑	☐	☐	☑	☐	☐	☑	☑	
Hillsboro High	190-0335	☑	☐	☐	☑	☐	☐	☑	☑	
Hull-Jackson Elementary	190-0350	☐	☐	☐	☑	☐	☐	☐	☑	
Hume - Fogg High	190-0355	☐	☐	☐	☑	☐	☐	☐	☑	

Hunters Lane High	190-0358	☑	☐	☐	☑	☐	☐	☑	☑	SIFE location
Ida B. Wells Elementary	190-0080	☑	☐	☐	☑	☐	☑	☐	☑	
Inglewood Elementary	190-0360	☐	☐	☐	☑	☐	☐	☐	☑	
Intrepid College Preparatory Charter School	190-8048	☑	☐	☐	☑	☐	☐	☑	☑	
Isaac Litton Middle	190-0365	☑	☐	☐	☑	☐	☐	☑	☑	
Isaiah T. Creswell Middle School of the Arts	190-0700	☑	☐	☐	☑	☐	☐	☑	☑	
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	☐	☐	☐	☐	☐	☐	☐	☐	ELC - no ESL services pre-K center
J. E. Moss Elementary	190-0370	☑	☐	☐	☑	☐	☐	☑	☑	
James Lawson High School	190-0374	☑	☐	☐	☐	☐	☐	☑	☐	
Jere Baxter Middle	190-0375	☑	☐	☐	☐	☐	☐	☑	☐	
Joelton Elementary	190-0380	☑	☐	☐	☑	☐	☐	☑	☑	
John B. Whitsitt Elementary	190-0390	☐	☐	☐	☑	☐	☐	☐	☑	
John Early Middle	190-0386	☑	☐	☐	☑	☐	☐	☑	☑	SIFE location
John F. Kennedy Middle	190-0393	☑	☐	☐	☑	☐	☐	☑	☑	
John Overton High	190-0395	☑	☐	☐	☑	☐	☐	☑	☑	
John Trotwood Moore Middle	190-0490	☐	☐	☐	☑	☐	☐	☐	☑	
Johnson Alternative Learning Center	190-0740	☐	☐	☐	☑	☐	☐	☐	☑	

Jones Elementary	190-0387	☑	☐	☐	☑	☐	☐	☑	☑	
Julia Green Elementary	190-0415	☑	☐	☐	☐	☐	☑	☐	☐	
KIPP Academy Nashville	190-8002	☑	☐	☐	☑	☐	☐	☑	☑	
KIPP Kirkpatrick Elementary School	190-8095	☑	☐	☐	☐	☐	☑	☐	☐	
KIPP Nashville College Prep	190-8042	☑	☐	☐	☑	☐	☐	☑	☑	
KIPP Nashville College Prep Elementary	190-8085	☑	☐	☐	☐	☐	☑	☐	☐	
KIPP Nashville Collegiate High School	190-8011	☑	☐	☐	☑	☐	☐	☑	☑	
Knowledge Academy @ The Crossings	190-8110	☑	☐	☐	☑	☐	☐	☑	☑	
Lakeview Elementary	190-0430	☐	☐	☐	☑	☐	☐	☐	☑	
Lead Academy	190-8003	☑	☐	☐	☑	☐	☐	☑	☑	
LEAD Cameron	190-8010	☑	☐	☐	☑	☐	☐	☑	☑	
LEAD Southeast	190-8013	☑	☐	☐	☑	☐	☐	☑	☑	
Liberty Collegiate Academy	190-8005	☑	☐	☐	☑	☐	☐	☑	☑	
Lockeland Elementary	190-0435	☐	☐	☐	☑	☐	☐	☐	☑	
Madison Middle	190-0622	☑	☐	☐	☑	☐	☐	☑	☑	
Maplewood High	190-0445	☑	☐	☐	☑	☐	☐	☑	☑	
Margaret Allen Middle	190-0450	☑	☐	☐	☑	☐	☐	☑	☑	SIFE location
Martin Luther King Jr School	190-0456	☐	☐	☐	☐	☐	☐	☐	☐	No EL students this year

May Werthan Shayne Elementary School	190-0608	☐	☐	☐	☑	☐	☐	☐	☑	
McGavock Elementary	190-0465	☐	☐	☐	☑	☐	☐	☐	☑	
McGavock High	190-0470	☑	☐	☐	☑	☐	☐	☑	☑	
McMurray Middle	190-0480	☑	☐	☐	☑	☐	☐	☑	☑	
Meigs Middle	190-0330	☐	☐	☐	☑	☐	☐	☐	☑	
MNPS Virtual School	190-0003	☐	☐	☐	☑	☐	☐	☐	☑	
Moses McKissack Middle	190-0035	☐	☐	☐	☑	☐	☐	☐	☑	
Mt. View Elementary	190-0493	☐	☐	☐	☑	☐	☐	☐	☑	
Murrell at Glenn School	190-0505	☐	☐	☐	☑	☐	☐	☐	☑	
Napier Elementary	190-0510	☐	☐	☐	☑	☐	☐	☐	☑	
Nashville Big Picture High School	190-0053	☐	☐	☐	☑	☐	☐	☐	☑	
Nashville Classical	190-8044	☑	☐	☐	☑	☐	☑	☐	☑	
Nashville Classical West	190-8043	☐	☐	☐	☑	☐	☐	☐	☑	
Nashville Prep	190-8008	☐	☐	☐	☑	☐	☐	☐	☑	
Nashville School Of The Arts	190-0512	☑	☐	☐	☑	☐	☐	☑	☑	
Neely's Bend Elementary	190-0515	☐	☐	☐	☑	☐	☐	☐	☑	
Norman Binkley Elementary	190-0525	☑	☐	☐	☑	☐	☐	☑	☑	
Old Center Elementary	190-0535	☑	☐	☐	☐	☐	☐	☑	☐	
Paragon Mills Elementary	190-0540	☐	☐	☐	☑	☐	☐	☐	☑	
Park Avenue Elementary	190-0545	☑	☐	☐	☑	☐	☐	☑	☑	
Pearl-Cohn High	190-0555	☑	☐	☐	☑	☐	☐	☑	☑	

Pennington Elementary	190-0565	☐	☐	☐	☑	☐	☐	☐	☑	
Percy Priest Elementary	190-0570	☐	☐	☐	☑	☐	☐	☐	☑	
Purpose Prep	190-8046	☑	☐	☐	☑	☐	☑	☐	☑	
RePublic High School	190-8100	☑	☐	☐	☑	☐	☐	☑	☑	
Robert Churchwell Elementary	190-0618	☑	☐	☐	☐	☐	☑	☐	☐	
Rocketship United	190-8070	☑	☐	☐	☑	☐	☑	☐	☑	
Rose Park Middle	190-0595	☐	☐	☐	☑	☐	☐	☐	☑	
Rosebank Elementary	190-0600	☐	☐	☐	☑	☐	☐	☐	☑	
Ross Early Learning Center	190-7015	☐	☐	☐	☐	☐	☐	☐	☐	ELC - no ESL services pre-K center
Ruby Major Elementary	190-0607	☑	☐	☐	☑	☐	☐	☑	☑	
Shwab Elementary	190-0610	☐	☐	☐	☑	☐	☐	☐	☑	
Smith Springs Elementary School	190-0750	☐	☐	☐	☑	☐	☐	☐	☑	
Smithson Craighead Academy	190-8001	☑	☐	☐	☐	☐	☑	☐	☐	
Stanford Elementary	190-0615	☐	☐	☐	☑	☐	☐	☐	☑	
STEM Prep Academy	190-8006	☑	☐	☐	☑	☐	☐	☑	☑	
STEM Prep High School	190-8075	☑	☐	☐	☑	☐	☐	☑	☑	
Stratford STEM Magnet School	190-0620	☑	☐	☐	☑	☐	☐	☑	☑	
Stratton Elementary	190-0625	☑	☐	☐	☑	☐	☐	☑	☑	
Strive Collegiate Academy	190-8090	☑	☐	☐	☑	☐	☐	☑	☑	
Sylvan Park Elementary	190-0630	☐	☐	☐	☑	☐	☐	☐	☑	

The Academy at Hickory Hollow	190-0720	☐	☐	☐	☑	☐	☐	☐	☑	
The Academy at Old Cockrill	190-0614	☐	☐	☐	☑	☐	☐	☐	☑	
The Academy at Opry Mills	190-0612	☐	☐	☐	☑	☐	☐	☐	☑	
Thomas A. Edison Elementary	190-0208	☐	☐	☐	☑	☐	☐	☐	☑	
Thurgood Marshall Middle	190-0633	☑	☐	☐	☑	☐	☐	☑	☑	
Tom Joy Elementary	190-0635	☑	☐	☐	☐	☐	☐	☑	☐	
Transitions at Bass	190-0725	☐	☐	☐	☑	☐	☐	☐	☑	
Tulip Grove Elementary	190-0637	☑	☐	☐	☑	☐	☐	☑	☑	
Tusculum Elementary	190-0645	☐	☐	☐	☑	☐	☐	☐	☑	
Two Rivers Middle	190-0650	☑	☐	☐	☑	☐	☐	☑	☑	
Una Elementary	190-0655	☐	☐	☐	☑	☐	☐	☐	☑	
Valor Flagship Academy	190-8045	☑	☐	☐	☑	☐	☐	☑	☑	
Valor Voyager Academy	190-8080	☑	☐	☐	☑	☐	☐	☑	☑	
W. A. Bass Adult Program	190-0125	☐	☐	☐	☑	☐	☐	☐	☑	
W.A. Bass Alternative Learning Center	190-0126	☐	☐	☐	☑	☐	☐	☐	☑	
Warner Elementary	190-0675	☑	☐	☐	☑	☐	☑	☐	☑	
Waverly-Belmont Elementary School	190-0755	☑	☐	☐	☑	☐	☑	☐	☑	
West End Middle	190-0690	☐	☐	☐	☑	☐	☐	☐	☑	

Westmeade Elementary	190-0695	☑	☐	☐	☑	☐	☐	☑	☑	
Whites Creek High	190-0704	☑	☐	☐	☑	☐	☐	☑	☑	
William Henry Oliver Middle	190-0538	☐	☐	☐	☑	☐	☐	☐	☑	
Wright Middle	190-0715	☑	☐	☐	☐	☐	☐	☑	☐	
		☐	☐	☐	☐	☐	☐	☐	☐	

11.00 How many ESL teachers serve more than one school in the LEA?

5.00 How many ESL teachers serve more than two schools in the LEA?

Are any teachers asked to work during lunch or planning period to provide services within the district to ELs?

No, all teachers get their planning and lunch time each day.

Are students transported to another school for ESL services? If yes, what is the district's justification for that practice?

The Students with Interrupted Formal Education (SIFE) Program uses transportation to service qualifying students at one of the seven SIFE Program site locations. The program site locations are carefully selected to provide SIFE services and extra support for qualifying students city-wide. Because the program is highly specialized to serve recently arrived students with Entering (1.0) level English and two or more years of missing/limited formal education, cohorts of strategically staffed teachers are placed at specific program sites to provide the following integrated services: a) intensive English Language Development, b) amplified access to grade level content and curriculum , c) trauma informed SEL integration and finally, d) bidirectional family engagement.

These 19 teachers are highly trained and experts in the population served so they can properly prepare qualifying students for up to one year in the program. Because this population needs extra support, this program has a distinctive design and teacher professional development that is supported by the EL Office. Regular collaboration with program school sites, support staff, community partners, and the SIFE Transition Facilitator team ensures that students successfully transition to general programming after their year in the program.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - English Learner Requirements

Previous Fiscal Year

☐ Did the LEA participate in a consortium in the previous fiscal year (FY25)? - If yes, please check the box and then identify who the fiscal agent was for the previous fiscal year.

Current Fiscal Year

☑ **N/A - LEA is not joining a consortium for the current fiscal year.**

FY26 CFA Resources

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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - English Learner Requirements

*** The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that:**

1.	The home language survey is administered one time at initial enrollment. This survey is kept in the student's cumulative folder and will be forwarded to the receiving school when/if the student leaves the school in which s/he initially enrolled.
2.	Students for whom any HLS questions are answered as a language other than English are further interviewed to determine if the screener should be administered.
3.	All students who could potentially be identified as EL are screened with the correct English language proficiency screener.
4.	EL parents of non-English language background students and EL students are identified and served through translation or interpretation as needed.
5.	Students who are identified as EL will receive at least the minimum services outlined in TN State Board of Education Rule 0520-01-19 whether or not the district is receiving Title III funds.
6.	All teachers of EL students are providing accommodations and language supports as required to make both academic and ESL standards accessible.
7.	For EL students whose parents/guardians have waived ESL services through the alternative language program, the ESL services are provided through the classroom teachers who must be trained on ESL standards.
8.	Students are not retained in grade-level classes if English language acquisition is a factor in the decision for retention.
9.	All students are receiving culturally appropriate and culturally sensitive instruction in all classes.
10.	EL students are eligible for all school and extra-curricular programs. If their rate of participation is not comparable to that of non-EL students, the LEA is taking an active role in achieving equity through a well-designed written plan.
11.	All ELs are age appropriate for the grade level in which they are placed.
12.	All students are provided accommodations as needed to access TNReady and other assessments.
13.	Each EL student with a disability has an ESL professional on his/her IEP team if the student has an IEP.
14.	All English learners are assessed annually in English Language Proficiency until exit from services. [§ 1111(b)(2)(G)].
15.	All English learners are assessed annually in 3-8, and at least once in high school, for English Language Arts and Math. [§ 1111(b)(2)(B)(v)].
16.	All English learners who are entitled to other services receive them. (20 U.S.C. §§ 1400-1419; 34 C.F.R. pt. 300) (29 U.S.C. § 794 and 34 C.F.R. pt. 104).

Resources

Click here to open the Consolidated Funding Application Guide.

Title III Program Details

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - English Learner Requirements

Complete pages in the Title III Section of the Consolidated Application ONLY if you are a Title III District (Stand-Alone, Consortia Member, or Fiscal Agent).

1. Program Administration: The reasonable and necessary costs to manage Title III in a compliant and effective manner.

☑ **The LEA is utilizing consolidated administration to administer Title III.** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title III.** Provide a summary of how the Title III program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title III funds, and all other funding sources that will contribute to Title III administrative staff salaries/benefits.

NOTE: Only active ELs (Ls and Ws) and Immigrant students may be served under Title III. Students who have exited ESL services (T1, T2, T3, and T4) may not be served with Title III funds. T1-T4 students may only continue to be served under Title III if they are also Immigrant. (ESSA, Title III, Part A § 3114(d))

2. Describe the planned use of Title III funds and how it is supplemental to the programs, services, and supports that EL students must receive and/or are eligible to receive from other state and federal sources.

The district uses most Title III funds to provide job-embedded professional development through EL coaches who are knowledgeable in effective instructional practices for English Learners. Additional Title III funds support the training provided by Title III EL coaches on topics that include English Language Development strategies, Integration of Language and Content, Co-Teaching, and other supports for multilingual learners. Coaches also provide professional learning and coaching support around EL and content classroom implementation of strategies, differentiation, and goals listed in the students Individual Learning Plans (ILPs). Coaches operationalize the district's job-embedded professional development by facilitating school-level professional development, professional learning communities, and coaching cycles. We use Title III-funded efforts to help prioritize the strategic investments the school district should make to improve and support overall instructional programs for ELs.

The district invests in the acquisition of instructional materials and bilingual dictionaries to support grade-level, content-embedded language, and literacy instruction for ELs. Supplemental books are also purchased and provide after-school language & literacy instruction, and we use ACCESS/ELPA21 data to help determine the supplements to improve English learners' academic growth and English language acquisition.

Title III funds are used for supplemental consultation services and professional development to benefit the EL program such as American Institutes for Research (AIR), SupportED, Conexión Américas, and MGT.

MNPS Title III funding is also used for EL family programming. We have two positions funded through Title III to support our EL family engagement. These positions oversee our collaboration with community partners, parent programming, and family support. These positions also support the development of professional learning around family engagement across the district. They collaborate with teams to develop this professional learning to ensure the diverse needs of our families are also addressed. Included in the budget for EL family programming are materials and host/hostess funds for in-person and virtual events, as well as other adult education efforts. The goal is to empower parents to be more involved with their child's school and to help provide a platform for our EL families to share their experiences and use their talents to make classrooms and schools stronger.

We also contract with two local non-profit organizations for family programming, Nations Ministry and Conexión Américas. We plan to continue this programming in the future as this program empowers our parents to be more involved in their children's education and school activities, leadership, etc. This program develops a cadre of well-informed parents at each school site to advocate for families and support the school's initiatives

3. Describe how the district will measure the impact that Title III activities had on English language development.

MNPS uses Title III funding for EL coaches, EL family engagement, professional development, and supplemental texts and materials. Starting in 2023, we hired a consultant, American Institutes for Research, to assist our district with measuring the impact of Title III activities on English language development and creating a 5-year strategic plan. This work will also inform our TELDSA annual evaluation of Title III programming.

For all Title III programming, we measure the impact of Title III activities using a triangulation approach to measure impact, combining district, school, and student-level language proficiency data, teacher feedback, and the TELDSA annual evaluation. We integrate the school-level ACCESS/ELPA21ACCESS/ELPA21 data with stakeholder feedback, other data points such as TN Ready and screening results, benchmark data, and qualitative records. This enables us to assess the impact of our Title III programming at each level. Outlined below are details about qualitative data used to inform our TELDSA.

To evaluate the impact of Title III coaching work on student and teacher growth, EL Coaches have goals to measure and monitor throughout the school year. They track their impact through a detailed daily and weekly log of their activities.

Here are examples of productive coach activities that coaches use, and language development impact measured using the weekly logs and data triangulation.

· One-to-one coaching cycles
· PLCs (Professional Learning Communities)
· Consultations with building-level coaches and leaders
· Co-teaching/modeling
· Examining student work
· Analyzing classroom video(s)
· Collaborative lesson planning
· Engaging in lesson study
· Collective data analysis

Action Steps/Collaboration	Action Steps/Learning Opportunity	Action Steps/Productive Coaching Activities
EL Team Meetings	Professional Learning Communities	Coaching Cycle (Phase 2 and 3)
Data Analysis	Planning (1-1, team)	Student Work Analysis
Professional Development	Lesson Study	Walkthroughs
Book Study	Book Study	Feedback
Professional Learning Communities	Student Work Analysis	Observation
Newsletters	ILPs (look at student PLs to guide planning)	ILPs (review process, student work)
Walkthroughs – outside a coaching cycle	Coaching Cycle (Phase 1 and 2)	Data Analysis

School Visits/Field Trips IEP and/or MTSS meeting consultation Student Work Analysis Coaching Conversations – outside coaching cycle Principal-Coach Meeting ILPs (initial creation, training)		Coaching Conversation (outside coaching cycle) Student Observation Modeling

Coaches also set individual ACCESS/ELPA21growth goals with their schools to measure the effectiveness of the Title III programming at each school. The logs and action plans, alongside ACCESS/ELPA21scores, are analyzed to assess the coaches' influence on growth.

We measure professional development impact through teacher feedback, exit tickets, coaching cycles on implementation of the learning, and student ACCESS/ELPA21 data.

We have several Title III family engagement opportunities. We recognize the importance of parental and community feedback in measuring the success of our engagement efforts. We gather feedback on the engagement opportunities through surveys and qualitative feedback. This feedback guides us in creating specific family engagement plans or adjusting existing plans at the school level, as well as implementing district-wide efforts when appropriate

4. Describe how the LEA will provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities as required under ESEA § 3115(c)(3).

MNPS Title III funding is also used for EL family programming. We have two positions funded through Title III to support our EL family engagement. These positions oversee our collaboration with community partners, parent programming, and family supports. These positions also support the development of professional learning around family engagement across the district. They collaborate with teams to develop this professional learning to ensure the diverse needs of our families are also addressed. Included in the budget for EL family programming are materials and host/hostess funds for in-person and virtual events, as well as other adult education efforts. The goal is to empower parents to be more involved with their child's school and to help provide a platform for our EL families to share their experiences and use their talents to make classrooms and schools stronger.

We also contract with Conexión Américas, a local non-profit, to provide Parents as Partners programming at 5-6 schools each year. We plan to continue this programming in the future as this program empowers our parents to be more involved in their children's education and school activities, leadership, etc. This program develops a cadre of well-informed parents at each school site to advocate for families and support the school's initiatives.

We added family engagement classes with Nations Ministry including English classes, parenting classes, college preparation and career development workshops to parents of EL MNPS students.

Family engagement events are scheduled in partnership with school sites and their community partners and include events such as ACCESS/ELPA21nights, Literacy nights, and student work showcases.

Other information and programming provided:
- Translation of parent letters and flyers
- Callouts in top languages in the district

- Interpretation provided for events at the district and school-level (i.e., family literacy night, family math night, ACCESS/ELPA21 family night)
- Offer Voice Sessions to get parent input around programming (with interpretation)
- Panorama Survey sent in multiple languages
- Collaboration with Community Partners to Support Families-presentations at principals meeting and at individual schools
- Conexion-Understanding newly arriving immigrant families
- TIRRC-Know Your Rights Sessions
- LEAF Nights-Language community nights for families.
- Language for Educators classes through Nashville Community Education-paid through Title III. These classes offer basic conversational practices teachers communicating with parents.
- Supplemental bilingual materials and text sets for classroom libraries Teachers and school leadership are required to utilize the district's Office of Translation and Interpretation Services for oral and written communication
- Teachers and school leadership have ACCESS/ELPA21 to students' native language information through district SIS and Ellevation platform Technology applications approved by the district are available for use to provide communications to students and parents
-Office of Translation and Interpretation Services contracts with organizations to provide communications in almost all the languages spoken by students and parents.

Activities serving ELs in Title III funded LEAs during 2023-24. Check all that apply.

Note that items d. (professional development) and e. (parent and family engagement) are required under ESEA Title III § 3115 and should be reflected in the Title III application.

- [x] a. Supporting the development and implementation of language instruction educational programs (LIEPs)
- [x] b. Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs
- [x] c. Supporting implementation of school-wide programs
- [x] d. Professional development to teachers and other personnel serving ELs (required under ESEA §3115(c)(2))
- [x] e. Parent and community engagement activities (required under ESEA § 3115(c)(3)(A))
- [x] f. Supporting the development and implementation of pre-school programs for ELs
- [x] g. Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures
- [x] h. Improving instruction of ELs with disabilities
- [x] i. Providing tutorials, career and technical education
- [x] j. Offering programs to help ELs achieve success in post-secondary education
- [ ] k. Other

FY26 CFA Resources

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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - English Learner Requirements

Personnel and Location of Staff Paid with Title III Funds (not state and local funds)

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office). **Personnel details must align to budget details.**

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Teachers		
Instructional Paraprofessionals		
Instructional Facilitators		
Coaches		
Guidance Counselors		
Parent Involvement		
Other (specify)		
Total	0.00	0.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers	17.00	17.00
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement	2.00	2.00
Translators/Interpreters		

Other (specify)		
Total	19.00	19.00

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

FY26 CFA Resources

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Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - English Learner Requirements

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA EL) Title III consortium Memorandum of Understanding (Title III fiscal agent only) [Upload up to 1 document(s)]	N/A	
(CFA) Additional Supporting Documents	N/A	

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - English Learner Requirements

*** The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:**

1.	Comply with section 1112(e)(3)(A)&(B) prior to, and throughout, each school year as of the date of application. (3116(b)(4)(A))
	a. Inform parents of English learners who are identified for participation in language instruction programs during the school year within 30 calendar days of their identification.
2.	Not be in violation of any state law, including state constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126. (3116(b)(4)(B))
3.	Consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing Title III. (3116(b)(4)(C))
4.	Coordinate activities, if applicable, and share relevant data with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. (3116(b)(4)(D))
5.	Ensure that all teachers in any language instruction educational program for English learners that is, or will be, funded by Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. (3116(c))
6.	Submit a report to the state upon request in a form prescribed by the state on the activities conducted and children served by Title III. (3121(a))
7.	Implement an effective means of outreach to parents of English learners to inform them of how they can be involved in the education of their children, be active participants in assisting their child in attaining English proficiency, achieving at high levels within a well-rounded education, and meeting the challenging state academic standards expected of all students. (1112(e)(3)(C))
8.	Provide notice and information to parents in an understandable and uniform format, to the extent practicable, in a language that the parents can understand. (1112(e)(4))
9.	Conduct a self-assessment of the English Learner program on an annual basis, use the information to make programmatic changes or improvements, and use results to inform district goals around ESL programming (20 U.S.C. §1701-1720).
10.	Use funds to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. (3115(c)(2)
11.	Use funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which-shall include parent, family, and community engagement activities. (ESEA § 3115(c)(3))
12.	Comply with all requirements mandated by Tennessee State Board of Education ESL Rule 0520-01-19.
13.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,533,673.42
Existing Budget In Categories Not Eligible for Indirect Cost	$7,500.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,526,173.42
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$2,253,499.93
Max Indirect Cost	$272,673.49

Account Number	Total
71100 - Regular Instruction Program	$30,000.00
72120 - Health Services	$0.00
72130 - Other Student Support	$12,500.00
72210 - Support Services/Regular Instruction Program	$2,448,173.42
72610 - Operation of Plant	$0.00
72710 - Transportation	$0.00
73100 - Food Service	$0.00
99100 - Transfers Out	$43,000.00
Total	$2,533,673.42
Adjusted Allocation	$2,533,673.42
Remaining	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title III

71100 - Regular Instruction Program - $30,000.00

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Supplemental instructional supplies and language tools including: Word to word dictionaries in Spanish and Arabic Merriam-Webster's Spanish-English Visual Dictionary Bilingual text for EL classroom libraries Headsets for speaking practice on Lexia English Amount will increase when carryover is budgeted.
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$25,000.00	
Line Item Total:	$25,000.00	
Account Number:	71100 - Regular Instruction Program	Supplemental equipment to meet the needs of SIFE and EL students, such as Ipads for SIFE/newcomer classrooms
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional		

Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$5,000.00
Line Item Total:	$5,000.00

Total for 71100 - Regular Instruction Program:	$30,000.00
Total for all other Account Numbers:	$2,503,673.42
Total for all Account Numbers:	$2,533,673.42
Adjusted Allocation:	$2,533,673.42
Remaining:	$0.00

Budget Detail

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title III

72130 - Other Student Support - $12,500.00

Budget Detail		Narrative Description
Account Number:	72130 - Other Student Support	Supplemental printed materials for coaching and other printed supplies for helping to engage parents and families of EL Students including flyers for SIFE family event, Flyers for LEAF/Family Literacy nights, printables/consumable printed materials for instruction for LEAF classes, adult ESL materials for classes (paper, writing utensils, poster paper, markers)
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,500.00	
Line Item Total:	$2,500.00	
Account Number:	72130 - Other Student Support	Parent involvement refreshments not to exceed $5 per person. Family literacy and English classes
Line Item Number:	599 - Other Charges	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional		

Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$10,000.00
Line Item Total:	$10,000.00

Total for 72130 - Other Student Support:	$12,500.00
Total for all other Account Numbers:	$2,521,173.42
Total for all Account Numbers:	$2,533,673.42
Adjusted Allocation:	$2,533,673.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title III

72210 - Support Services/Regular Instruction Program - $2,448,173.42

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	17 HC 17 FTE EL Coaches Will increase when carryover applied
Line Item Number:	172 - Instructional Coaches	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,262,575.08	
Line Item Total:	$1,262,575.08	
Account Number:	72210 - Support Services/Regular Instruction Program	2 HC 2 FTE EL Family Engagement Specialists
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$172,500.00	
Line Item Total:	$172,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Allowance for stipend payments to teachers receiving EL training including SIFE. District daily rate for stipends is $85 so the budgeted amount will fund approximately 880 stipend days.
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Admin Costs:		
Private		

School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$108,800.00	
Line Item Total:	$108,800.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement expenses of the employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$142,500.00	
Line Item Total:	$142,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic		

Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$700.00	
Line Item Total:	$700.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$335,800.00	
Line Item Total:	$335,800.00	
Account	72210 - Support Services/Regular Instruction	

Number:	Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$800.00	
Line Item Total:	$800.00	

Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$200.00	

Line Item Total:	$200.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of support employee retirement expenses in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$22,100.00	
Line Item Total:	$22,100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$25,500.00	
Line Item Total:	$25,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplemental consultation services to benefit EL program such as SupportED, MGT, AIR, Council of Great City Schools, Thinking Maps, Seidlitz, Center for Applied Linguistics, TESOL. American Institute for Research (AIR) five year improvement plan for EL program and district's support of EL students. We also contract with Conexion and Nations Ministry for parent programming.
Line Item Number:	308 - Consultants	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$250,000.00	
Line Item Total:	$250,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Equitable services to private school students. Amount as auto-calculated elsewhere in this application. The services available are: Supplemental EL materials provided by MNPS EL Office- supplemental texts, language development materials through Lakeshore, National Geographic, Reading A-Z, and Pearson Professional Development provided by MNPS EL Office- in-person or virtual professional development. We offer any of our PD offerings. Many schools are interested in SIOP, Thinking Maps, and Academic Conversations.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:	Private School Instructional Funds	

Optional Program Code:	EQUITABLE SERVICES	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$54,198.34	
Line Item Total:	$54,198.34	
Account Number:	72210 - Support Services/Regular Instruction Program	Vendor-specific supplemental texts and binders for training with consultants, ELD coach presentation supplies-Chart paper, markers, post-it notes, paper for printing training supplies Virtual and in-person conferences, out of town travel. EL Office will use funds to have EL teachers, coaches, and administration attend TN TESOL, TESOL, Learning Forward, NAELPA, and BIRE Conferences. We plan to have EL teachers attend conferences to bring knowledge back to their school communities and grow as teacher leaders.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplemental coaching materials including laptop, mice, headsets, SWIVEL cameras, speakers, microphone, technology for coaching to enable remote support of school sites.
Line Item Number:	790 - Other Equipment	
Strategic Plan:		
Admin Costs:		

Private School Instructional Funds:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$2,500.00
Line Item Total:	$2,500.00

Total for 72210 - Support Services/Regular Instruction Program:	$2,448,173.42
Total for all other Account Numbers:	$85,500.00
Total for all Account Numbers:	$2,533,673.42
Adjusted Allocation:	$2,533,673.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title III

99100 - Transfers Out - $43,000.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Note: Administrative Costs budgeted for Title III, may not exceed 2% of the Title III Allocation. This includes Consolidated Administration, Direct Administration, and Indirect Cost. This limit applies even if the LEA's calculated Indirect Cost rate exceeds 2%.
Line Item Number:	504 - Indirect Cost	Indirect costs associated with this grant.
Strategic Plan:		
Admin Costs:	Indirect Cost	
Private School Instructional Funds:		
Optional Program Code:	Indirect	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$43,000.00	
Line Item Total:	$43,000.00	

Total for 99100 - Transfers Out:	$43,000.00
Total for all other Account Numbers:	$2,490,673.42
Total for all Account Numbers:	$2,533,673.42
Adjusted Allocation:	$2,533,673.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,533,673.42
Existing Budget In Categories Not Eligible for Indirect Cost	$7,500.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,526,173.42
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$2,253,499.93
Max Indirect Cost	$272,673.49

Filter by Location: All - $2,533,673.42

Account Number / Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
172 - Instructional Coaches			1,262,575.08		1,262,575.08
189 - Other Salaries & Wages	0.00	0.00	172,500.00		172,500.00
196 - In-Service Training			50,000.00		50,000.00
201 - Social Security	0.00	0.00	108,800.00		108,800.00
204 - Pensions	0.00	0.00	142,500.00		142,500.00
206 - Life Insurance	0.00	0.00	700.00		700.00
207 - Medical Insurance	0.00	0.00	335,800.00		335,800.00
208 - Dental Insurance	0.00	0.00	800.00		800.00
210 - Unemployment Compensation	0.00	0.00	200.00		200.00
211 - Local Retirement	0.00	0.00	22,100.00		22,100.00
212 - Employer Medicare	0.00	0.00	25,500.00		25,500.00
308 - Consultants			250,000.00		250,000.00

Account Number Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
429 - Instructional Supplies & Materials	25,000.00				25,000.00
499 - Other Supplies and Materials	0.00	2,500.00	54,198.34		56,698.34
504 - Indirect Cost				43,000.00	43,000.00
524 - In-Service / Staff Development		0.00	20,000.00		20,000.00
599 - Other Charges	0.00	10,000.00	0.00		10,000.00
722 - Regular Instruction Equipment	5,000.00				5,000.00
790 - Other Equipment		0.00	2,500.00		2,500.00
Total	30,000.00	12,500.00	2,448,173.42	43,000.00	2,533,673.42
				Adjusted Allocation	2,533,673.42
				Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Title III

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00
Admin Costs	Con Admin	$0.00
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$43,000.00
Private School Instructional Funds	Private School Instructional Funds	$54,198.34

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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

Key	
PART	This school has responded that they will participate in the program.
NOT PART	This school has responded that they will NOT participate in the program.
NO REPLY	This school has not replied to multiple documented requests from the district as to whether they will participate.
PROFIT	This school is ineligible for the program because it is a for profit organization.
CAT I-SP	This school is ineligible because it is a Category I Special Purpose School.
NO GRANT	The LEA does not participate in this grant.
NIPK	(For IDEA Preschool ONLY) - this school does not serve preschool students.

School ID - Name	Grade Level	Title I Participation	Low Income Non-Public Students from the District Title I Attendance Areas	Title I-C Participation	Migratory Students Enrolled at the Non-public School	Title II-A Participation	Non-public Total Enrollment	Title III-A Participation	English Learners Enrolled at the Non-public School	Title IV-A Participation	Non-public Total Enrollment	21st Century Participation	Non-public Total Enrollment	IDEA Participation	IDEA Preschool Participation
190-9868 - A New Leaf		PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PART	NOT PART
190-9005 - Abintra Montessori School	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	PART	72	NOT PART	0.00	PART	72.00	PART	72.00	PART	PART
190-9010 - Akiva School	K,1,2,3,4,5,6	PART	4.00	NOT PART	0.00	PART	124	PART	124.00	PART	124.00	PART	124.00	PART	NIPK
190-9765 - Benton Hall Academy	3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	NIPK
190-9023 - Born Again Christian Academy	PK,K,1,2,3	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NOT PART	NOT PART
190-9443 - Casa Dei Montessori	PK,K,1,2,3,4,5	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9025 - Christ Presbyterian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9030 - Christ The King School	K,1,2,3,4,5,6,7,8	PART	3.00	NOT PART	0.00	PART	232	NOT PART	0.00	PART	232.00	NOT PART	0.00	PART	PART
190-9887 - Clara Mohammed School	k-8	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9045 - Davidson Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	609	NOT PART	0.00	PART	609.00	NOT PART	0.00	PART	PART
190-9050 - Donelson Christian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	802	NOT PART	0.00	NOT PART	802.00	NOT PART	0.00	PART	PART
190-9120 - Ensworth School	K,1,2,3,4,5,6,7,8,9,10,11	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NOT PART	NOT PART
190-9788 - Episcopal School of Nashville	PK,K,1,2	NOT PART	0.00	NOT PART	0.00	PART	90	NOT PART	0.00	PART	90.00	NOT PART	0.00	PART	NIPK
190-9060 - Ezell-Harding Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	150.00	NOT PART	0.00	PART	246	PART	3.00	PART	246.00	NOT PART	0.00	PART	PART
190-9065 - F.H. Jenkins Elementary	K,1,2,3,4,5,6,7,8	PART	123.00	NOT PART	0.00	PART	121	NOT PART	0.00	PART	121.00	NOT PART	0.00	PART	NIPK
190-9839 - Faith Christian Academy/Robson Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	NO REPLY
190-9037 - Family Christian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9070 - Father Ryan High School	9,10,11,12	PART	46.00	NOT PART	0.00	PART	830	PART	0.00	PART	830.00	PART	803.00	PART	NIPK
190-9075 - Franklin Road Academy	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9510 - Gateway Academy at the Learning Lab	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PROFIT	PROFIT
190-9892 - Generation Changers Academy	k-5	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NOT PART	NOT PART
190-9055 - Genesis Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	CAT I-SP	CAT I-SP
190-9085 - Goodpasture Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	22.00	NOT PART	0.00	PART	864	NOT PART	0.00	PART	864.00	PART	864.00	PART	PART
190-9087 - Green Hills Child Development LLC	PK,K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9705 - Grow Academy	PK,K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NOT PART	NOT PART
190-9095 - Harding Academy	K,1,2,3,4,5,6,7,8	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9100 - Harpeth Hall School	5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9928 - Harpeth Primary Assessment Center	6-12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9351 - Highroads School of Nashville	7,8,9,10,11,12	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9724 - Hillside Christian Academy	1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9110 - Holy Rosary Academy	PK,K,1,2,3,4,5,6,7,8	PART	41.00	NOT PART	0.00	PART	297	NOT PART	0.00	PART	297.00	PART	297.00	PART	PART
190-9014 - Holy Trinity Montessori	PK	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9822 - Honor School of Tennessee	K,1,2,3,4,5,6,7,8	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	NO REPLY	NO REPLY
190-9719 - Iftiin Knowledge Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9849 - Imani Montessori	PK,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9879 - Jewish Middle School		NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NOT PART	NIPK
190-9505 - Jonathan Edwards Classical Academy	K,1,2,3,4,5,6	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NOT PART	NIPK
190-9891 - Kehilla High School Part of Jewish Upper School of Nashville	9-10	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	NO REPLY	NIPK
190-9857 - King's Academy Nashville	PK,K,1,2,3,4,5,6,7,8	PART	0.00	NOT PART	0.00	PART	208	PART	45.00	PART	208.00	NOT PART	0.00	PART	NIPK
190-9905 - Lead Christian Academy	K-12	NOT PART	0.00	NOT PART	0.00	PART	21	NOT PART	0.00	PART	21.00	PART	21.00	NO REPLY	NIPK
190-9125 - Lighthouse Christian School	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	236.00	NOT PART	0.00	PART	347	PART	136.00	PART	347.00	PART	347.00	PART	PART
190-9308 - Linden Waldorf School	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9035 - Lipscomb Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	11.00	NOT PART	0.00	PART	1,262	NOT PART	0.00	PART	1,262.00	NOT PART	0.00	PART	PART

190-9130 - Madison Academy	9,10,11,12	PART	78.00	NOT PART	0.00	PART	239	PART	20.00	PART	239.00	PART	239.00	PART	NIPK
190-9820 - Magnolia Education Center	6,7,8,9,10,11	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	CAT I-SP	CAT I-SP
190-9062 - Mercy Multiplied	7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9140 - Metro Christian Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9350 - Montessori Academy	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	PROFIT	0.00	PART	172	NOT PART	0.00	PART	172.00	NOT PART	0.00	PART	PART
190-9430 - Montessori Centre	PK,K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9006 - Montessori East	K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9145 - Montgomery Bell Academy	7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9335 - Music City Montessori	PK,K,1,2,3,4	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9155 - Nashville Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	16.00	NOT PART	0.00	PART	750	PART	5.00	PART	750.00	PART	750.00	PART	PART
190-9222 - Nashville International Academy	PK,K,1,2,3,4,5,6	NO REPLY	0.00	NOT PART	0.00	PART	185	PART	92.00	NOT PART	185.00	NOT PART	0.00	PART	PART
190-9024 - New Children First, A Montessori Community	PK,K,1,2,3	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9725 - NIA House Montessori	PK,K,1,2,3	PART	37.00		0.00		0	NOT PART	0.00		0.00		0.00	PART	NIPK
190-9160 - Oak Hill School	PK,K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9175 - Overbrook School	PK,PS,K,1,2,3,4,5,6,7,8	PART	0.00	NOT PART	0.00	PART	225	NOT PART	0.00	PART	225.00	PART	225.00	PART	PART
190-9835 - POM Academy	K-12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9173 - Priest Lake Christian Academy	PK,K	PART	6.00	NOT PART	0.00	PART	16	PART	2.00	PART	16.00	PART	16.00	NOT PART	NOT PART
190-9753 - Primrose School of Nashville Midtown	PK,K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9285 - Schrader Lane Child Care Center	K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9305 - St. Ann School	K,1,2,3,4,5,6,7,8	PART	42.00	NOT PART	0.00	PART	177	PART	20.00	PART	177.00	PART	177.00	PART	PART
190-9260 - St. Bernard Academy	K,1,2,3,4,5,6,7,8	PART	0.00	NOT PART	0.00	PART	329	NOT PART	0.00	PART	329.00	NOT PART	0.00	PART	PART
190-9200 - St. Cecilia Academy	9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	272	PART	12.00	PART	272.00	PART	272.00	PART	NIPK
190-9078 - St. Clement Coptic Orthodox Christian Academy	PK,K,1,2,3,4	PART	139.00	NOT PART	0.00	PART	131	PART	7.00	PART	131.00	PART	131.00	PART	PART
190-9205 - St. Edward School	PK,K,1,2,3,4,5,6,7,8	PART	26.00	NOT PART	0.00	PART	200	PART	39.00	PART	200.00	NOT PART	0.00	PART	PART
190-9210 - St. Henry School	K,1,2,3,4,5,6,7,8	PART	30.00	NOT PART	0.00	PART	623	NOT PART	0.00	PART	623.00	NOT PART	0.00	PART	PART
190-9211 - St. Joseph School	PK,K,1,2,3,4,5,6,7,8	PART	33.00	NOT PART	0.00	PART	244	NOT PART	0.00	PART	244.00	PART	244.00	PART	PART
190-9215 - St. Paul Christian Academy	K,1,2,3,4,5,6	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9220 - St. Pius X Classical Academy	PK,K,1,2,3,4,5,6,7,8	PART	43.00	NOT PART	0.00	PART	85	PART	10.00	PART	85.00	NOT PART	0.00	PART	PART
190-9811 - Templeton Academy	5,6,7,8,9,10,11	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9740 - The Academy for G.O.D.	K,1,2,3,4,5,6,7,8,9,10,11,12	PART	125.00	NOT PART	0.00	PART	246	PART	3.00	PART	246.00	NOT PART	0.00	NOT PART	NIPK
190-9851 - The Acorn School Bldg. 1	K	PART	0.00	NOT PART	0.00	PART	17	NOT PART	0.00	PART	17.00	PART	17.00	PART	PART
190-9270 - The Children's House Of Nashville Montessori	PK,K	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NOT PART	NOT PART
190-9088 - The Covenant School	PK,K,1,2,3,4,5	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9758 - The Edison School	K,1,2,3,4,5,6,7,8,9	PART	0.00	NOT PART	0.00	PART	32	NOT PART	0.00	PART	32.00	NOT PART	0.00	PART	NIPK
190-9445 - University School Of Nashville	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	NIPK
190-9946 - B.E. Academy for Girls	5,6,7,8	PART	7.00	PART	6.00	PART	20		0.00	PART	20.00	PART	20.00	NOT PART	NOT PART
	Totals:		**1,218.00**		**6.00**		**10,088**		**518.00**		**10,088.00**		**4,619.00**		

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Equitable Services Program Details- Title I, Part A

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

☐ **N/A (The LEA certifies that no eligible private schools are in the district, and no known low-income students from their Title I attendance areas are enrolled in eligible private schools -OR- That no eligible private schools wish to participate in the program -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title I, Part A

Formula to Determine Amount for Title I, Part A Equitable Expenditures

A. Title I Allocation (Original + Reallocation + "Original" Transfers In)	$ 36,942,612.29
B. K-12 Private School Low-Income Enrollment (from Served Schools)	801.00
C. K-12 Total Low-Income Enrollment (from Served Schools)	30,739.00
D. Total Private School Share (A x B/C)	$ 962,654.36
E. Private School Family Engagement ([D X 1%] if Title I allocation > $500,000)	$ 9,626.54
F. Private School Administration	$
G. FY26 Private School Instructional Funds (D-(E+F)	$ 953,027.82
H. FY25 Private School carryover amount	$
TDOE Private School Instructional Funds Adjustment - *(This field to be used by TDOE staff only as needed)*	$
I. Total Amount of Private School Instructional Funds (FY25 Carryover and FY26)	$ 953,027.82

Narrative Questions

Describe the consultation process between the LEA and the private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on Wednesday, March 5, 2025 from 8:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2025. In addition, we provided the consultation PPT ahead of time via email and sent a link of a recording of the meeting that was held in-person and via Microsoft Teams. The group consultation meeting on March 5, 2025 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title I, we also discussed:

· Services (providers and when, how, where services will be provided and when they will begin)
· Low-income poverty measure

· Pooling of funds
· Academic data measures for determining both need and growth
· Evaluation of services
· Administrative costs
· Family engagement
· Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/07/2025 to allow sufficient time for consideration). After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2025. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY26 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 7, 2025 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Identify the types of services to be provided to support the academic achievement of participating private school students.

- [x] Reading intervention
- [x] Math intervention
- [x] Professional development
- [ ] Equipment
- [ ] Educational software
- [ ] Educational materials and supplies
- [x] Contracted educational services

Will the LEA be entering into an inter-district agreement/MOU with another LEA to provide services for any eligible students?

- ○ Yes
- ◉ No

If yes, identify the LEA(s) that will be providing services to participating students on behalf of the LEA.

Describe the LEA's process for evaluating the effectiveness of the services provided to private school students.

The selected third-party contractor(s) will administer a pretest before instruction begins within the first weeks of school and also administer a post-test towards the end of the school year. If non-public school staff administer benchmark assessments for participating Title I students, results will be shared with the selected vendor and the MNPS non-public school liaison; the contractor(s) will be required to monitor and adjust instruction as needed to address cited skill deficiencies. The selected vendor(s) will monitor and report student progress to parents and teachers of participating students when the schools report student progress to all parents throughout the school term. The services provided to the nonpublic school students will be evaluated by data comparable to data available for public school students such as report cards, benchmark assessments and annual assessments (i.e., Stanford 10, IOWA, ERBs CTP4). In addition, non-public school officials communicate with the MNPS non-public liaison informally throughout the year regarding evaluation (via office hours, individual calls, and emails), and formally via surveys, the most recent of which was in March 2025.

Describe the family engagement activities to be provided for families of private school students.

Participating non-public school officials noted during consultation that their family engagement needs are services such as workshops and meetings, brochures and newsletters, family resource bags, and more. These family engagement services and materials will be provided by the same third-party vendor that will provide supplemental Title I instructional services. The purpose is to provide information and trainings to equip family members and parents on topics such as reading, math, homework help, effective planning, and other academic topics based on needs and as determined in consultation with participating Title I non-public schools.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Equitable Services Program Details- Title I, Part C

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

N/A (The LEA certifies that no eligible private schools are in the district -OR- That no eligible private schools wish to participate in the program - OR- That there are no identified migratory students enrolled in eligible private schools -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Equitable Services Program Details - Title II, Part A

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

☐ **N/A (The LEA certifies that no eligible private schools are in the district -OR- That no eligible private schools wish to participate in the program - OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title II, Part A

Formula to Determine Amount for Title II, Part A Equitable Expenditures

A. Number of Students	
A1: District Enrollment (from the School Eligibility Page)	77,709
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	10,088
A3: Total Enrollment (A1 + A2)	87,797
B. Title II, Part A	
B1: LEA Allocation	$ 4,213,857.84
B1A: TDOE Allocation Adjustment - *(This field to be used by TDOE staff only as needed)*	$
B2: Administration Costs (for public and private school programs)	$
B3: LEA Allocation Minus Admin Costs (B1 + B1A - B2)	$ 4,213,857.84
C. Per Pupil Rate	
C1: B3 divided by A3	$ 48.00
D. Equitable Services	
D1: Amount district must reserve for equitable services for participating private schools = (A2 x C1)	$ 484,224.00
E. FY25 Private School Carryover Amount	$
F. Total Amount of Private School Instructional Funds = (line D1 + E)	$ 484,224.00

Private Schools Equitable Services

Describe the consultation process between the LEA and the private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2025 from 8:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2025. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held in-

person and via Microsoft Teams. The group consultation meeting on March 5, 2025 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title II, we also discussed:

· Services, allowable options, and commonly-attended PDs
· Academic data measures for determining PD needs
· Evaluation of services
· Administrative costs· Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/07/2025 to allow sufficient time for consideration). After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2025. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY26 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 07, 2025 in order to meet the TDOE's deadline.

*Please note that related documentation is on file.

Describe the professional development activities to be provided to participating private school teachers, principals, and other school leaders.

Based on identified needs and as discussed during the consultation process, non-public school officials are primarily interested in their teachers attending in person conferences and/or virtual trainings on offerings specific to teaching reading and math effectively, using instructional data to drive inform instruction, SEL, differentiating instruction, subject-specific Advanced Placement conferences, TDOE offerings, and more. They also would like their teachers to engage in professional learning (in person or virtually) on integrating technology effectively and pedagogy on distance and blended learning. Book studies are also an area of interest.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Equitable Services Program Details - Title III

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

☐ **N/A (The LEA certifies that no eligible private schools are in the district -OR- That no eligible private schools wish to participate in the program - OR- That there are no identified EL students enrolled in eligible private schools -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.**

Title III

Formula to Determine Amount for Title III Equitable Expenditures

A. Number of Students	
A1: District English Learners	23,698
A2: Participating K-12 Private School English Learners (Spring Private School Survey responses)	518
A3: Total English Learners (A1 + A2)	24,216
B. Title III	
B1: LEA Allocation	$ 2,533,673.42
B1A: TDOE Allocation Adjustment - *(This field to be used by TDOE staff only as needed)*	$
B2: Administration Costs (for public and private school programs)	$
B3: LEA Allocation Minus Admin Costs (B1 + B1A - B2)	$ 2,533,673.42
C. Per Pupil Rate	
C1: B3 divided by A3	$ 104.63
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ 54,198.34
E. FY25 Private Schools Carryover Amount	$
F. Total Amount of Private Schools Instructional Funds (FY25 Carryover and FY26) = (Line D1 + E)	$ 54,198.34

Narrative Questions

Describe the consultation process between the LEA and the private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2025 from 8:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2025 to discuss the group consultation meeting slated for March, and we also reminded NP school contacts during phone calls in February and early March; in addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held in-person and via Zoom. The group consultation meeting on March 5, 2025included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title III, the Coordinator of EL Services at the Office of English Learners discussed topics including how proportion of funds allocated are determined, the size and scope of equitable services, and how the services will be evaluated.

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting. After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2025. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY26 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 07, 2025 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Describe the process for identifying English Learners at the private school(s) that receive(s) Title III services.

Non-public schools that choose to participate will administer the Home Language Survey to newly enrolled families. The Home Language Survey (HLS) is only administered once in a student's educational career.

1. TN Rule of the State Board of Education Chapter 0520-01-19 English as a Second Language Programs: The Home Language Survey (HLS) consists of three (3) questions that will be asked of every parent or guardian enrolling his/her child in the LEA. These questions are:

·1. What is the first language this child learned to speak?

·2. What language does this child speak most often at home?

·3. What is the language that is most often spoken to this child at home?

MNPS Home Language Survey

If the answer to any of the above questions is a language other than English, the child will be classified as NELB and the Home Language Survey should be sent to the Office of English Learners before September 1. Please scan and email the survey(s) to ELoffice@mnps.org.

The EL Office will contact the non-public school to arrange a time for the student to participate in state English language proficiency screener assessment.

EL office and non-public school official will consult to determine and agree upon the best way to address needs of eligible students.

Briefly explain how Title III services are provided at each private school receiving Title III services (including professional development, materials, tutoring, and equipment).

Non-public schools will consult with MNPS staff using their assessment data to determine annual progress of participating students and plan services aligned to students' needs.

The following services are available through the MNPS Office of English Learners:

·Supplemental EL materials
·Supplemental Professional Development

Sample PDs available to non-public schools:

1. Effective Strategies for ELs

This course is for K-12 teachers that have not been trained in SIOP. Teachers learn about the eight (8) components and 30 features of SIOP. These components and features will help teachers effectively teach content to English learners. Teachers will learn techniques to make subject matter concepts comprehensible for ELs while promoting the student' English language development. Teachers will need to bring a lesson plan to the course. The course is designed for EL and content teachers.

2. Thinking Maps Initial Training-District-Level

This one-day course is for K-12 teachers who want to use Thinking Maps in their classroom. Thinking Maps are tools to help teachers differentiate instruction and increase higher-order thinking skills and activities in the classroom. Thinking Maps uses eight visual patterns each based on a fundamental thinking process. These patterns are used individually and in combination across every grade level and content area. The course is designed for any teacher.

Explain how the English as a Second Language program is assessed annually at each private school that receives Title III services.

Non-Public Schools are responsible for ensuring that students are assessed annually, and students' language progress is monitored. We often recommend that the Catholic schools, for example, use their Iowa test data. The state does not let them use ELPA21 due to security issues. They evaluate the program at their school. Non-public schools complete a form to communicate program evaluations with MNPS.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Equitable Services Program Details - Title IV

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

☐ **N/A (The LEA certifies that no eligible private schools are in the district -OR- That no eligible private schools wish to participate in the program - OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title IV, Part A

Formula to Determine Amount for Title IV, Part A Equitable Expenditures

A. Number of Students	
A1: District Enrollment (from the School Eligibility Page)	77,709
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	9,101
A3: Total Enrollment (A1 + A2)	86,810
B. Title IV, Part A	
B1: LEA Allocation	$ 0.00
B1A: TDOE Allocation Adjustment - *(This field to be used by TDOE staff only as needed)*	$
B2: Administration Costs (for public and private school programs)	$
B3: LEA Allocation Minus Admin Costs (B1 + B1A - B2)	$ 0.00
C. Per Pupil Rate	
C1: B3 divided by A3	$ 0.00
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ 0.00
E. FY25 Private School Carryover Amount	$
F. Total Amount of Private Schools Instructional Funds (FY25 Carryover and FY26) = (Line D1 + E)	$ 0.00

Private School Equitable Services

Describe the consultation process between the LEA and the private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2025 from 8:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2025. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held in-

person and via Microsoft Teams. The group consultation meeting on March 5, 2025 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title IV, we also discussed:

·Services (providers and when, how, where services will be provided and when they will begin)
·Low-income poverty measure
·Academic data measures for determining both need and growth
·Evaluation of services
·Administrative costs
·Family engagement
·Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/07/2025 to allow sufficient time for consideration). After reviewing the surveys and considering all of the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April 2025. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY26 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 07, 2025 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

* Describe the activities to be provided in support of participating private school students and/or teachers.

After consultation with the non-public schools, the decision was made to transfer Title IV funds into Titles I (80%) and II (20%). The decision was shared with non-public representatives.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Assurances

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

☑ The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below:
The LEA has engaged in timely and meaningful consultation, as required by ESEA § 1117(b)(1), and maintains all required documentation to support such consultation.
The LEA will ensure that services to Title I private school students are provided in a timely fashion, in accordance with agreements made as a result of meaningful consultation with private school representatives.
The LEA will obligate all private school funds during the fiscal year in which allocated and in support of services agreed upon as a result of required consultation.
The LEA will engage in ongoing consultation with participating private school representatives as necessary to ensure fidelity of implementation of agreed-upon services and to monitor the effectiveness of services.

Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Equitable Services for Private Schools

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Traditional Private School Affirmation of Meaningful Consultation	Affirmation of Meaningful Private School Consultation	Affirmation of Meaningful Consultation.2025.04 Affirmation of Meaningful Consultation Additional Information.2025.04
Combined Private School Affirmation of Meaningful Consultation & Agreement	Affirmation of Meaningful Non-Public School Consultation & Agreement	
(CFA) Additional Supporting Documents	N/A	

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

Please add a row for each unique "Other" position.

Systemwide Administration - (Usually personnel working in the central office)

	IDEA, Part B Funds (611)		IDEA Preschool Funds (619)		General Purpose Special Education Funds		Federal Total	
	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
Special Education Supervisor	4	3.50			5	5.00	4	3.50
Bookkeeper							0	0.00
Secretary							0	0.00
Coordinator							0	0.00
Other (please specify) Clerical Personnel	2	2.00			11	9.30	2	2.00
Total	6	5.50	0	0.00	16	14.30	6	5.50

Systemwide Instruction & Support - (Central Office or Assigned to more than one school site and on an irregular schedule)

	IDEA, Part B Funds (611)		IDEA Preschool Funds (619)		General Purpose Special Education Funds		Federal Total	
	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
Bus Drivers					151	151.00	0	0.00
Bus Attendants					170	170.00	0	0.00
Psychologists	21	21.00			40	28.60	21	21.00
Speech Pathologists	6	6.00			86	86.00	6	6.00
Other (please specify) Occupational Therapists	1	0.50			31	31.00	1	0.50
Other (please specify) Physical Therpists	1	0.50			7	7.00	1	0.50
Other (please specify) Homebound teachers					7	7.00	0	0.00
Other (please specify) Itinerant Sp Ed Coaches	32	32.00					32	32.00
Other (please specify) Itinerant Vision teachers	12	12.00					12	12.00

Other (please specify) Itinerant Hearing teachers	15	15.00					15	15.00
Other (please specify) Itinerant t BCBA Assessment Specialists	5	5.00					5	5.00
Other (please specify) Itinerant Paraprofessionals - Vision Program	2	2.00					2	2.00
Other (please specify) Itinerant Paraprofessionals - Hearing Program	2	2.00					2	2.00
Other (please specify) Itinerant Music Therapy Teacher for SWDs	1	1.00					1	1.00
Other (please specify) Itinerant Sp Ed Preschool Teachers	9	9.00					9	9.00
Other (please specify) Sp Ed Transportation Supervisor					1	1.00	0	0.00
Other (please specify) Sp Ed Transportation Mechanics					5	5.00	0	0.00
Other (please specify) Sp Ed MTSS Behavior Coaches	4	4.00					4	4.00
Other (please specify) Paraprofessionals for ESY Program	10	10.00					10	10.00
Other (please specify) Paras in Community Based Transition Program	11	11.00					11	11.00
Other (please specify) Sp Ed teachers for ESY program	8	8.00					8	8.00
Other (please specify) Speech Language Pathologist for ESY program	2	2.00					2	2.00
Other (please specify) Sp Ed Data Specialist	1	1.00					1	1.00
Total	143	142.00	0	0.00	498	486.60	143	142.00

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Teachers				Education Assistants			
		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001			2	2.00			5	5.00
Alex Green Elementary	190-0005			2	2.00			3	3.00
Amqui Elementary	190-0010			2	2.00			2	2.00
Andrew Jackson Elementary	190-0015			2	2.00			3	3.00
Antioch High School	190-0020			5	5.00			10	10.00
Antioch Middle	190-0023			2	2.00			5	5.00
Apollo Middle	190-0025			3	3.00			6	6.00
Aventura Community School	190-8015								
Bellevue Middle	190-0040			3	3.00			5	5.00
Bellshire Elementary	190-0045			2	2.00			3	3.00
Brick Church Middle	190-0063			2	2.00			5	5.00
Cambridge Early Learning Center	190-7005								
Cane Ridge Elementary	190-0082			3	3.00			5	5.00

Cane Ridge High School	190-0077			3	3.00			5	5.00
Carter-Lawrence Elementary	190-0670			4	4.00			7	7.00
Casa Azafran Early Learning Center	190-7020			2	2.00			2	2.00
Chadwell Elementary	190-0105			2	2.00			4	4.00
Charlotte Park Elementary	190-0110			2	2.00			6	6.00
Cockrill Elementary	190-0120			4	4.00			7	7.00
Cole Elementary	190-0130			3	3.00			4	4.00
Cora Howe School	190-0443			8	8.00	10	10.00	8	8.00
Crieve Hall Elementary	190-0145			4	4.00			2	2.00
Croft Middle	190-0148			3	3.00			4	4.00
Cumberland Elementary	190-0150			2	2.00			4	4.00
Dan Mills Elementary	190-0160			4	4.00			4	4.00
Dodson Elementary	190-0165			3	3.00			4	4.00
Donelson Middle	190-0175			5	5.00			7	7.00
DuPont Elementary	190-0180			3	3.00			6	6.00
DuPont Hadley Middle	190-0190			5	5.00			7	7.00
DuPont Tyler Middle	190-0185			5	5.00			6	6.00

Eagle View Elementary School	190-0115			3	3.00			4	4.00
Eakin Elementary	190-0195			2	2.00			3	3.00
Early College High	190-0437			1	1.00			1	1.00
East End Preparatory School	190-8009								
East Nashville Magnet High School	190-0203			2	2.00			5	5.00
East Nashville Middle	190-0296			3	3.00			6	6.00
Explore Community School	190-8060								
Fall-Hamilton Elementary	190-0220			1	1.00			5	5.00
Gateway Elementary	190-0235			2	2.00			3	3.00
Glencliff Elementary	190-0240			4	4.00			3	3.00
Glencliff High School	190-0245			5	5.00			6	6.00
Glendale Elementary	190-0250			3	3.00			4	4.00
Glengarry Elementary	190-0255			2	2.00			3	3.00
Glenview Elementary	190-0265			1	1.00			2	2.00
Goodlettsville Elementary	190-0270			2	2.00			3	3.00
Goodlettsville Middle	190-0275			4	4.00			5	5.00
Gower Elementary	190-0280			4	4.00			6	6.00

Granbery Elementary	190-0290			3	3.00			4	4.00
H. G. Hill Middle	190-0295			4	4.00			5	5.00
Harpeth Valley Elementary	190-0300			3	3.00			4	4.00
Harris-Hillman Special Education	190-0302			9	9.00	15	15.00	15	15.00
Hattie Cotton Elementary	190-0140			3	3.00			5	5.00
Haynes Middle	190-0305			2	2.00			6	6.00
Haywood Elementary	190-0310			3	3.00			5	5.00
Head Middle	190-0315			2	2.00			4	4.00
Henry C. Maxwell Elementary	190-0318			3	3.00			5	5.00
Hermitage Elementary	190-0320			2	2.00			2	2.00
Hickman Elementary	190-0327			2	2.00			2	2.00
Hillsboro High	190-0335			6	6.00			8	8.00
Hull-Jackson Elementary	190-0350			3	2.50			5	5.00
Hume - Fogg High	190-0355			1	1.00			2	2.00
Hunters Lane High	190-0358			2	2.00			3	3.00
Ida B. Wells Elementary	190-0080			2	2.00			4	4.00
Inglewood Elementary	190-0360			1	1.00			3	3.00

Intrepid College Preparatory Charter School	190-8048								
Isaac Litton Middle	190-0365			2	2.00			3	3.00
Isaiah T. Creswell Middle School of the Arts	190-0700			1	1.00			2	2.00
Ivanetta H. Davis Learning Center at Bordeaux	190-7010								
J. E. Moss Elementary	190-0370			2	2.00			2	2.00
James Lawson High School	190-0374			4	4.00			5	5.00
Jere Baxter Middle	190-0375			3	3.00			4	4.00
Joelton Elementary	190-0380			2	2.00			3	3.00
John B. Whitsitt Elementary	190-0390			2	2.00			3	3.00
John Early Middle	190-0386			3	3.00			5	5.00
John F. Kennedy Middle	190-0393			3	3.00			6	6.00
John Overton High	190-0395			4	4.00			6	6.00
John Trotwood Moore Middle	190-0490			4	4.00			4	4.00
Johnson Alternative Learning Center	190-0740			1	0.80				

Jones Elementary	190-0387			2	2.00			2	2.00
Julia Green Elementary	190-0415			3	3.00			8	8.00
KIPP Academy Nashville	190-8002								
KIPP Kirkpatrick Elementary School	190-8095								
KIPP Nashville College Prep	190-8042								
KIPP Nashville College Prep Elementary	190-8085								
KIPP Nashville Collegiate High School	190-8011								
Knowledge Academy @ The Crossings	190-8110								
Lakeview Elementary	190-0430			1	1.00			1	1.00
Lead Academy	190-8003								
LEAD Cameron	190-8010								
LEAD Southeast	190-8013								
Liberty Collegiate Academy	190-8005								
Lockeland Elementary	190-0435			2	2.00			2	2.00
Madison Middle	190-0622			3	3.00			5	5.00

Maplewood High	190-0445			4	4.00			6	6.00
Margaret Allen Middle	190-0450			3	3.00			6	6.00
Martin Luther King Jr School	190-0456			2	2.00			3	3.00
May Werthan Shayne Elementary School	190-0608			2	2.00			3	3.00
McGavock Elementary	190-0465			2	2.00			2	2.00
McGavock High	190-0470			7	7.00			7	7.00
McMurray Middle	190-0480			3	3.00			4	4.00
Meigs Middle	190-0330			3	3.00			6	6.00
MNPS Virtual School	190-0003								
Moses McKissack Middle	190-0035			3	3.00			4	4.00
Mt. View Elementary	190-0493			2	2.00			2	2.00
Murrell at Glenn School	190-0505			7	7.00	17	17.00	9	9.00
Napier Elementary	190-0510			3	3.00			4	4.00
Nashville Big Picture High School	190-0053			1	1.00			1	1.00
Nashville Classical	190-8044								
Nashville Classical West	190-8043								
Nashville Prep	190-8008								

Nashville School Of The Arts	190-0512								
Neely's Bend Elementary	190-0515			3	2.00			5	5.00
Norman Binkley Elementary	190-0525			2	2.00			4	4.00
Old Center Elementary	190-0535			1	1.00			4	4.00
Paragon Mills Elementary	190-0540			1	1.00			3	3.00
Park Avenue Elementary	190-0545			1	1.00			2	2.00
Pearl-Cohn High	190-0555			3	3.00			7	7.00
Pennington Elementary	190-0565			2	2.00			3	3.00
Percy Priest Elementary	190-0570			2	2.00			5	5.00
Purpose Prep	190-8046								
RePublic High School	190-8100								
Robert Churchwell Elementary	190-0618			2	2.00			4	4.00
Rocketship United	190-8070								
Rose Park Middle	190-0595			2	2.00			4	4.00
Rosebank Elementary	190-0600			2	2.00			2	2.00
Ross Early Learning Center	190-7015			2	2.00			1	1.00
Ruby Major Elementary	190-0607			2	2.00			3	3.00
Shwab Elementary	190-0610			1	1.00			4	3.10

Smith Springs Elementary School	190-0750			2	2.00			4	4.00
Smithson Craighead Academy	190-8001								
Stanford Elementary	190-0615			1	1.00			2	2.00
STEM Prep Academy	190-8006								
STEM Prep High School	190-8075								
Stratford STEM Magnet School	190-0620			2	2.00			4	4.00
Stratton Elementary	190-0625			1	1.00			3	3.00
Strive Collegiate Academy	190-8090								
Sylvan Park Elementary	190-0630			1	1.00			5	5.00
The Academy at Hickory Hollow	190-0720			1	1.00			2	2.00
The Academy at Old Cockrill	190-0614			1	0.50				
The Academy at Opry Mills	190-0612			1	0.50				
Thomas A. Edison Elementary	190-0208			2	2.00			3	3.00
Thurgood Marshall Middle	190-0633			2	2.00			2	2.00
Tom Joy Elementary	190-0635			2	2.00			3	3.00
Transitions at Bass	190-0725								
Tulip Grove Elementary	190-0637			4	4.00			10	10.00

Tusculum Elementary	190-0645			2	2.00			5	5.00
Two Rivers Middle	190-0650			3	3.00			5	5.00
Una Elementary	190-0655			3	3.00			4	4.00
Valor Flagship Academy	190-8045								
Valor Voyager Academy	190-8080								
W. A. Bass Adult Program	190-0125								
W.A. Bass Alternative Learning Center	190-0126								
Warner Elementary	190-0675			1	1.00			3	3.00
Waverly-Belmont Elementary School	190-0755			2	2.00			6	6.00
West End Middle	190-0690			2	2.00			7	7.00
Westmeade Elementary	190-0695			2	2.00			4	4.00
Whites Creek High	190-0704			3	3.00			9	9.00
William Henry Oliver Middle	190-0538			2	2.00			3	3.00
Wright Middle	190-0715			2	2.00			5	5.00
Total		0	0.00	332	329.30	42	42.00	538	537.10

FY26 CFA Resources

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IDEA Personnel Details – School-level (6-21) – Other Positions (Nurses, Psychologists, etc.)

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Speech Pathologists				Psychologists				Nurses				Other - Specify				Other 2				Other 3				Other 4			
		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001																												
Alex Green Elementary	190-0005																												
Amqui Elementary	190-0010																												
Andrew Jackson Elementary	190-0015																												
Antioch High School	190-0020																												
Antioch Middle	190-0023																												
Apollo Middle	190-0025																												
Aventura Community School	190-8015																												
Bellevue Middle	190-0040																												
Bellshire Elementary	190-0045																												
Brick Church Middle	190-0063																												
Cambridge Early Learning Center	190-7005																												
Cane Ridge Elementary	190-0082																												
Cane Ridge High School	190-0077																												
Carter-Lawrence Elementary	190-0670																												
Casa Azafran Early Learning Center	190-7020																												
Chadwell Elementary	190-0105																												
Charlotte Park Elementary	190-0110																												
Cockrill Elementary	190-0120																												
Cole Elementary	190-0130																												
Cora Howe School	190-0443																												
Crieve Hall Elementary	190-0145																												
Croft Middle	190-0148																												
Cumberland Elementary	190-0150																												
Dan Mills Elementary	190-0160																												
Dodson Elementary	190-0165																												
Donelson Middle	190-0175																												
DuPont Elementary	190-0180																												
DuPont Hadley Middle	190-0190																												
DuPont Tyler Middle	190-0185																												
Eagle View Elementary School	190-0115																												
Eakin Elementary	190-0195																												
Early College High	190-0437																												
East End Preparatory School	190-8009																												
East Nashville Magnet High School	190-0203																												
East Nashville Middle	190-0296																												
Explore Community School	190-8080																												
Fall-Hamilton Elementary	190-0220																												
Gateway Elementary	190-0235																												
Glencliff Elementary	190-0240																												
Glencliff High School	190-0245																												
Glendale Elementary	190-0250																												
Glengarry Elementary	190-0255																												
Glenview Elementary	190-0265																												
Goodlettsville Elementary	190-0270																												
Goodlettsville Middle	190-0275																												
Gower Elementary	190-0280																												
Granbery Elementary	190-0290																												
H. G. Hill Middle	190-0295																												
Harpeth Valley Elementary	190-0300																												

Harris-Hillman Special Education	190-0302																												
Hattie Cotton Elementary	190-0140																												
Haynes Middle	190-0305																												
Haywood Elementary	190-0310																												
Head Middle	190-0315																												
Henry C. Maxwell Elementary	190-0318																												
Hermitage Elementary	190-0320																												
Hickman Elementary	190-0327																												
Hillsboro High	190-0335																												
Hull-Jackson Elementary	190-0350																												
Hume - Fogg High	190-0355																												
Hunters Lane High	190-0358																												
Ida B. Wells Elementary	190-0080																												
Inglewood Elementary	190-0360																												
Intrepid College Preparatory Charter School	190-8048																												
Isaac Litton Middle	190-0365																												
Isaiah T. Creswell Middle School of the Arts	190-0700																												
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Joelton Elementary	190-0380																												
John B. Whitsitt Elementary	190-0390																												
John Early Middle	190-0386																												
John F. Kennedy Middle	190-0393																												
John Overton High	190-0395																												
John Trotwood Moore Middle	190-0490																												
Johnson Alternative Learning Center	190-0740																												
Jones Elementary	190-0387																												
Julia Green Elementary	190-0415																												
KIPP Academy Nashville	190-8002																												
KIPP Kirkpatrick Elementary School	190-8095																												
KIPP Nashville College Prep	190-8042																												
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West End Middle	190-0690																													
Westmeade Elementary	190-0695																													
Whites Creek High	190-0704																													
William Henry Oliver Middle	190-0538																													
Wright Middle	190-0715																													
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

FY26 CFA Resources

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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Teachers						Education Assistants					
		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001												
Alex Green Elementary	190-0005					1	1.00			1	1.00	3	3.00
Amqui Elementary	190-0010					2	2.00					2	2.00
Andrew Jackson Elementary	190-0015												
Antioch High School	190-0020												
Antioch Middle	190-0023												
Apollo Middle	190-0025												
Aventura Community School	190-8015												
Bellevue Middle	190-0040												
Bellshire Elementary	190-0045	1	1.00			1	1.00	2	2.00			3	3.00
Brick Church Middle	190-0063												
Cambridge Early Learning Center	190-7005	1	1.00			2	2.00	2	2.00	2	2.00	2	2.00
Cane Ridge Elementary	190-0082					1	1.00					2	2.00
Cane Ridge High School	190-0077												
Carter-Lawrence Elementary	190-0670												
Casa Azafran Early Learning Center	190-7020	1	1.00					2	2.00				
Chadwell Elementary	190-0105					2	2.00			1	1.00	3	3.00
Charlotte Park Elementary	190-0110	11	1.00					2	2.00				
Cockrill Elementary	190-0120	1	1.00			1	1.00	2	2.00	1	1.00	2	2.00
Cole Elementary	190-0130												

Cora Howe School	190-0443												
Crieve Hall Elementary	190-0145												
Croft Middle	190-0148												
Cumberland Elementary	190-0150												
Dan Mills Elementary	190-0160					2	2.00					2	2.00
Dodson Elementary	190-0165					1	1.00					2	2.00
Donelson Middle	190-0175												
DuPont Elementary	190-0180												
DuPont Hadley Middle	190-0190												
DuPont Tyler Middle	190-0185												
Eagle View Elementary School	190-0115												
Eakin Elementary	190-0195												
Early College High	190-0437												
East End Preparatory School	190-8009												
East Nashville Magnet High School	190-0203												
East Nashville Middle	190-0296												
Explore Community School	190-8060												
Fall-Hamilton Elementary	190-0220	1	1.00			1	1.00					3	3.00
Gateway Elementary	190-0235					2	2.00					2	2.00
Glencliff Elementary	190-0240												
Glencliff High School	190-0245												
Glendale Elementary	190-0250	1	1.00					1	1.00				
Glengarry Elementary	190-0255												
Glenview Elementary	190-0265												
Goodlettsville Elementary	190-0270												

Goodlettsville Middle	190-0275												
Gower Elementary	190-0280	1	1.00			2	2.00	1	1.00	2	2.00	3	3.00
Granbery Elementary	190-0290												
H. G. Hill Middle	190-0295												
Harpeth Valley Elementary	190-0300												
Harris-Hillman Special Education	190-0302	1	1.00			2	2.00	1	1.00	1	1.00	3	3.00
Hattie Cotton Elementary	190-0140												
Haynes Middle	190-0305												
Haywood Elementary	190-0310							1	1.00				
Head Middle	190-0315												
Henry C. Maxwell Elementary	190-0318					1	1.00					3	3.00
Hermitage Elementary	190-0320												
Hickman Elementary	190-0327					2	2.00	1	1.00	1	1.00	4	4.00
Hillsboro High	190-0335												
Hull-Jackson Elementary	190-0350					2	2.00					3	3.00
Hume - Fogg High	190-0355												
Hunters Lane High	190-0358												
Ida B. Wells Elementary	190-0080					1	1.00					3	3.00
Inglewood Elementary	190-0360												
Intrepid College Preparatory Charter School	190-8048												
Isaac Litton Middle	190-0365												
Isaiah T. Creswell Middle School of the Arts	190-0700												
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	1	1.00					1	1.00				

J. E. Moss Elementary	190-0370												
James Lawson High School	190-0374												
Jere Baxter Middle	190-0375												
Joelton Elementary	190-0380												
John B. Whitsitt Elementary	190-0390												
John Early Middle	190-0386												
John F. Kennedy Middle	190-0393												
John Overton High	190-0395												
John Trotwood Moore Middle	190-0490												
Johnson Alternative Learning Center	190-0740												
Jones Elementary	190-0387												
Julia Green Elementary	190-0415												
KIPP Academy Nashville	190-8002												
KIPP Kirkpatrick Elementary School	190-8095												
KIPP Nashville College Prep	190-8042												
KIPP Nashville College Prep Elementary	190-8085												
KIPP Nashville Collegiate High School	190-8011												
Knowledge Academy @ The Crossings	190-8110												
Lakeview Elementary	190-0430	1	1.00			2	2.00	3	3.00	1	1.00	3	3.00
Lead Academy	190-8003												
LEAD Cameron	190-8010												
LEAD Southeast	190-8013												

Liberty Collegiate Academy	190-8005												
Lockeland Elementary	190-0435												
Madison Middle	190-0622												
Maplewood High	190-0445												
Margaret Allen Middle	190-0450												
Martin Luther King Jr School	190-0456												
May Werthan Shayne Elementary School	190-0608	1	1.00			1	1.00	2	2.00			2	2.00
McGavock Elementary	190-0465												
McGavock High	190-0470												
McMurray Middle	190-0480												
Meigs Middle	190-0330												
MNPS Virtual School	190-0003												
Moses McKissack Middle	190-0035												
Mt. View Elementary	190-0493					1	1.00					2	2.00
Murrell at Glenn School	190-0505												
Napier Elementary	190-0510	1	1.00					1	1.00				
Nashville Big Picture High School	190-0053												
Nashville Classical	190-8044												
Nashville Classical West	190-8043												
Nashville Prep	190-8008												
Nashville School Of The Arts	190-0512												
Neely's Bend Elementary	190-0515												
Norman Binkley Elementary	190-0525												
Old Center Elementary	190-0535					1	1.00					3	3.00
Paragon Mills Elementary	190-0540					2	2.00					3	3.00

Park Avenue Elementary	190-0545					2	2.00	1	1.00			2	2.00
Pearl-Cohn High	190-0555												
Pennington Elementary	190-0565												
Percy Priest Elementary	190-0570												
Purpose Prep	190-8046												
RePublic High School	190-8100												
Robert Churchwell Elementary	190-0618												
Rocketship United	190-8070												
Rose Park Middle	190-0595												
Rosebank Elementary	190-0600												
Ross Early Learning Center	190-7015	1	1.00			4	4.00	2	2.00	2	2.00	5	5.00
Ruby Major Elementary	190-0607												
Shwab Elementary	190-0610	1	1.00					1	1.00				
Smith Springs Elementary School	190-0750												
Smithson Craighead Academy	190-8001												
Stanford Elementary	190-0615												
STEM Prep Academy	190-8006												
STEM Prep High School	190-8075												
Stratford STEM Magnet School	190-0620												
Stratton Elementary	190-0625												
Strive Collegiate Academy	190-8090												
Sylvan Park Elementary	190-0630												
The Academy at Hickory Hollow	190-0720												
The Academy at Old Cockrill	190-0614												

The Academy at Opry Mills	190-0612												
Thomas A. Edison Elementary	190-0208												
Thurgood Marshall Middle	190-0633												
Tom Joy Elementary	190-0635												
Transitions at Bass	190-0725												
Tulip Grove Elementary	190-0637	1	1.00					3	3.00	2	2.00		
Tusculum Elementary	190-0645												
Two Rivers Middle	190-0650												
Una Elementary	190-0655												
Valor Flagship Academy	190-8045												
Valor Voyager Academy	190-8080												
W. A. Bass Adult Program	190-0125												
W.A. Bass Alternative Learning Center	190-0126												
Warner Elementary	190-0675												
Waverly-Belmont Elementary School	190-0755												
West End Middle	190-0690												
Westmeade Elementary	190-0695												
Whites Creek High	190-0704												
William Henry Oliver Middle	190-0538												
Wright Middle	190-0715												
Total		26	16.00	0	0.00	39	39.00	29	29.00	14	14.00	65	65.00

FY26 CFA Resources

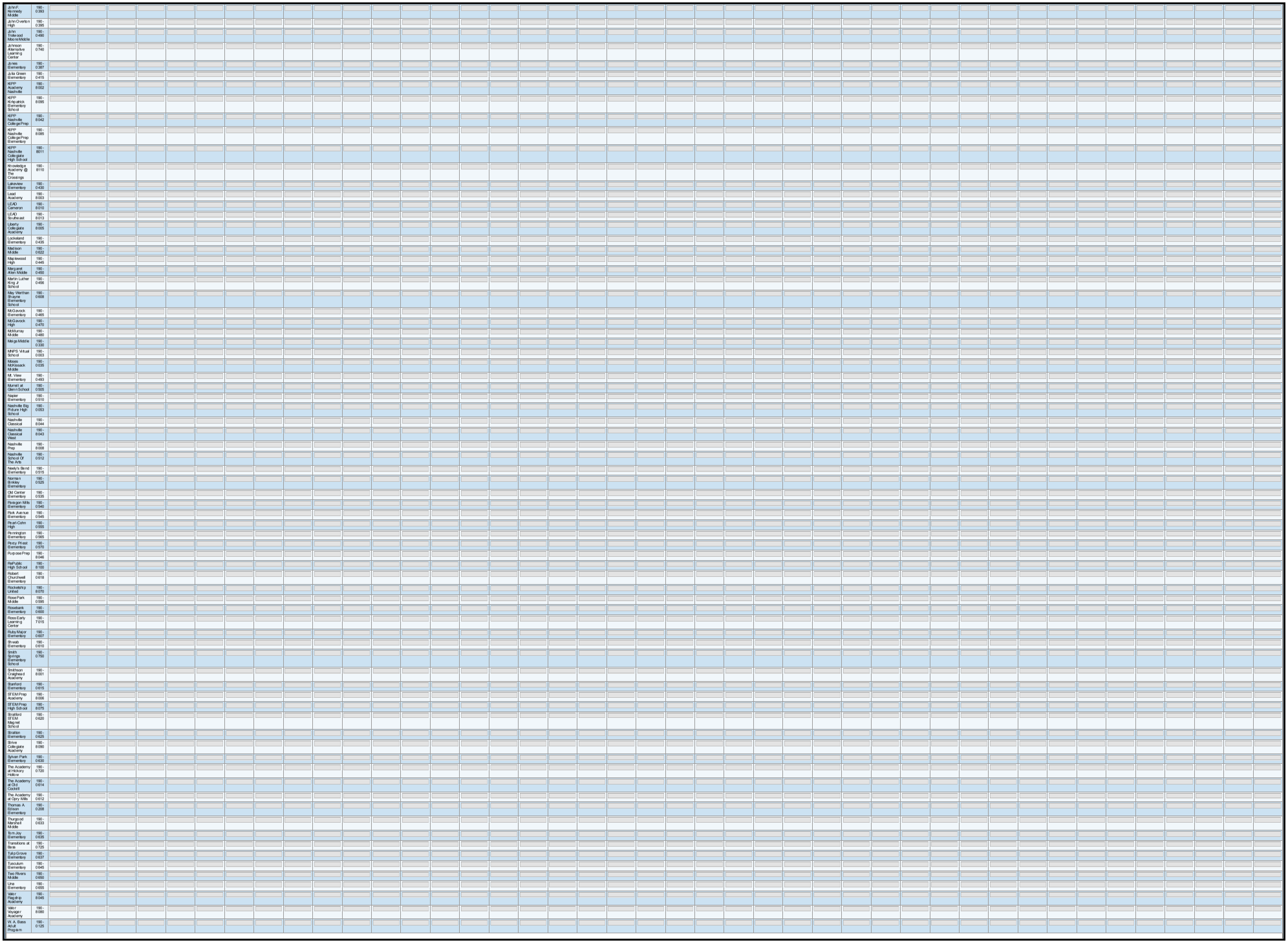
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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Speech Pathologists						Psychologists						Nurses						Other - Specify_						Other 2						Other 3						Other 4					
		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190 - 0.001																																											
Alex Green Elementary	190 - 0.005																																											
Amqui Elementary	190 - 0.010																																											
Andrew Jackson Elementary	190 - 0.015																																											
Antioch High School	190 - 0.020																																											
Antioch Middle	190 - 0.023																																											
Apollo Middle	190 - 0.025																																											
Aventura Community School	190 - 8.015																																											
Bellevue Middle	190 - 0.040																																											
Berkshire Elementary	190 - 0.045																																											
Brick Church Middle	190 - 0.053																																											
Cambridge Early Learning Center	190 - 7.005																																											
Cane Ridge Elementary	190 - 0.062																																											
Cane Ridge High School	190 - 0.077																																											
Carter-Lawrence Elementary	190 - 0.070																																											
Casa Azafran Early Learning Center	190 - 7.020																																											
Chadwell Elementary	190 - 0.105																																											
Charlotte Park Elementary	190 - 0.110																																											
Cockrill Elementary	190 - 0.120																																											
Cole Elementary	190 - 0.130																																											
Coral Howe School	190 - 0.443																																											
Crieve Hall Elementary	190 - 0.145																																											
Croft Middle	190 - 0.149																																											
Cumberland Elementary	190 - 0.159																																											
Dan Mills Elementary	190 - 0.160																																											
Dodson Elementary	190 - 0.165																																											
Donelson Middle	190 - 0.175																																											
DuPont Elementary	190 - 0.180																																											
DuPont Hadley Middle	190 - 0.190																																											
DuPont Tyler Middle	190 - 0.185																																											
Eagle View Elementary School	190 - 8.115																																											
Earkin Elementary	190 - 0.195																																											
Early College High	190 - 0.437																																											
East End Preparatory School	190 - 8.009																																											
East Nashville Magnet High School	190 - 0.203																																											
East Nashville Middle	190 - 0.206																																											
Explore Community School	190 - 8.090																																											
Fall-Hamilton Elementary	190 - 0.220																																											
Gateway Elementary	190 - 0.235																																											
Glendiff Elementary	190 - 0.240																																											
Glendiff High School	190 - 0.245																																											
Glendale Elementary	190 - 0.250																																											
Glengarry Elementary	190 - 0.255																																											
Glenview Elementary	190 - 0.265																																											
Goodlettsville Elementary	190 - 0.270																																											
Goodlettsville Middle	190 - 0.275																																											
Gower Elementary	190 - 0.280																																											
Granbery Elementary	190 - 0.290																																											
H. G. Hill Middle	190 - 0.295																																											
Harpeth Valley Elementary	190 - 0.300																																											
Harris-Hillman Special Education	190 - 0.302																																											
Hattie Cotton Elementary	190 - 0.140																																											
Haynes Middle	190 - 0.305																																											
Haywood Elementary	190 - 0.310																																											
Head Middle	190 - 0.315																																											
Henry C. Maxwell Elementary	190 - 0.318																																											
Hermitage Elementary	190 - 0.320																																											
Hickman Elementary	190 - 0.327																																											
Hillsboro High	190 - 0.335																																											
Hull-Jackson Elementary	190 - 0.350																																											
Hume - Fogg High	190 - 0.355																																											
Hunters Lane High	190 - 0.358																																											
Ida B. Wells Elementary	190 - 0.080																																											
Inglewood Elementary	190 - 0.360																																											
Intrepid College Preparatory Charter School	190 - 8.048																																											
Isaac Litton Middle	190 - 0.365																																											
Isaiah T. Creswell Middle School of the Arts	190 - 0.700																																											
Ivanetta H. Davis Learning Center at Brad eaux	190 - 7.010																																											
J. E. Moss Elementary	190 - 0.370																																											
James Lawson High School	190 - 0.374																																											
Jere Baxter Middle	190 - 0.375																																											
Jetton Elementary	190 - 0.380																																											
John B. Whitsitt Elementary	190 - 0.390																																											
John Early Middle	190 - 0.395																																											



W.A. Bass Alternative Learning Center	190-0126																																												
Warner Elementary	190-0675																																												
Waverly-Belmont Elementary School	190-0755																																												
West End Middle	190-0690																																												
Westmeade Elementary	190-0695																																												
Whites Creek High	190-0704																																												
William Henry Oliver Middle	190-0538																																												
Wright Middle	190-0715																																												
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

FY26 CFA Resources

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IDEA Private/Non-Public School Details

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

1. Is the LEA required to reserve a portion of IDEA funds (either current allocation or prior year carryover) to provide services to parentally placed private school students?

* IDEA 611 funds	* IDEA 619 funds
(●) Yes	(●) Yes
( ) No	( ) No

2. Will any private school proportionate share funds from the prior year be carried over to be expended in the current year?

IDEA 611 funds

( ) Yes

(●) No

$ _____ If yes, estimated amount to be carried over:

IDEA 619 funds

( ) Yes

(●) No

$ _____ If yes, estimated amount to be carried over:

3. If so, where has the reserved amount been budgeted within each appropriate budget (give account number(s) with line item(s) for each budget separately):

IDEA 611

71200-312 Contracts with Private Agencies

IDEA 619

71200-312 Contracts with Private Agencies

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

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Click here to open the What's New: FY26 CFA overview.

IDEA Private School Proportionate Amounts 2024-2025

General Purpose Special Education Budget

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) General Purpose Special Education Budget [Upload 1 document(s)]	General Purpose Special Education Budget	FY26 GP Preliminary budget

General Purpose Special Education Budget

The purpose of this page is to provide documentation that the LEA has budgeted at least the minimum amount of funds required for maintenance of effort. Maintenance of effort of State and local expenditures or local expenditures only is required in order for the LEA to receive federal special education funds under 34 CFR 300.203 Maintenance of Effort. Please remember that the only exceptions in reduction to the previous year's expenditures are listed at 34 CFR 300.204 Exceptions to Maintenance of Effort.

If your LEA is using IDEA funds for Early Intervening Services, an adjustment to local fiscal efforts may be taken as outlined at 34 CFR 300.205 Adjustment to local fiscal efforts in certain fiscal years and at Appendix D to Part 300 - Maintenance of Effort and Early Intervening Services.

1. Indicate the funding source(s) used to project this budget. Check one of the boxes below:

- (●) State and Local Funds
- ( ) Local Funds Only

2. Have funds for gifted students been identified and removed from this budget?

- (●) Yes
- ( ) N/A

3. If any funds for services to functionally delayed students are included in this budget, the LEA assures that an examination of student records has been made and those students were eligible for services under one or more of the federal categories. Check one of the boxes below:

- ( ) Yes
- ( ) No
- (●) N/A

4. Services for some/all functionally delayed students have been removed from this budget? Check one of the boxes below:

- (●) Yes
- ( ) No
- ( ) N/A

32 * 5. Give the number of functionally delayed students not qualifying under a federal category and for whom services are not included in this budget?

6. The LEA has budgeted the minimum amount necessary to meet maintenance of effort requirements for the coming year. (mark appropriate box)

- (●) Yes
- ( ) No

7. If no is indicated above, please explain. - **Note:** If "No" is marked, an explanation must also be included on the Non-Supplanting/Maintenance of Effort page in ePlan.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

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Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

Special Transportation

* Provide the number of students with disabilities receiving Special Transportation below.

464	Age 3-5
1,213	Age 6-21

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

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Click here to open the What's New: FY26 CFA overview.

IDEA Shared Related Documents

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Requirements

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) General Purpose Special Education Budget [Upload 1 document(s)]	General Purpose Special Education Budget	FY26 GP Preliminary budget

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) State Special Education Expenditure Report (required after July 1st) [Upload up to 1 document(s)]	N/A	
(CFA IDEA) Maintenance of Effort Exception	N/A	
(CFA) Additional Supporting Documents	N/A	
CCEIS Excel Template	CCEIS Excel Template	
(CFA IDEA) 141 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	
(CFA IDEA) 142 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

Indirect Cost Guide	
Total Allocation	$21,164,909.00
Existing Budget In Categories Not Eligible for Indirect Cost	$211,850.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$20,953,059.00
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$18,691,399.65
Max Indirect Cost	$2,261,659.35

Account Number	Total
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$16,641,904.43
72120 - Health Services	$0.00
72130 - Other Student Support	$0.00
72210 - Support Services/Regular Instruction Program	$0.00
72215 - Support Services/Alternative Instruction Program	$0.00
72220 - Support Services/Special Education Program	$3,546,154.57
72410 - Office of the Principal	$0.00
72710 - Transportation	$15,000.00
99100 - Transfers Out	$961,850.00
Total	$21,164,909.00
Adjusted Allocation	$21,164,909.00
Remaining	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

71200 - Special Education Program - $16,641,904.43

Budget Detail		Narrative Description
Account Number:	71200 - Special Education Program	To fund 82.0 FTE teachers, which includes: 16.0 Sp Ed preschool teachers; 9.0 FTE itinerant sp ed preschool teachers; 17.0 FTE itinerant sp ed coaches; 4.0 FTE Ex Ed MTSS Behavior Coaches; 12.0 FTE itinerant vision teachers; 15.0 FTE itinerant hearing teachers, 8.0 sp ed teachers for ESY, and 1.0 Music Therapy teacher for SWD
Line Item Number:	116 - Teachers	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,628,000.00	
Line Item Total:	$5,628,000.00	
Account Number:	71200 - Special Education Program	Salary for 15 FTE Special Education Coaches
Line Item Number:	116 - Teachers	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:		

	1.00	
Cost:	$1,184,000.01	
Line Item Total:	$1,184,000.01	
Account Number:	71200 - Special Education Program	To fund 96.0 FTE Sp Ed educational assistants, which includes: 29.0 preschool special education ed assistants; 42.0 school-age special education ed assistants; 2.0 itinerant vision ed assistants; 2.0 itinerant hearing ed assistants; 11 paras in Community Based Transition Program; 10.0 ed assistants for ESY program.
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,060,000.00	
Line Item Total:	$3,060,000.00	
Account Number:	71200 - Special Education Program	To pay for 8.0 FTE Speech Language Pathologists (includes 2.0 FTE ESY SLPs)
Line Item Number:	171 - Speech Pathologist	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$323,500.00	
Line Item Total:	$323,500.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$558,713.00	
Line Item Total:	$558,713.00	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	201 - Social Security	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:		

	$73,408.00	
Line Item Total:	$73,408.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	204 - Pensions	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$535,635.00	
Line Item Total:	$535,635.00	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	204 - Pensions	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$106,560.00	

Line Item Total:	$106,560.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$32,250.00	
Line Item Total:	$32,250.00	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,750.00	

Line Item Total:	$3,750.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,748,750.00	
Line Item Total:	$1,748,750.00	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$137,201.04	
Line Item		

Total:	$137,201.04	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$36,000.00	
Line Item Total:	$36,000.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$31,185.00	
Line Item Total:	$31,185.00	

Account Number:	71200 - Special Education Program
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
IDEA:	CCEIS
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$2,835.00
Line Item Total:	$2,835.00

Fringe benefits for CCEIS salaries above

Account Number:	71200 - Special Education Program
Line Item Number:	211 - Local Retirement
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$392,292.00
Line Item Total:	$392,292.00

retirement for non-certificated staff

Account Number:	71200 - Special Education Program
Line Item Number:	212 - Employer Medicare
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$130,666.75
Line Item Total:	$130,666.75

Fringe benefit for above salaries

Account Number:	71200 - Special Education Program
Line Item Number:	212 - Employer Medicare
Strategic Plan:	
IDEA:	CCEIS
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$17,168.00
Line Item Total:	$17,168.00

Fringe benefits for CCEIS salaries above

Account Number:	71200 - Special Education Program	Set-aside for parentally placed private school students. Speech, OT/PT services provided by a contracted private agency. This line item includes the mandated Proportionate share set-aside for FY26. Also included in budget is: (1) contracted mental health counselors for SWD; and (2) contracted Ex Ed PreK teachers for Self-Contained PreK classrooms.
Line Item Number:	312 - Contracts with Private Agencies	
Strategic Plan:		
IDEA:	Private School Proportionate Share	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,492,186.23	
Line Item Total:	$1,492,186.23	
Account Number:	71200 - Special Education Program	Supplementary instructional materials for special ed classrooms such as: PCI curriculum and AbleNet Math, N2Y classroom subscriptions for SWDs, and TeachTown curriculum for students with autism. This line item also includes supplies and materials for summer ESY programs.
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account	71200 - Special Education Program	

Number:		Sanitary supplies for special ed classrooms such as gloves and wipes.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$18,000.00	
Line Item Total:	$18,000.00	
Account Number:	71200 - Special Education Program	Flow-thru IDEA funds to charter schools for services to SWD
Line Item Number:	599 - Other Charges	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,029,804.40	
Line Item Total:	$1,029,804.40	
Account Number:	71200 - Special Education Program	Supplemental special ed equipment for SWD, including preschool SWD. Probable

Line Item Number:	725 - Special Education Equipment
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$50,000.00
Line Item Total:	$50,000.00

purchases for both these populations will include: assistive technology purchases such as communication devices and laptops, BrailleNote devices for students with blindness, OT/PT equipment such as positioning equipment; assisted hearing devices and voice amplification equipment.
There will be no single-item equipment purchases that exceed $5,000.

Total for 71200 - Special Education Program:	$16,641,904.43
Total for all other Account Numbers:	$4,523,004.57
Total for all Account Numbers:	$21,164,909.00
Adjusted Allocation:	$21,164,909.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

72220 - Support Services/Special Education Program - $3,546,154.57

Budget Detail		Narrative Description
Account Number:	72220 - Support Services/Special Education Program	To pay salary for 3.5 FTEs Sp Ed Directors
Line Item Number:	105 - Supervisor / Director	
Strategic Plan:		
IDEA:		
Admin Costs:	Direct Admin	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$450,000.00	
Line Item Total:	$450,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay salaries of 13.0 FTE SE psychological personnel (two of these FTEs are school psychology interns)
Line Item Number:	124 - Psychological Personnel	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$783,000.00	
Line Item Total:	$783,000.00	
Account Number:	72220 - Support Services/Special Education Program	Salaries for 8.0 FTE Special Ed Psychological personnel
Line Item Number:	124 - Psychological Personnel	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$626,400.00	
Line Item Total:	$626,400.00	
Account Number:	72220 - Support Services/Special Education Program	To pay for 0.5 FTE Occupational Therapist and 0.5 Physical Therapist services for SWDs during ESY
Line Item Number:	131 - Medical Personnel	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	72220 - Support Services/Special Education Program	Salaries for 5.0 FTE Special Ed Assessment personnel (BCBA)
Line Item Number:	135 - Assessment Personnel	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$460,000.00	
Line Item Total:	$460,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay salary for 2.0 FTE SE Clerk
Line Item Number:	162 - Clerical Personnel	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$89,800.00	

Line Item Total:	$89,800.00	
Account Number:	72220 - Support Services/Special Education Program	1.0 FTE SE Data Specialist
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$103,867.00	
Line Item Total:	$103,867.00	
Account Number:	72220 - Support Services/Special Education Program	Pay for stipends for training of district SE personnel. Examples of training include: EasyIEP review class for teachers, Inclusive Services for SWD, Differentiating Instruction for Early Childhood classrooms, Effective Functional Behavioral Strategies and Behavior Intervention Plans
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$7,500.00	

Line Item Total:	$7,500.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$73,796.55	
Line Item Total:	$73,796.55	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$57,678.60	

Line Item Total:	$57,678.60	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits
Line Item Number:	201 - Social Security	
Strategic Plan:		
IDEA:		
Admin Costs:	Direct Admin	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$27,900.00	
Line Item Total:	$27,900.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	204 - Pensions	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$107,124.03	
Line Item	$107,124.03	

Total:		
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	204 - Pensions	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$70,470.00	
Line Item Total:	$70,470.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe Benefits
Line Item Number:	204 - Pensions	
Strategic Plan:		
IDEA:		
Admin Costs:	Direct Admin	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$40,500.00	
Line Item Total:	$40,500.00	

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	206 - Life Insurance
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$4,537.50
Line Item Total:	$4,537.50

Fringe benefit for above salaries

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	206 - Life Insurance
Strategic Plan:	
IDEA:	CCEIS
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$3,850.00
Line Item Total:	$3,850.00

Fringe benefits for above CCEIS salaries

Account Number:	72220 - Support Services/Special Education Program	Fringe benefits
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:	Direct Admin	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,950.00	
Line Item Total:	$1,950.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$209,453.00	
Line Item Total:	$209,453.00	
Account	72220 - Support Services/Special Education	

Number:	Program	Fringe benefits for above CCEIS salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$166,441.00	
Line Item Total:	$166,441.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:	Direct Admin	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefit for above salaries

Line Item Number:	208 - Dental Insurance
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$900.00
Line Item Total:	$900.00

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
IDEA:	CCEIS
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$2,646.00
Line Item Total:	$2,646.00

Fringe benefits for above CCEIS salaries

Account Number:	72220 - Support Services/Special Education Program

Fringe benefits for above salaries

Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$2,500.00
Line Item Total:	$2,500.00

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	211 - Local Retirement
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$11,512.36
Line Item Total:	$11,512.36

Retirement for non-certificated employees

Account Number:	72220 - Support Services/Special Education Program
Line Item	212 - Employer Medicare

Fringe benefits for above salaries

Number:		
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,014.35	
Line Item Total:	$20,014.35	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
IDEA:	CCEIS	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,258.87	
Line Item Total:	$17,258.87	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits
Line Item Number:	212 - Employer Medicare	

Strategic Plan:		
IDEA:		
Admin Costs:	Direct Admin	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,525.00	
Line Item Total:	$6,525.00	
Account Number:	72220 - Support Services/Special Education Program	travel by SE staff, including mileage reimbursement for in-county travel between schools.
Line Item Number:	355 - Travel	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,530.31	
Line Item Total:	$17,530.31	
Account Number:	72220 - Support Services/Special Education Program	test kits and test protocols for the recertification of students with disabilities
Line Item Number:	499 - Other Supplies and Materials	
Strategic		

Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$73,000.00	
Line Item Total:	$73,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay for registration, fees, and travel costs for professional development activities for SE staff. Staff Development may include NASP, Brustein Forum, Middle TN Supervisors Conference, TAASE Conference, Urban collaborative, ASHA Conference, CPI Certification.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Account Number:	72220 - Support Services/Special Education Program	Staff development for Sp Ed Exec Director and Directors. Examples include: TASSE conference, CPI training, Bruman Fall Forum, NAFEPA annual conference, and conference for Council of Great City Schools.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		

IDEA:	
Admin Costs:	Direct Admin
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$10,000.00
Line Item Total:	$10,000.00

Total for 72220 - Support Services/Special Education Program:	$3,546,154.57
Total for all other Account Numbers:	$17,618,754.43
Total for all Account Numbers:	$21,164,909.00
Adjusted Allocation:	$21,164,909.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

72710 - Transportation - $15,000.00

Budget Detail		Narrative Description
Account Number:	72710 - Transportation	Parent mileage reimbursement, as per IEP
Line Item Number:	313 - Contracts with Parents	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	

Total for 72710 - Transportation:	$15,000.00
Total for all other Account Numbers:	$21,149,909.00
Total for all Account Numbers:	$21,164,909.00
Adjusted Allocation:	$21,164,909.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

99100 - Transfers Out - $961,850.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect Cost
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
IDEA:		
Admin Costs:	Indirect Cost	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$800,000.00	
Line Item Total:	$800,000.00	
Account Number:	99100 - Transfers Out	Transfer to GP budget for personnel funded by CCEIS: 1.0 FTE Coordinator RTI Behavior Breakdown of Salary and benefits: 501101 - Psych Personnel $121,000.00 501173 - Social Security 8,000.00 501186 - State Retirement 11,000.00 501176 - Life 50.00 501174 - Health 20,000.00 501172 - Medicare 1,800.00 $161,850.00
Line Item Number:	590 - Transfers Out	
Strategic Plan:		
IDEA:	CCEIS-GP Transfer Out	
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$161,850.00		
Line Item Total:	$161,850.00		
		Total for 99100 - Transfers Out:	$961,850.00
		Total for all other Account Numbers:	$20,203,059.00
		Total for all Account Numbers:	$21,164,909.00
		Adjusted Allocation:	$21,164,909.00
		Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

Indirect Cost Guide	
Total Allocation	$21,164,909.00
Existing Budget In Categories Not Eligible for Indirect Cost	$211,850.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$20,953,059.00
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$18,691,399.65
Max Indirect Cost	$2,261,659.35

Filter by Location: All - $21,164,909.00

Account Number / Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
105 - Supervisor / Director		450,000.00	0.00		450,000.00
116 - Teachers	6,812,000.01				6,812,000.01
124 - Psychological Personnel		1,409,400.00			1,409,400.00
131 - Medical Personnel		50,000.00			50,000.00
135 - Assessment Personnel		460,000.00			460,000.00
162 - Clerical Personnel		89,800.00	0.00		89,800.00
163 - Educational Assistants	3,060,000.00				3,060,000.00
171 - Speech Pathologist	323,500.00	0.00			323,500.00
189 - Other Salaries & Wages	0.00	103,867.00	0.00		103,867.00
196 - In-Service Training		7,500.00	0.00		7,500.00
201 - Social Security	632,121.00	159,375.15	0.00		791,496.15
204 - Pensions	642,195.00	218,094.03	0.00		860,289.03
206 - Life Insurance	36,000.00	10,337.50	0.00		46,337.50

Account Number Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
207 - Medical Insurance	1,885,951.04	405,894.00	0.00		2,291,845.04
208 - Dental Insurance	36,000.00	900.00	0.00		36,900.00
210 - Unemployment Compensation	34,020.00	5,146.00	0.00		39,166.00
211 - Local Retirement	392,292.00	11,512.36	0.00		403,804.36
212 - Employer Medicare	147,834.75	43,798.22	0.00		191,632.97
312 - Contracts with Private Agencies	1,492,186.23	0.00	0.00		1,492,186.23
313 - Contracts with Parents			15,000.00		15,000.00
355 - Travel		17,530.31	0.00		17,530.31
429 - Instructional Supplies & Materials	50,000.00				50,000.00
499 - Other Supplies and Materials	18,000.00	73,000.00	0.00		91,000.00
504 - Indirect Cost				800,000.00	800,000.00
524 - In-Service / Staff Development		30,000.00	0.00		30,000.00
590 - Transfers Out				161,850.00	161,850.00
599 - Other Charges	1,029,804.40	0.00	0.00		1,029,804.40
725 - Special Education Equipment	50,000.00				50,000.00
Total	16,641,904.43	3,546,154.57	15,000.00	961,850.00	21,164,909.00
				Adjusted Allocation	21,164,909.00
				Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00
IDEA	CCEIS	$3,086,305.50
IDEA	CCEIS-GP Transfer Out	$161,850.00
IDEA	Private School Proportionate Share	$1,492,186.23
Admin Costs	Direct Admin	$566,875.00
Admin Costs	Indirect Cost	$800,000.00

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Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

N/A

FY26 CFA Resources
Click here to open the Technical Application Guide: FY26 CFA.
Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application
Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

A. Adjustment to Local Effort in Certain Fiscal Years.

IDEA 04 allows an LEA to reduce state and local maintenance of effort by an amount that equals up to 50% of the increase in IDEA funds from the previous year if those funds are used to provide activities authorized under ESEA.
There are limitations to this adjustment. Any LEA identified as not meeting requirements in the State's APR, is prohibited by law from reducing its maintenance of effort figures.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).
The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

For any fiscal year for which the federal allocation received by a LEA under Section 611(f) Subgrants to LEAs exceeds the amount the LEA received for the previous FY, the LEA may reduce the level of expenditures otherwise required by Section 613(a) (2) (A) (iii) by not more than 50% of the excess. Section 613(a) (2) (C) (i) 300.205

If the LEA chooses to use these funds, the LEA shall use an amount of local funds equal to the reduction in expenditures under clause (i) above, to carry out activities authorized under the Elementary and Secondary Act of 1965. Section 613(a) (2) (C) (ii) 300.205(a)

If the SEA determines that the LEA is unable to establish and maintain programs of free appropriate public education that meet the requirements of Section 613(a) or the SEA has taken action against the LEA under section 616 Monitoring, Technical Assistance and Enforcement, the SEA shall prohibit the LEA from reducing the level of expenditures under clause (i) above for that fiscal year. Section 613(a) (2) (C) (iii)

The amount of funds expended by a LEA under subsection (f) Coordinated Early Intervening Services, shall count toward the maximum amount of expenditures such LEAs may reduce under clause (i) above. Section 613(a) (2) (C) (iv)

If a SEA determines that an LEA is not meeting the requirements of Part B, including the targets in the state's performance plan, the SEA shall prohibit the LEA from reducing its MOE under Section 613(a) (2) (C) for any fiscal year. Section 616(f)

http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

☐ **Please check here if the LEA is using Adjustment to Local Effort in Certain Fiscal Years.**

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

B. Permissive Use of IDEA funds for Schoolwide Program.

IDEA allows an LEA to use funds to carry out a schoolwide program under ESEA §1114. If an applicant utilizes these funds, you will report the designated amount for each school and ensure that excess cost and service requirements are met.

LEAs may use IDEA funds to carry out a schoolwide program under Section 1114 of the Elementary and Secondary Education Act (ESEA) of 1965, except that the amount used in any schoolwide program shall not exceed:

- The number of children with disabilities participating in the schoolwide program multiplied by
- The amount received by the LEA for this fiscal year divided by
- The number of children with disabilities in the jurisdiction of the LEA.
  - Section 613(a) (2) (D)

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Schoolwide Programs.**

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

C. Permissive Use of IDEA funds for Coordinated Early Intervening Services (CEIS) - Voluntary

IDEA allows an LEA to use up to 15% of funds, in combination with other amounts (other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to the IDEA Law, Section 615 (f) (1) - (4) and Section 618(d)(2)(B)(C) available here: http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

Note: If LEA voluntarily takes up to 15%, the funds must be spent from July 1 - June 30, any remaining funds must be returned to IDEA for programming.

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Coordinated Early Intervening Services (CEIS) - Voluntary.**

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

D. Use of IDEA Funds for Comprehensive Coordinated Early Intervening Services (CCEIS) - Mandatory

If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to Federal Register/Vol. 81/December 19, 2016/Rules and Regulations

Note: If the LEA does not expend all funds required in section 1 below, remaining funds must be carried forward into the following fiscal year and used for the same purpose.

Documents		
Type	**Document Template**	**Document/Link**
CCEIS Excel Template	CCEIS Excel Template	
(CFA IDEA) 141 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	
(CFA IDEA) 142 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	

☑ **Please check here if the LEA is using Permissive Use of IDEA Funds for Comprehensive Coordinated Early Intervening Services (CCEIS) - Mandatory.**

☑ *** 1) Assurance**

The LEA has made a thorough review of policies, procedures, and practices for compliance with IDEA. If applicable, the LEA has publicly reported on any revisions to its policies, procedures, and practices.

2) Funds Availability Calculation

a. IDEA 611 Allocation	$ 21,164,909.00
b. IDEA 619 Allocation	$ 489,461.00
c. Total IDEA Allocation (611 and 619) for current year:	$ 21,654,370.00
d. Amount which must be budgeted for CCEIS: (Line 2c x 15%):	$ 3,248,155.50
e. Check this box if the LEA is ***only*** required to budget carryover funds and no original allocation should be included in the mandatory CCEIS calculation.	☐
f. Amount of any CCEIS funds being carried forward from prior year:	* $ 0.00
g. Total funds to be used in current year for CCEIS:	$ 3,248,155.50

3) Areas of Significant Disproportionality and Race/Ethnicity Groups

*** a. Identify the race/ethnicity of students identified in the significant disproportionality grouping below:**

- ☐ American Indian
- ☐ Hispanic
- ☐ Asian
- ☐ Pacific Islander
- ☑ African American

- [ ] White
- [ ] Multiracial

b. Indicate where the LEA was identified as having significant disproportionality from the groups listed below:

i. Identification - students identified with:

- [ ] Disability (overall)
- [ ] Autism
- [ ] Emotional Disturbance
- [ ] Intellectual Disability
- [ ] Other Health Impairment
- [ ] Specific Learning Disability
- [ ] Speech/Language Impairment

ii. Discipline -SWDs receiving:

- [ ] In-school suspensions for 10 or fewer days
- [ ] In-school suspensions for more than 10 days
- [x] Out-of-school suspensions/expulsions for 10 or fewer days
- [x] Out-of-school suspensions/expulsions for more than 10 days
- [x] Total number of discipline incidents for SWDs

iii. Environment-SWDs in:

- [ ] The general education setting less than 40 percent of the day
- [ ] Separate schools or residential facilities

4) Narrative for Use of Funds

* a. If a revision of the LEA's policies, procedures, and practices was necessary, please explain what changes were made due to issues associated with areas of disproportionality:

There have been no formal policy changes in the past year; however, updates have been made to the district's discipline manual. The proposed discipline updates for 2025-26 (pending board approval as of this application) intend to clarify codes that were vague, provide additional guidance for responding to problem behaviors, and align the MNPS discipline codes to the TCA, where applicable. School teams have continued to receive training on implicit bias and the appropriate use of infraction codes. The discipline department offers Discipline Discourse meetings for school administrators in order to practice and clarify which codes and responses are appropriate for which incidents. The district remains committed to implementing the MTSS framework, with a strong focus on Tier 1 essential practices, including Social-Emotional Learning (SEL), restorative practices, and positive behavior supports.

Schools also have the option to use a universal screener to assess internalizing and externalizing behaviors, helping them better identify and support students in need. Once identified, students receive evidence-based interventions at Tier II, Tier III, or through special education services, in addition to the core instruction and Tier 1 supports already in place.

Furthermore, the district continues to integrate academic and behavioral supports through the MTSS framework. As students' academic skills improve, the expectation is that behavioral challenges will decrease, reinforcing the importance of a holistic approach to student success.

MNPS has been identified as having some level of disproportionality since 2017, however we continue to work towards making progress. Our district plan indicates that one of our key focus areas is to address disproportionate suspensions for students with disabilities to decrease our risk ratio to below 2.0 From our internal data warehouse system we can look at trends for OSS for SWD's as shown below:

Trends for SWD's with OSS in MNPS	

20-21	2.36
21-22	1.70
22-23	1.70
23-24	1.64
*CURRENT 24-25	1.77

As the data in the table shows we have been consistently below 2.0 on internal data systems since the 21-22 school year. We do our best to replicate this calculation for progress monitoring throughout the year. However the actual state calculation that determines us as being disproportionate for SWD's uses a state comparison value that we do not have access to. Determination in this area tends to be a surprise each year because our internal systems that we have to work from do not indicate disproportionality. In MNPS SWD's as a whole are not disproportionately suspended as compared to their non-SWD peers.

Through further data analysis the Department of Exceptional Education developed specific goals around reduction of suspensions for African American students with disabilities:

Reduce Suspensions and Expulsions African American Students with Disabilities in 2024-2025 by reducing the disproportionality risk ratio by 0.25, or below 2.0 risk ratio bench mark, in the following categories; as measured by the Behavior Dispro Report in Data Warehouse.

Risk Ratio for AA SWD's	Total Incidents:	Sus/Exp >10 days	Sus/Exp <=10 days	ISS>10 days:
End of 21-22	2.83	8.46	2.21	2.22
End of 22-23	2.28	3.63	2.57	1.62
End of 23-24	2.24	3.69	2.44	3.22
Current 24-25	2.39	3.92	2.11	3.08

In the table above it can be noted that although we have seen progress we have not met the goal in each category for African American Students with Disabilities. The overall downward trend is present in all but the ISS category.

Back in 20-21 the MNPS Board of Education added Repeated violations back into the Discipline Handbook. It is important to note that Repeated Violations may only be used if the behavior is a pattern of Same Type 3 Behaviors, and there is evidence of implemented interventions. The MNPS Discipline Table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior, while bringing a firearm to school is a Type 5 behavior. We chose to more closely follow and analyze the use of this code and tracking is as follows:

Tracking of Repeated Violations discipline code	
20-21	10 offenses – COVID year
21-22	417 Offenses
22-23	407 Offenses
23-24	373 Offenses
24-25	251 Offenses

With COVID year as the exception we have seen a consistent decline in usage of the 415 Repeated Violations of type 3 behaviors code. This trend may indicate that schools that are providing appropriate interventions to students with a Type 3 behavior code are successful in helping the student gain the skills necessary to improve their behavior. A few examples of Type 3 behaviors are: profane or indecent language towards staff, fighting, instigating, threats (without a plan). Our theory of action is that when students are provided meaningful, skills-based intervention on behavior skills, they gain the skills to handle conflict and emotional distress in healthy ways. Students are thus less likely to engage in these Type 3 behaviors.

Based on the data above that shows consistent reduction in our OSS risk ratios for SWD, we aim to continue many practices from previous years. These roles and practices discussed in this application have proven to help reduce the use of exclusionary discipline and the disparities between student groups.

District-wide MTSS (Multi-Tiered System of Supports) leadership meetings will be held quarterly in the 25-26 school year, which include representatives from all schools in the form of their MTSS Academic Lead, MTSS Behavior Lead and School Psychologist, offer professional learning opportunities on topics such as:

- Data-driven decision-making, especially regarding disproportionality
- Establishing support systems and structures
- Using the disproportionality calculator in the MNPS Data Warehouse
- Integrating Social-Emotional Learning (SEL) into academics
- Implementing restorative practices and PBIS (Positive Behavioral Interventions and Supports)
- Identifying students at risk for behavioral challenges
- Providing meaningful, skills-based interventions for students exhibiting challenging behavior or the risk of challenging behaviors
- Progress monitoring behavioral interventions in order to appropriately adjust interventions to maximize student success

During the 24-25 School Year, Principal Supervisors (Executive Directors and Chief Leadership) participated in a six part series on addressing disproportionality in schools. The topic focus of each session was as follows:

1. Identifying and Eliminating Inequities
1. Deeply Analyzing School and District Level Data and Understanding Root Causes
1. The Current State of our Disproportionality Journey and Principal Success Stories with Proactive and Restorative Solutions
1. Proactive Steps, Instructional Solutions, and Connections to the Starfish Project
1. Procedures and Best Practices for Developing Proactive Social and Emotional School Environments

Because of the importance of this topic and the value they assigned to this content, we are extending a modified version of this to principals. All principals attended the first of three sessions in March 2025. They will attend two more sessions at Principal Launch in July 2025. The sessions have been re-arranged and modified to pertain to specific subsets of principals as they will be in tier-level groups. The sessions are as follows:

1. Identifying and Eliminating Inequities
1. Proactive Steps, Data Analysis, Instructional Solutions, and Connections to the Starfish Project
1. Procedures and Best Practices for Developing Proactive Social and Emotional School Environments
2.

Since all principals and principal supervisors will have participated in this series ahead of the start to the 25-26 school year, we anticipate a more supported environment for schools to focus on this topic.

Over the last 2 years we have been increasing the implementation of our ESK module in TN Pulse. This module contains an Early Warning Dashboard that contains academic, behavior and attendance data so that school teams can quickly and efficiently see risk levels of a student in each area, providing a whole-child view.

In the area of behavior, specifically, the dashboard shows OSS Days, ISS Days, quantity of Minor Incidents (200), quantity of Major Incidents (300+), internalizing/externalizing scores from the universal behavior screener, as well as a column indicating whether the student had a plan the prior school year. In the image below you will see a snip from a sample school showing these fields:

Behavior	Behavior Plan Last SY	OSS Days	ISS	SRSS IE Externalizing Composite	SRSS IE Internalizing Composite	Minor Incidents	Major Incidents
1		3	0	11	3	0	2
1		0	0	2	6	0	0
1		0	0	0	6	0	0

The alert color, red in this case, indicates a high level of risk for these students. The system is configured to have different thresholds for each of the headings to trigger the alert color (red, yellow, green). When the user is in the system & hovers over the alert color there is a pop-up that tells them specifically what threshold(s) caused the alert color.

In the 25-26 school year we will expand our implementation of the ESK module. This module will expand to include:

- Support & Contact Log: users can log contacts with students and families and record the provision of supports provided directly to students
- Collaborative Referral: users will submit, and respond to, collaborative referrals in a real time electronic process.
- Attendance Assessments: will now be electronic
- Attendance Plans: will now be electronic

With these new features we have been able to add some important additional columns to the Early Warning Dashboard.

Behavior	Behavior Plan Last SY	OSS Days	ISS	SRSS IE Externalizing Composite	SRSS IE Internalizing Composite	Minor Incidents	Major Incidents	Advocacy Center	Restorative Assistant - Peace Center
1		3	0	11	3	0	2	0	0
1		0	0	2	6	0	0	0	0
1		0	0	0	6	0	0	0	0

As you can see in the image above, there are some new fields that track the number of times the student has visited an advocacy center or peace center. The Minor Incidents column has also been updated to include 100 level offenses. These items will assist in identifying students at risk before they engage in behavior that could lead to exclusionary discipline.

We also predict to see more schools participating in the SRSS-IE screener now that the handbook has been updated to include opt-out consent for this assessment. Opt-out consent makes the screener more accessible and easier to complete for school teams. Increased usage of the screener will allow school teams to intervene on behaviors earlier.

* b. Specify all areas funds will target (i.e. grade-levels, schools, interventions, behavior, professional development, etc):

There is no single program that can fully address disproportionality in school discipline. Instead, MNPS takes a comprehensive, district-wide approach that considers all contributing factors to suspensions and expulsions. The district-wide expectation is to provide a Multi-Tiered System of Supports for both academic and non-academic skills at every school. Cross-divisional teams

collaborate to make data-informed decisions, and a new report in the district's data warehouse allows schools to access their own discipline dashboards. These dashboards help schools identify whether they are disproportionately suspending students, with data broken down by subgroups, including students with disabilities.

MNPS believes that school-based leaders should have direct access to this data to make informed decisions that improve student outcomes. With this insight, schools can identify gaps and determine which additional practices or supports are needed.

The Student-Parent Handbook has been revised to ensure consistent messaging aligned with the MTSS (Multi-Tiered System of Supports) framework. Abstract or subjective language has been clarified to better define what constitutes an office discipline referral. Recognizing that implicit bias can influence how students are referred for behavioral issues, schools have been tasked with developing shared language, standardized referral procedures, and equitable discipline practices. These updates aim to reduce bias and address disproportionality.

The handbook now clearly outlines disciplinary responses for disruptive or inappropriate behavior. The MNPS Discipline Table categorizes behaviors into five levels, from Type 1 (least severe) to Type 5 (most severe), each linked to specific interventions and responses. In all cases, administrators strive to minimize lost instructional time. Suspensions and expulsions are used only as a last resort, and expulsion is only mandatory for Type 5 Zero Tolerance offenses.

MNPS promotes a positive, restorative approach to discipline whenever possible. Through the MTSS framework, the district provides tiered academic and behavioral interventions based on student needs. Student progress is closely monitored to determine if additional support is necessary.

The district's MTSS Executive Leadership Team oversees the analysis of district-wide data, alignment of initiatives, development of resources, and capacity-building in schools to support all students. All schools are required to maintain MTSS Leadership Teams, which meet quarterly with the district office. During these MTSS Network Meetings, school staff receive professional learning and implementation protocols to ensure consistent and effective practices across the district.

The district also has a cross-collaborative Disproportionality Committee made up of individuals across departments. Their mission is to review district data, align various initiatives, encourage consistency and data validity, and identify systemic changes needed, in order to support schools in reducing discipline disparities among marginalized groups, ensuring students have equitable access to learning opportunities. This team has been asked to provide ongoing professional learning to Support Hub Staff and School level leaders during the 2024-2025 school year and will continue as a focus of the Principal Leadership Networks for the 2025-2026 school year.

* c. How will these funds be used to assist in alleviating the disproportionality problem within the LEA? (Be specific)

RTI-B Coordinator:

The theory of action behind this role is that students do well if they have the tools to do so; thus, increasing the quality of skills-based interventions for behavior and social-emotional skills will provide the tools students need to be successful.

This individual coordinates the provision of behavioral interventions and supports across departments and schools. They are responsible for planning, developing, and implementing the system-wide structures around MTSS-Behavior meetings, the behavioral side of the MTSS Leadership Academy, and other professional learning opportunities such as that listed above given to principals and Executive Directors (principal supervisors). The RTI-B coordinator supervises behavioral support personnel for the Exceptional Education department (5.5 FTE Behavior Analysts) and provides a bridge between exceptional education supports and behavioral supports in general education. They collaborate with a number of departments in the Student Support Services and Strategy Divisions (school counselors, school social workers, the general education Behavior Support Team, the Positive School Supports team, discipline, etc.) and ensure alignment of resources and planning to address student behavioral challenges. This role also co-leads the district's Disproportionality Task Force. They are responsible for the system development, training, and implementation of the Universal Behavior Screener. This person also provides content expertise on behavior interventions and supports related to the development and rollout of the ESK system. During the 2023-2024 school year there were 1046 behavior plans entered in the system. That increased to 2665 behavior plans during the 2024-2025 school year. This is a 60% increase from the year before, showing more students are getting the documented behavioral supports they need. We hope that continued efforts will continue to increase this number and also decrease our risk levels in behavior and disproportionality through early intervention.

As stated above, the data suggests that the activities which support student skill development (coordinated in part by this individual) lead to improved discipline outcomes.

RTI-B Coach: This individual supports the work of the RTI-B coordinator by planning and delivering professional learning experiences at the school and district level. Their primary role is that of a coach to school level leadership teams, providing guidance and support on the development of multi-tiered systems of support for behavior. They provide connections between general education and exceptional education supports. In addition to their support of all schools, they have focused on Schools of Innovation, which have historically had higher levels of challenging behavior.

15 FTE SPED Coaches: The 15 FTE SPED Coaches play a crucial role in addressing disproportionality in discipline among students with disabilities. Their work is centered on proactive, systematic support to shift disciplinary practices toward more equitable outcomes. They collaborate with teachers to develop individualized behavior plans (BIPs) aligned with Functional Behavior Assessments (FBAs) to prevent escalations leading to disproportionate disciplinary actions. They model de-escalation strategies and help staff recognize triggers specific to students with disabilities. They collaborate with schools they support to review Discipline data and provide support in areas that are needed based on data and work to shift trends through coaching. They ensure Manifestation Determinations processes are followed. They assist in aligning Individualized Education Program (IEP) goals with behavioral supports, ensuring students with disabilities receive interventions before punitive measures are considered. They help ensure that schools prioritize interventions over punitive consequences, fostering inclusion and reducing disparities in referrals, suspensions, and expulsions.

This year, we intend for EE coaches to have a stronger focus on student level data that indicates a need for additional behavioral supports. They will receive training on district-approved curricula for social, emotional, and behavioral skills, and how to incorporate skill-building exercises into 'pull-out' time on students' IEPs. By providing training to EE coaches, we can impact many more EE teachers through their coaching activities. We also seek to provide additional, specific guidance on data analysis for EE coaches. They will learn how to use the ESK data management system to

determine which students are at risk for behavioral challenges (i.e. have a 'red' or 'yellow' alert) and to ensure that students at risk have adequate intervention plans documented. This we believe will lead to an increase in intervention provision and fidelity.

8 FTE SPED Psychs: These professionals play a crucial role in addressing disproportionality in discipline among students with disabilities. Their work is centered on proactive, systematic support to shift disciplinary practices toward more equitable outcomes. They conduct psychological assessments to determine underlying causes of behavioral challenges, ensuring interventions target student needs rather than defaulting to discipline. They work on refining multi-tiered systems of support (MTSS) to provide mental health and behavioral interventions before behavior escalates. They guide school leadership in equitable disciplinary decision-making, ensuring students with disabilities aren't disproportionately subjected to suspensions or expulsions. They help develop professional learning communities focused on equity in discipline policies, ensuring compliance with IDEA protections against discriminatory disciplinary practices. They also help ensure that schools prioritize interventions over punitive consequences, fostering inclusion and reducing disparities in referrals, suspensions, and expulsions.

5 FTE SPED BCBA's: The mission of this team is to build capacity among school teams, school psychologists, and EE coaches in order to provide students with disabilities the support and skill-building opportunities they need. Their vision is to be catalysts for systemic and individual behavior change for MNPS students with disabilities. They are primarily engaged in coaching and guidance of the FBA process, selecting interventions for a BIP, and building capacity within school teams to support students with challenging behaviors. In the 2025-26 school year, this team will gain a .5 FTE position who will be focused on providing professional development, specifically related to de-escalation training for teachers and other high needs areas of professional learning for teachers of students with disabilities. We have also redistributed the assignments for this team. In previous years, we had 3 FTE in elementary schools, 1 in middle and 1 in high schools. The data indicated that most requests for support were coming from elementary schools; middle and high schools had fewer high-needs cases that requested BCBA support. In order to focus more heavily on early intervention, we have redistributed the team to have 4 FTE in elementary schools, 1 FTE serving middle and high schools, and the remaining .5 FTE to provide professional development and serve as additional support for complex cases at the middle and high school levels.

Over the previous school year (2024-25), the EE BCBAs began looking more closely at the ESK data management system to determine whether students who were at risk of behavioral challenges had adequate supports in place. They will continue to closely analyze this data on a monthly basis for the 2025-26 school year, and will provide support to the EE coaches in the form of behavior intervention consultations and data analysis of current interventions.

SPED Data Specialist: This person is leading the implementation and data integration processes for the new ESK system. They have been involved in managing the design and development of the product to its current state. This person also analyzes all of the disproportionality data and is a designer and presenter of the disproportionality sessions to district and school leaders. These trainings and implementation of the program will allow staff to be more knowledgeable around disproportionality and intervene sooner. This person also analyzes the data from the system to identify areas in which staff need more support and/or training and where we have gaps in usage. This data analysis also leads to identifying needed updates and changes to the system to make the usage more seamless and efficient.

MNPS will continue to provide differentiated support to schools through positions funded by CCEIS. These roles focus on coaching schools in data-driven decision-making, ensuring students receive high-quality instruction, targeted interventions, and effective behavioral supports. School psychologists actively participate on MTSS leadership teams to help implement positive behavior strategies. Additionally, a dedicated data coach was hired to support data-based decision-making specifically for students with disabilities. This coach trains principals on how to use the MNPS Data Warehouse to identify and address disproportionality. Oversight of these efforts is led by the Director of Exceptional Education, who strategically aligns and analyzes supports related to disproportionality.

Data Monitoring and Tools
Disproportionality at the school level is monitored using reports in the MNPS Data Warehouse. These include the MTSS Data Team report and the Behavior Disproportionality report, which flag risk ratios greater than 2.0. Executive Principals have been trained to interpret and respond to this data. A School Dashboard, developed in Power BI, provides school leaders with a user-friendly interface to access a wide range of data. This dashboard includes suspension risk ratios for Black/African American students, students with disabilities, and economically disadvantaged students. Principals are required to address these risk ratios in their individual school improvement plans.

Enhanced Reporting Features
A behavior-specific tab has been added to the existing Math and Reading sections of the MTSS Data Team report in the Data Warehouse. This enhanced report includes data on behavior incidents, attendance, academic performance, and the presence of academic and behavioral intervention plans. A color-coded system—labeling areas as Severe, Moderate, Borderline, or Satisfactory—helps school teams quickly identify and prioritize areas of concern.

In the 2023–24 school year, MNPS launched the new MTSS/SIMS ESK module within TN PULSE, providing both district and school teams with access to an Early Warning Dashboard. This tool consolidates academic and behavioral data, using color-coded alerts tied to specific thresholds to help identify students in need of additional support. For students receiving interventions, individualized plans are documented within the SIMS ESK system. District and school teams can easily generate reports to monitor the number of students with intervention plans, track alerts, assess tier movement, and evaluate student progress. We continue to expand the use of this system and enhance features for our staff.

The Exceptional Education Behavior Coaching Team (EEBCT) regularly reviews data to identify students transitioning to Special Day Schools, those in zoned schools requiring additional support, and staff requests for consultation. The team provides coaching and consultation to teachers and school teams on behavior analysis, intervention strategies, classroom management, functional communication instruction, and discrete trial instruction. In addition to individualized support, they also deliver district-wide professional development on these topics.

Ongoing Professional Learning and Support
MTSS Leadership Meetings are held quarterly, training approximately 300 school-based staff members each session. The EEBCT and the MTSS District Team have collectively trained hundreds of teachers, paraprofessionals, and administrators across the district.

School psychologists are increasingly involved in MTSS Data Team meetings at their assigned schools. Most psychologists are assigned to no more than two schools, allowing them to dedicate significant time to training and coaching staff. As budgets permit, more schools are choosing to hire full-time school psychologists to strengthen their MTSS implementation and student support systems.

Specialized Training Areas Include:

- **Functional Communication**: Training designed to enhance communication skills and increase instructional access for students with significant disabilities.
- **Behavioral Support**: Training and coaching on MTSS collaboration, de-escalation techniques, Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and effective modeling and instruction for implementing BIPs. There is also a growing emphasis on administrator-specific training focused on behavior management and reducing disproportionality.

In the 2024-25 school year, an additional FTE position was funded by CCEIS, the MTSS-Behavior Coach (aka RTI-B Coach, description above). Supervised by the RTI-B Coordinator, this position has allowed the district to provide a significant increase in school team coaching, consultation, and training provided to address discipline disproportionality and increase the quality and efficiency of services provided to students at-risk for behavioral challenges. Specifically, the MTSS-B coach provides guidance to school teams on the biweekly MTSS-B meetings, data analysis for identifying students at risk for behavioral challenges, constructing Tier 2 preventative intervention systems, and ensuring that MTSS-B meetings are inclusive of students with disabilities.

MNPS tracks all students receiving services through CCEIS funding using the MNPS Data Warehouse and Infinite Campus. Schools identified as having disproportionate discipline data receive targeted support, tailored to their specific needs based on multiple data sources. These supports are strategically aligned to address areas of concern.

Through the Data Warehouse, we can access and filter individual student data by subgroups, including cluster, school, and students with disabilities. This allows for precise monitoring and analysis. Additionally, Infinite Campus is used to track both the interventions students are receiving and their discipline records.

To ensure consistency and quality in interventions, an RFP (Request for Proposals) process was conducted, resulting in a comprehensive list of approved intervention programs available to schools. All individual student supports are documented and monitored through our student information system, ensuring accountability and continuity of services.

* d. Will funds be used for issues other than where the LEA was identified as being disproportionate? If yes, please explain:

No.

5) Budgets

a. Amount of funds to be used for SWDs and budgeted with the IDEA Part B (611) budget	$ 3,086,305.50
b. Amount of funds to be used for SWDs and budgeted with the IDEA Preschool (619) budget	$ 0.00
c. Amount of funds to be used for students not identified as eligible for Special Education and budgeted in the General Purpose budget	$ 161,850.00
d. Total of items a, b, and c above (This value must equal the total amount that must be reserved for CCEIS indicated in row 2g from the table above.)	$ 3,248,155.50
NOTE: Any funds used for CCEIS services to identified SWDs MUST be included in the IDEA budget(s) and must be identified within the appropriate narratives with the amount indicated: the total of all funds must agree with the amount indicated in Row 5a above. In addition, the LEA must have a method of identifying all CCEIS funds to document how the funds are budgeted and expended from IDEA.	
NOTE: Any funds used for services to students NOT identified as eligible for Special Education must be budgeted within the General Purpose budget, identified as CCEIS funds, and shown in the budget line items below. The amount budgeted must agree with funds indicated in Row 5b above.	

6. General Purpose Regular Education Budget

Projected expenditures for CCEIS fund associated with non-Special Education students. (Do not use Special Education account codes.)

+Account No	Expenditure Account Name	FTE	Amount Budgeted	++Justification
721301	RTI-B Coordinator	1.00	$ 121,000.00	Salary and benefits for 1.0 FTE RTI Behavior Coordinator, who will work in collaboration with Student Support Services. This position will assist in leading MTSS behavior practices in the District. The position will specifically support practices and training that will reduce disproportionality in the areas of discipline and suspension.
721302	Social Security	1.00	$ 8,000.00	Fringe Benefits
721302	State Retirement	1.00	$ 11,000.00	Fringe Benefits
721302	Life Insurance	1.00	$ 50.00	Fringe Benefits

721302	Medical Insurance	1.00	$ 20,000.00	Fringe Benefits
721302	Employer Medicare	1.00	$ 1,800.00	Fringe Benefits
		Total:	$ 161,850.00	

+ Must use general education account codes. DO NOT use special education specific codes.

++ NOTE: Justifications detailed with specific information must be given for each line item listed above.

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Non-Supplanting/Maintenance of Effort

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA, Part B

Documents

Type	Document Template	Document/Link
(CFA IDEA) General Purpose Special Education Budget [Upload 1 document(s)]	General Purpose Special Education Budget	FY26 GP Preliminary budget
(CFA IDEA) Maintenance of Effort Exception	N/A	
(CFA) Additional Supporting Documents	N/A	

Expenditures

* In order to meet maintenance of effort, the LEA is using:

- (●) State/Local Funds
- ( ) Local Funds Only

Row		A	B	C	D
		2022-23	2023-24	* 2024-25 Projected	2025-26
1	Actual amount expended for students with disabilities (SWD) served (State Special Education Expenditure Report)	$106,739,816.52	$118,181,782.77	* $ 119,266,177.82	
2	Total unduplicated count of disabled students served by the school system (End of Year Report)	12680	13278	* 13,284	
3	Per pupil expenditures (Row 1 divided by Row 2)	$ 8,417.97	$ 8,900.57	$ 8,978.18	
4	System's total enrollment (All Students)			* 81,725.00	
5	Percentage of Special Education Students (Row 2 divided by Row 4)			16.25 %	
6	Projected Expenditures (Total Expenditures General Purpose Funds)				* $ 120,511,851.28

7. To be eligible for a Part B subgrant, the LEA must have budgeted for SWDs at least the same amount of funds as was actually spent on SWDs during the most recent fiscal year for which information is available. Therefore, if the amount in Row 6 Column D is less than the amount in Row 1 Column B, please

provide an explanation as to how the eligibility standard can be met.

The questions below are not to be completed until after the SEER (Special Education Expenditure Report) is submitted into ePlan.
8. The LEA has met Maintenance of Effort requirements for the prior year based on the following. Check all that apply:

- ☐ Total Expenditures
- ☐ Per pupil expenditures
- ☐ Other allowable exceptions

9. If selecting 'Other allowable exceptions', please select one or more items below (must upload appropriate documentation to ePlan)

- ☐ a. Voluntary departure, or departure for just cause, of special education or related services personnel
- ☐ b. Decrease in enrollment of children with disabilities
- ☐ c. Termination of LEAs obligation to provide an exceptionally high cost SPED program to student(s) due to the student(s):
  (1) Leaving the LEAs jurisdiction
  (2) Aging out of the program
  (3) No longer needing the program
- ☐ d. Termination of costly expenditures for long term purchases
- ☐ e. Assumption of cost by the high-cost fund operated by the SEA

FY26 CFA Resources

Click here to open the Final FY25 Unduplicated Counts. **(This will be added in August 2025)**

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$489,461.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$489,461.00
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$436,628.91
Max Indirect Cost	$52,832.09

Account Number		Total
71200 - Special Education Program		$464,461.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72220 - Support Services/Special Education Program		$0.00
72410 - Office of the Principal		$0.00
72710 - Transportation		$0.00
99100 - Transfers Out		$25,000.00
	Total	$489,461.00
	Adjusted Allocation	$489,461.00
	Remaining	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

71200 - Special Education Program - $464,461.00

Budget Detail		Narrative Description
Account Number:	71200 - Special Education Program	to pay for 14.0 FTE Sp Ed educational assistants.
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$249,000.00	
Line Item Total:	$249,000.00	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$15,438.00	
Line Item Total:	$15,438.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,050.00	
Line Item Total:	$1,050.00	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$81,521.51	

Line Item Total:	$81,521.51	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,800.00	
Line Item Total:	$2,800.00	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,323.00	

Line Item Total:	$1,323.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$31,921.80	
Line Item Total:	$31,921.80	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,610.50	
Line Item Total:	$3,610.50	

Account Number:	71200 - Special Education Program
Line Item Number:	312 - Contracts with Private Agencies
Strategic Plan:	
IDEA:	Private School Proportionate Share
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$77,796.19
Line Item Total:	$77,796.19

This line item is our estimated FY26 mandated Private school proportionate share set-aside - it funds contracted Speech, OT/PT services are provided by a 3rd party contractor.

Total for 71200 - Special Education Program:	$464,461.00
Total for all other Account Numbers:	$25,000.00
Total for all Account Numbers:	$489,461.00
Adjusted Allocation:	$489,461.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

99100 - Transfers Out - $25,000.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	FY26 Indirect Cost
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$25,000.00	
Line Item Total:	$25,000.00	

Total for 99100 - Transfers Out:	$25,000.00
Total for all other Account Numbers:	$464,461.00
Total for all Account Numbers:	$489,461.00
Adjusted Allocation:	$489,461.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$489,461.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$489,461.00
Indirect Cost Rate	12.10%
Max Available Budget In Categories Eligible for Indirect Cost	$436,628.91
Max Indirect Cost	$52,832.09

Filter by Location: All - $489,461.00

Account Number / Line Item Number	71200 - Special Education Program	99100 - Transfers Out	Total
163 - Educational Assistants	249,000.00		249,000.00
201 - Social Security	15,438.00		15,438.00
206 - Life Insurance	1,050.00		1,050.00
207 - Medical Insurance	81,521.51		81,521.51
208 - Dental Insurance	2,800.00		2,800.00
210 - Unemployment Compensation	1,323.00		1,323.00
211 - Local Retirement	31,921.80		31,921.80
212 - Employer Medicare	3,610.50		3,610.50
312 - Contracts with Private Agencies	77,796.19		77,796.19
504 - Indirect Cost		25,000.00	25,000.00
Total	464,461.00	25,000.00	489,461.00
		Adjusted Allocation	489,461.00
		Remaining	0.00

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	$0.00
Strategic Plan	Educators	$0.00
Strategic Plan	Student Readiness	$0.00
IDEA	CCEIS	$0.00
IDEA	CCEIS-GP Transfer Out	$0.00
IDEA	Private School Proportionate Share	$77,796.19
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$0.00

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Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

N/A

FY26 CFA Resources
Click here to open the Technical Application Guide: FY26 CFA.
Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application
Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

A. Adjustment to Local Effort in Certain Fiscal Years.

IDEA 04 allows an LEA to reduce state and local maintenance of effort by an amount that equals up to 50% of the increase in IDEA funds from the previous year if those funds are used to provide activities authorized under ESEA.

There are limitations to this adjustment. Any LEA identified as not meeting requirements in the State's APR, is prohibited by law from reducing its maintenance of effort figures.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Coordinated Early Intervening Services (Section 618 (d) (2) (B)). The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

For any fiscal year for which the federal allocation received by a LEA under Section 611(f) Subgrants to LEAs exceeds the amount the LEA received for the previous FY, the LEA may reduce the level of expenditures otherwise required by Section 613(a) (2) (A) (iii) by not more than 50% of the excess. Section 613(a) (2) (C) (i) 300.205

If the LEA chooses to use these funds, the LEA shall use an amount of local funds equal to the reduction in expenditures under clause (i) above, to carry out activities authorized under the Elementary and Secondary Act of 1965. Section 613(a) (2) (C) (ii) 300.205(a)

If the SEA determines that the LEA is unable to establish and maintain programs of free appropriate public education that meet the requirements of Section 613(a) or the SEA has taken action against the LEA under section 616 Monitoring, Technical Assistance and Enforcement, the SEA shall prohibit the LEA from reducing the level of expenditures under clause (i) above for that fiscal year. Section 613(a) (2) (C) (iii)

The amount of funds expended by a LEA under subsection (f) Coordinated Early Intervening Services, shall count toward the maximum amount of expenditures such LEAs may reduce under clause (i) above. Section 613(a) (2) (C) (iv)

If a SEA determines that an LEA is not meeting the requirements of Part B, including the targets in the state's performance plan, the SEA shall prohibit the LEA from reducing its MOE under Section 613(a) (2) (C) for any fiscal year. Section 616(f)

http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

☐ **Please check here if the LEA is using Adjustment to Local Effort in Certain Fiscal Years.**

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

B. Permissive Use of IDEA funds for Schoolwide Program.

IDEA allows an LEA to use funds to carry out a schoolwide program under Section 1114 of ESEA. If an applicant utilizes these funds, you will report the designated amount for each school and ensure that excess cost and service requirements are met.

LEAs may use IDEA funds to carry out a schoolwide program under Section 1114 of the Elementary and Secondary Education Act (ESEA) of 1965, except that the amount used in any schoolwide program shall not exceed:

- The number of children with disabilities participating in the schoolwide program multiplied by
- The amount received by the LEA for this fiscal year divided by
- The number of children with disabilities in the jurisdiction of the LEA.
  - Section 613(a) (2) (D)

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Schoolwide Programs.**

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - IDEA Preschool

C. Permissive Use of IDEA funds for Coordinated Early Intervening Services (CEIS) - Voluntary

IDEA allows an LEA to use up to 15% of funds, in combination with other amounts (other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in **kindergarten through grade 12** (with particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Coordinated Early Intervening Services (Section 618 (d) (2) (B)). The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to the IDEA Law, Section 615 (f) (1) - (4) and Section 618(d)(2)(B)(C) available here: http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

Note: If LEA voluntarily takes up to 15%, the funds must be spent from July 1 - June 30, any remaining funds must be returned to IDEA for programming.

CEIS Funds may not be used for preschool services.

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Coordinated Early Intervening Services (CEIS) - Voluntary for students that are 5 years old and in Kindergarten.**

FY26 CFA Resources

Click here to open the Technical Application Guide: FY26 CFA.

Click here to open the Federal Spending Handbook for the FY26 Consolidated Funding Application

Click here to open the What's New: FY26 CFA overview.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Applies to All ESEA Programs Included in this Application

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for ESEA, including those outlined below.**

1.	Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program. Reference CMIA 7211R rule
2.	Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
3.	Ensure all salaries are paid from project funds according to LEA rates. State/CONUS travel rates are to be used for project travel expenses. Adequate travel logs, as well as other necessary information, must be maintained to support expenditures.
4.	Charge amounts for personnel services that are based on payrolls documented and approved in accordance with the generally accepted practice of the LEA. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, must be supported by appropriate time distribution records.
5.	Use these funds to supplement, and not supplant, the funds that would be made available in the absence of such federal funds, from non-federal sources and not supplant such funds.
6.	Maintain control of program funds and adhere to allowability procedures for goods and services acquired with federal funds. The LEA shall retain all titles to property acquired with those funds, including equipment placed in private schools pursuant to Section 8501.
7.	Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
8.	Comply with federal civil rights laws. The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964 ; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975. These civil rights laws enforced by OCR extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive U.S. Department of Education funds. Areas covered may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment. OCR also has responsibilities under Title II of the Americans with Disabilities Act of 1990, including prohibiting disability discrimination by public entities, whether or not they receive federal financial assistance
9.	Comply with Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. (http://www.eeoc.gov/laws/statutes/titlevii.cfm)
10.	Maintain fiscal effort in accordance with section 8521.

11.	Comply with section 8501 regarding participation by private school children and teachers.
12.	Educational Rights and Privacy for Parents and Students
	The Board of Education will comply with all the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g), as added by the Family Educational Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571).
13.	Termination of Employment and Unpaid Leave. Upon termination, any leave balance paid to a federally funded employee above the amount of leave earned in the current grant year shall NOT be paid from federal funds as detailed in 2 CFR 200.431 (b)(3).
14.	Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools. In order to receive funds under the ESEA as amended by the ESSA, an LEA must certify in writing to the state that no policy of the LEA prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools as set forth in Section 8524. Certification must be provided to the state by October 1 of each year during which the LEA participates in an ESEA program.
15.	Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions. As required by the Department of Education regulations implementing Executive Order 12549 and 12689, Debarment and Suspension, 2 CFR Part 180, the LEA must meet the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1.	By acknowledging these assurances, the LEA is providing the certification set out below.
2.	The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549.
3.	The LEA agrees by submitting this proposal that it will exclude a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
4.	The LEA further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
5.	The LEA in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless the LEA knows the certification is erroneous. Each participant may, but is not required to, check the Nonprocurement List.
6.	The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time it learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
7.	Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8.	The certification in this clause is a material representation of fact by the LEA upon which reliance was placed when this transaction was entered into. If it is later determined that the LEA knowingly rendered an erroneous certification, or if an LEA in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in the transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

The LEA certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Equity for Students, Teachers, and Other Program Beneficiaries

Section 427 of the General Education Provision Act (20 U.S.C. 1228a) requires LEAs to describe in their applications the steps they propose to take in order to ensure access to education and promote educational excellence by:

"(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards."

Therefore, the LEA will ensure equitable participation in all local-level programs by students, teachers, and other beneficiaries with special needs through the following activities:

1. ensuring that all training for teachers and others who will conduct parental involvement activities is accessible to all participants and includes strategies for increasing access to the school and its activities for all parents regardless of disability or language spoken.

2. including accessibility guidelines as part of the criteria for effective professional development activities provided throughout the LEA as well as by federal programs.

3. using the LEA computer network to disseminate information to all constituents.

4. providing technical assistance through on-site visits to verify that equitable practices are being followed by schools.

5. including written statements in communications that advertise LEA-level activities to ensure that all necessary accommodations are made for equitable participation by constituents.

6. maintaining special task forces to formulate policy for coordination of programs to ensure equitable access of all student populations, including disadvantaged students, students with disabilities, students with emerging English skills, migrant students, homeless, neglected, or delinquent students, and others.

7. implementing other activities as appropriate.

IDEA Assurances

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

The applicant hereby certifies to the Commissioner of Education that the representation made in this application properly reflects the projected pupils, personnel, and expenditures to be incurred in the operation of the special education program for pupils with disabilities conducted within the LEA, that the expenditures for services and goods will be made exclusively for the benefit of pupils which meet the eligibility criteria established by the U.S. Department of Education, and that personnel assignments and other documentation of expenses will be readily available for audit. All records necessary to ensure the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the SEA.

☑ *** The local education agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:**

1.		Special Education and Related Services will be provided in compliance with established Federal and State Laws, Rules, Regulations, & Minimum Standards.
2.		The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under 20 U.S.C. § 1412, including the following:
	a.	The LEA shall ensure a free appropriate public education (FAPE) is available to all children with disabilities, as defined under 20 U.S.C. § 1401(3) and State Board of Education Rule 0520-01-09-.02(3), who have a current individualized education program (IEP), residing in the state between the ages of 3 through 22, inclusive, including children with disabilities who have been suspended or expelled from school. See 20 U.S.C. § 1412(a)(1) and State Board of Education Rule 0520-01-09-.05(2).
	b.	The LEA shall establish a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. See 20 U.S.C. § 1412(a)(2).
	c.	The LEA shall ensure all children with disabilities residing in the LEA, including those who are experiencing homelessness, in foster care, or attending private schools within the LEA's jurisdiction, regardless of the severity of their disabilities, and in need of special education and related services, are identified, located, and evaluated, and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. See 20 U.S.C. § 1412(a)(3) and State Board of Education Rule 0520-01-09-.05(1).
	d.	The LEA shall ensure an individualized education program (IEP), or an individualized family service plan (IFSP) that meets the requirements of 20 U.S.C. § 1436(d), is developed, reviewed and revised for each child with a disability in accordance with section 20 U.S.C. § 1414(d)". See 20 U.S.C. § 1412(a)(4).
	e.	The LEA shall ensure, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. See 20 U.S.C. § 1412(a)(5) and T.C.A. § 49-10-103(c).
	f.	The LEA shall ensure children with disabilities and their parents are afforded the procedural safeguards required by 20 U.S.C. § 1415. See 20 U.S.C. § 1412(a)(6) and T.C.A. § 49-10-601.
	g.	The LEA shall ensure children with disabilities are evaluated in accordance with subsections (a) through (c) of 20 U.S.C. § 1414 and the State Board of Education Special Education & Eligibility Standards. See 20 U.S.C. § 1412(a)(7) and State Board of Education Rule 0520-01-09-.11.
	h.	The LEA shall comply with Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) relating to the confidentiality of records and information. See 20 U.S.C. § 1412(a)(8).

	i.	The LEA shall ensure children participating in early intervention programs assisted under Part C of the IDEA and who will participate in preschool programs will experience a smooth and effective transition consistent with 20 U.S.C. § 1437(a)(9). LEAs will participate in transition planning conferences arranged by the Tennessee Department of Disability & Aging (the State Lead Agency) under 20 U.S.C. § 1435(a)(10) and an IEP or, if consistent with 20 U.S.C. §§ 1414(d)(2)(B) and 1436(d), an IFSP will be developed and implemented by the third birthday. 20 U.S.C. § 1412(a)(9).
	j.	The LEA shall ensure that all requirements under 20 U.S.C. § 1412(a)(10) regarding children in non-public schools are being carried out in a manner consistent with the statute.
	k.	The LEA shall ensure that all requirements under T.C.A. § 49-10-107, regarding Contracts for Special Education Services, are being carried out in a manner consistent with the statute.
	l.	The LEA shall ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, subject to the requirements of 20 U.S.C. § 1412(a)(14) and 20 U.S.C. § 6612(b). See 20 U.S.C. § 1413(a)(3).
	m.	The LEA has chosen to either coordinate with the National Instructional Materials Access Center when purchasing print instructional materials or to provide instructional materials to blind persons or other persons with print disabilities in a timely manner. See 20 U.S.C. § 1412(a)(23).
	n.	The LEA shall ensure that timely and meaningful consultation has occurred with private schools and the parents of home-schooled special education students. See 20 U.S.C. § 1412(a)(10)(A)(iii).
3.	The LEA shall provide the SEA with information necessary to enable the SEA to carry out its duties under the IDEA, including, with respect to 20 U.S.C. § 1412(a)(15) and -(a)(16), information relating to the performance of children with disabilities participating in programs carried out under this part. See 20 U.S.C. § 1413(a)(7).	
4.	The LEA shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the LEA to receive assistance under the IDEA. See 20 U.S.C. § 1413(a)(8)	
5.	The LEA shall cooperate under 20 U.S.C. § 6398 to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding such children. See 20 U.S.C. § 1413(a)(9).	
6.	Subject to 20 U.S.C. § 1413(b)(3), the LEA application submitted to the SEA shall remain in effect until the LEA submits to the SEA such modifications as the LEA determines necessary. See 20 U.S.C. § 1413(b)(2).	
7.	The LEA shall ensure that all requirements under 20 U.S.C. § 1413(a)(5) regarding treatment of charter schools and their students are being carried out in a manner consistent with the IDEA. See 20 U.S.C. § 1413(a)(5).	
8.	The LEA shall ensure funds provided under IDEA are used to pay the excess cost of providing special education and related services to children with disabilities; shall be used to supplement the State, Local and other Federal funds and not to supplant such funds; and shall not be used, except as provided in 20 U.S.C. § 1413(a)(2)(B) and (C) to reduce the level of expenditures. See 20 U.S.C. § 1413(a)(2)(A) and State Board of Education Rule 0520-01-09-.09(2)(b).	
9.	The LEA shall ensure that case load and class size standards are in accordance with T.C.A. § 49-1-104 and State Board of Education Rule 0520-01-02-.31(4).	
10.	Eligibility as a child with a disability pursuant to the IDEA and state disability eligibility standards will be established prior to expenditure of IDEA Part B funds for implementation of school nurse or school health services pursuant to 34 C.F.R. §300.34(c)(13).	

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable under Office of Civil Rights (OCR), including those outlined below.**

1.	Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;
2.	Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and
3.	Title II of the Americans with Disabilities Act which prohibits discrimination on the basis of disability in the benefits of services, programs or activities of a public entity and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability in all programs or activities that receive federal financial assistance.
4.	The Age Discrimination Act of 1975 which prohibits discrimination on the basis of age in all programs and activities that receive federal financial assistance.
5.	All rules and regulations issued by the Tennessee Department of Education, Tennessee State Board of Education, and U.S. Department of Education under any of these statutes.

Fiscal OMB Single Audit Assurances

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for OMB Single Audit, including those outlined below.**

Part 6 - Internal Control		
As a condition of receiving federal awards, non-federal entities agree to comply with laws, regulations, and the provisions of contract and grant agreements and to maintain internal control to provide reasonable assurance of compliance with these requirements. Non-federal entities and their auditors will need to exercise judgment in determining the most appropriate and cost effective internal control in a given environment or circumstance to provide reasonable assurance for compliance with federal program requirements.		
	The Control Environment is the foundation for all other components of internal control, including the following:	
		Part 6 characteristics of internal control relating to each of the five components of internal control that should reasonably assure compliance with the requirements of federal laws, regulations, and program compliance requirements. A description of the components of internal control and examples of characteristics common to the 14 types of compliance requirements are listed below. Objectives of internal control and examples of characteristics specific to each of 13 of the 14 types of compliance requirements follow this introduction. (Because Special Tests and Provisions are unique for each program, we could not provide specific control objectives and characteristics for this type of compliance requirement.)
	1.	A sense of conducting operations ethically is evidenced by a code of conduct or other verbal or written directive.
	2.	If there is a governing Board, the Board has established an Audit Committee or equivalent that is responsible for engaging the auditor, receiving all reports and communications from the auditor, and ensuring that audit findings and recommendations are adequately addressed.
	3.	Management positively responds to prior questioned costs and control recommendation.
	4.	Management respects and adheres to program compliance requirements.
	5.	Key managers' responsibilities clearly defined.
	6.	Key managers have adequate knowledge and experience to discharge their responsibilities.
	7.	Staff are knowledgeable about compliance requirements and being given responsibility to communicate all instances of noncompliance to management.
	8.	Management's commitment to competence ensures that staff receive adequate training to perform their duties.
	9.	Management support of adequately collects information via a reporting system.
	Risk Assessment is the entity's identification and analysis of risks relevant to achievement of its objectives, forming a basis for determining how the risks should be managed.	
	1.	Program managers and staff understand and have identified key compliance objectives.
	2.	Organizational structure provides identification of risks of noncompliance: - Key managers have been given responsibility to identify and communicate changes (including alleged fraud, waste, or abuse). - Employees who require close supervision (e.g. inexperienced) are identified. - Management has identified and assessed complex operations, programs, or projects. - Management is aware of results of monitoring, audits, and reviews, and considers related risk of noncompliance.

3.	Process established to implement changes in program objectives and procedures.
Control Activities are the policies and procedures that help ensure that management's directives are carried out.	
1.	Operating policies and procedures are clearly written, and communicated, and followed.
2.	Procedures are in place to implement changes in laws, regulations, guidance, and funding agreements affecting federal awards.
3.	Management has a procedure to prohibit overriding established controls.
4.	Adequate segregation of duties provided between performance, review, and recordkeeping of a task.
5.	Computer and program controls should include: -Data entry controls, e.g., edit checks. -Exception reporting. -Access controls. -Reviews of input and output data. -Computer general controls and security controls (including protecting personally identifiable information).
6.	Supervision of employees commensurate with their level of competence.
7.	Personnel with adequate knowledge and experience to discharge responsibilities.
8.	Equipment, inventories, cash, and other assets are secured physically and periodically inventoried (at least once every two years) and compared to recorded amounts.
9.	If there is a governing Board, the Board conducts regular meetings where financial information is reviewed and the results of program activities and accomplishments are discussed. Written documentation is maintained of the matters addressed at such meetings.
Information and Communication are the identification, capture, and exchange of information in a form and time frame that enable people to carry out their responsibilities.	
1.	The accounting system provides for separate identification of federal and non-federal transactions and allocation of transactions applicable to both.
2.	Adequate source documentation exists to support amounts and items reported.

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

☑ *** The local educational agency (LEA) hereby assures the state educational agency (SEA) that the LEA follows all regulations applicable for Single Audit, including those outlined below. All regulations in Uniform Grant Guidance (UGG), including those outlined below in instances where revisions to guidance occurs, the LEA assures it will follow all current regulations.**

The LEA accepts that this award is subject to the requirements of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards; Title 2 CFR part 200 as revised at 89 FR 30136-30208 (April 22, 2024).

GRANTS AND AGREEMENTS [2 CFR 1.100]	
§200.1	Internal Controls.
	Internal controls means a process, implemented by a LEA, designed and implemented to provide reasonable assurance regarding the achievement of objectives in the following categories: (a) Effectiveness and efficiency of operations; (b) Reliability of reporting for internal and external use; and (c) Compliance with applicable laws and regulations.
§200.62	Internal Control Over Compliance Requirements for Federal Awards
	Internal control over compliance requirements for federal awards means a process implemented by a LEA designed to provide reasonable assurance regarding the achievement of the following objectives for federal awards: (a) Transactions are properly recorded and accounted for, in order to: (1) Permit the preparation of reliable financial statements and Federal reports; (2) Maintain accountability over assets; and (3) Demonstrate compliance with Federal statutes, regulations, and the terms and conditions of the Federal award; (b) Transactions are executed in compliance with: (1) Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal program; and (2) Any other Federal statutes and regulations that are identified in the Compliance Supplement; and (c) Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.
§200.201	Use of Grant Agreements (Including Fixed-Amount Awards), Cooperative Agreements, and Contracts
	(3) The LEA must certify in writing to the federal awarding agency or pass-through entity at the end of the federal award that the project or activity was completed or the level of effort was expended. If the required level of activity or effort was not carried out, the amount of the federal award must be adjusted.
§200.302	Financial Management
	(b)(4) Effective control over, and accountability for, all funds, property, and other assets. The LEA must adequately safeguard all assets and assure that they are used solely for authorized purposes. See § 200.303 Internal Controls.
§200.303	Internal Controls

	The LEA must: (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the LEA is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls shall comply with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States and the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
§200.305	Payment
	(b)(6) A payment must not be made to a LEA for amounts that are withheld by the LEA from payment to contractors to assure satisfactory completion of work. A payment must be made when the LEA actually disburses the withheld funds to the contractors or to escrow accounts established to assure satisfactory completion of work.
§200.318	General Procurement Standards
	(a) LEAs must use its own documented procurement procedures which reflect applicable state and local laws and regulations provided that the procurements confirm to applicable federal law and regulations.
§200.321	Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms
	(a) The LEA must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. (b) Affirmative steps must include: (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists; (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.
§200.325	Federal Awarding Agency or Pass-Through Entity Review
	(c)(2) The LEA may self-certify its procurement system. Such self-certification must not limit the federal awarding agency's ability to survey the system. Under a self-certification procedure, the federal awarding agency may rely on written assurances from the LEA that it is complying with these standards. The LEA must cite specific policies, procedures, regulations, or standards as being in compliance with these requirements and have its system available for review.
§200.326	Bonding Requirements
	(a) A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
	(c) A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.
§200.329	Monitoring and Reporting Program Performance
	(a) The LEA is responsible for oversight of the operations of the federal award supported activities. The LEA must monitor its activities under federal awards to assure compliance with applicable federal requirements and performance expectations are being achieved. Monitoring by the LEA must cover each program, function or activity.

§200.400	Policy Guide
	(c) The LEA, in recognition of its own unique combination of staff, facilities, and experience, has the primary responsibility for employing whatever form of sound organization and management techniques may be necessary in order to assure proper and efficient administration of the federal award.
	(e) In reviewing, negotiating and approving cost allocation plans or indirect cost proposals, the cognizant agency for indirect costs should generally assure that the LEA is applying these cost accounting principles on a consistent basis during their review and negotiation of indirect cost proposals. Where wide variations exist in the treatment of a given cost item by the LEA, the reasonableness and equity of such treatments should be fully considered. See § 200.56 Indirect (facilities & administrative (F&A)) costs.
§200.415	Required Certifications
	(a) To assure that expenditures are proper and in accordance with the terms and conditions of the federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the LEA, which reads as follows: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, § 1001 and Title 31, §§ 3729-3730 and 3801-3812)." (b) Certification of cost allocation plan or indirect (F&A) cost rate proposal.
§200.427	Bonding Costs
	(a) Bonding costs arise when the federal awarding agency requires assurance against financial loss to itself or others by reason of the act or default of the LEA. They arise also in instances where the LEA requires similar assurance, including: bonds as bid, performance, payment, advance payment, infringement, and fidelity bonds for employees and officials.
§200.430	Compensation-Personal Services
	(a) General. Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in § 200.431 Compensation-Fringe Benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of this part.
§200.430	Standards for Documentation of Personnel Expenses
	(g)(1) LEA personnel expenses must 1. Be supported by a system of internal controls which provides reasonable assurance charges are accurate, allowable and allocable; 2. Be incorporated into official records; 3. Reasonably reflect total activity for which employee is compensated; 4. Encompass all activities (federal and non-federal); 5. Comply with established accounting policies and practices; and 6. Support distribution among specific activities or cost objectives.
§200.433	Contingency Provisions
	(c) Payments made by the federal awarding agency to the LEA's "contingency reserve" or any similar payment made for events the occurrence of which cannot be foretold with certainty as to the time or intensity, or with an assurance of their happening, are unallowable, except as noted in §§200.431 Compensation - fringe benefits regarding self-insurance, pensions, severance, and post-retirement health costs and 200.447 Insurance and indemnification.
§200.435	Defense and Prosecution of Criminal and Civil Proceedings, Claims, Appeals, and Patent Infringements

	(i) Costs which may be unallowable under this section, including directly associated costs, must be segregated and accounted for separately. During the pendency of any proceeding covered by paragraphs (b) and (f) of this section, the federal government must generally withhold payment of such costs. However, if in its best interests, the federal government may provide for conditional payment upon provision of adequate security, or other adequate assurance, and agreement to repay all unallowable costs, plus interest, if the costs are subsequently determined to be unallowable.
§200.521	Management Decisions
	(a) General. The management decision must clearly state whether or not the audit finding is sustained, the reasons for the decision, and the expected auditee action to repay disallowed costs, make financial adjustments, or take other action. If the auditee has not completed corrective action, a timetable for follow-up should be given. Prior to issuing the management decision, the Federal agency or pass-through entity may request additional information or documentation from the auditee, including a request for auditor assurance related to the documentation, as a way of mitigating disallowed costs. The management decision should describe any appeal process available to the auditee. While not required, the federal agency or pass-through entity may also issue a management decision on findings relating to the financial statements which are required to be reported in accordance with GAGAS.
App. II	F. CERTIFICATION.
	1. Certification of Charges To assure that expenditures for federal awards are proper and in accordance with the agreement documents and approved project budgets, the annual and/or final fiscal reports or vouchers requesting payment under the agreements will include a certification, signed by an authorized official of the LEA, which reads "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code, Title 18, § 1001 and Title 31, §§ 3729-3733 and 3801-3812)".

Davidson County (190) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA complies with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) including as outlined below:**

1. Parents or eligible students have the right to review the student's education records maintained by the LEA; to seek amendment of these records, and to consent to the disclosure to the personally identifiable information (PII) from education records.

2. The LEA annually notifies parents or eligible students of their rights under FERPA. The notice effectively informs parents and eligible students with disabilities, and/or parents and eligible students who have a primary or home language other than English.

3. The LEA gives full FERPA rights to either parent, unless the LEA has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

4. When a student becomes an eligible student, the rights accorded to, and consent required of, parents transfer from the parents to the student. An eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education.

METRO NASHVILLE PUBLIC SCHOOLS

MEMO

MNPS Student Parent Handbook Revisions

DRAFT

TO: Dr. Adrienne Battle, Director of Schools
FROM: Handbook Revision Committee
SUBJECT: 2025-2026 Student Parent Handbook Revisions
DATE: June 16, 2025
CC: Dr. Elisa Norris, Chief of Student Support Services

Student Parent Handbook Revisions

Below you will find proposed revisions for the 2025-2026 Student Parent Handbook. Included is the handbook department, topic, proposed changes, and justification(s).

Department/ Designee	Handbook Topic	Specify Section and URL (Rights & Responsibilities, Family Resources, Policies & Procedures, Progressive Behavior Responses, or Discipline)	Change	Justification
Communications/ Sean Braisted	**Rights and Responsibilities**	https://www.mnps.org/students-families/student-resources/handbook/handbook-rights-and-responsibilities	**ADD:** Protection of Pupil Rights Amendment Notifications of PPRA.docx	Requirements from DOE to certify compliance with family notification of rights.
Communications/ Olivia Brown	**Progressive Behavior Responses**	Handbook - Progressive Behavior - Metro Nashville Public Schools	**REMOVE:** Propose that we delete this section. If we need to keep this information in Handbook, then provide as a link to other page.	To streamline and eliminate duplicative content that was needed more when handbook was printed but exists elsewhere else on district website. Other places where information resides: Multi-Tiered System of Support - Metro Nashville Public Schools & Social Emotional Learning - Metro Nashville Public Schools
Communications/Olivia Brown	**Permissions Forms Instructions**	Student-Parent Handbook - Metro Nashville Public Schools	**ADD:** MNPS Employees cannot use district email as primary email for permissions portal. Suggested change:	All parents must utilize their personal email.

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			Visit our Permissions Portal to complete and submit required forms. You will need the student ID number and the guardian email you provided for your student. For MNPS employees, that email address cannot be your district email. Once submitted online, parents/guardians who want to make changes must contact their child's school. If you experience any issues using the permissions portal, please contact your student's school or our Family Information Center. For translation support, contact our Family Information Center, 615-259-INFO.	
Exceptional Education/Debbie McAdams	**Discipline Handbook**	**https://www.mnps.org/students-families/student-resources/handbook/handbook-discipline**	**ADD:** considerations for students with disabilities re: discipline procedures. All proposed changes listed in document below:	Per TDOE findings related to discipline disproportionality, the state has asked that considerations for SWD are included in the discipline handbook and discipline tables

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			25-26 Handbook changes.docx	
English Learners/Molly Hegwood	**English Learners**	**Policies and Procedures, English Learners** 1) Home Language 2) Identifying and Assessing	**UPDATE:** Link to Board Rule needs to be updated to 0520-01-19.20240910.pdf	Board rule was updated on 9/2024
HERO Program/Special Population Services, Catherine Knowles	**McKinney-Vento Homeless Assistance Act**	**Policies and Procedures McKinney-Vento Act** Handbook - Policies and Procedures - Metro Nashville Public Schools	**ADD:** For additional information, please contact The HERO Program at 615-259-8729 or email HERO Program Referrals	To ensure anyone needing additional support can easily connect with our team.
Teaching and Learning/Doug Renfro	**Academic Integrity Statement**	https://www.mnps.org/students-families/student-resources/handbook/handbook-rights-and-responsibilities/academic_integrity_statement	**ADD:** I will use generative AI tools responsibly and only when directed by my teachers. I will follow all expectations about how AI may be used in my work. I will not submit work generated by AI unless explicitly allowed. I will never claim content generated by AI is my own and will ask for guidance if I am unsure.	Adding language around the use of AI in academics – this will be the sixth bullet on the integrity statement
Curriculum & Instruction/ Library Services Lindsey Kimery	**Limitless Libraries Opt-In notice**	**Limitless Libraries information (not currently seeing it in the handbook)**	**ADD:** Limitless Libraries Opt-In Notice for Student Parent Handbook	Adding information for families that their student is automatically opted in to the Limitless Libraries program and outlining their options if

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				they wish to remove their child's access to the program.
Counseling: Ballal-Link	**Permission Preferences**	24_25_Student-Parent-Handbook_Permission-Forms.pdf	**REMOVE: Erin's law from this section:** If you selected no, please check the box(es) below for lessons your student can participate in. If you do not select the lessons, you want your student to participate in, your student will not be allowed to participate in any of the lessons.	Erin's law is a state mandated curriculum; parents cannot opt out of this. We double checked with the legal team to make sure this was accurate.
Research, Assessment, and Evaluation / Krista Davis	**District Surveys Permission Form**	24_25_Student-Parent-Handbook_Permission-Forms.pdf	**ADD**: This NEW "DISTRICT SURVEYS" form that combines two previous permission forms **REMOVE**: Entire permission form that was previously for "SCHOOL CLIMATE SURVEY" (on page 11 of the 24-25 Permissions) **REMOVE**: Entire permission form that was previously for "SOCIAL-EMOTIONAL COMPETENCY/SKILLS ASSESSMENT" (on page 9 of the 24-25 Permissions)	To streamline the collection of parent/guardian active consent for all surveys about topics other than curriculum or instruction.

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Positive School Supports: Crystal Johnson-Terrell/Dr. Lisa Currie	**Student – Parent Handbook: Discipline**	MNPS Discipline Handbook	**SEE LINK FOR UPDATES**	Clarifying language, alignment of codes, revisions based on state laws
	Code Clarification and Alignment		**ADD:** Code 203 Electronic and/or Wireless Communication Devices Using a cell phone, electronic, and/or *wireless communication device, or the internet for non-educational purposes or without the permission of the classroom teacher or school administrator. *Wireless communication device means a portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, including, but not limited to, cellular telephones, tablet computers, laptop computers, and gaming devices.	1. To comply with the upcoming law going into effect July 1 2. Board policy to be adopted and approved in late July as it relates to the law

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			Exceptions include: 1. Students are permitted to use a wireless communication device in the event of an emergency or to manage the student's health. 2. Students are permitted to use a wireless communication device during instructional time if the student's use of the wireless communication device is included in the student's individualized education program (IEP) or active 504 plan. ~~A teacher may withhold a student's phone from the student for the duration of the instructional time if the student's phone is a distraction to the class or the student.~~	

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			~~TCA Title 49, Chapter 2 and Title 49, Chapter 6.~~	
			ADD: Code 307 *Inappropriate Sexual Behavior Engaging in mutual activity of a sexual nature that does not meet the criteria of harassment or sexual assault. ~~First offense for sexual intercourse should range between 1-3 days of OSS including a Restorative Conference with guardians upon returning to school.~~ Code 308 *Indecent Exposure Intentionally exposing body parts generally considered private. For shirts exposing cleavage, use Code 107 (Dress Code).	Added language requiring Title IX to be consulted before issuing consequences

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			Code 309 *Offensive Touching Engaging in unwanted or offensive touching areas generally considered private. ** Violation of this code is subject to review by the Office of Title IV and Civil Rights.*	
			ADD: Code 313 Threats Class 1 A threat to cause harm to students, staff, or school. 1. The threat can be verbal, non-verbal, written, or electronic and does not include a plan to carry out the threat. 2. The threat must be one that would cause a person to reasonably fear bodily injury.	Added language for consistency around threat codes

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			3. A building-level threat assessment must be completed. 4. Upon completion and submission of the building-level threat assessment, a district-level threat assessment can be requested.	
			ADD: Code 315 Inappropriate Use of Electronic Devices and/or Wireless Communication Devices Viewing or distribution of sexually explicit images/videos and/or fights (i.e., air drop, social media post, etc.) via *wireless communication devices. *Wireless communication device means a portable wireless device that has the capability to provide voice, messaging, or other data	Added language for consistency

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			communication between two or more parties, including, but not limited to, cellular telephones, tablet computers, laptop computers, and gaming devices.	
			ADD: Code 403 Threats Class 2 A threat to cause harm to a student or staff member. 1. The threat ~~must~~ can be verbal, non-verbal, written, or electronic and include a detailed plan. 2. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of other students or staff in the student's school. 3. The threat creates ~~actual~~ disruptive activity	1. Combined codes 403 and 404 for better alignment and added non-verbal and electronic threat to item 1. 2. Integrated additional language from Code 404 into Code 403 to specify the creation of actual disruptive activity. 3. Removed district-level requirement to conduct within three days to align with other threat codes

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			at the school that requires administrative intervention. ~~4.~~ A building-level threat assessment~~, Building or District Level,~~ must be completed within three (3) school days—when feasible—from when school administrators are made aware of the threat. ~~to determine appropriate safety measures and support.~~ 5. Upon completion and submission of the building-level threat assessment, a district-level threat assessment can be requested. ~~The district level Threat Assessment can be~~	

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			~~conducted with approval and/or at the discretion of the Chief Officer of Student Support Services.~~	
			REMOVE: Code 404 Threats by Electronic Transmission	Removed to align with Code 403
			ADD: Code 411 *Sexual Harassment (This code is part of a larger series of harassment codes, and a definition to cover all is included in the handbook.) ~~1. This code cannot be assigned without the formal investigation process.~~ ~~2. Contact your Executive Director and Deputy Title IX Coordinator and Civil Rights Compliance Officer prior to issuing any~~	Aligned language for all sexual related codes

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			~~discipline consequence (including the two- day summary suspension option).~~ **ADD:** ** Violation of this code is subject to review by the Office of Title IV and Civil Rights.*	Added language requiring Title IX to be consulted before issuing consequences
			ADD: Code 413 Extreme Disruption of the School Disrupting the school environment or bus to the extent that the safety of other students is at risk. The discipline referral must include evidence of actual disruption and actual risk of harm. Starting a fire or igniting fireworks constitutes extreme disruption. Using technology to access and alter student records, use of electronic devices to compromise	Added provisions for the use of technology during the testing period

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			integrity of state testing periods (recording/photographing test materials, searching internet for answers, etc.), electronically tampering with MNPS technology systems and services (including but not limited to electronic records, databases, networks, and cloud services) in a manner that impairs normal school functioning constitutes extreme disruption. ~~*Elementary administrators should use crisis response team.~~	
			ADD: Code 417 Off Campus Behavior (*For a felony charge under T.C.A 49-6-3051(b)* OR a*n act committed against a member of the student's school community that poses a threat to the safety of the school.)* Students may be subject to disciplinary action for off-campus behavior when:	Alignment with other threat codes

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			1. The student's behavior results in a felony charge under T.C.A. 49-6-3051(b): murder, rape, aggravated robbery, kidnapping, aggravated assault, felony reckless endangerment and aggravated sexual battery and the student poses a threat to the safety of other students or staff. 2. When a student commits an act against a member of the student's school community that poses a threat to the safety of other students or school staff in student's school. 3. A building-level threat assessment~~,~~	

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			~~Building or District Level,~~ must be completed within three (3) school days—when feasible—from when school administrators are made aware of the threat. ~~to determine appropriate safety measures and support.~~ 4. Upon completion and submission of the building-level threat assessment, a district-level threat assessment can be requested. **REMOVE:** ~~A District Level Threat Assessment can be conducted with the approval and/or at the discretion of the Chief Officer of Student Services.~~	

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			ADD: Code 418 *Sexual Assault Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional or psychological distress or injury upon the victim. ~~1. This code should not be used outside of the formal investigation process.~~ ~~2. Contact your Executive Director and Deputy Title IX Coordinator and Civil Rights Compliance Officer prior to issuing any discipline consequence (including the two- day summary suspension option).~~	Added language requiring Title IX to be consulted before issuing consequences

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			** Violation of this code is subject to review by the Office of Title IV and Civil Rights.*	
			REMOVE: ~~Code 506 Aggravated Assault of Teacher, School, Staff or a School Resource Officer (SRO)~~ ~~Intentionally, or knowingly~~ ~~Causing serious bodily injury or~~ ~~Committing an assault with a deadly weapon of a teacher, school, staff, or SRO~~ ~~"Serious bodily injury" is injury that requires more than basic first aid. A "deadly weapon" is a weapon, such as a firearm or knife, that is designed to inflict serious bodily injury.~~	To separate aggravated assault and assault of teacher, school staff, or a School Resource Officer (SRO) into separate codes aligned to zero-tolerance board policy
			ADD: Code 509 Threats Class 3 Threatens mass violence on school property or a school-related event. In	

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			accordance with § 39-16-517, the threat must be verbal, written, electronic and, if implemented, would have the potential to cause serious bodily injury, as defined in § 39-11-106, or the death of two (2) or more persons. 1. Evident must support that the threat is valid as determined by a threat-assessment team. 2. A building-level threat assessment must be completed within three (3) school days—when feasible—from when administrators are made aware of the threat. ~~to determine appropriate safety measures and support.~~ 3. Upon completion and submission of the building-level threat	

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			assessment, a district-level threat assessment can be requested. **REMOVE:** ~~The district level Threat Assessment can be conducted with approval and/or at the discretion of the Chief Officer of Student Support Services.~~	
			NEW CODE: Code 510 Assault of Teacher, School Staff, or School Resource Officer (SRO) Intentionally, knowingly, or recklessly committing an assault that results in bodily injury as defined by TCA § 39-13-101 to those identified in this code.	Alignment to zero-tolerance policy and TCA
			NEW CODE: Code 511 Aggravated Assault Intentionally, knowingly, or recklessly committing an assault that results in serious bodily injury to	Alignment to zero-tolerance policy and TCA

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			another as defined in TCA § 39-13-102.	
			ADD: LEVEL 2 - Appeal to the Executive Director of Student Support Services/Designee A Level 2 appeal may be requested based on the following reasons: 1. Parent/student believes due process rights have been violated. 2. New evidence will be presented that was not presented at the Level 1 appeal hearing. Within five (5) days of the decision of the Level I appeal, a request for a Level II appeal must be submitted in writing to the Discipline Office with the reason for the request and the evidence to support the request Once received, the Executive Director of	Replace ten (10) calendar days with ten (10) school days to align with language throughout the handbook and clarify the request for a Level 2 appeal must be made within five (5) days from the Level 1 decision

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			Student Support Services/Designee will review the evidence provided and may grant or deny the request. The Executive Director of Student Support Services/Designee will respond to the request with his/her decision ~~within a reasonable time, which will not exceed~~ ten (10) ~~calendar~~ school days—when feasible—from receipt of the request. The Executive Director of Student Support Services/Designee is not required to explain the decision.	
			ADD: Review Process of Expulsions and Appeals A request for a zero-tolerance appeal must be submitted in writing with the reason for the request to the Discipline Office no later than five (5) days of receipt of the notice of expulsion of	Clarified handbook language on how families can request a zero-tolerance appeal

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			more than ten (10) school days. TCA 49-6-3401 (c)	
			REVISE: Table for Type 5 (zero tolerance) behaviors – add Elementary Grades 1-5 to Expulsion Column	Clarification
			ADD: MNPS does not engage in suspension or expulsion practices for Pre-K students ages 3, 4, and 5. (TCA reference Suspension/Expulsion Policies and/or Procedures for 3-, 4-, and 5-Year-Old Students (34 CFR § 300.530; T.C.A. § 49-6-3024). ~~Type 4 behaviors (400 level) may include an out-of-school option for grades 1-5.~~ Students in grades K-5 are subject to suspension for violation of codes listed in the handbook. Students in grades 1-5 who violate Type 5 (500 level) infractions are subject to expulsion. Law	

			enforcement may be called to respond to an elementary student for a Type 5 (500 level) behavior. ~~to arrest elementary students. Except for Except for Type 5 behaviors, law enforcement will not be called to make an arrest for elementary students.~~ Students with IEPs and 504s may not be suspended for more than ten (10) days per school year, unless a Manifestation Determination Review has occurred. Please refer to the Manifestation Determination procedures for more guidance. No matter the outcome of the Manifestation Determination, MNPS recommends that students with IEPs and 504s are not suspended over ten (10) school days.	

			Any suspensions over ten (10) days must be reviewed by Executive Directors. If it is determined that the conduct subject to the disciplinary action was NOT a manifestation of the disability, then the school may discipline the student as it would with a non-disabled child. However, the student must continue to receive services during any period of removal.	
			REVISED/REMOVE: Alternative Learning Centers for Expelled Students Elementary, middle and high school students who have been expelled (suspension of more than ten (10) days) will be remanded to Alternative Learning Centers. Once enrolled at an ALC, attendance ~~for expelled elementary, middle and high school students~~ is	Clarification

			mandatory.~~ once enrolled at an ALC. Students in grades 1-5 are subject to suspension and grades 1-5 for expulsion of up to one calendar year for violation of codes listed in the Student Parent Handbook. Students in grades 1-5 are subject to suspension for violation of codes listed in the handbook. Also, students in grades 1-5 who violate zero-tolerance infractions are subject to expulsion.~~ For questions, email the Discipline Office at Discipline@mnps.org. ~~Students in grades 1-5 who are in violation of a zero-tolerance infraction or are recommended for expulsion are required to have an expedited review of their disciplinary record. The Executive Director of Student Discipline or designee will conduct an expedited review of the case and make a recommendation~~	

			~~for further action. Any student recommended for expulsion following the expedited review process will be referred to the Student Support Services Discipline Office for a Level 1 disciplinary appeal hearing if requested by parent or guardian. Students in grades 1-5 who have been expelled for up to one calendar year will be assigned to an ALC specified for elementary age children.~~	
			REPLACING: ~~Essential Tier 1 SEL Practices~~ with Tier 1 Proactive Practices for all ~~SEL Competencies~~ with Personal Competencies	

Metropolitan Nashville Public Schools
Sales Tax Collections
As of June 20, 2025

General Purpose Fund

MONTH	2024-2025 Projection	TOTAL 2024-2025 COLLECTIONS	$ Change For Month - FY25 Projection	% Change For Month - FY25 Projection	% Increase / Decrease Year-To-Date
September	$25,567,101.59	$24,826,195.75	($740,905.84)	-2.90%	-2.90%
October	33,023,272.16	33,168,113.06	$144,840.90	0.44%	-1.01%
November	33,089,701.22	31,912,913.77	($1,176,787.45)	-3.56%	-1.93%
December	34,766,006.21	35,089,135.39	$323,129.18	0.93%	-1.15%
January	33,157,339.70	32,548,153.67	(609,186.03)	-1.84%	-1.29%
February	37,925,635.48	36,962,370.53	(963,264.95)	-2.54%	-1.53%
March	29,307,728.38	29,992,834.35	685,105.97	2.34%	-1.03%
April	31,364,453.75	28,350,251.18	(3,014,202.57)	-9.61%	-2.07%
May	34,489,615.05	33,985,507.36	(504,107.69)	-1.46%	-2.00%
June	35,161,341.30	34,287,352.84	(873,988.46)	-2.49%	-2.05%
July	35,582,946.78				
August	35,633,358.36				
TOTAL	**$399,068,500.00**	**$321,122,827.90**	**($6,729,366.96)**		**-2.30%**

Debt Service Fund

MONTH	2024-2025 Projection	TOTAL 2024-2025 COLLECTIONS	$ Change For Month - FY25 Projection	% Change For Month - FY25 Projection	% Increase / Decrease Year-To-Date
September	$4,501,947.86	$3,671,021.00	($830,926.86)	-18.46%	-18.46%
October	4,759,921.83	4,904,350.72	$144,428.89	3.03%	-7.41%
November	4,908,174.71	4,718,925.85	($189,248.86)	-3.86%	-6.18%
December	5,002,163.93	5,188,590.08	$186,426.15	3.73%	-3.60%
January	4,832,707.03	4,812,858.04	(19,848.99)	-0.41%	-2.95%
February	5,426,290.20	5,465,583.21	39,293.01	0.72%	-2.28%
March	4,425,836.70	4,435,005.91	9,169.21	0.21%	-1.95%
April	4,414,863.28	4,192,119.03	(222,744.25)	-5.05%	-2.31%
May	5,162,167.00	5,025,397.88	(136,769.12)	-2.65%	-2.35%
June	4,953,250.98	5,070,031.42	116,780.44	2.36%	-1.87%
July	5,309,626.22				
August	5,312,850.26				
TOTAL	**$59,009,800.00**	**$47,483,883.14**	**($903,440.38)**		**-2.08%**