AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – June 9, 2026 – 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. DIRECTOR'S REPORT
- A. Focused Outcomes Update
  Core Tenets: Create and support engaging, rigorous, and personalized learning experiences for all students. Identify and eliminate inequities.

III. 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.

IV. BOARD REPORTS

V. GOVERNANCE ISSUES
- A. Actions
  1. Consent
     - a. Minutes – 5/26/2026– Regular Meeting
     - b. Awarding of Purchases and Contracts
       1. Allegis Group Holdings, Inc. dba TEKsystems, Inc.
       2. Barnes & Noble Booksellers Inc.
       3. Bootstrap Architecture + Construction
       4. Communities in Schools of Tennessee
       5. Florida Virtual School
       6. Infinite Campus, Inc.
       7. Motorola Solutions Inc.
       8. Panorama Education, Inc.
       9. Raptor Technologies, LLC
       10. Sigman and Summerfield Associates, Inc.
       11. Teknita LLC
       12. Vanderbilt University
     - c. FY27 Consolidated Funding Application

d. Henin v. Metropolitan Government of Nashville and Davidson County
e. Harris v. Metropolitan Government of Nashville & Davidson County, Case No. 24C227 (Davidson County Circuit Court)

2. Amended Charter School Agreements

VI. WRITTEN INFORMATION TO THE BOARD

A. State Required Threat Assessment Reporting

VII. 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) 862-5200. Requests should be made soon as possible, but 72 hours prior to the scheduled is recommended.

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING – May 26, 2026

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair, Rachael Anne Elrod, Erin O'Hara Block, Cheryl Mayes, Abigail Tylor, Robert Taylor, and Zach Young

Members Absent: Rachael Anne Elrod and TK Fayne

Student Members Present: Hannah Nguyen and Ava Davash

Meeting called to order at 5:10 p.m.

CONVENE AND ACTION

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

Motion to agenda to adopt agenda as listed
By Cheryl Mayes, seconded Berthena Nabaa-Mckinney
Vote: 7-0 (unanimous)

AWARDS AND RECOGNITIONS

A. Claire Williams McGee, MNPS Lead STEAM Coach - Tennessee Excellence in STEM Leadership Award – The Board and Dr. Battle recognized Ms. McGee.
B. DuPont Hadley Middle School, Isaiah T. Creswell Middle School of the Arts, and McMurray Middle School - Tennessee STEM/STEAM Designation – The Board and Dr. Battle recognized the school.
C. Academies of Nashville Awards – The Board and Dr. Battle recognized the students.
D. High School Athletics State Champions and Runners-up - The Board and Dr. Battle recognized the students.
E. Middle School Athletics State Champions and Runners-up - The Board and Dr. Battle recognized the students.

F. Visual and Performing Arts Department - Telly Awards – The Board and Dr. Battle recognized the students and staff.

DIRECTOR'S REPORT

A. Dr. Battle and staff presented the School Start Times Update with Core Tenets: Re-envision central office as a support hub. Empower and equip leaders at all levels. Create and support engaging, rigorous, and personalized learning experiences for all students. Identify and eliminate inequities.

PUBLIC PARTICIPATION

A. There were no speakers.

BOARD REPORTS

A. Robert Taylor gave a brief Naming of Schools Committee Meeting update.

GOVERNANCE ISSUES

A. Actions

1. Consent

a. Minutes – 5/12/2026– Regular Meeting

b. Awarding of Purchases and Contracts

1. **Border States Industries, Inc.**
2. **BRAAV, LLC**
3. **City Electric Supply Company**
4. **Fastenal Company**
5. **Ferguson US Holdings Inc.**
6. **Fort Gates Co.**
7. **Gallagher Benefit Services, Inc.**
8. **Graybar Electric Company, Inc. (2)**
9. **Hoods Unlimited**
10. **John Hannah dba Williams Electric Supply Co.**
11. **LightWave Solar, LLC**
12. **The Nashville Metropolitan Transit**
13. **Authority (WeGO) (2)**

c. Naming of Early Learning Center

Motion to approve the consent agenda.
By Zach Young, seconded Cheryl Mayes
Vote: 7-0 (unanimous)

Freda Player adjourned the meeting at 6:20 p.m.

David G. Sevier

_____

David G. Sevier	Freda Player	Date
Board Secretary	Board Chair	

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

VENDOR:	Allegis Group Holdings, Inc. dba TEKsystems, Inc.
SERVICE/GOODS (SOW):	For the provision of temporary personnel services to support both information technology and other specialized operational needs. The Contractor may provide qualified personnel on a temporary, contract-to-hire, or recruitment basis across a range of roles, including but not limited to IT positions and non-technical roles requiring specialized skills or expertise.
SOURCING METHOD:	Emergency Procurement
TERM:	July 1, 2026 through June 30, 2027
FOR WHOM:	MNPS Departments Seeking IT/Specialized Temp Personnel
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $1,750,000. Total compensation is based on an estimated yearly amount of $1,750,000.
OVERSIGHT:	Technology Services and Human Resources
EVALUATION:	Based on the quality and timeliness in identifying temporary staffing candidates to meet MNPS' requested needs.
MBPE CONTRACT NUMBER:	C7000142
SOURCE OF FUNDS:	Operating Budget

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

VENDOR:	Barnes & Noble Booksellers Inc.
SERVICE/GOODS (SOW):	For the provision of library books, textbooks, and other books.
SOURCING METHOD:	Cooperative - BuyBoard Contract #802-26
TERM:	June 10, 2026 through May 31, 2029
FOR WHOM:	MNPS Schools and Departments
COMPENSATION:	Contract will be compensated in accordance with the BuyBoard contract. Total compensation for this contract is not to exceed $2,000,000. Total compensation is based on an estimated yearly amount of $665,000.
OVERSIGHT:	Procurement
EVALUATION:	Based on the timeliness, accuracy, and quality of the products provided.
MBPE CONTRACT NUMBER:	C7000106
SOURCE OF FUNDS:	Various Operating, Federal, and School-Based Funds

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

VENDOR:	Bootstrap Architecture + Construction
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for as-needed architectural services for various projects throughout the district.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 10, 2026 through February 27, 2029
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	This amendment increases the contract value by $3,000,000. Total compensation for this contract is not to exceed $4,000,000. Total compensation is based on an estimated yearly amount of $1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7577828
SOURCE OF FUNDS:	Capital Funds

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

VENDOR:	Communities in Schools of Tennessee
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value and extends the contract term. The contract is for the provision of Tier II and Tier III case management integrated support services. These services may be virtual or in-person as circumstances allow. Contractor shall partner with individual schools, principals, and staff to decrease student chronic absenteeism, customize services based on schools/students' needs, and evaluate the program on a regular basis.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 10, 2026 through June 30, 2027
FOR WHOM:	MNPS Schools
COMPENSATION:	This amendment increases the contract value by $1,500,000. Total compensation for this contract is not to exceed $7,050,000. Total compensation is based on an estimated yearly amount of $1,500,000.
OVERSIGHT:	Federal Programs
EVALUATION:	Based on the quality of services provided.
MBPE CONTRACT NUMBER:	7509793
SOURCE OF FUNDS:	Title I Set-Aside Funds, School-Based Funds, and Operating Budgets

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

VENDOR:	Florida Virtual School
SERVICE/GOODS (SOW):	For the provision of online course content for MNPS Virtual School.
SOURCING METHOD:	RFP MNPS000012
TERM:	July 1, 2026 through June 30, 2029
FOR WHOM:	MNPS Virtual School
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $195,000. Total compensation is based on an estimated yearly amount of $65,000.
OVERSIGHT:	MNPS Virtual School
EVALUATION:	Based on feedback regarding course content and student pass rate.
MBPE CONTRACT NUMBER:	C7000117
SOURCE OF FUNDS:	Operating Budget

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

VENDOR:	Infinite Campus, Inc.
SERVICE/GOODS (SOW):	For the provision of Infinite Campus, which serves as the MNPS Student Information System (SIS).
SOURCING METHOD:	Piggyback - The State of Tennessee Contract #89216
TERM:	June 10, 2026 through June 9, 2031
FOR WHOM:	MNPS Students and Staff
COMPENSATION:	Contractor will be compensated in accordance with the State of Tennessee contract. Total compensation for this contract is not to exceed $4,500,000. Total compensation is based on an estimated yearly amount of $900,000.
OVERSIGHT:	Technology Services
EVALUATION:	Based on the quality of the software and the timeliness of services and support provided.
MBPE CONTRACT NUMBER:	C7000110
SOURCE OF FUNDS:	Operating Budget

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

VENDOR:	Motorola Solutions Inc.
SERVICE/GOODS (SOW):	For the provision of software and related products and services supporting the district's two-way radio communications system.
SOURCING METHOD:	Cooperative - Sourcewell Contract #020625-MOT
TERM:	June 10, 2026 through July 24, 2029
FOR WHOM:	MNPS Transportation
COMPENSATION:	Contractor will be compensated in accordance with the Sourcewell contract. Total compensation for this contract is not to exceed $500,000. Total compensation is based on an estimated yearly amount of $165,000.
OVERSIGHT:	Transportation
EVALUATION:	Based on the quality of the products and services provided.
MBPE CONTRACT NUMBER:	C7000121
SOURCE OF FUNDS:	Capital Funds

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

VENDOR:	Panorama Education, Inc.
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value. The contract is for a survey administration platform to support gathering feedback from MNPS stakeholders.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 10, 2026 through June 30, 2027
FOR WHOM:	All MNPS Stakeholders
COMPENSATION:	This amendment increases the contract value by $97,500. Total compensation for this contract is not to exceed $597,500. Total compensation is based on an estimated yearly amount of $97,500.
OVERSIGHT:	Research, Assessment, and Evaluation
EVALUATION:	Based on the quality of the services provided and the successful administration of stakeholder surveys.
MBPE CONTRACT NUMBER:	7530872
SOURCE OF FUNDS:	Operating Budget

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

VENDOR:	Raptor Technologies, LLC
SERVICE/GOODS (SOW):	For the provision of a system capable of scanning driver's licenses to identify individuals listed on national sex offender registries.
SOURCING METHOD:	Cooperative – GSA Contract #GS-07F-127BA
TERM:	June 10, 2026 through February 9, 2029, with options to renew through February 9, 2034
FOR WHOM:	MNPS Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $125,000. Total compensation is based on an estimated yearly amount of $25,000.
OVERSIGHT:	Safety and Security
EVALUATION:	Based on the quality of the goods and services provided.
MBPE CONTRACT NUMBER:	C7000123
SOURCE OF FUNDS:	Capital Funds

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

VENDOR:	Sigman and Summerfield Associates, Inc.
SERVICE/GOODS (SOW):	For the provision of temporary personnel services to support both information technology and other specialized operational needs. The Contractor may provide qualified personnel on a temporary, contract-to-hire, or recruitment basis across a range of roles, including but not limited to IT positions and non-technical roles requiring specialized skills or expertise.
SOURCING METHOD:	Emergency Procurement
TERM:	July 1, 2026 through June 30, 2027
FOR WHOM:	MNPS Departments Seeking IT/Specialized Temp Personnel
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $1,400,000. Total compensation is based on an estimated yearly amount of $1,400,000.
OVERSIGHT:	Technology Services and Human Resources
EVALUATION:	Based on the quality and timeliness in identifying temporary staffing candidates to meet MNPS' requested needs.
MBPE CONTRACT NUMBER:	C7000141
SOURCE OF FUNDS:	Operating Budget

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

VENDOR:	Teknita LLC
SERVICE/GOODS (SOW):	For the provision of a web-based digital signature platform.
SOURCING METHOD:	RFP MNPS000027
TERM:	June 10, 2026 through June 9, 2031
FOR WHOM:	MNPS Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $150,000. Total compensation is based on an estimated yearly amount of $30,000.
OVERSIGHT:	Procurement
EVALUATION:	Based on the effectiveness of the digital signature platform and the ongoing support and customer service offered.
MBPE CONTRACT NUMBER:	C7000122
SOURCE OF FUNDS:	Operating Budget

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

VENDOR:	Vanderbilt University
SERVICE/GOODS (SOW):	For the provision of the Day of Discovery Program that provides MNPS middle school students with immersive, research-based STEM curriculum opportunities one school day per week that will prepare them for the current high school programs developed by the Collaborative for STEM Education and Outreach (CSEO), the School for Science and Math at Vanderbilt ("SSMV"), and the Interdisciplinary Science and Research ("ISR") program, as well as advanced academic and STEM coursework offered at MNPS high schools.
SOURCING METHOD:	Sole Source
TERM:	July 1, 2026 through June 30, 2031
FOR WHOM:	MNPS Middle School Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $1,500,000. Total compensation is based on an estimated yearly amount of $300,000.
OVERSIGHT:	Curriculum & Instruction
EVALUATION:	Based on student achievement in science and student enrollment in STEM courses in high school.
MBPE CONTRACT NUMBER:	C7000120
SOURCE OF FUNDS:	Operating Budget

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Consolidated Checklist

This checklist is a means of communication between TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where TDOE may provide notes to explain those items. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

General Checklist Comment

No comments have been made at this time

Checklist Description (Collapse All Expand All)

1. Allocations	OK	Debby Thompson	5/31/2026 5:07:26 PM
1.01 ESEA Consolidated Administration			
1.02 School-wide Pool			
2. Cover Page, Contacts, and District Assessment URL	OK	Julia Hudson	5/28/2026 8:17:37 AM
2.01 Cover Page			
2.02 Contact Page			
2.03 District Assessment URL			
3. ESEA Requirements	OK	Debby Thompson	5/31/2026 5:07:26 PM
3.01 Consolidated Administration			
3.02 Administration			
3.03 State or Local Funds			
4. Consolidated Administration	OK	Debby Thompson	5/31/2026 5:08:03 PM
4.01 Budget & Budget Narratives			
4.02 Program Details			
5. Title I-A	OK	Debby Thompson	5/31/2026 5:14:11 PM
5.01 Budget & Budget Narratives			
5.02 Program Details			
5.03 Student Eligibility (Targeted Assistance Programs)			
5.04 Personnel Details			
5.05 Preschool Counts			
5.06 School Eligibility			
5.07 District Set Asides & Overview			
5.08 Allocation Designations			
5.09 PPA List			
5.10 Related Documents			
6. Homeless Students	OK	Vanessa Waters	5/28/2026 1:25:53 PM
6.01 Homeless Students			
7. Title I Family Engagement	OK	Vanessa Waters	5/28/2026 1:25:53 PM
7.01 Family Engagement			
8. Foster Care Students	OK	Jackie Jacobson	5/28/2026 7:01:33 AM
8.01 Foster Care Students			
9. Title I CSR Teachers	Not Applicable	Heather Farley	5/19/2026 9:01:48 AM
9.01 If the LEA has indicated a number for # of CSR Teachers on the Program Details page.			
10. Title I-A Neglected	OK	Scott Indermuehle	5/29/2026 12:51:14 PM
10.01 Budget & Budget Narratives			
10.02 Program Details			
11. Title I-D Delinquent (LEA)	OK	Scott Indermuehle	5/29/2026 12:51:14 PM

	11.01 Budget & Budget Narratives			
	11.02 Program Details			
	12. Title II-A	OK	Michelle Harless	5/29/2026 9:16:29 AM
	12.01 Budget & Budget Narratives			
	12.02 Program Details			
	12.03 Personnel Details			
	12.04 Related Documents			
	13. Title II-A CSR Teachers	Not Applicable	Heather Farley	5/19/2026 9:01:48 AM
	13.01 If the LEA has indicated a number for # of CSR Teachers on the Program Details page.			
	14. English Learner Requirements	OK	Hannah Gribble	5/28/2026 8:02:08 AM
	14.01 Program Details - include comparing the ratio to the EL October Count number			
	14.02 Consortia Budget Review			
	14.03 Program Details - Title III			
	14.04 Personnel Details			
	14.05 Related Documents			
	14.06 Other			
	15. Title III Consortium	Not Applicable	Heather Farley	5/19/2026 9:01:48 AM
	15.01 Budget & Budget Narratives			
	16. Title III	OK	Hannah Gribble	5/28/2026 8:02:08 AM
	16.01 Budget & Budget Narratives			
	17. Equitable Services	OK	Michelle Harless	5/29/2026 9:16:29 AM
	17.01 Private Schools			
	17.02 Program Details			
	17.03 Related Documents			
	18. IDEA Requirements	OK	Jerri Beth Nave	5/28/2026 2:04:06 PM
	18.01 System-Wide Personnel Page			
	18.02 Personnel Details (6-21)			
	18.03 Personnel Details (3-5)			
	18.04 Private School Details (IDEA)			
	18.05 General Purpose Special Education Budget			
	18.06 Special Transportation			
	18.07 State Special Education Expenditure Report			
	18.08 Non-supplanting/Maintenance of Effort			
	19. IDEA Part B	OK	Jerri Beth Nave	5/28/2026 2:04:06 PM
	19.01 Budget & Budget Narratives			
	19.02 Equipment Purchases			
	19.03 Adjustment to Local Effort			
	19.04 School-wide Program			
	19.05 Coordinated Early Intervention Services			
	20. IDEA Preschool	OK	Jerri Beth Nave	5/28/2026 2:04:06 PM
	20.01 Budget & Budget Narratives			
	20.02 Equipment Purchases			
	20.03 Adjustment to Local Effort			
	20.04 School-wide Program			
	20.05 Coordinated Early Intervention Services			

Davidson County (190) Public District - FY 2027 - 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 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 2027 - 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	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
11/19/2026

* 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, 2026 and ends Sept. 30, 2027*

*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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Overview, Cover Page, and Contacts

Required Contacts

Type	Contact(s)
Director of Schools [Select at least 1 contact(s)]	Adrienne Battle - 7-10
ESEA Bookkeeper [Select at least 1 contact(s)]	Nicole Buchanan - 1-2
ESEA Director [Select at least 1 contact(s)]	JOSHUA WRIGHT - 1-2
Family Engagement Liaison [Select at least 1 contact(s)]	Michael White - 7-10 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 - 7-10 Jorge Robles - 1-2
Title I: N & D Contact [Select at least 1 contact(s)]	Antoinette Williams - 1-2 Beth Luken - 7-10
Title II-A Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 3-4 Priscilla Cole - Less than one year
Title III-EL Contact [Select at least 1 contact(s)]	Molly Stovall - 7-10 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 - 3-4
Treasurer or CFO [Select at least 1 contact(s)]	Barry Booker - 7-10 Jorge Robles - 1-2

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/31/2026 5:14:20 PM	Debby Thompson	Status changed to 'TDOE FPO Director Approved'.	S
	5/28/2026 6:59:44 AM	Leslie Watson	Status changed to 'TDOE FPO Divisional Coordinator Reviewed'.	S
	5/27/2026 3:48:59 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	5/27/2026 1:29:40 PM	Jorge Robles	Status changed to 'LEA Fiscal Representative Approved'.	S
	5/27/2026 12:49:13 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	5/20/2026 6:44:44 AM	Jamie Eldridge	Status changed to 'TDOE FPO Divisional Coordinator Returned – Revisions Needed'.	S
	5/15/2026 9:43:42 AM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	5/15/2026 8:28:14 AM	Jorge Robles	Status changed to 'LEA Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	5/14/2026 3:19:46 PM	Brett Printz	FY27 CFA IDEA Parentally Placed Set-Aside Amount for Placeholder Allocations Good morning, Directors, The allocations currently loaded for budgeting purposes for the FY27 Consolidated Funding Application (CFA) applications utilize the final FY26 allocation as a placeholder amount for IDEA Part B 611 and IDEA 619 Preschool grants. These placeholder allocations are to be used for parentally placed set-aside calculations for LEAs until FY27 allocations are finalized and calculated. When allocations are loaded into ePlan, a parentally placed set-aside amount is also posted in ePlan in the TDOE Resource folder and linked on the IDEA Private School Details page of the Consolidated funding application. Under 34 C.F.R. § 300.133(a), each LEA is required to spend this minimum amount of its subgrants under IDEA Part B and IDEA Preschool on children with disabilities placed by their parents in private schools, including religious, elementary, and secondary schools. In the CFA, LEAs indicate where they budget for this using their federal funds and state in the narratives. The IDEA Private School Proportionate Amounts Calculation document posted in the FY27 CFA uses the placeholder allocations in the set-aside calculation. LEAs will receive a new, revised parentally placed set-aside amount for IDEA Part B and IDEA Preschool allocations and will re-budget when the FY27 allocations are updated. For questions about the placeholder FY27 CFA parentally-placed set-aside amounts, please reach out to Brett Printz Brett.Printz@tn.gov. Respectfully Yours, Brett Printz	C
	5/14/2026 3:17:47 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
☐	4/27/2026 12:10:18 PM	ePlan Help	Allocation Update for FY27 CFA Good afternoon, To ensure local educational agencies (LEAs) have adequate time to plan for the 2026-27 school year, the Division of Federal Programs and Oversight (FPO) will extend the CFA deadline to **May 15** and will load ESSA and IDEA allocations by **close of business today** in the FY27 Consolidated Funding Application (CFA), as noted below: **Historically, the ESSA and IDEA initial allocations loaded into the CFA are for *planning purposes* and are adjusted to reflect new data or preliminary amounts from the U.S. Department of Education (ED). Like in years past, all LEAs will be required to revise program budgets and resubmit the CFA to FPO once FY27 allocations are received from ED.** By providing allocations, LEAs can ensure federal grant funds are available on **July 1, 2026**, to serve students and staff, as well as order instructional	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C

materials and supplies. The allocations loaded in the FY27 CFA include the required allocation adjustments for Title I, Part A, and Title I, Part A—Neglected as ED requires in the signed Memorandum of Agreement (MOA).

FY26 final allocation amounts have been loaded to the FY27 CFA for the following programs: Title I Part A; Title I, Part A-Neglected; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; IDEA, Part B; and IDEA Preschool.

Please review the following program-specific information:

- Title I, Part C:
  - FY27 planning allocations have been loaded for LEAs that indicated an intent to accept funds on the recent Title I, Part C Intent to Apply survey.
  - If the LEA plans to release Title I, Part C funds, please check the N/A release box at the top of the Title I, Part C *Program Details* page.
- Title III, Part A:
  - FY26 allocations have been loaded. Additional information regarding consortia groupings will be shared as soon as it becomes available.
  - LEAs interested in serving as a consortia fiscal lead should contact Hannah.Gribble@tn.gov.
- Title V, Part B:
  - FY27 planning allocations have been loaded based on information from the U.S. Department of Education. LEAs that are no longer eligible for Title V were notified by the Tennessee Department of Education in March.
  - LEAs no longer eligible in FY27 will have access to FY26 carryover funds once the FY26 Final Expenditure Report (FER) has been submitted and approved.

Since these amounts are for **planning purposes** and **do not reflect FY27 data**, FPO encourages LEAs to plan with these reminders:

- Federal funds are supplemental to state and local funds.
- As always, LEAs must spend funds on the students generating the funds.
  - Divide preliminary allocations into 12 months and plan to spend as close to 1/12th of funds each month as possible.
- For returning positions, consider how positions are funded with federal funds, their benefit, necessity, and prioritization.
  - Before hiring new positions, consider other funding sources if allocations decrease from planning amounts.
- As new contracts or multi-year contracts with vendors are considered, ensure multiple funding sources, including state and local funds to remit payment.

Our team has planned FY27 ESSA and IDEA CFA Work Sessions to assist LEAs with budgeting strategically. These sessions are intended to provide hands-on assistance for the planning and development to use funds withing the CFA effectively and assist LEAs with the above considerations. To make these workshops beneficial, participants should bring their laptops and other necessary resources. As additional resources, LEAs may reference the FY27 CFA ESEA Training Presentation, FY27 CFA IDEA Training Presentation, What's New: FY27 CFA, and the Technical Application Guide: FY27 CFA.

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
			The CFA review team will begin reviewing applications as they are submitted, and LEAs are encouraged to submit the FY27 CFA before **May 15**, where possible. If you need additional support, please contact me. Debby  **Deborah A. Thompson** | Assistant Commissioner Federal Programs and Oversight Andrew Johnson Tower 710 James Robertson Parkway, Nashville, TN 37243 (615) 864-5162 Deborah.Thompson@tn.gov tn.gov/education	
	3/6/2026 9:18:53 AM	JOSHUA WRIGHT	Status changed to 'Draft Started'.	S
	2/27/2026 1:26:37 PM	Melissa Brown	Status changed to 'Not Started'.	S

Davidson County (190) Public District - FY 2027 - 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	$33,662,029.01	$458,584.16	$0.00	$261,223.40	$0.00	$3,881,809.42	$2,819,887.42	$2,620,321.89	$0.00	$0.00	$20,830,954.00	$488,956.00	$65,023,765.30
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	($3,197,986.50)	$0.00	($3,197,986.50)
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	$34,313,468.19	$460,826.93	$0.00	$261,223.40	$0.00	$3,881,809.42	$2,819,887.42	$2,620,321.89	$0.00	$0.00	$17,632,967.50	$488,956.00	$62,479,460.75

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 $2,096,257.51 Carryover $0.00		Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $524,064.38 Carryover $0.00	Original $0.00 Carryover $0.00	($2,620,321.89)	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	$34,409,725.70	$460,726.93	$0.00	$261,123.40	$0.00	$3,905,873.80	$2,819,787.42	$0.00	$0.00	$0.00	$17,632,967.50	$488,956.00	$62,479,460.75

Davidson County (190) Public District - FY 2027 - 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	$36,409,725.70	$2,000,000.00	5.49 %	$0.00	0.00 %	$1,106,655.87	3.04 %	$3,106,655.87	8.53 %	20.00 %
Title I, Part A-Neglected	$460,826.93	$100.00	0.02 %	$0.00	0.00 %	$46,000.00	9.98 %	$46,100.00	10.00 %	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	$261,223.40	$100.00	0.04 %	$0.00	0.00 %	$29,000.00	11.10 %	$29,100.00	11.14 %	20.00 %
Title II, Part A	$4,405,873.80	$500,000.00	11.35 %	$0.00	0.00 %	$300,000.00	6.81 %	$800,000.00	18.16 %	20.00 %
Title III	$2,819,887.42	$100.00	0.00 %	$0.00	0.00 %	$53,000.00	1.88 %	$53,100.00	1.88 %	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 %

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - ESEA Requirements

Required Documents
This page is currently not accepting Related Documents.

ESEA Evidence

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - ESEA Requirements

The Every Student Succeeds Act (ESSA) requires that, to the extent practicable, federal education funds be used to support activities, strategies, and interventions that are evidence-based. This requirement applies across all ESSA programs, including:

- Title I, Part A
- Title I, Part C
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title V, Part A

Under ESSA § 8102(21)(B), the term evidence-based, when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that is supported by one of the following: strong evidence (Tier 1), moderate evidence (Teir 2), promising evidence (Teir 3), or evidence that demonstrates a rationale (Tier 4).

Please describe the process the LEA uses to ensure that ESSA program funds are used, to the greatest extent possible, for evidence-based activities. Please include the following information in the response:

* a) How do you identify and select evidence-based strategies or programs for ESSA programs and activities?

MNPS has a strong commitment to improving student outcomes. When determining strategies and initiatives to use across the district, MNPS ESSA grant managers collaborate with their leadership and consider whether or not the strategies and initiatives, at a minimum, demonstrate a rationale that they will likely improve relevant outcomes. Initiatives that do not demonstrate a rationale for improving relevant outcomes are not funded out of ESSA funds.

At the school level, principals develop plans in the spring designed to improve their schools in the upcoming year. These plans articulate a rationale that the initiatives they will implement will impact student achievement. Title I funds are used to support the strategies they outline in their plans.

MNPS accesses research-based studies through local and national universities and/or organizations. Additionally, the RFP process provides the opportunity to strategically determine ROI on student outcomes.

The MNPS EL Office identifies evidence-based strategies by aligning national research on multilingual learners (e.g., ELPA21, Council of Great City Schools) with district EL data such as ELPA21 growth, domain-specific performance, and achievement data. The team prioritizes strategies that strengthen language development and access to grade-level content.

* b) How do you determine the level of evidence (1-Strong, 2-Moderate,3- Promising, or 4-Demonstrates a Rationale) associated with selected activities?

MNPS has developed a document that aligns strategies and the level of effectiveness. The document includes links to research-based strategies and the area of actions. The areas include leadership, professional learning, effective instruction, and student support.

The district determines focused outcomes with attention to actual student achievement and growth data to ascertain the effectiveness. Specifically for EL, the district and school level performance of ELPA21 and LEP performance on achievement testing are reviewed for achievement and growth.

* c) What systems or tools do you use to document, monitor, and evaluate the implementation of evidence-based practices?

During spring budget meetings, principals conduct a return-on-investment review for initiatives funded throughout the year including those funded with Title I funds to determine their effectiveness. Based on the impact of the initiatives and assessed need, principals decide whether to continue, expand, reduce, or eliminate the initiatives. Similarly,

ESSA grant managers regularly review with their leadership the impact of initiatives and strategies funded by ESSA to determine their effectiveness and make decisions around the continuation, expansion, reduction, or elimination of the activities.

Additionally, the MNPS Research, Assessment, and Evaluation (RAE) Office maintains a comprehensive system for documenting, monitoring, and evaluating the implementation of Title II evidence-based professional development through the district coaching model. This system is operationalized through the Work Log, a centralized tool completed weekly by coaches and specialists to capture the type, frequency, and focus of supports provided to schools.

The MNPS EL Office documents/monitor/evaluates implementation through coach action plans, school improvement plans, ILPs, and district data such as ELPA21 and achievement. The team also evaluates effectiveness through continuous improvement cycles that include coaching, professional learning, walkthrough data collected in Bullseye, and analysis of language proficiency and academic outcomes.

* d) How do you support staff and stakeholders in understanding and applying evidence-based requirements?

To ensure that professional learning experiences for staff are grounded in research and evidence-based practices, stakeholders collaborated to create the MNPS Professional Learning Design Principles and the MNPS Essential Professional Development Elements. The Professional Learning and Growth department provides professional learning to central office, also known as the Support Hub, leaders through a cohort model to operationalize these elements through a job-embedded professional learning model focused on planning, delivering, and evaluating professional learning. The professional learning experienced throughout these cohorts was intentionally designed as a blended learning experience so that Support Hub leaders received critical professional learning necessary to support teachers and leaders with replicating blended learning practices in their schools.

The Work Log Dashboard allows teams and supervisors to monitor implementation trends, assess equity and consistency of supports, and evaluate alignment to district evidence-based priorities. It also serves as a key support tool for helping staff and stakeholders understand and apply evidence-based requirements. By making coaching work visible and actionable, the dashboard supports supervision, reflection, and data-informed conversations about practice. Aggregated Work Log data is used to clarify expectations, guide feedback, identify needs, and support continuous improvement across teams and schools, promoting shared understanding and consistent application of evidence-based practices districtwide.

The EL staff understanding is built through our leadership team and professional development/reading aligned to Title III requirements. We reinforce this through EL coaching, PD, PLCs, and modeling so teachers can apply practices in their classrooms and monitor student growth.

More information about the ESSA Tiers of Evidence may be found here and here.

Resources

Click here to open the application guidance document.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,500,300.00
Existing Budget In Categories Not Eligible for Indirect Cost	$20,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,480,300.00
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$2,174,938.62
Max Indirect Cost	$305,361.38

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 2027 - 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	27.5 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:	$1,458,300.00	
Line Item Total:	$1,458,300.00	
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:	$132,000.00	
Line Item Total:	$132,000.00	
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:	$1,500.00	
Line Item Total:	$1,500.00	
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:	$386,000.00
Line Item Total:	$386,000.00

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:	$3,500.00
Line Item Total:	$3,500.00

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

Account Number:	72210 - Support Services/Regular Instruction Program
Line Item Number:	211 - Local Retirement
Strategic Plan:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$108,000.00
Line Item Total:	$108,000.00

Support employee pension costs.

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:	$48,000.00	
Line Item Total:	$48,000.00	
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	Software subscription to support effective management of grants such as Microsoft Co-Pilot, ChatGPT, Sertifi, and Title I Admin
Line Item Number:	330 - Lease/SBITA Payments	
Strategic Plan:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
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.
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:	$30,000.00	

Line Item Total:	$30,000.00	
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, printing among others
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$38,000.00	
Line Item Total:	$38,000.00	
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	Office equipment all ESEA Admin staff. Includes computers and monitors among others
Line Item Number:	790 - Other Equipment	
Strategic		

Plan:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$20,000.00
Line Item Total:	$20,000.00

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 2027 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,500,300.00
Existing Budget In Categories Not Eligible for Indirect Cost	$20,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,480,300.00
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$2,174,938.62
Max Indirect Cost	$305,361.38

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

Account Number / Line Item Number	72210 - Support Services/Regular Instruction Program	Total
189 - Other Salaries & Wages	1,458,300.00	1,458,300.00
201 - Social Security	200,000.00	200,000.00
204 - Pensions	132,000.00	132,000.00
206 - Life Insurance	1,500.00	1,500.00
207 - Medical Insurance	386,000.00	386,000.00
208 - Dental Insurance	3,500.00	3,500.00
211 - Local Retirement	108,000.00	108,000.00
212 - Employer Medicare	48,000.00	48,000.00
308 - Consultants	30,000.00	30,000.00
330 - Lease/SBITA Payments	5,000.00	5,000.00
355 - Travel	10,000.00	10,000.00
399 - Other Contracted Services	30,000.00	30,000.00
499 - Other Supplies and Materials	38,000.00	38,000.00
524 - In-Service / Staff Development	30,000.00	30,000.00

Account Number Line Item Number	72210 - Support Services/Regular Instruction Program	Total
790 - Other Equipment	20,000.00	20,000.00
Total	2,500,300.00	2,500,300.00
	Adjusted Allocation	2,500,300.00
	Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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

6/1/2026 11:21:19 AM

Program Details

Davidson County (190) Public District - FY 2027 - 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, and Fiscal Management.

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	13.00	12.20
Other (specify) Fiscal Management	4.00	3.50
Other (specify) Program Assistants and Specialists	6.00	4.00
Other (specify) Program Management and Compliance	5.00	3.60
Total	33.00	27.50

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

Indirect Cost Guide	
Total Allocation	$34,409,725.70
Existing Budget In Categories Not Eligible for Indirect Cost	$226,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,183,725.70
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$29,975,206.69
Max Indirect Cost	$4,208,519.01

Account Number	Total
71100 - Regular Instruction Program	$28,301,909.43
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$0.00
72120 - Health Services	$0.00
72130 - Other Student Support	$2,281,178.40
72210 - Support Services/Regular Instruction Program	$1,797,982.00
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	$922,000.00
73100 - Food Service	$0.00
73400 - Early Childhood Education	$0.00
82130 - Principal	$0.00
99100 - Transfers Out	$1,106,655.87
Total	$34,409,725.70
Adjusted Allocation	$34,409,725.70
Remaining	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

71100 - Regular Instruction Program - $28,301,909.43

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: 239 HC 216.55 FTE 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:	$12,350,000.00	
Line Item Total:	$12,350,000.00	
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: 3 HC 2.4 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:	$90,000.00	
Line Item Total:	$90,000.00	
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: 15 HC 5.5 FTE INTERVENTIONIST positions
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:	$635,000.00	
Line Item Total:	$635,000.00	
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:	$766,000.00	
Line Item Total:	$766,000.00	
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:	$1,100,000.00	
Line Item Total:	$1,100,000.00	
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: $6,000.00	
Line Item Total: $6,000.00	
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: $5,692,285.00	
Line Item Total: $5,692,285.00	
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:	$4,000.00	
Line Item Total:	$4,000.00	
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:	$12,000.00	
Line Item Total:	$12,000.00	
Account Number:	71100 - 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:	$191,000.00
Line Item Total:	$191,000.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	330 - Lease/SBITA Payments
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$205,000.00
Line Item Total:	$205,000.00

Instructional software purchased by schools based on school need such as Brainpop, Bullseye, and IXL among others

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:
97 HC 62.88 FTE TEACHER positions

LEA Set Asides:		2 HC 1.6 FTE PARAPRO positions 8 HC 5.75 FTE TUTOR positions
Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,952,273.00	
Line Item Total:	$4,952,273.00	
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:	$1,003,351.43	
Line Item Total:	$1,003,351.43	
Account Number:	71100 - Regular Instruction Program	Management Consultant expenses for traditional public schools to provide instruction to students (i.e., The Science Guy 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:	$60,000.00
Line Item Total:	$60,000.00

Account Number:	71100 - Regular Instruction Program
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:	$1,000,000.00
Line Item Total:	$1,000,000.00

Instructional Supplies and Materials including but not limited to paper, pencil, crayons, calculators, maps, science materials, math manipulatives.

Account Number:	71100 - Regular Instruction Program
Line Item Number:	429 - Instructional Supplies & Materials
Strategic Plan:	

Equitable Services to Private School students instructional funds.
Instructional supplies such a paper, pencils. MNPS procures the supplies.

LEA Set Asides: Private School Instructional Funds **Admin Costs:** **Optional Program Code:** Equitable Services **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $10,000.00 **Line Item Total:** $10,000.00	
Account Number: 71100 - Regular Instruction Program **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:** $200,000.00 **Line Item Total:** $200,000.00	Equipment purchases by schools including iPads, Smart Boards, and document cameras among others
Account Number: 71100 - Regular Instruction Program **Line Item Number:** 722 - Regular Instruction Equipment **Strategic**	Equitable Services to Private School students instructional funds. Educational equipment such as computers. MNPS procures the equipment and maintains title to the equipment.

Plan:	
LEA Set Asides:	Private School Instructional Funds
Admin Costs:	
Optional Program Code:	Equitable Services
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$25,000.00
Line Item Total:	$25,000.00

Total for 71100 - Regular Instruction Program:	$28,301,909.43
Total for all other Account Numbers:	$6,107,816.27
Total for all Account Numbers:	$34,409,725.70
Adjusted Allocation:	$34,409,725.70
Remaining:	$0.00

Budget Detail

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

72130 - Other Student Support - $2,281,178.40

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: 5 HC 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:	$327,000.00	
Line Item Total:	$327,000.00	
Account Number:	72130 - Other Student Support	1 FTE Homeless Education Program Assistant 1 FTE Homeless Education Eligibility Specialist 1 FTE Homeless Education Community Partnership Specialist 2 FTE Homeless Education Program 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:	$335,000.00	
Line Item Total:	$335,000.00	
Account Number:	72130 - Other Student Support	Family engagement positions from individual traditional public school allocations not part of family engagement set aside. Supplemental and in addition to those earned by the staffing formula. Supplemental pay for family engagement and student support. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 3 HC 2.5 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:	$164,000.00	
Line Item Total:	$164,000.00	
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:	$30,000.00	
Line Item Total:	$30,000.00	
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:	$22,000.00	
Line Item Total:	$22,000.00	
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:	$32,000.00	
Line Item Total:	$32,000.00	
Account Number:	72130 - Other Student Support	State retirement for FTE in Homeless Set Aside
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,700.00	
Line Item Total:	$6,700.00	
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:	$500.00	
Line Item Total:	$500.00	
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:	$137,000.00	
Line Item Total:	$137,000.00	
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:	$83,000.00	
Line Item Total:	$83,000.00	
Account Number:	72130 - Other Student Support	Dental insurance for FTE in Homeless Set Aside
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program	SEH	

Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$1,500.00
Line Item Total:	$1,500.00
Account Number:	72130 - Other Student Support
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:	$1,000.00
Line Item Total:	$1,000.00
Account Number:	72130 - Other Student Support
Line Item Number:	211 - Local Retirement
Strategic Plan:	
LEA Set Asides:	Students Experiencing Homelessness
Admin Costs:	
Optional	SEH

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

Local retirement for FTE in Homeless Set Aside

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$21,500.00	
Line Item Total:	$21,500.00	
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 Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,000.00	
Line Item Total:	$17,000.00	
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	TPS	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$7,500.00	
Line Item Total:	$7,500.00	
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:	$5,000.00	
Line Item Total:	$5,000.00	
Account Number:	72130 - Other Student Support	Homeless Program cell phone.
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	
Account Number: 72130 - Other Student Support **Line Item Number:** 355 - Travel **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:** **Optional Program Code:** SEH **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $6,000.00 **Line Item Total:** $6,000.00	Homeless program employee mileage.
Account Number: 72130 - Other Student Support **Line Item Number:** 399 - Other Contracted Services **Strategic Plan:** **LEA Set Asides:** Support for Focus and Priority Scho... **Admin Costs:**	Communities in Schools. Focus and Priority Schools set aside. Community In Schools supports the priority and focus schools and the bottom 25% of MNPS 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

Optional Program Code:	CIS	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.
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$617,080.00	
Line Item Total:	$617,080.00	
Account Number:	72130 - Other Student Support	School PFE - Required PI set aside for charter schools. 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 'Yes - PFE': 18 HC 2.4 FTE PARENT/FAMILY positions1
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:	$47,985.00	
Line Item Total:	$47,985.00	
Account Number:	72130 - Other Student Support	Non-public parent involvement setaside.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Private School Parent and Family En...	

Admin Costs:		
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,488.40	
Line Item Total:	$10,488.40	
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:	$9,000.00	
Line Item Total:	$9,000.00	
Account Number:	72130 - Other Student Support	School PFE - Required 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: $5,000.00

Line Item Total: $5,000.00

Account Number: 72130 - Other Student Support

Line Item Number: 399 - Other Contracted Services

Strategic Plan:

LEA Set Asides: Required Parent and Family Engageme...

District PFE - Required
Constracted services for parent sessions for families to support in the area of digital literacy

Admin Costs:

Optional Program Code: PFE District

Location Code: Davidson County (190)

Quantity: 1.00

Cost: $1,500.00

Line Item Total: $1,500.00

Account Number: 72130 - Other Student Support

Line Item Number: 471 - Software

Strategic Plan:

LEA Set Required Parent and Family Engageme...

School PFE - Required
Software to engage families such as Possip, Remind, Live School, and Smore

Asides:	
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
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:	$254,425.00
Line Item Total:	$254,425.00

School PFE - Required
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:	
LEA Set	

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

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:** **Admin Costs:** **Optional Program Code:** TPS **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $20,000.00 **Line Item Total:** $20,000.00	Student support supplies such as writing instruments, paper, headphones, and manipulatives like cubes, blocks, counters, and tangrams
Account Number: 72130 - Other Student Support **Line Item Number:** 499 - Other Supplies and Materials **Strategic Plan:**	District PFE - Required Supplies and materials to support parent engagement at the district level including printing, data analysis materials, and instructional supplies such as books, manipulatives, flash cards, paper, markers, scissors

LEA Set Asides:	Required Parent and Family Engageme...	
Admin Costs:		
Optional Program Code:	PFE District	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$19,687.26	
Line Item Total:	$19,687.26	
Account Number:	72130 - Other Student Support	Additional PI Setaside. Supplies and materials to support parent engagement at the district level including printing, data analysis materials, and instructional supplies such as books, manipulatives, flash cards, paper, markers, scissors
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
LEA Set Asides:	Additional Parent and Family Engage...	
Admin Costs:		
Optional Program Code:	PFE District	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,312.74	
Line Item Total:	$2,312.74	
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.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		

LEA Set Asides:	Students Experiencing Homelessness	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.
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:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	School PFE - Required Equipment such as printers to support family engagement
Line Item Number:	790 - Other Equipment	
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:	$1,000.00
Line Item Total:	$1,000.00

Total for 72130 - Other Student Support:	$2,281,178.40
Total for all other Account Numbers:	$32,128,547.30
Total for all Account Numbers:	$34,409,725.70
Adjusted Allocation:	$34,409,725.70
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

72210 - Support Services/Regular Instruction Program - $1,797,982.00

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Coaches 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: 2 HC 2 FTE COACH positions
Line Item Number:	172 - Instructional Coaches	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$162,000.00	
Line Item Total:	$162,000.00	
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. Supplemental pay for professional development. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 1 HC .3 FTE ASST PRINC positions (TPS) 3 HC 3 FTE LIBRARY/DATA positions (TPS) 4 HC 1.8 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:	$400,000.00	
Line Item Total:	$400,000.00	
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:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$25,000.00	
Line Item Total:	$25,000.00	
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	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$23,000.00	
Line Item Total:	$23,000.00	
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 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:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$122,000.00	
Line Item Total:	$122,000.00	
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 Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	
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:	$21,000.00	
Line Item Total:	$21,000.00	
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:	$8,000.00	
Line Item Total:	$8,000.00	
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: 7 HC 5.64 FTE ASST PRINC positions 3 HC 2.4 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:	$792,782.00	
Line Item Total:	$792,782.00	
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. 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 Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$230,000.00	
Line Item Total:	$230,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	District PFE - Required PD supplies (book study), professional learning and coaching services and guest speakers for expansion of family engagement strategies by vendors such as Scholastic, and travel (Institute for Education Leadership Conference)
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
LEA Set Asides:	Required Parent and Family Engageme...	
Admin Costs:		
Optional Program	PFE District	

Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$11,500.00
Line Item Total:	$11,500.00

Total for 72210 - Support Services/Regular Instruction Program:	$1,797,982.00
Total for all other Account Numbers:	$32,611,743.70
Total for all Account Numbers:	$34,409,725.70
Adjusted Allocation:	$34,409,725.70
Remaining:	$0.00

Budget Detail

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

72710 - Transportation - $922,000.00

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:	$625,000.00	
Line Item Total:	$625,000.00	
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:	$250,000.00
Line Item Total:	$250,000.00

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:	$47,000.00
Line Item Total:	$47,000.00

Supplemental student transportation to enable before/after school tutoring.

Total for 72710 - Transportation:	$922,000.00
Total for all other Account Numbers:	$33,487,725.70
Total for all Account Numbers:	$34,409,725.70
Adjusted Allocation:	$34,409,725.70
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

99100 - Transfers Out - $1,106,655.87

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:	$1,106,655.87	
Line Item Total:	$1,106,655.87	

Total for 99100 - Transfers Out:	$1,106,655.87
Total for all other Account Numbers:	$33,303,069.83
Total for all Account Numbers:	$34,409,725.70
Adjusted Allocation:	$34,409,725.70
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

Indirect Cost Guide	
Total Allocation	$34,409,725.70
Existing Budget In Categories Not Eligible for Indirect Cost	$226,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,183,725.70
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$29,975,206.69
Max Indirect Cost	$4,208,519.01

Filter by Location: All - $34,409,725.70

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	12,350,000.00					12,350,000.00
123 - Guidance Personnel		327,000.00				327,000.00
163 - Educational Assistants	90,000.00		0.00			90,000.00
172 - Instructional Coaches			162,000.00			162,000.00
189 - Other Salaries & Wages	635,000.00	499,000.00	400,000.00	0.00		1,534,000.00
201 - Social Security	766,000.00	52,000.00	25,000.00	0.00		843,000.00
204 - Pensions	1,100,000.00	38,700.00	23,000.00	0.00		1,161,700.00
206 - Life Insurance	6,000.00	1,000.00	700.00	0.00		7,700.00
207 - Medical Insurance	5,692,285.00	220,000.00	122,000.00	0.00		6,034,285.00
208 - Dental Insurance	4,000.00	2,500.00	2,000.00	0.00		8,500.00
211 - Local Retirement	12,000.00	38,500.00	21,000.00	0.00		71,500.00

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	191,000.00	12,500.00	8,000.00	0.00		211,500.00
307 - Communication		1,000.00	0.00	0.00		1,000.00
330 - Lease/SBITA Payments	205,000.00	0.00	0.00	0.00		205,000.00
355 - Travel		6,000.00	0.00	0.00		6,000.00
399 - Other Contracted Services	6,015,624.43	691,053.40	792,782.00	0.00		7,499,459.83
429 - Instructional Supplies & Materials	1,010,000.00					1,010,000.00
471 - Software	0.00	3,000.00				3,000.00
499 - Other Supplies and Materials	0.00	376,425.00	0.00	0.00		376,425.00
504 - Indirect Cost					1,106,655.87	1,106,655.87
524 - In-Service / Staff Development		10,500.00	241,500.00	0.00		252,000.00
599 - Other Charges	0.00	1,000.00	0.00	922,000.00		923,000.00
722 - Regular Instruction Equipment	225,000.00					225,000.00
790 - Other Equipment		1,000.00	0.00			1,000.00
Total	28,301,909.43	2,281,178.40	1,797,982.00	922,000.00	1,106,655.87	34,409,725.70
					Adjusted Allocation	34,409,725.70
					Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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	$1,197,700.00
LEA Set Asides	Required Parent and Family Engagement	$344,097.26
LEA Set Asides	Private School Instructional Funds	$1,038,351.43
LEA Set Asides	Private School Parent and Family Engagement	$10,488.40
LEA Set Asides	Additional Parent and Family Engagement	$2,312.74
LEA Set Asides	Reservation of Funds	$1,000.00
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	$250,000.00
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	$617,080.00
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$1,106,655.87

6/1/2026 11:21:38 AM

Program Details

Davidson County (190) Public District - FY 2027 - 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. All MNPS schools implement school-wide model.

Title I, Part A Parent and Family Engagement

As required under ESSA Title I, Part A §1112(b)(7), describe the strategies the LEA will use to implement effective parent and family engagement under ESEA§1116, including the barriers that exist to greater engagement by families and how the district is addressing those barriers. How does the district ensure schools are implementing effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the district? Also address activities specifically designed to engage the families of historically underserved student groups (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; migratory students; students with disabilities). Include in the response:

a) a description of the barriers that exist to greater engagement by families and how the district is addressing those barriers;

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.

b) the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the district; and

Intentional strategies including those intended to promote student academic achievement 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 meaningfully 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.

c) a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; migratory students; students with disabilities).

Communications
Providing timely and informative communications to families is a key focus of the Communications Department within Metro Nashville Public Schools. Through emails, phone calls, text messages, social media, and earned media, we provide information about important updates to policies, explain how to access MNPS and public resources to address inequities, and seek out parent and family feedback on areas including the allocation of federal resources as well as the progress of students. We work closely with the translation team to ensure that these communications are provided in the top 6 languages supported by the district, as well as translated flyers with key information when possible.

In addition to working with media in English, we also have a coordinator of English Learner Support who works with Spanish language media outlets, radio, and print to help keep the Spanish-speaking families who make up 34% of the district informed and engaged.

We are providing schools access to communications tools like the Remind app, which provides a two-way communications platform, S'more newsletter and Blackboard messaging, all with automatic translation so that families can better connect with school officials.
The Communications Office maintains a website that hosts critical information available to families that can be automatically translated into multiple languages

for easy access and is ADA-compliant.

Community Achieves
Community Achieves provides a framework to support students, families, and communities by leveraging community resources and aligning them to school and district goals. Schools complete an annual needs assessment that results in a strategic plan for partners, follow community school standards, hold formalized group partner meetings, and have a position to coordinate the partnerships/programs. By design, the framework removes barriers for those who are in historically underserved subgroups. Partners are leveraged to assist with tutoring, mentoring, character development, and mental health needs. Data is shared with partners who work with student cohort(s) and/or provide programming to help move the needle in the areas of academics, attendance, and behavior.

Because of needs created by COVID-19, we created additional resources for families and students. Since the pandemic, school coordinators have shifted their assistance to hybrid models that meet the needs of families, including virtual learning sessions and programming offered by schools and community partners. Many families indicated a need for help with food and other basic needs. MNPS is using community school sites (Community Achieves and Communities in Schools) and working with partners to distribute family food boxes on a weekly basis. A system has also been put in place for home food delivery to assist families that do not have transportation to food sites. In addition to food, families can receive school supplies, diapers, and toiletries thanks to donations from the community.

Community Support Hubs were established to provide technical assistance during the pandemic when schools were operating remotely. As we have transitioned back to in-person learning, we have two hubs that provide additional mental health resources and case management need support. In addition, we use the opportunity to check with families on additional needs like coats, food, and standard school attire.

Exceptional Education
The Exceptional Education Department actively engages families, communities, and business partners in improvement initiatives. Additionally, the Department of EE has partnered with The Arc Tennessee to offer monthly family engagement in special education opportunities for our families. The Family Engagement in Special Education Project was created to help increase family engagement in special education to improve outcomes for students with disabilities. The goal is to support schools through training or planning opportunities that will help strategize ways to empower families to be more involved in their child's special education journey. This partnership is provided through the TN Technical Assistance Network,. The Department of Exceptional Education also offers an Exceptional Education (EE) HelpDesk that parents utilize to email their questions or concerns and can expect a response from our department within 48 hours. In addition, Child Find activities begin in pre-k and continue throughout students' school years and provide initial contact along with trust and relationship building with parents who suspect their children have a disability.

The EE department staff continually attends community events and provide parents with information on how to contact and receive support for their children. These events have included the Charm Foundation's Back-to-School Bash, Kindergarten Readiness Fair, the Department of EE High School Transition Fair, and the Transition to High School Night for Parents All MNPS schools also offer opportunities for families and community engagement. During these community engagement opportunities, the EE department provides coaching and guidance to school teams to ensure parents are active participants and partners in their children's annual Individual Education Program (IEP) meetings to improve their children's educational outcomes.

Extending community voice and engagement sessions from various stakeholder groups (e.g., Jewish and Muslim community leaders), MNPS has engaged exceptional education advocates and will convene a series of community meetings to identify specific needs and ways community partners, parents, and schools and district can be responsive to them.

MNPS also participates in the annual TDOE Parent Involvement Survey. Surveys are translated by the MNPS Office of Translation and sent home to families to ensure that our schools have facilitated parent involvement as a means to improve services and results for our students with disabilities.

Migratory Students
The Special Populations Team in the Office of Strategy engages the parents of migratory students through two Migrant Parent Advisory Council (PAC) meetings held in the fall and spring of every school year. The PAC meetings are held with interpreters on site to assist with communication with the parents. In these meetings, parents are to provide feedback related to the planning, operation, and evaluation of the Migrant Education Program (MEP) and projects in

which their children participate. Also, parents are provided information and resources they need during the PAC meetings.

The Special Populations Team sends monthly surveys to migrant families in their native language to determine their humanitarian and academic needs to supply tutoring, coats, clothing, and humanitarian assistance as needed The MNPS migrant student population is predominately made up of Non-English Language Background (NELB) students. Because of this, communication can be a barrier, but interpretation and translation services are used to communicate with families.

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

Needs Assessment

1. Describe how the district is identifying and supporting schools and student groups with the most room for improvement as required under ESSA Title I, Part A §1112(b)(1)(B) and (C).

MTSS (Multi-Tiered System of Support) is a framework that ensures the appropriate academic, behavioral, and social-emotional supports are in place for every student. The collection and analysis of data as a part of MTSS supports data-based decision-making at the individual student, school, and system levels.

In compliance with the RTI2 requirements outlined in Tennessee's RTI2 framework manual, MNPS utilizes a universal screening process that "uses multiple sources of data to identify individual student strengths and areas of need" (p.), "to identify those who may need additional support and/or other types of instruction" (p. 21), and "to make important determinations about dyslexia-specific accommodations and interventions" (p.21).

Academic, behavior, and attendance data are housed in a robust data warehouse where schools have access to student data and central office staff have access to all school data. These data are also imported into a Power BI dashboard for ease of access and use with instantaneous manipulation for comparison or disaggregation. These data allow school and central office leaders to quickly identify schools and student groups with the most room for improvement and identify resources and supports for these students.

In addition, as of the 2023-2024 school year, MNPS has a robust support and intervention management system named Every Student Known (ESK) to ensure that every student is known in the district. This serves as a portion of MNPS' child find process as it helps identify every student with needs. Each school can look at the entire school, grade, level, classroom level or student level to identify individual needs. This system provides a visual display of academic, behavior, and social-emotional skills, attendance, grades, and discipline. Schools are beginning to use the early warning system to identify which students require support and intervention. All schools K-9 universally screen all students in academics and many schools universally screen their students for internalizing and externalizing behavior concerns. These screening measures are automatically populated to the visual early warning dashboard to help schools easily identify which students require additional support and intervention. Schools have a regularly scheduled 5-week data meeting where they discuss all the students and their needs. Many students are flagged for an intervention plan or individual support; Therefore, an intervention plan which is documented in the ESK system is

created. Students that are receiving intervention are progress monitored, and the monitoring is documented within the ESK system as well. Letters stating the student's area of need, type of intervention and progress in the intervention is sent home to parents after the data meetings. Students identified with a disability in reading or math that are receiving an evidence-based intervention are also documented in the system as special education intervention (most intensive). In addition to universal screening, schools are able to monitor intervention data for students receiving intervention. In elementary and middle school specifically, students are progress monitored bi-weekly using FASTbridge, and many of the interventions provided (ex. Lexia Core 5 or SPIRE) documented progress within the intervention so the data can also be analyzed and inform instruction daily. MNPS provides protocols for reviewing FAST data for students as well as specific intervention data by the intervention program used. If students are not making progress recommendations are made within the programs or steps to take to increase the intensity of the intervention. School teams have more than one intervention available to them; therefore, they can change intervention, increase time, number of days, smaller group, add behavior support or any plethora of ways to provide what is needed to the student.

Provided Supports
School teams implement data-based decision-making through four primary school team structures: MTSS Leadership Team, MTSS Data Teams, MTSS-B Teams, and Support Teams.?Multiple data sources are used when identifying students for intervention and analyzing progress. MTSS Data Teams conduct meetings every five weeks to identify students for tiered interventions and align interventions based on needs; monitor progress of students and make adjustments based on data; complete Collaborative Referral Form to refer students to MTSS-B team for additional behavior interventions; and refer students to S-Teams as needed.

In k-8 schools, Personalized Learning Time (PLT) is a grade-wide or school-wide block of time during which students receive supplemental support based on need. During this time, students may participate in skills-based Tier II, III, or Special Education Interventions; standards-based reinforcement/remediation; or enrichment. The PLT block helps to ensure that this supplemental support is in addition to Tier I and allows for strategic grouping across classrooms to target student needs. In high schools, students in need of skills-based intervention are scheduled into a course where the intervention is provided.

MNPS is in its third year of providing academic intervention programs to all schools to use with students identified as in need of intervention.?Schools may also choose to supplement these programs with additional resources. Schools also have access to a blended learning program to support English Language development.

The district's central office is organized as a Support Hub for schools. The Support Hub includes personnel dedicated to providing direct coaching support to schools in the areas of literacy, math, science, social studies, social-emotional learning, assessment, data-based decision-making, and academic and behavior interventions.

The MNPS MTSS District Steering committee is comprised of representatives from across departments within the divisions of Teaching and Learning and Student Support Services. This team meets every two weeks to review district data and oversee the planning for district-wide MTSS Network meetings for school teams. Four times per year, the MTSS Executive Leadership Team meets as a district MTSS data team to plan and adjust supports for schools based on needs identified through data.

Schools of Innovation
The Schools of Innovation Office (SOI) uses an iZone structure to support the turnaround of the under-performing schools with a TDOE designation of priority. All schools are tiered based on a data review process that includes five categories: strong leadership, effective instruction, MTSS B/A, family and student supports, and talent management. Tiering (Tier III, Tier II, and Tier I) occurs within the category and across categories to create tiered groups of schools with Tier III indicating the greatest need. Based on these tiers, schools receive differentiated leadership support, instructional coaching and support, and wrap around support for students. Tier III schools receive weekly in person check-ins and calls; Tier II schools receive bi-weekly in person check-ins and weekly calls; and Tier I schools receive tri-weekly in-person coaching visit. The SOI tailors external partners and SOI specialists to meet the needs of Tier III schools first and then supports for Tier II schools. Tier I support is intended to facilitate the independence of schools so that the capacity of the leadership team can sustain the supports and work needed in the school once it exits priority status.

In order to further triage the support offered to each school, the SOI uses trend data from TNReady, Illuminate benchmark assessment, FastBridge (FAST) universal screener, and problem of practice data to include classroom observations. Illuminate and FAST are both administered and analyzed three times per

year, and each school conducts an inquiry cycle or problem of practice to create the school's theory of action quarterly with district level support provided as part of each meeting. The focus of the problem of practice vacillates between ELA and math each quarter, but the school team reviews attendance and behavioral data at each problem of practice meeting. The school team also consistently uses the Core Action observation tool (similar to the state's Instructional Practice Guide, or IPG, observation tool) to assess teacher instructional practice as part of each quarterly problem of practice. Executive Directors follow up with principals directly while the SOI content area specialists focus on individual teachers, groups of teachers, and/or building-level literacy specialists as well as math leads based on content area. In addition, building-level principals are expected to follow up with teachers, groups of teachers, or content-based coaches based on the data collected from the classroom observations.

When analyzing data, the goal is to ensure that students are meeting their growth goals as indicated by FAST so that each student will reach on-track or mastery status on the TNReady assessment. These data are disaggregated by content area and subgroup per grade level down to both the teacher and student levels. Relative to teacher growth and development, the goal is for teachers to move from Core Action One (more didactic instruction) to Core Action Three (more student led or facilitated learning) to further promote both student achievement and growth. These data are collected via the Core Action observation tool as well as through TEAM observations over time. This information is also compared to teacher level of effectiveness (LOE) data to establish the correlation or lack thereof across the various types of observations.

More information can be found in the?District Turnaround Plan.

2. As required under ESSA Title I, Part A §1112(b)(2), describe how the district will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.

Student Discipline Data
During 2014-2015, MNPS joined an action and learning network that aimed to examine disparities in school discipline and find ways to move away from punitive, exclusionary approaches that contribute significantly to persistent achievement gaps. The grant ended December 31, 2022. However, the work continues through the local budget, funding a Positive Behavior Support Discipline Coordinator position. The Positive Schools Support Coordinator's primary role is to address disproportionate suspensions and to promote student voice across the district. The goal of this work is to focus on the reduction of discipline incidents across the entire district with an emphasis on the reducing out of school suspensions. The Department of Exceptional Education funds a MTSS-Behavior Coordinator. The Coordinators primary role is to collaborate with Student Support services and support schools in the development of MTSS-B structures and ensure that students with disabilities are receiving the support as outlined in their IEPs. The Coordinator of MTSS-B provides professional learning for all tiers of MTSS-B in addition to FBA/BIP training.

Much of this work is done through professional learning, discipline consultations, collaborating and coordinating with district staff, principals, students, to reduce the number of suspensions and expulsions across the district. Specifically, executive directors of schools and within teaching and learning have engaged in a 5-part professional learning series on understanding and addressing disproportionality (and discrepancy) aligned to our core tenant of identifying and eliminating inequities. This series has been facilitated by a cross-departmental team including the Coordinator of MTSS-B, MNPS data coach Coordinator, Passage Coordinator, and others, as needed.In addition, this 5-part series is being expanded to the Principal and Assistant Principal Meetings.

The Positive Schools Support Coordinator in collaboration with the MTSS-B Coordinator presents district and school level discipline data trends with Chiefs, Deputy Chiefs, Executive Officers, Executive Directors, and Principals identified with moderate to high levels of disproportionality. As a result, schools then participate in discipline collaborative sessions. During these meetings, school data is analyzed to make informed decisions to help identify strategies for whole school prevention in Tier I, targeted interventions in Tier 2, and more intensive interventions in Tier 3.

Each year, district and stakeholders reviews and makes revisions to its Student and Parent Handbook to include a progressive discipline matrix which includes the integration of MTSS-B and leverages SEL strategies and Restorative Practices. . The committee also elevated the importance of establishing social and emotionally supportive learning environments in all schools. This work will continue with the Positive Schools Support Coordinator in collaboration with the SEL Team and other Support Hub departments.

The district will continue to use a Multi-Tiered System of Support (MTSS) framework to review data quarterly, assess current practices, identify students in need of additional services, and provide immediate corrective measures when necessary. The MTSS framework effectively aligns school climate and culture reform efforts with its academic reforms and practices.

The district has a multi-disciplinary Disproportionality Task Force who meets monthly 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. Additionally, school-level MTSS Academic and Behavior Leads attend MTSS Leadership Academy meetings four times a year. During these sessions, participants discuss how to provide intervention to students, targeting discipline outcomes and positive approaches that help decrease disproportionality and exclusionary disciplines. At these trainings, MTSS-Behavior Leads and school psychologists, and other district personnel learn about various data analysis tools and techniques, and apply their skills to addressing exclusionary discipline outcomes for students.

The district purchased a tool; MTSS/ESK to bring MNPS data together so schools and the district can access data transparently on the whole child in one platform. MTSS/ESK includes an Early Warning System (academic, discipline/behavior, SEL, and attendance) to determine which students need additional support. Students that require additional support receive support or intervention plans in attendance, behavior and/or academic intervention plans. In addition, the platform also houses all information regarding support provided to the student from personnel so that everyone understands who is or is not working with a student. This comprehensive/robust system began roll out during the 2024-2025 school year so we can best serve our students, especially our most at-risk, vulnerable populations. MTSS A & B leads, BCBA's, School Psychologists, School Counselors, School Social Workers and many district staff were trained extensively in the use of the program. Though all certified staff members had access.

ESK dashboard provides both large group and individual student analysis of data. The EWS alerts users, using a stop-light coded system, on the level of risk the child/group exhibits in any given category to allow users a more comprehensive view of student needs and supports.

Indicators that are used to trigger the alerts for the behavior column consist of ISS days, OSS days, counts of major and minor incidents, as well as SRSS IE Externalizing and Internalizing scores if the school opts in to providing that universal screener. Green indicates the child is at low risk, yellow is moderate risk and red indicates high risk. Each of the provided data points has a different benchmark value that triggers each of the colored alerts. The alert color represents the most significant level of need the child is experiencing. ISS, OSS, Major/Minor Incident data updates nightly from our SIS. SRSS IE data The purpose of the new SIMS system and the EWS is to alert users of high levels of risk to allow for more consistent early intervention with the intent of preventing more significant offenses & disciplinary responses.

When a student is identified by the MTSS-B team as requiring behavior intervention the team will enter the plan in the system. The plan requires the intervention type, frequency, intensity, named provider (person responsible), progress monitoring parameters, etc. The symbol on the EWS will change to identify the plan entered. A plan is identified by an open symbol, the tier of the plan is inside the symbol, and once there are at least 4 progress monitoring points the ? Will change to a check mark or x indicating if the student is on track to meet the goal.

The three Tier 1 models for social-emotional and behavioral supports (SEL foundations, RTI-B, and Restorative Practices) are identified as school-wide approaches and have been effectively combined into an integrated approach called Tier I essential practices. MNPS has trained certificated, support, and Support Hub Staff in Tier 1 Essential Practices. staff have been trained and are currently being supported on Tier I essential practices. In addition, schools were given the option of supplementing their Tier 1 essential practices with programs such as Classroom Organization and Management Program (COMP), Mindfulness, Trauma-Informed Schools, Implicit Bias, and Growth Mindset. Schools also have the ability to participate in the annual SEL Conference.

Students benefit from schools which:
- Establish a foundation of proactive support, emphasizing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making competencies, teaching behavioral expectations across settings, and acknowledging appropriate behaviors
- Create a safe, engaging, culturally responsive, and personalized learning experience
- Build a healthy, safe school community to manage conflict and tensions by proactively building relationships and repairing harm
- Utilize data-based decision-making to identify where additional supports are necessary

The Tier 1 Essential Practices are as follows:
- SEL integrated into academic curriculum
- Data-based decision-making team
- Establish school-wide expectations
- Establish, model, and teach expectations in the classroom and other locations

- Multiple opportunities for practice and reinforcement of expected behaviors
- Preventative and proactive school-wide discipline plan,
- Logical and restorative discipline
- Community gathering/morning meeting for 15-20 minutes daily
- Regulation area in each room
- Mindfulness-based brain breaks (in schedule twice a day)
- Ongoing professional development
- Evaluation of implementation fidelity at least twice a year

Schools were asked to train 100% of their staff in at least one of the three Tier 1 models (SEL Foundations, Restorative Practices, or RTI-B) by August 2021. Since implementation in 2021, schools have multiple opportunities to be trained in the integrated model, which allows them to build off their existing foundational practices.

Schools also participated in a Needs Assessment in March 2021 in which they self-rated their implementation of the Tier 1 Essential Practices. Schools again self-rated using the Tier 1 Needs Assessment in March 2022 in order to assess progress and plan for continuous improvement. Finally, schools completed their third Needs Assessment in March 2023 to establish a trend line of improvement in practices.

The SEL Department has been expanded to provide ongoing teacher and administrator professional development in the areas of SEL Foundations, PBIS, Restorative Practices, Trauma-Informed Schools, COMP, and other supplemental trainings as requested.

Schools can also request an SEL Walkthrough from the SEL Department. The walkthrough will focus on school-wide environment, SEL integrated into classroom instruction, and classroom environment/management. After the walkthrough, the SEL team will share the data with the administration and highlight strengths. They will also share areas of growth and how the department can support the school in the areas of growth.

The SEL Department will also help create a continued plan of professional development support for that school. All of these trainings and services have been put into place to help support all students across the district.

Both students with disabilities and students without disabilities access social-emotional and behavioral interventions through the district's Collaborative Referral process and MTSS-Behavior team meetings.

These school-level teams meet twice a month to review Collaborative Referrals, attendance, behavior, social-emotional data, and universal behavior screener data (when appropriate) in order to identify students who need additional, Tier 2, or Tier 3 level supports.

The Department of Exceptional Education collaborates and has provided support for the integrated approach of Tier 1 essential practices. In addition, EE has focused the coordinator of behavior and EE behavior coach on supporting increasingly intensive interventions, including the most intensive interventions for students with disabilities. Students with the most significant needs are supported through most intensive behavior intervention and receive support from school psychologists and BCBAs on FBA's and BIPs to prevent discipline concerns.

The MTSS District Steering Committee executive leadership team will ensure regular professional learning opportunities are offered to schools on how to use data to align interventions for students in the area of behavior. Support will be offered through multiple modes including but not limited to monthly MTSS leadership meetings, quarterly network meetings, Schoology courses, office hours and/or school level trainings based on principal request. In addition, individualized training for school counselors, social workers, and school psychologists have been provided to build capacity of support for school teams. Opportunities for schools to use universal screening for behavior are available and help align needs of buildings and students to intervention supports.

School-Based MTSS Leadership Teams meet monthly to review school level data on a regular basis to identify patterns to proactively address academic, behavior and social-emotional needs. MTSS Leadership Teams are facilitated by the principal and include MTSS co-leads (academic and behavior), school administrators, School Counselor, School Psychologist, academic and behavior coaches and specialists, and EL and EE representation. These teams define areas of focus for academics, behavior/SEL, and attendance, develop plans, and monitor school-wide systems and practices. School-Based MTSS Data

Teams utilize data-based decision-making to ensure that individual students are making adequate progress through interventions. These teams are co-facilitated by the MTSS academic and behavior leads and meet every 5 weeks to identify students for tiered interventions; align interventions based on needs; monitor progress of students; make adjustments based on data; complete Collaborative Referrals to refer students to MTSS-B team for additional behavior interventions; and refer students to Support -Teams as needed. K-8 Data Teams are grade-level teams, including administrator, School Counselor, EL teacher, EE teacher, School Psychologist, and any other relevant team members (e.g., Interventionist, behavior analyst). High School Data Teams are academy teams including School Counselor, EE teacher, EL teacher, School Psychologist and any other relevant team members (e.g., interventionist, behavior analyst). MTSS-B teams work collaboratively to coordinate tiered supports for students in the areas of behavior, attendance, trauma, and mental health. Facilitated by the MTSS-B Lead, this team includes an Administrator, School Counselor, School Social Worker, School Psychologist, School-Based Providers, and any other relevant team members (e.g., interventionist, behavior analyst) MTSS-B Teams meet every two weeks.

District administrators, and coaches, and behavior analysts collaborate across departments and divisions to provide ongoing professional learning, resources, coaching, and support for data-based decision-making within these team structures. The district MTSS District Steering Committee provides quarterly MTSS Network meetings designed to support school-level implementation of MTSS.

Additional Discipline Practices used to Support the Loss of Instructional Time
FTDOP
The First Time Drug Offender Program (FTDOP) is an alternative to expulsion for students who receive their first zero tolerance offense under unlawful possession and use of drugs. It aims to educate students and parents about the risks of drug use, its impact on school attendance, performance, and family dynamics and to learn positive coping strategies. FTDOP takes place one Saturday each month during the fiscal school year.

FTBSP
First Time Behavior Support Class(FTBS-C)- FTBS-C is an alternative to expulsions to middle and high school principals so that there are fewer exclusionary consequences to behavior, and more opportunities to experience academic and social and emotional success. The intent of the "First Time Behavior Support Class " is to provide restorative training to both students and parents. The district will decrease the number of students subject to expulsion due to first-time low-level discipline infraction.

First Time Behavior Support-Class (FTBS-C)- FTBS-C is an alternative to expulsion for students who receive their first-time low-level discipline infraction. It aims to provide students and parents with restorative training and equip parents with the support needed to proactively support their child. FTBSP takes place one Saturday each month during the fiscal school year.

Advocacy Centers/Peace Centers
RESET PROGRAM - School Year 2022-2023, 899 students were assigned to the RESET program for 1,338 behavior incidents. Students were assigned to the RESET program in lieu of OSS. This number includes both students with IEPS and students without IEPs.

Alternative Learning Centers (ALC) are available for elementary, middle and high school students who have been expelled (suspension of more than 10 days). Attendance for expelled elementary, middle and high school students is mandatory.

Students in grades K-4 are subject to suspension and/or expulsion of up to one calendar year for violation of codes listed in the Student Parent Handbook. Students in grades K-4 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 Department of Support Services Discipline Office for a Level 1 disciplinary appeal hearing if requested by parent or guardian. Students in grades K-4 who have been expelled for up to one calendar year will be assigned to an ALC specified for elementary age children.

3. As required under ESSA Title I, Part A?§1112(b)(8) and (10), describe how the district facilitates effective student transitions from early childhood to elementary school, elementary to middle school, and middle to high school. What steps is the district taking to address transition challenges and meet the needs of students? Include in the response.

MNPS has developed focused outcomes in the area of Transition for each grade band. These focused outcomes are part of our motto "Every Student Known". The focused outcomes provide a path of support of success for every student. Metro Nashville Public Schools believes every student should have a clear and

achievable path to success marked by measurable goals.

Students and their families should know that if they meet objective academic and attendance goals while making appropriate progress in developing social-emotional skills such as self-management and decision-making at each stage of their K-12 career, they will consistently advance, grow, and ultimately graduate. These goals are known as Focused Outcomes.

"Students who see the pathway to graduation will be able to get there as long as they work hard and have the support that MNPS is committed to providing," Director of Schools Dr. Adrienne Battle said.
We have created Focused Outcomes for grades Pre-K-5, 6-8, 9-10, and 11-12 that families can download to understand the goals for their students.

Focused outcomes include the areas of literacy, numeracy, attendance, social-emotional learning, transition preparation, and graduation and beyond (post-secondary).

The Focused Outcomes are tied to the Personalized Student Dashboard so that parents and students can go online and see if they are on track to meet their individual goals for the year.

Transition plans support students transitioning from tier to tier, a critical time in students' lives. MNPS staff and students partner to elevate student voice and leadership to prepare students for success, through co-developed transition planning. Every student transition plan reflects a student's desired life choices and a student's personalized goals in the areas of:
- Academics - Literacy and Numeracy
- Social Emotional Learning - Attendance, Behavior SEL Competencies
- Personal Goal - Interests and Talents
- College and Career Readiness

Transition plans for each tier are documented in the Sown to Grow platform.

Once a student has transitioned to the next tier, school staff (such as a Navigator or school counselor) engage students in a review of the transition plan and support the student needs in order to meet their transition plan goals. School staff provide feedback on progress at least once a year in the Sown to Grow platform. His school students also track their academic plans and course choices within Infinite Campus' Academic Planner

Pre-K to K Transition Experience
- Complete GOLD Assessment to assess kindergarten readiness
- Complete a pre and post SEL self-assessment in Sown to Grow platform (if the parent has given active consent)
- Complete a weekly reflection in the Sown to Grow platform
- Engage in student-led conference to co-develop student transition plan by end of PreK year in Sown to Grow platform
- Engage in lessons and activities from Getting Ready for Kindergarten unit of study
- Engage in kindergarten classroom visits
- Engage in at least one activity alongside kindergarten students
- Engage kindergarten students in "Cluster Transition Day" activities
- Participate in the Count Down to Kindergarten Fair
- Transition IEP team meetings are held with Pre-K team and Kindergarten team to ease smooth transition for our students with disabilities.
- Special Education Teachers and/or Related Service Providers complete Early Childhood Outcomes in PULSE for every student with an IEP to demonstrate improved acquisition and use of knowledge and skills (early language communication and early literacy).

Elementary to Middle School Transition Experience
- Complete a pre and post SEL self-assessment in Sown to Grow platform (if the parent has given active consent)
- Complete a weekly reflection in the Sown to Grow platform
5th grade students will complete a month transition goal-setting activity in the Sown to Grow platform Engage in student-led conference to co-develop student

transition plan by end of 4th/5th grade year in Sown to Grow platform
- Engage in at least one feeder middle school visit
- Research colleges and careers in which the student has an interest
- Engage in at least one extracurricular activity: clubs, sports, events, performances, etc.
- Engage 4th/5th grade students in "Cluster Transition Day" activities
- Transition IEP team meetings are held with elementary team and Middle school team to ease smooth transition for our students with disabilities.

Middle to High Transition Experience
- Complete a Pre and Post SEL assessment in Sown to Grow platform (if the parent has given active consent)
- Complete a weekly reflection in the Sown to Grow platform
- 8th grade students will complete a monthly goal-setting transition activity in the Sown to Grow platform
- Engage in student-led conference to co-develop student transition plan by end of 8th grade year in Sown to Grow platform
- Complete a career interest/ aptitude assessment during the 7th or 8th grade year.
- Begin to choose courses based on a student's high school and beyond plan in Infinite Campus' academic planner prior to the end of 8th grade (academics, advanced academics, Early Post-Secondary Opportunities-EPSOs, if applicable)
- Engage in at least one feeder high school tour
- Complete steps for high school enrollment (9th grade academy, student orientation, research high school academy, if applicable)
- Engage in at least one extracurricular activity: clubs, sports, events, performances, etc.
- Participate in a college tour, fair, or informational session
- Engage in one high school/college preparation opportunity (high school credit, PSAT, ACT practice test, etc.), as applicable
- Engage 8th grade students in "Cluster Transition Day" activities
- Transition IEP team meetings are held with middle school team and high school team to ease smooth transition for our students with disabilities.
- Starting at age 14 all students with IEP are required to attend and develop their Transition plan and participate in a transition focused IEP

High to Post-secondary
- Complete a pre and post SEL self-assessment in Sown to Grow platform (if the parent has given active consent)
- Complete a weekly reflection in the Sown to Grow platform
- 11th grade students will complete the Junior Transition form in the spring of their junior year
- 12th grade students will complete the Senior CCR form in the spring of their 12th grade year
- 12th grade students will complete a monthly transition goal-setting activity in the Sown to Grow platform
- Engage in student-led conference to co-develop student transition by end of 12th grade year in Sown to Grow platform
- Within our Academies of Nashville, every high school student is expected to:
o 9th Grade- Participate in a college visit and a career fair
o 10th Grade-Participate in an industry related field trip or guest speakers
o 11th Grade-Participate in a Job Shadow
o 12th Grade-Participate in a Capstone, Work-Based Learning, or Internship
- Demonstrate intent to enroll in college, gain employment, or enlist in the military prior to high school graduation.
- Yearly, update the "High School and Beyond" Plan in Infinite Campus to reflect the Ready Graduate Criteria, particularly if the student has not met the ACT > 21 benchmark)
- Register to vote, if applicable
- Transition IEP team meetings are held that include outside agencies such as Pre-Ets to ensure a smooth transition from high school to post-secondary opportunities
- Special Education teachers must complete the Summary of Performance as required by IDEA. This provides teams with a summary of academic acheivement and functional performance. This must be completed during the final year of a student's high school education and is most useful when completed during the transition IEP process.

MNPS has implemented various strategies to support effective student transitions from Pre-K to elementary, elementary to middle, middle to high school, and high school to post-secondary. The Early Learning Department provides several resources and strategies that include special live parent and family training

sessions, the Countdown to Kindergarten website for families which includes at home activities, lessons and transition information, an invitation to attend and participate in the Kindergarten Readiness Fair, Summer Activity Guide and opportunities for rising kindergartners, and opportunities for families to have virtual or in-person tours and discussions with staff at their new school. The Pre-K Curriculum includes the end of year unit of study Getting Ready for Kindergarten. This unit provides lessons, activities and discussions to prepare students for their transition to kindergarten.

The transition from elementary to middle school is supported by partnerships from middle schools to their feeder elementary schools. This involves 5th graders visiting their zoned middle schools, and 8th graders visiting their zoned high schools to learn more about the school prior to transitioning to the next tier.

The transition from middle school to high school is supported by all 7th/8th graders completing the career interest/aptitude assessment, YouScience. These results are then used to help students research high schools that have various pathways/ Academies of Nashville which may fit their interests or aptitudes. High School counselors visit middle schools to discuss the various courses, clubs, activities, and advanced academic opportunities available at their school. In addition, MNPS is a "choice" district. MNPS hosts a Parade of Schools so that students and their families can learn about each school to determine which school best fits them. Individual schools host school visits for prospective families, and some schools host school nights for prospective families.

Children and youth who have been adjudicated to be delinquent or those in need of supervision that are enrolled in an MNPS school prior to intake at a Juvenile Detention Center (JDC) are to remain enrolled with a full schedule at their "enrolled school," which is considered their school of origin, and receive educational services while in custody at the JDC.

When students are released from the JDC and move back into the district, these students will return to their school of origin, or to the Bass or Johnson Alternative Learning Centers if the student has been expelled from the school of origin. An email notification of the student's release will be sent to the receiving school, stating that within five days of the student's return, a re-entry meeting should be held to ensure that transitional support is addressed. The purpose of this re-entry meeting is to strategize and develop a supportive action plan to address the student's current academic, behavioral, and socio-emotional needs.

Upon release and completion of the re-entry meeting, students transition back to their zoned school, to Bass or Johnson Alternative Learning Centers, or to one of the three Simon Youth Foundation Academies (Old Cockrill, Hickory Hollow, Opry Mills), which 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 assist in college and career planning, test preparation and job placement. The district also has 6 Community Based Transition Programs and 2 Project Search sites for students with IEPS ages 18-22.

Transition Challenges:
1. Students not being on grade level due to gaps developed over time from abusive, neglectful or childhood trauma settings may have endured in the past.
2. Students' emotional well-being, being compromised due to childhood trauma resulting in a lack of effort being put forth to continue in a positive direction.
3. Effects of trauma on students' academic, social, and emotional development over time.

All students with disabilities engage and participate in all transition support activities provided to students. In addition, for students with disabilities, IEP meetings occur as students transition between tiers. These meetings include members from the sending and receiving school. For middle school students age 14, the district has community resource providers (CRPs) and Pre Employability (Pre-Ets) partners working to identify strengths and needs of students. CRPs and Pre-Ets support students with career inventories and pre-vocational skills and also focus on getting effective transition plans in place for students as they enter high school. In high schools, the department of Exceptional Education employs TSWs (work coaches) to support students with transition needs and link them to vocational rehabilitation. MNPS EE division is working closely with CTE to provide effective work-based learning opportunities and ensure students have options for academies. This includes securing and planning to implement the New Skills Ready Grant which will create apprenticeship opportunities for students at four MNPS high schools. The IDEA APR section includes additional information on transition goals for students 14 years and up with IEPs, as well as pre-K transitions.

The district has a mobility rate of 35% which can cause challenges when planning for students as they transition to the next grade level. The implementation of a comprehensive and coherent system for Academic Universal Screening helps to support data-based decision-making across schools. The district continues to utilize and pursue enhancements to systems for centralized data collection and documentation of supports and interventions to minimize disruptions in

services when students move from school to school. District-provided intervention platforms further facilitate data sharing and data analysis across schools and grade levels.

One challenge to determine effectiveness of transitions is due to lack of data post high school on students entering the work force, college, or technical schools. The state has P20 data that would be helpful to fill this gap, but we do not currently have access to this data. For Students with Disabilities, we currently survey students after high school, but this depends on the students responding and is not a systematic data method.

4. As required under ESSA Title I, Part A §1112(b)(10), describe how the district facilitates effective student transitions from high school to postsecondary and career. What steps is the district taking to address postsecondary transition challenges and meet the needs of all students?

As a result of Tennessee Promise and the MNPS partnerships such as Better Together and University MNPS, all schools are focused on increasing the numbers of students going directly to post-secondary after high school. While the financial burden has improved, First Generation college students experience additional burdens of not only making it onto campuses but getting through the first year. While our EPSO programs aim to help students get a head start with earning college credit, primarily, we want to help students understand college-level coursework and help them see they can be successful on a college campus.

MNPS has established procedures for tracking students' progress towards a regular diploma or an alternate academic diploma as well as effective interventions to address credit attainment for students who are identified as not on track for graduation. The academic planner module contained in Infinite Campus allows for the creation and update of a student's four-year academic plan. Various reports within Infinite Campus and the district Data Warehouse provide data to determine students' progress toward graduation. These reports include: Academic Plan Progress Report, TN Ready Graduate Academic Plans, Academic Plan Status Report, and Data Quality Dashboard. These data inform the High School Transcript Checklist which outlines effective processes for reviewing student's credit attainment throughout their high school careers. Supplementing these processes are transcript audits for all graduating seniors performed at the district level to identify transcript errors. Students are also offered the opportunity to recover credits throughout the school year or during summer school using the district's online credit recovery platform, Edgenuity. Flagging students who are on or off track to graduate and sharing this data back to schools for interventions is currently led by a team of Executive Directors of Schools, who supervise principals and support this planning.

Transition planning for students with an IEP begin during students 8th grade year, or before if they turn 14. The plan is facilitated by the IEP team and reviewed yearly at each IEP meeting. During this meeting, a student's course of study is outlined, and additional supports and services are identified. School Counselors are members of the students IEP team to ensure Transition plans match course of student, schedule and transcripts. Pre-Employment Transition Services (Pre-ETS) are provided in middle school in order to prepare/expose students to transition activities. MNPS has processes in place for an early warning system that identifies any student with a disability who is not on track for successful transition to post-secondary life. MNPS has a Data Warehouse that provides schools with an alert if a student is having difficulties with grades, attendance, and/or behavior. If a student's data is showing at risk, this will trigger the school team to hold a meeting to discuss what additional supports are needed. MNPS has also purchased a student infomration system in PULSE that is referred to as Every Student Known (ESK) In addition, as of the 2023-2024 school year, MNPS has a robust support and intervention management system named Every Student Known (ESK) to ensure that every student is known in the district. This serves as a portion of MNPS' child find process as it helps identify every student with needs. Each school can look at the entire school, grade, level, classroom level or student level to identify individual needs. This system provides a visual display of academic, behavior, and social-emotional skills, attendance, grades, and discipline. Schools are beginning to use the early warning system to identify which students require support and intervention. Schools have a regularly scheduled 5-week data meeting where they discuss all the students and their needs. Many students are flagged for an intervention plan or individual support; Therefore, an intervention plan which is documented in the ESK system is created. Students that are receiving intervention are progress monitored, and the monitoring is documented within the ESK system as well. Letters stating the student's area of need, type of intervention and progress in the intervention is sent home to parents after the data meetings. Students identified with a disability in reading or math that are receiving an evidence-based intervention are also documented in the system as special education intervention (most intensive). In addition to universal screening, schools are able to monitor intervention data for students receiving intervention. In addition to the Early Warning Systems, all secondary special education teachers have been trained in Transition Focused IEP writing. Transition focused IEP writing allows for a results-oriented process that involves a coordinated set of activities for a student with a disability and is focused on movement from school to postsecondary activities, education, employment, adult services, independent living, or community participation. IEP teams meet at least annually, and progress reports on IEP goals are communicated to families four times throughout the year. If a student is not making progress towards their transition-based IEP goals, this is communicated, and an IEP team convenes to discuss why there is not progress towards the goals on student's IEPs.

Schools also are assigned a School to Work Transition Specialist and/or Community Rehabilitation Provider to provide Pre-Employment Transition Services

(Pre-ETS). These pre-ETS providers provide job exploration counseling, Work-based learning experiences, postsecondary counseling, workplace readiness, and self-advocacy to lessons and supports. Along with the school's case manager and school counselor, the pre-ETS personnel provide students with IEPs an additional support who can also serve as an alert if the student is not on track for a successful transition. School Counselors consistently review students' courses and 4-year plans so that if a student is not on track towards graduation, they can convene a meeting and determine if credit recovery, summer school, or other supports are needed. Students with IEPs are also part of the school's MTSS meetings and Support and Intervention Meetings. School teams review multiple sources of data and determine if students need a change in interventions. The Department of Exceptional Education in collaboration with the Department of College and Career Ready have developed specific goals in our Strategic plan that address both Indicators 1 and 2 that will assist our students in a positive transition experience.

In February 2020, MNPS began the Better Together initiative in partnership with Nashville State Community College. The goal of the partnership is to provide more and better pathways to college for MNPS graduates. The initiative includes:
- Expanded dual enrollment for college credit
- Tutoring and mentoring
- Summer bridge opportunities
- Targeted supports and intervention
- Strategic data sharing
- High to Post-secondary Supports
- Complete weekly SEL self-assessment in Sown to Grow platform
- Engage in student-led conference to co-develop student transition by end of 12th grade year in Sown to Grow platform
- Within our Academies of Nashville, every high school student is expected to:
o 9th Grade- Participate in a college visit and a career fair
o 10th Grade-Participate in an industry related field trip or guest speakers
o 11th Grade-Participate in a Job Shadow
o 12th Grade-Participate in a Capstone, Work-Based Learning, or Internship
- Demonstrate intent to enroll in college, gain employment, or enlist in the military prior to high school graduation as indicated on required College and Career Readiness Form, issued to all rising seniors and graduating seniors every spring.
- Complete the 4-year Academic Plan in infinite Campus and update the Academic Plan each school year (Academic Plan should reflect the Ready Graduate Criteria, particularly if student has not met the ACT > 21 benchmark)
- Academic Plan should reflect Meet the TN Ready Graduate Criteria prior to high school graduation
- Complete High School Exit Survey prior to high school graduation (LINK will be added in the Sown to Grow platform)
- Register to vote, if applicable

MNPS Department of Exceptional Education is working more closely with CTE on more effective work-based learning opportunities to ensure students have options once they leave the district. These efforts include securing and planning to implement the New Skills Ready Grant which will create apprenticeship opportunities for students at four MNPS high schools next year. The IDEA APR section includes additional information on transition goals for students 14 years and up with IEPs.

The following process is in place to monitor credit acquisition and intervene at any point needed: School counselors continually monitor credits throughout the school year to ensure students are on track for graduation. In addition, IEP teams review transcripts during transition planning. School counselors are member of the IEP team to ensure student IEP and Transition Services are aligned to graduation requirements.

All students with disabilities are afforded the same opportunities to participate in CTE courses and WBL.

5. Describe how the district is supporting programs that coordinate and integrate academic and career and technical education content; these may incorporate work-based learning opportunities, experiential learning opportunities, and/or courses aimed at promoting skills attainment important to in-demand occupations or industries.

The Academies of Nashville is built on integrating academic courses and career and technical content. Each of the zoned high schools in Nashville operates as an academy school where large schools are divided into smaller schools within a school, called an academy. Each academy is made up of a group of general education teachers and CTE pathway teachers. This model allows for general education courses to be taught "through the lens" of the career theme,

which provides an opportunity for students to apply the content knowledge and understand the relevance of their learning. This group of teachers not only works to support a smaller cohort of students but also develops interdisciplinary lessons for their students. Special education teachers are also part of the Academy model to ensure all students have access.

The Academies of Nashville follows an experiential learning continuum where all students (including students with disabilities) are engaged in a progressive career-based learning model. All 9th-grade students attend a Career Exploration Fair where they are exposed to a wide range of careers before they select an academy. This in-person event allows students personal interaction with panels from local industries that are of interest to MNPS students. The Career Fair also includes sessions in multiple languages and translators.

Additionally, all students enrolled in the 9th grade also attend a college visit. All students with an IEP also are engaged in Transition planning through the IEP process starting at age 14.

In 10th grade, after students have selected their academies, each student attends an industry-related field trip and interacts with guest speakers from industries in their pathway. We believe "if you can't see it, you can't be it." This field trip is often a student's very first exposure to a career area. The industry field trip will make connections between the academy and the content classes and provide enrichment to the lessons taught in the classroom. During this experience, students will interact with a variety of industry professionals, reflecting a myriad of career options within the industry. More than a simple field trip, an Industry field trip is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy, and the career options it provides.

As students continue their CTE program of study, they learn more about the career pathway and in 11th grade, each student completes a one-day job shadow where they spend time with an expert in the industry related to their program of study. Job shadowing is an opportunity for students to spend a day in the "real world" in a career area related to their academy. It allows them to observe and ask questions of workers.

Also, during the 11th grade year, students can apply for a Career-Based Learning position to be held during their senior year. All MNPS 11th-grade students who meet the state requirement of being on track to graduate are eligible to apply for positions that align with their pathway of study. The MNPS Career-Based Learning coordinator works with multiple business partners and local agencies to attain positions for students. These paid positions are posted on a Career-Based Learning portal where students can apply. The employers interview and select candidates that best fit the needs of their company. These opportunities are communicated to students via counselors, career coaches, exceptional education coaches, CTE teachers, transition specialists, social media, lunch and learn opportunities, various marketing methods, and word of mouth.

During their senior year, students have a couple of options. They may take the Senior Capstone course where they complete a Senior Capstone project that consists of extensive research (10-page paper, portfolio, product, and presentation) on a topic in their career area. They may also be enrolled in a Career-Based Learning Career Practicum course if they applied for a received a career-based learning position at the end of their 11th-grade year. In the Career-Based Learning Career Practicum course, students review employability skills, receive an OSHA 10 industry certification, and complete an electronic portfolio. They are also allowed to leave school during the last block of the school day to go to work and gain valuable experience (and pay) in their field of study.

During SY23-24, 156 students from 15 schools participated thanks to the support of 19 employers, one of which is MNPS, where 33 students are employed across 5 departments. CBL Career Practicum continues to expand with many students continuing employment in conjunction with the POWER Youth Summer Employment Initiative.

School staff works with SWD on career inventories and pre-vocational skills and focuses on developing effective transition plans in place as students enter high school. MNPS continues to collaborate with CTE to develop more effective career-based learning opportunities and ensure students have options once they leave the district. SWD that are enrolled in the CTE courses are successful. All CTE teachers are trained in how to best support SWD. Each CTE teacher ensures compliance with their student's IEP and modifies or accommodates lessons, as outlined in their IEPs, to ensure they can actively engage in the CTE lab areas to their highest ability. Many students with disabilities can thrive in their CTE classes, increasing their confidence and ability to better understand general education content because of the CTE application. CTE teachers are part of the students' instructionally transition focused IEPs.

The department of Exceptional Education employs TSW (work coaches) to support high school students with transition needs and link them to vocational

rehabilitation. Three transition coaches support each quadrant and provide direct support to students with disabilities through the Transition to Work Grant in collaboration with Vocational Rehabilitation. We continue to train on how to improve students' advocacy skills and self-esteem, so they are more involved in their transition to post-secondary opportunities. All secondary teachers are provided professional learning in Transition Focused IEPS with follow-up. In addition, the district works with Community Resource Partners who are assigned to support our middle school students. Through the Academies of Nashville model, all students, regardless of demographics, academic achievement, or disability, enroll in an academy and pathway.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Student Eligibility - Targeted Assistance Programs

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

N/A (or check areas as appropriate)

FY27 CFA Resources
Click here to open the Technical Application Guide: FY27 CFA.
Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application
Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

	2025-26	2026-27
Total number of homeless students enrolled in the LEA	2922	2262 - *FY26 estimate based on Feb. 2025. Student Count.* 2,567 - *Homeless Student Count*
Title I, Part A homeless set aside amount	$1,134,600.00	$ 1,197,700.00
Title I, Part A homeless set aside per pupil amount	$388.30	$ 466.58

*** 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 that 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 2025-2026 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. 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 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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	MNPS Foster Care Transportation Procedure

BID Meetings

	2024-25	2025-26
Total number of students in foster care enrolled in the LEA	416	517
Total number of BID meetings held in the school year.	98	148
How many of the BID meetings resulted in students remaining in their school of origin?	45	64
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	$ 250,000.00

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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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 Eligibility Specialist	1.00	1.00
Other (specify) Homeless Education Community Partnership Spec	1.00	1.00
Other (specify) Homeless Education Program 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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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)	MNPS Title I Positions 2026.05

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	6.00	6	6.00
Amqui Elementary	190-0010																	6	6.00	6	6.00
Andrew Jackson Elementary	190-0015																			0	0.00
Antioch High School	190-0020																	7	7.00	7	7.00
Antioch Middle	190-0023																	4	4.00	4	4.00
Apollo Middle	190-0025																	2	2.00	2	2.00
Aventura Community School	190-8015																			0	0.00
Bellevue Middle	190-0040																			0	0.00
Bellshire Elementary	190-0045																	4	3.30	4	3.30
Cambridge Early Learning Center	190-7005																			0	0.00
Cane Ridge Elementary	190-0082																	4	4.00	4	4.00
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	5.25	6	5.25
Charlotte Park Elementary	190-0110																	3	2.30	3	2.30
Cockrill Elementary	190-0120																	3	2.15	3	2.15
Cole Elementary	190-0130																	3	3.00	3	3.00
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																	5	4.60	5	4.60
Dan Mills Elementary	190-0160																			0	0.00
Dodson Elementary	190-0165																	6	3.40	6	3.40
Donelson Middle	190-0175																	3	2.80	3	2.80
DuPont Elementary	190-0180																	2	1.40	2	1.40
DuPont Hadley Middle	190-0190																			0	0.00

DuPont Tyler Middle	190-0185																2	2.00	2	2.00
Eagle View Elementary School	190-0115																4	4.00	4	4.00
Eakin Elementary	190-0195																		0	0.00
Early College High	190-0437																		0	0.00
East End Preparatory School	190-8009																12	11.04	12	11.04
East Nashville Magnet High School	190-0203																3	2.80	3	2.80
East Nashville Middle	190-0296																2	1.70	2	1.70
Explore Community School	190-8060																8	7.04	8	7.04
Fall-Hamilton Elementary	190-0220																3	3.00	3	3.00
Gateway Elementary	190-0235																2	1.50	2	1.50
Glencliff Elementary	190-0240																		0	0.00
Glencliff High School	190-0245																5	4.60	5	4.60
Glendale Elementary	190-0250																		0	0.00
Glengarry Elementary	190-0255																		0	0.00
Glenview Elementary	190-0265																3	2.20	3	2.20
Goodlettsville Elementary	190-0270																4	3.50	4	3.50
Goodlettsville Middle	190-0275																3	2.50	3	2.50
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																2	2.00	2	2.00
Haynes Middle	190-0305																3	2.30	3	2.30
Haywood Elementary	190-0310																3	2.80	3	2.80
Head Middle	190-0315																		0	0.00
Henry C. Maxwell Elementary	190-0318																2	2.00	2	2.00
Hermitage Elementary	190-0320																		0	0.00
Hickman Elementary	190-0327																2	1.20	2	1.20
Hillsboro High	190-0335																		0	0.00
Hull-Jackson Elementary	190-0350																3	2.10	3	2.10
Hume - Fogg High	190-0355																		0	0.00
Hunters Lane High	190-0358																7	6.70	7	6.70
Ida B. Wells Elementary	190-0080																6	2.40	6	2.40
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																2	1.80	2	1.80

Ivanetta H. Davis Learning Center at Bordeaux	190-7010																			0	0.00
J. E. Moss Elementary	190-0370																	7	4.00	7	4.00
James Lawson High School	190-0374																			0	0.00
Jere Baxter Middle	190-0375																	5	4.10	5	4.10
Joelton Elementary	190-0380																			0	0.00
John B. Whitsitt Elementary	190-0390																	2	1.70	2	1.70
John Early Middle	190-0386																	2	1.45	2	1.45
John F. Kennedy Middle	190-0393																	5	4.00	5	4.00
John Overton High	190-0395																			0	0.00
John Trotwood Moore Middle	190-0490																			0	0.00
Johnson Alternative Learning Center	190-0740																			0	0.00
Jones Elementary	190-0387																	4	3.30	4	3.30
Julia Green Elementary	190-0415																			0	0.00
KIPP Academy Nashville	190-8002																	13	5.64	13	5.64
KIPP Kirkpatrick Elementary School	190-8095																	13	7.32	13	7.32
KIPP Nashville College Prep	190-8042																	13	5.66	13	5.66
KIPP Nashville College Prep Elementary	190-8085																	12	6.83	12	6.83
KIPP Nashville Collegiate High School	190-8011																	7	2.90	7	2.90
Knowledge Academy @ The Crossings	190-8110																			0	0.00
Lakeview Elementary	190-0430																	4	3.40	4	3.40
Lead Academy	190-8003																	7	2.76	7	2.76
LEAD Cameron	190-8010																	9	3.75	9	3.75
LEAD Southeast	190-8013																			0	0.00
Liberty Collegiate Academy	190-8005																	4	3.10	4	3.10
Lockeland Elementary	190-0435																			0	0.00
Madison Middle	190-0622																	3	2.60	3	2.60
Maplewood High	190-0445																	6	5.30	6	5.30
Margaret Allen Middle	190-0450																	2	2.00	2	2.00
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	2.00	2	2.00
McGavock High	190-0470																			0	0.00
McMurray Middle	190-0480																	2	2.00	2	2.00
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	3.00	3	3.00
Nashville Big Picture High School	190-0053																			0	0.00
Nashville Classical	190-8044																			0	0.00
Nashville Classical West	190-8043																	4	1.75	4	1.75
Nashville Prep	190-8008																	3	2.10	3	2.10
Nashville School Of The Arts	190-0512																			0	0.00
Neely's Bend Elementary	190-0515																	3	3.00	3	3.00
Norman Binkley Elementary	190-0525																			0	0.00
Old Center Elementary	190-0535																	2	2.00	2	2.00
Paragon Mills Elementary	190-0540																	5	4.60	5	4.60
Park Avenue Elementary	190-0545																	4	3.60	4	3.60
Pearl-Cohn High	190-0555																	7	6.00	7	6.00
Pennington Elementary	190-0565																			0	0.00
Percy Priest Elementary	190-0570																			0	0.00
Purpose Prep	190-8046																	4	3.40	4	3.40
RePublic High School	190-8100																	6	4.54	6	4.54
Richard H. Dinkins	190-0063																	2	1.40	2	1.40
Robert Churchwell Elementary	190-0618																	4	3.50	4	3.50
Rocketship United	190-8070																	8	3.97	8	3.97
Rose Park Middle	190-0595																	2	1.20	2	1.20
Rosebank Elementary	190-0600																			0	0.00
Ross Early Learning Center	190-7015																			0	0.00
Ruby Major Elementary	190-0607																	5	3.00	5	3.00
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	3.10	4	3.10
Stanford Elementary	190-0615																			0	0.00
STEM Prep Academy	190-8006																	4	2.89	4	2.89
STEM Prep High School	190-8075																	4	2.88	4	2.88
Stratford STEM Magnet School	190-0620																	8	6.80	8	6.80
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																	3	3.00	3	3.00
Transitions at Bass	190-0725																			0	0.00
Tulip Grove Elementary	190-0637																	5	3.90	5	3.90
Tusculum Elementary	190-0645																	3	2.70	3	2.70
Two Rivers Middle	190-0650																			0	0.00
Una Elementary	190-0655																	2	2.00	2	2.00
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	4.00	4	4.00
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																	8	7.50	8	7.50
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	410	319.72	410	319.72

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

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

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

N/A

FY27 CFA Resources
Click here to open the Technical Application Guide: FY27 CFA.
Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application
Click here to open the What's New: FY27 CFA overview.

Preschool Personnel Details (School-level)

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

N/A

FY27 CFA Resources
Click here to open the Technical Application Guide: FY27 CFA.
Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application
Click here to open the What's New: FY27 CFA overview.

Preschool Counts

Davidson County (190) Public District - FY 2027 - 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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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 Identifying and Ranking Schools Supporting Documentation
(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 2025
☑ TANF Eligibility	Month & Year of Date Used: October 2025
☐ 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
		$

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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 (157 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	Private 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
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	32	0	32	DC x 1.6 Multiplier	24	32	0	32	75.00%	100.00%		☑	☐	None
Murrell at Glenn School	190-0505	1989	Public School	K,1,2,3,4,5,6,7	SW	33	0	33	DC x 1.6 Multiplier	21	33	0	33	63.64%	100.00%		☑	☐	None
Carter-Lawrence Elementary	190-0670	2004	Public School	PK,K,1,2,3,4,5	SW	213	0	213	DC x 1.6 Multiplier	147	213	0	213	69.01%	100.00%		☑	☐	None
Transitions at Bass	190-0725	1963	Public School	10,11,12	SW	26	0	26	DC x 1.6 Multiplier	21	26	0	26	80.77%	100.00%		☑	☐	None
KIPP Kirkpatrick Elementary School	190-8095	2015	Charter School	K,1,2,3,4	SW	338	0	338	DC x 1.6 Multiplier	262	338	0	338	77.51%	100.00%		☑	☐	Reward
Napier Elementary	190-0510	2000	Public School	PK,K,1,2,3,4,5	SW	256	4	260	DC x 1.6 Multiplier	226	256	0	256	86.92%	98.46%		☑	☐	Priority
W.A. Bass Alternative Learning Center	190-0126	1963	Public School	9,10,11,12	SW	93	0	93	DC x 1.6 Multiplier	55	88	0	88	59.14%	94.62%		☑	☐	None
East Nashville Middle	190-0296	1963	Public School	6,7,8	SW	137	0	137	DC x 1.6 Multiplier	80	128	0	128	58.39%	93.43%		☑	☐	Priority
Robert Churchwell Elementary	190-0618	1963	Public School	PK,K,1,2,3,4,5	SW	252	19	271	DC x 1.6 Multiplier	171	252	1	253	63.47%	93.36%		☑	☐	CSI
Park Avenue Elementary	190-0545	1999	Public School	PK,K,1,2,3,4,5	SW	255	26	281	DC x 1.6 Multiplier	186	255	5	260	67.97%	92.53%		☑	☐	CSI
Margaret Allen Middle	190-0450	2002	Public School	6,7,8	SW	152	0	152	DC x 1.6 Multiplier	87	139	0	139	57.24%	91.45%		☑	☐	Priority
Ida B. Wells Elementary	190-0080	1963	Public School	PK,P4,P3,K,1,2,3,4,5	SW	256	26	282	DC x 1.6 Multiplier	195	256	1	257	69.50%	91.13%		☑	☐	None
Fall-Hamilton Elementary	190-0220	1970	Public School	PK,K,1,2,3,4,5	SW	228	18	246	DC x 1.6 Multiplier	135	216	0	216	54.88%	87.80%		☑	☐	None
Alex Green Elementary	190-0005	1987	Public School	PK,K,1,2,3,4,5	SW	423	74	497	DC x 1.6 Multiplier	280	423	5	428	57.34%	86.12%		☑	☐	None
Liberty Collegiate Academy	190-8005	2011	Charter School	5,6,7,8	SW	120	0	120	DC x 1.6 Multiplier	64	102	0	102	53.33%	85.00%		☑	☐	TSI
John Early Middle	190-0386	2002	Public School	6,7,8	SW	106	20	126	DC x 1.6 Multiplier	75	106	1	107	60.32%	84.92%		☑	☐	Priority
Explore Community School	190-8060	2015	Charter School	K,1,2,3,4,5,6,7,8	SW	600	0	600	DC x 1.6 Multiplier	312	499	0	499	52.00%	83.17%		☑	☐	None
Jones Elementary	190-0387	1963	Public School	P3,P4,K,1,2,3,4,5	SW	224	49	273	DC x 1.6 Multiplier	151	224	2	226	56.04%	82.78%		☑	☐	Priority
KIPP Nashville College Prep Elementary	190-8085	2017	Charter School	K,1,2,3,4	SW	429	0	429	DC x 1.6 Multiplier	221	354	0	354	51.52%	82.52%		☑	☐	Reward
KIPP Nashville College Prep	190-8042		Charter School	5,6,7,8	SW	371	0	371	DC x 1.6 Multiplier	189	302	0	302	50.94%	81.40%		☑	☐	None
Pearl-Cohn High	190-0555	1986	Public School	9,10,11,12	SW	503	80	583	DC x 1.6 Multiplier	290	464	3	467	50.26%	80.10%		☑	☐	Priority
Richard H. Dinkins	190-0063		Public School	6,7,8	SW	123	34	157	DC x 1.6 Multiplier	83	123	0	123	52.87%	78.34%		☑	☐	Priority
Hull-Jackson Elementary	190-0350	1997	Public School	PK,PS,K,1,2,3,4,5	SW	184	0	184	DC x 1.6 Multiplier	90	144	0	144	48.91%	78.26%		☑	☐	Reward
Moses McKissack Middle	190-0035	1963	Public School	6,7,8	SW	110	32	142	DC x 1.6 Multiplier	75	110	1	111	53.52%	78.17%		☑	☐	CSI
Jere Baxter Middle	190-0375	1997	Public School	6,7,8	SW	349	49	398	DC x 1.6 Multiplier	189	302	6	308	48.99%	77.39%		☑	☐	CSI
Chadwell Elementary	190-0105	1963	Public School	PK,K,1,2,3,4,5	SW	440	51	491	DC x 1.6 Multiplier	231	370	7	377	48.47%	76.78%		☑	☐	TSI
East End Preparatory School	190-8009	2011	Charter School	K,1,2,3,4,5,6,7,8	SW	861	0	861	DC x 1.6 Multiplier	403	645	0	645	46.81%	74.91%		☑	☐	None
Tom Joy Elementary	190-0635	1989	Public School	PK,K,1,2,3,4,5	SW	369	19	388	DC x 1.6 Multiplier	179	286	3	289	46.91%	74.48%		☑	☐	TSI
Amqui Elementary	190-0010	1999	Public School	PK,K,1,2,3,4,5,6,7	SW	708	25	733	DC x 1.6 Multiplier	339	542	0	542	46.25%	73.94%		☑	☐	None
Cumberland Elementary	190-0150	1998	Public School	P3,P4,K,1,2,3,4,5	SW	437	125	562	DC x 1.6 Multiplier	254	406	9	415	46.80%	73.84%		☑	☐	Priority
KIPP Academy Nashville	190-8002	2007	Charter School	5,6,7,8	SW	370	0	370	DC x 1.6 Multiplier	170	272	0	272	45.95%	73.51%		☑	☐	None
Nashville Prep	190-8008	2011	Charter School	5,6,7,8	SW	165	0	165	DC x 1.6 Multiplier	75	120	0	120	45.45%	72.73%		☑	☐	ATSI
Purpose Prep	190-8046	2013	Charter School	K,1,2,3,4,5	SW	421	0	421	DC x 1.6 Multiplier	190	304	0	304	45.13%	72.21%		☑	☐	Reward
East Nashville Magnet High School	190-0203	1963	Public School	9,10,11,12	SW	369	0	369	DC x 1.6 Multiplier	166	266	0	266	44.99%	72.09%		☑	☐	None
Bellshire Elementary	190-0045	1963	Public School	PK,K,1,2,3,4,5	SW	318	75	393	DC x 1.6 Multiplier	173	277	6	283	45.55%	72.01%		☑	☐	Priority
Warner Elementary	190-0675	1963	Public School	PK,K,1,2,3,4,5	SW	398	138	536	DC x 1.6 Multiplier	234	374	5	379	44.59%	70.71%		☑	☐	None
Haynes Middle	190-0305	2003	Public School	6,7,8	SW	233	106	339	DC x 1.6 Multiplier	144	230	6	236	44.25%	69.62%		☑	☐	Priority
Cora Howe School	190-0443	1970	Public School	K,1,2,3,4,5,6,7,8,9,10,11,12	SW	81	0	81	DC x 1.6 Multiplier	35	56	0	56	43.21%	69.14%		☑	☐	None
Maplewood High	190-0445	1963	Public School	9,10,11,12	SW	676	104	780	DC x 1.6 Multiplier	327	523	5	528	42.56%	67.69%		☑	☐	Priority
The Academy at Opry Mills	190-0612	2012	Public School	11,12	SW	32	0	32	DC x 1.6 Multiplier	13	21	0	21	40.63%	65.63%		☑	☐	None
Whites Creek High	190-0704	1978	Public School	9,10,11,12	SW	789	217	1006	DC x 1.6 Multiplier	397	635	7	642	40.16%	63.82%		☑	☐	None
Madison Middle	190-0622	1963	Public School	6,7,8	SW	339	61	400	DC x 1.6 Multiplier	157	251	4	255	40.25%	63.75%		☑	☐	ATSI
Paragon Mills Elementary	190-0540	1965	Public School	PK,K,1,2,3,4,5	SW	602	31	633	DC x 1.6 Multiplier	246	394	5	399	39.65%	63.03%		☑	☐	TSI
Eagle View Elementary School	190-0115	2018	Public School	PK,K,1,2,3,4,5	SW	625	42	667	DC x 1.6 Multiplier	251	402	15	417	39.88%	62.52%		☑	☐	None
KIPP Nashville Collegiate High School	190-8011	2014	Charter School	9,10,11,12	SW	468	0	468	DC x 1.6 Multiplier	177	283	0	283	37.82%	60.47%		☑	☐	Reward
Isaiah T. Creswell Middle School of the Arts	190-0700	1963	Public School	6,7,8	SW	275	0	275	DC x 1.6 Multiplier	104	166	0	166	37.82%	60.36%		☑	☐	TSI
Stratford STEM Magnet School	190-0620	1963	Public School	6,7,8,9,10,11,12	SW	867	242	1109	DC x 1.6 Multiplier	411	658	1	659	37.15%	59.42%		☑	☐	None
Hattie Cotton Elementary	190-0140	1996	Public School	PK,K,1,2,3,4,5	SW	208	88	296	DC x 1.6 Multiplier	106	170	3	173	36.82%	58.45%		☑	☐	None
The Academy at Old Cockrill	190-0614	1963	Public School	11,12	SW	36	0	36	DC x 1.6 Multiplier	13	21	0	21	36.11%	58.33%		☑	☐	None
Dodson Elementary	190-0165	1968	Public School	PK,K,1,2,3,4,5	SW	445	87	532	DC x 1.6 Multiplier	186	298	6	304	36.09%	57.14%		☑	☐	None
RePublic High School	190-8100	2011	Charter School	9,10,11,12	SW	428	0	428	DC x 1.6 Multiplier	152	243	0	243	35.51%	56.78%		☑	☐	None
Johnson Alternative Learning Center	190-0740	1963	Public School	5,6,7,8,9,10,11,12	SW	136	0	136	DC x 1.6 Multiplier	48	77	0	77	35.29%	56.62%		☑	☐	None
Gateway Elementary	190-0235	1964	Public School	K,1,2,3,4,5	SW	296	25	321	DC x 1.6 Multiplier	112	179	0	179	34.89%	55.76%		☑	☐	Reward
Stratton Elementary	190-0625	1996	Public School	PK,K,1,2,3,4,5	SW	474	67	541	DC x 1.6 Multiplier	186	298	3	301	34.94%	55.64%		☑	☐	None
LEAD Cameron	190-8010	2011	Charter School	5,6,7,8	SW	455	31	486	DC x 1.6 Multiplier	168	269	1	270	34.77%	55.56%		☑	☐	None
Rocketship United	190-8070	2015	Charter School	K,1,2,3,4,5	SW	558	0	558	DC x 1.6 Multiplier	194	310	0	310	34.77%	55.56%		☑	☐	None
Inglewood Elementary	190-0360	1963	Public School	PK,K,1,2,3,4,5	SW	228	45	273	DC x 1.6 Multiplier	93	149	1	150	34.43%	54.95%		☑	☐	None

School Name (157 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	Private 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
Shwab Elementary	190-0610	1989	Public School	PK,K,1,2,3,4,5	SW	260	26	286	DC x 1.6 Multiplier	97	155	1	156	34.27%	54.55%		☑	☐	Reward
Lakeview Elementary	190-0430	1967	Public School	PK,K,1,2,3,4,5	SW	580	33	613	DC x 1.6 Multiplier	203	325	9	334	34.58%	54.49%		☑	☐	None
The Academy at Hickory Hollow	190-0720	2010	Public School	11,12	SW	35	0	35	DC x 1.6 Multiplier	12	19	0	19	34.29%	54.29%		☑	☐	None
Old Center Elementary	190-0535	1963	Public School	PK,K,1,2,3,4,5	SW	301	48	349	DC x 1.6 Multiplier	111	178	6	184	33.52%	52.72%		☑	☐	None
Cockrill Elementary	190-0120	1996	Public School	PK,K,1,2,3,4,5	SW	267	97	364	DC x 1.6 Multiplier	117	187	4	191	33.24%	52.47%		☑	☐	Priority
J. E. Moss Elementary	190-0370	1988	Public School	PK,K,1,2,3,4,5	SW	700	29	729	DC x 1.6 Multiplier	223	357	19	376	33.20%	51.58%		☑	☐	None
McGavock Elementary	190-0465	1963	Public School	PK,1,2,3,4,5	SW	266	45	311	DC x 1.6 Multiplier	99	158	0	158	31.83%	50.80%		☑	☐	None
Cane Ridge Elementary	190-0082	2012	Public School	PK,K,1,2,3,4,5	SW	701	68	769	DC x 1.6 Multiplier	226	362	28	390	33.03%	50.72%		☑	☐	None
Donelson Middle	190-0175	1963	Public School	6,7,8	SW	426	109	535	DC x 1.6 Multiplier	164	262	8	270	32.15%	50.47%		☑	☐	ATSI
Antioch Middle	190-0023	1963	Public School	6,7,8	SW	614	79	693	DC x 1.6 Multiplier	185	296	53	349	34.34%	50.36%		☑	☐	Priority
Goodlettsville Elementary	190-0270	2023	Public School	PK,K,1,2,3,4,5	SW	539	85	624	DC x 1.6 Multiplier	195	312	1	313	31.41%	50.16%		☑	☐	None
Tulip Grove Elementary	190-0637	1989	Public School	PK,K,1,2,3,4,5	SW	575	90	665	DC x 1.6 Multiplier	203	325	8	333	31.73%	50.08%		☑	☐	None
Neely's Bend Elementary	190-0515	1963	Public School	P3,P4,K,1,2,3,4,5,6,7	SW	515	110	625	DC x 1.6 Multiplier	188	301	10	311	31.68%	49.76%		☑	☐	None
Smithson Craighead Academy	190-8001	2007	Charter School	K,1,2,3,4,5	SW	302	0	302	DC x 1.6 Multiplier	94	150	0	150	31.13%	49.67%		☑	☐	None
DuPont Tyler Middle	190-0185	1969	Public School	6,7,8	SW	391	77	468	DC x 1.6 Multiplier	130	208	22	230	32.48%	49.15%		☑	☐	None
Lead Academy	190-8003	2017	Charter School	9,10,11,12	SW	467	0	467	DC x 1.6 Multiplier	143	229	0	229	30.62%	49.04%		☑	☐	None
Thomas A. Edison Elementary	190-0208	2004	Public School	PK,K,1,2,3,4,5	SW	630	64	694	DC x 1.6 Multiplier	191	306	34	340	32.42%	48.99%		☑	☐	TSI
Goodlettsville Middle	190-0275	2016	Public School	6,7,8	SW	465	78	543	DC x 1.6 Multiplier	164	262	1	263	30.39%	48.43%		☑	☐	None
John F. Kennedy Middle	190-0393	2001	Public School	6,7,8	SW	807	107	914	DC x 1.6 Multiplier	242	387	47	434	31.62%	47.48%		☑	☐	None
Ruby Major Elementary	190-0607	2005	Public School	P3,P4,K,1,2,3,4,5	SW	579	119	698	DC x 1.6 Multiplier	202	323	4	327	29.51%	46.85%		☑	☐	None
Cole Elementary	190-0130	1963	Public School	PK,K,1,2,3,4,5	SW	699	64	763	DC x 1.6 Multiplier	197	315	40	355	31.06%	46.53%		☑	☐	Reward
A. Z. Kelley Elementary	190-0001	2006	Public School	PK,K,1,2,3,4,5	SW	769	133	902	DC x 1.6 Multiplier	228	365	53	418	31.15%	46.34%		☑	☐	TSI
Hunters Lane High	190-0358	1986	Public School	9,10,11,12	SW	1296	255	1551	DC x 1.6 Multiplier	434	694	16	710	29.01%	45.78%		☑	☐	None
Glencliff High School	190-0245	1963	Public School	9,10,11,12	SW	934	141	1075	DC x 1.6 Multiplier	302	483	8	491	28.84%	45.67%		☑	☐	Priority
Glenview Elementary	190-0265	2006	Public School	PK,K,1,2,3,4,5	SW	566	23	589	DC x 1.6 Multiplier	163	261	6	267	28.69%	45.33%		☑	☐	None
Hickman Elementary	190-0327	2000	Public School	PK,K,1,2,3,4,5	SW	359	56	415	DC x 1.6 Multiplier	111	178	8	186	28.67%	44.82%		☑	☐	TSI
Mt. View Elementary	190-0493	1999	Public School	PK,K,1,2,3,4,5	SW	865	97	962	DC x 1.6 Multiplier	233	373	55	428	29.94%	44.49%		☑	☐	Reward
Tusculum Elementary	190-0645	2017	Public School	PK,K,1,2,3,4,5	SW	615	19	634	DC x 1.6 Multiplier	167	267	13	280	28.39%	44.16%		☑	☐	None
Smith Springs Elementary School	190-0750	2015	Public School	PK,K,1,2,3,4,5	SW	835	76	911	DC x 1.6 Multiplier	243	389	11	400	27.88%	43.91%		☑	☐	None
Haywood Elementary	190-0310	1963	Public School	PK,K,1,2,3,4,5	SW	631	17	648	DC x 1.6 Multiplier	173	277	4	281	27.31%	43.36%		☑	☐	None
STEM Prep High School	190-8075	2015	Charter School	9,10,11,12	SW	501	0	501	DC x 1.6 Multiplier	135	216	0	216	26.95%	43.11%		☑	☐	None
DuPont Elementary	190-0180	1963	Public School	PK,K,1,2,3,4,5	SW	285	70	355	DC x 1.6 Multiplier	92	147	5	152	27.32%	42.82%		☑	☐	None
STEM Prep Academy	190-8006	2011	Charter School	5,6,7,8	SW	442	0	442	DC x 1.6 Multiplier	116	186	0	186	26.24%	42.08%		☑	☐	None
Rose Park Middle	190-0595	1965	Public School	6,7,8	SW	357	0	357	DC x 1.6 Multiplier	94	150	0	150	26.33%	42.02%		☑	☐	None
Nashville Classical	190-8044	2013	Charter School	K,1,2,3,4,5,6,7,8	SW	540	0	540	DC x 1.6 Multiplier	141	226	0	226	26.11%	41.85%		☑	☐	None
Nashville Big Picture High School	190-0053	2003	Public School	9,10,11,12	SW	130	0	130	DC x 1.6 Multiplier	34	54	0	54	26.15%	41.54%		☑	☐	None
Charlotte Park Elementary	190-0110	1963	Public School	PK,K,1,2,3,4,5	SW	496	70	566	DC x 1.6 Multiplier	141	226	7	233	26.15%	41.17%		☑	☐	None
Una Elementary	190-0655	1987	Public School	PK,K,1,2,3,4,5	SW	738	60	798	DC x 1.6 Multiplier	184	294	34	328	27.32%	41.10%		☑	☐	TSI
Wright Middle	190-0715	1965	Public School	6,7,8	GF (SW)	482	43	525	DC x 1.6 Multiplier	122	195	14	209	25.90%	39.81%		☑	☐	Priority
Apollo Middle	190-0025	1967	Public School	6,7,8	GF (SW)	660	70	730	DC x 1.6 Multiplier	158	253	35	288	26.44%	39.45%		☑	☐	CSI
McMurray Middle	190-0480	1964	Public School	6,7,8	GF (SW)	515	15	530	DC x 1.6 Multiplier	127	203	6	209	25.09%	39.43%		☑	☐	Priority
Nashville Classical West	190-8043		Charter School	K,1,2,3	None	138	0	138	DC x 1.6 Multiplier	34	54	0	54	24.64%	39.13%		☑	☐	None
John B. Whitsitt Elementary	190-0390	2000	Public School	PK,K,1,2,3,4,5	GF (SW)	427	37	464	DC x 1.6 Multiplier	108	173	5	178	24.35%	38.36%		☑	☐	Reward
Head Middle	190-0315	1963	Public School	6,7,8	None	334	0	334	DC x 1.6 Multiplier	78	125	0	125	23.35%	37.43%		☑	☐	Reward
Cane Ridge High School	190-0077	2008	Public School	9,10,11,12	GF (SW)	1819	341	2160	DC x 1.6 Multiplier	474	758	50	808	24.26%	37.41%		☑	☐	Priority
Joelton Elementary	190-0380	1989	Public School	PK,K,1,2,3,4,5	None	239	94	333	DC x 1.6 Multiplier	77	123	0	123	23.12%	36.94%		☑	☐	None
McGavock High	190-0470	1971	Public School	9,10,11,12	None	1586	620	2206	DC x 1.6 Multiplier	488	781	34	815	23.66%	36.94%		☑	☐	Priority
Thurgood Marshall Middle	190-0633	2006	Public School	6,7,8	None	523	122	645	DC x 1.6 Multiplier	143	229	7	236	23.26%	36.59%		☑	☐	ATSI
Henry C. Maxwell Elementary	190-0318	2001	Public School	PK,K,1,2,3,4,5	GF (SW)	536	109	645	DC x 1.6 Multiplier	133	213	18	231	23.41%	35.81%		☑	☐	None
Antioch High School	190-0020	1997	Public School	9,10,11,12	GF (SW)	1888	361	2249	DC x 1.6 Multiplier	459	734	64	798	23.25%	35.48%		☑	☐	TSI
LEAD Southeast	190-8013	2013	Charter School	5,6,7,8,9,10,11,12	None	787	0	787	DC x 1.6 Multiplier	172	275	0	275	21.86%	34.94%		☐	☐	Reward
Glencliff Elementary	190-0240	1975	Public School	PK,K,1,2,3,4,5	None	508	54	562	DC x 1.6 Multiplier	116	186	6	192	21.71%	34.16%		☐	☐	None
MNPS Virtual School	190-0003	2011	Public School	4,5,6,7,8,9,10,11,12	None	114	0	114	DC x 1.6 Multiplier	23	37	0	37	20.18%	32.46%		☐	☐	Reward
DuPont Hadley Middle	190-0190	1963	Public School	6,7,8	None	343	123	466	DC x 1.6 Multiplier	74	118	33	151	22.96%	32.40%		☐	☐	None
Glengarry Elementary	190-0255	1963	Public School	PK,K,1,2,3,4,5	None	398	32	430	DC x 1.6 Multiplier	86	138	1	139	20.23%	32.33%		☐	☐	None
May Werthan Shayne Elementary School	190-0608	2004	Public School	PK,K,1,2,3,4,5	None	800	203	1003	DC x 1.6 Multiplier	195	312	1	313	19.54%	31.21%		☐	☐	TSI
Norman Binkley Elementary	190-0525	1963	Public School	PK,K,1,2,3,4,5	None	674	92	766	DC x 1.6 Multiplier	147	235	3	238	19.58%	31.07%		☐	☐	None
Two Rivers Middle	190-0650	1963	Public School	6,7,8	None	179	81	260	DC x 1.6 Multiplier	48	77	2	79	19.23%	30.38%		☐	☐	None
Intrepid College Preparatory Charter School	190-8048	2013	Charter School	5,6,7,8,9,10,11,12	None	827	0	827	DC x 1.6 Multiplier	157	251	0	251	18.98%	30.35%		☐	☐	None
Hermitage Elementary	190-0320	1963	Public School	P3,P4,K,1,2,3,4,5	None	268	74	342	DC x 1.6 Multiplier	62	99	1	100	18.42%	29.24%		☐	☐	ATSI

School Name (157 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	Private 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	372	108	480	DC x 1.6 Multiplier	87	139	1	140	18.33%	29.17%				TSI
William Henry Oliver Middle	190-0538	2004	Public School	6,7,8	None	394	195	589	DC x 1.6 Multiplier	102	163	5	168	18.17%	28.52%				None
Westmeade Elementary	190-0695	1963	Public School	K,1,2,3,4,5	None	423	335	758	DC x 1.6 Multiplier	126	202	14	216	18.47%	28.50%				None
Isaac Litton Middle	190-0365	1963	Public School	6,7,8	None	344	53	397	DC x 1.6 Multiplier	67	107	2	109	17.38%	27.46%				TSI
Valor Voyager Academy	190-8080	2015	Charter School	5,6,7,8	None	526	0	526	DC x 1.6 Multiplier	89	142	0	142	16.92%	27.00%				Reward
West End Middle	190-0690	1963	Public School	6,7,8	None	285	224	509	DC x 1.6 Multiplier	83	133	2	135	16.70%	26.52%				None
John Overton High	190-0395	1963	Public School	9,10,11,12	None	1807	506	2313	DC x 1.6 Multiplier	374	598	7	605	16.47%	26.16%				ATSI
H. G. Hill Middle	190-0295	1970	Public School	6,7,8	None	430	304	734	DC x 1.6 Multiplier	114	182	7	189	16.49%	25.75%				None
Bellevue Middle	190-0040	1970	Public School	6,7,8	None	490	329	819	DC x 1.6 Multiplier	123	197	3	200	15.38%	24.42%				TSI
Pennington Elementary	190-0565	1963	Public School	PK,K,1,2,3,4,5	None	267	109	376	DC x 1.6 Multiplier	53	85	6	91	15.69%	24.20%				None
Nashville School Of The Arts	190-0512	1983	Public School	9,10,11,12	None	577	0	577	DC x 1.6 Multiplier	78	125	0	125	13.52%	21.66%				None
James Lawson High School	190-0374	2023	Public School	9,10,11,12	None	1454	1023	2477	DC x 1.6 Multiplier	335	536	0	536	13.52%	21.64%				None
Valor Flagship Academy	190-8045	2014	Charter School	5,6,7,8,9,10,11,12	None	1439	0	1439	DC x 1.6 Multiplier	191	306	0	306	13.27%	21.26%				Reward
Andrew Jackson Elementary	190-0015	1969	Public School	PK,K,1,2,3,4,5	None	468	171	639	DC x 1.6 Multiplier	81	130	2	132	12.99%	20.66%				Reward
Rosebank Elementary	190-0600	1963	Public School	PK,K,1,2,3,4,5	None	453	151	604	DC x 1.6 Multiplier	76	122	1	123	12.75%	20.36%				ATSI
Early College High	190-0437	2006	Public School	9,10,11,12	None	178	0	178	DC x 1.6 Multiplier	22	35	0	35	12.36%	19.66%				Reward
Waverly-Belmont Elementary School	190-0755	1963	Public School	K,1,2,3,4,5	None	498	316	814	DC x 1.6 Multiplier	86	138	3	141	10.93%	17.32%				TSI
Aventura Community School	190-8015	2023	Charter School	K,1,2,3,4,5	None	423	0	423	DC x 1.6 Multiplier	44	70	0	70	10.40%	16.55%				None
Eakin Elementary	190-0195	1963	Public School	K,1,2,3,4,5	None	528	230	758	DC x 1.6 Multiplier	77	123	0	123	10.16%	16.23%				Reward
Granbery Elementary	190-0290	1964	Public School	K,1,2,3,4,5	None	741	275	1016	DC x 1.6 Multiplier	102	163	0	163	10.04%	16.04%				None
Harpeth Valley Elementary	190-0300	1996	Public School	PK,K,1,2,3,4,5	None	812	391	1203	DC x 1.6 Multiplier	109	174	1	175	9.14%	14.55%				None
Gower Elementary	190-0280	1989	Public School	PK,K,1,2,3,4,5	None	540	674	1214	DC x 1.6 Multiplier	103	165	0	165	8.48%	13.59%				None
Sylvan Park Elementary	190-0630	1963	Public School	K,1,2,3,4,5	None	443	246	689	DC x 1.6 Multiplier	56	90	1	91	8.27%	13.21%				None
Stanford Elementary	190-0615	2002	Public School	PS,PK,K,1,2,3,4,5	None	329	0	329	DC x 1.6 Multiplier	27	43	0	43	8.21%	13.07%				None
Dan Mills Elementary	190-0160	2000	Public School	PK,K,1,2,3,4,5	None	547	84	631	DC x 1.6 Multiplier	49	78	0	78	7.77%	12.36%				None
Hillsboro High	190-0335	1963	Public School	9,10,11,12	None	1208	2109	3317	DC x 1.6 Multiplier	240	384	12	396	7.60%	11.94%				ATSI
Martin Luther King Jr School	190-0456	1963	Public School	7,8,9,10,11,12	None	1285	0	1285	DC x 1.6 Multiplier	85	136	0	136	6.61%	10.58%				Reward
Crieve Hall Elementary	190-0145	1963	Public School	K,1,2,3,4,5	None	527	199	726	DC x 1.6 Multiplier	47	75	0	75	6.47%	10.33%				Reward
Meigs Middle	190-0330	2004	Public School	6,7,8	None	694	0	694	DC x 1.6 Multiplier	33	53	0	53	4.76%	7.64%				Reward
John Trotwood Moore Middle	190-0490	1969	Public School	6,7,8	None	506	1175	1681	DC x 1.6 Multiplier	69	110	4	114	4.34%	6.78%				None
Hume - Fogg High	190-0355	1963	Public School	9,10,11,12	None	885	0	885	DC x 1.6 Multiplier	35	56	0	56	3.95%	6.33%				Reward
Lockeland Elementary	190-0435	1963	Public School	K,1,2,3,4,5	None	341	0	341	DC x 1.6 Multiplier	10	16	0	16	2.93%	4.69%				Reward
Glendale Elementary	190-0250	1963	Public School	PK,K,1,2,3,4,5	None	402	0	402	DC x 1.6 Multiplier	7	11	0	11	1.74%	2.74%				None
Julia Green Elementary	190-0415	1963	Public School	K,1,2,3,4,5	None	522	583	1105	DC x 1.6 Multiplier	8	13	0	13	0.72%	1.18%				Reward
Percy Priest Elementary	190-0570	1963	Public School	K,1,2,3,4,5	None	590	956	1546	DC x 1.6 Multiplier	7	11	0	11	0.45%	0.71%				None
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:						75,171	17,572	92,743		22,616	35,763	978	36,741	25.44%	39.62%				

Davidson County (190) Public District - FY 2027 - 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.)	1,197,700.00
***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 $344,097.26. Enter this amount as the required family engagement set-aside. • Note that 90% of the public school amount (number above) is $309,687.53 and must be distributed to your schools for Parent and Family Engagement activities.	344,097.26

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):

School	Tier	Title I	Status
A. Z. Kelley Elementary	Elementary	Yes	TSI
Alex Green Elementary	Elementary	Yes	
Amqui Elementary	E/M	Yes	
Andrew Jackson Elementary	Elementary	No	Reward
Antioch High School	High	Yes	CSI
Antioch Middle	Middle	Yes	
Apollo Middle	Middle	Yes	CSI
Aventura Community School	Charter	No	
Bellevue Middle	Middle	No	TSI

Bellshire Elementary	Elementary	Yes	CSI
Cambridge Early Learning Center	ELC/MNPS	No	
Cane Ridge Elementary	Elementary	Yes	
Cane Ridge High School	High	Yes	CSI
Carter-Lawrence Elementary	Elementary	Yes	
Casa Azafran Early Learning Center	ELC/MNPS	No	
Chadwell Elementary	Elementary	Yes	TSI
Charlotte Park Elementary	Elementary	Yes	
Cockrill Elementary	Elementary	Yes	CSI
Cole Elementary	Elementary	Yes	Reward
Cora Howe School	Non-Traditional	Yes	
Creswell Middle School of the Arts	Middle	Yes	TSI
Crieve Hall Elementary	Elementary	No	Reward
Croft Middle	Middle	No	TSI

Cumberland Elementary	Elementary	Yes	CSI
Dan Mills Elementary	Elementary	No	
Dodson Elementary	Elementary	Yes	
Donelson Middle	Middle	Yes	ATSI
Dupont Elementary	Elementary	Yes	
Dupont-Hadley Middle	Middle	No	
Dupont-Tyler Middle	Middle	Yes	
Eagle View Elementary	Elementary	Yes	
Eakin Elementary	Elementary	No	Reward
Early College High School	Non-Traditional	No	Reward
East End Preparatory School	Charter	Yes	
East Nashville Middle	Middle	Yes	CSI
East Nashville School	High	Yes	
Explore Community School	Charter	Yes	ATSI

Fall-Hamilton Elementary	Elementary	Yes	
Gateway Elementary	Elementary	Yes	Reward
Glencliff Elementary	Elementary	No	
Glencliff High School	High	Yes	CSI
Glendale Elementary	Elementary	No	
Glengarry Elementary	Elementary	No	
Glenview Elementary	Elementary	Yes	TSI
Goodlettsville Elementary	Elementary	Yes	
Goodlettsville Middle	Middle	Yes	
Gower Elementary	Elementary	No	
Granbery Elementary	Elementary	No	
H.G. Hill Middle School	Middle	No	
Harpeth Valley Elementary	Elementary	No	
Harris-Hillman Special Education	Non-Traditional	Yes	

Hattie Cotton Elementary	Elementary	Yes	
Haynes Middle	Middle	Yes	CSI
Haywood Elementary	Elementary	Yes	
Head Middle	Middle	No	Reward
Henry C Maxwell Elementary	Elementary	Yes	
Hermitage Elementary	Elementary	No	
Hickman Elementary	Elementary	Yes	TSI
Hillsboro High	High	No	ATSI
Hull-Jackson Elementary	Elementary	Yes	Reward
Hume-Fogg High	High	No	Reward
Hunters Lane High	High	Yes	
Ida B. Wells Elementary	Elementary	Yes	
Inglewood Elementary	Elementary	Yes	
Intrepid College Prep Charter	Charter	No	

Isaac Litton Middle	Middle	No	TSI
Ivanetta H. Davis Early Learning Center at Bordeaux	ELC/MNPS	No	
J.E. Moss Elementary	Elementary	Yes	
James Lawson High School	High	No	
Jere Baxter Middle	Middle	Yes	CSI
Joelton Elementary	Elementary	No	
John B. Whitsitt Elementary	Elementary	Yes	Reward
John Early Middle	Middle	Yes	CSI
John F. Kennedy Middle	Middle	Yes	
John Overton High	High	No	ATSI
John Trotwood Moore Middle	Middle	No	
Johnson Alternative Learning Center	Non-Traditional	Yes	
Jones Elementary	Elementary	Yes	CSI
Julia Green Elementary	Elementary	No	Reward

KA @ The Crossings	Charter	No	
KIPP Academy Nashville	Charter	Yes	
KIPP Academy Nashville Elementary	Charter	Yes	Reward
KIPP Nashville College Prep	Charter	Yes	
KIPP Nashville College Prep Elementary	Charter	Yes	Reward
KIPP Nashville Collegiate High School	Charter	Yes	Reward
Lakeview Elementary	Elementary	Yes	
LEAD Academy	Charter	Yes	
LEAD Cameron	Charter	Yes	
LEAD Southeast	Charter	No	Reward
Liberty Collegiate Academy	Charter	Yes	TSI
Lockeland Elementary	Elementary	No	Reward
Madison Middle	Middle	Yes	ATSI
Maplewood High	High	Yes	CSI

Margaret Allen Middle	Middle	Yes	CSI
Martin Luther King Jr School	M/H	No	Reward
May Werthan Shayne Elementary School	Elementary	No	TSI
McGavock Elementary	Elementary	Yes	
McGavock High	High	No	CSI
McMurray Middle	Middle	Yes	CSI
Meigs Middle	Middle	No	Reward
Metro Nashville Virtual School	Non-Traditional	No	Reward
Moses McKissack Middle	Middle	Yes	CSI
Mt. View Elementary	Elementary	Yes	Reward
Murrell School	Non-Traditional	Yes	
Napier Elementary	Elementary	Yes	CSI
Nashville Big Picture High School	Non-Traditional	Yes	
Nashville Classical East	Charter	Yes	

Nashville Classical West	Charter	No	
Nashville Prep	Charter	Yes	ATSI
Nashville School Of The Arts	High	No	
Neelys Bend Elementary	Elementary	Yes	
Norman Binkley Elementary	Elementary	No	Reward
Old Center Elementary	Elementary	Yes	
Paragon Mills Elementary	Elementary	Yes	TSI
Park Avenue Elementary	Elementary	Yes	CSI
Pearl-Cohn High	High	Yes	CSI
Pennington Elementary	Elementary	No	
Percy Priest Elementary	Elementary	No	
Purpose Prep	Charter	Yes	Reward
RePublic High School	Charter	Yes	
Richard Dinkins Middle	Middle	Yes	CSI

Robert Churchwell Elementary	Elementary	Yes	CSI
Rocketship United	Charter	Yes	
Rose Park Middle	Middle	Yes	
Rosebank Elementary	Elementary	No	ATSI
Ross Early Learning Center	ELC/MNPS	No	
Ruby Major Elementary	Elementary	Yes	
Shwab Elementary	Elementary	Yes	Reward
Smith Springs Elementary School	Elementary	Yes	
Smithson Craighead Academy	Charter	Yes	
Stanford Elementary	Elementary	No	
STEM Prep Academy	Charter	Yes	
STEM Prep High School	Charter	Yes	
Stratford STEM Magnet School 6-8, 9-12	M/H	Yes	
Stratton Elementary	Elementary	Yes	

Strive Collegiate Academy	Charter	No	Reward
Sylvan Park Elementary	Elementary	No	
The Academy at Hickory Hollow	Non-Traditional	Yes	
The Academy at Old Cockrill	Non-Traditional	Yes	
The Academy at Opry Mills	Non-Traditional	Yes	
Thomas A. Edison Elementary	Elementary	Yes	TSI
Thurgood Marshall Middle	Middle	No	ATSI
Tom Joy Elementary	Elementary	Yes	TSI
Transitions at Bass	Non-Traditional	Yes	
Tulip Grove Elementary	Elementary	Yes	
Tusculum Elementary	Elementary	Yes	
Two Rivers Middle	Middle	No	
Una Elementary	Elementary	Yes	TSI
Valor Flagship Academy	Charter	No	Reward

Valor Voyager Academy	Charter	No	Reward
W. A. Bass Adult Program	Non-Traditional	No	
W.A. Bass Alternative Learning Center	Non-Traditional	Yes	
Warner Elementary	Elementary	Yes	
Waverly-Belmont Elementary School	Elementary	No	TSI
West End Middle	Middle	No	
Westmeade Elementary	Elementary	No	
Whites Creek High School	High	Yes	
William Henry Oliver Middle	Middle	No	
Wright Middle	Middle	Yes	CSI

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%)

2,312.74

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):
Same list as required PFE for public schools

Set Asides for Services to Students in Private Schools	Amount
***Private Schools Instructional Funds:** (line I from the Equitable Services page)	1,038,351.44

Your total Private Schools Instructional Funds Amount from Budget Tags is $1,038,351.43.

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 through 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 deliver direct instructional services to eligible students (1:1 and/or small groups during the school day or after school) throughout the school year in reading/language arts, math, and other identified high school subjects. These services will be offered in person, with virtual options available based on the vendor selected by the school to ensure equitable service.

We have a vendor that offers research-based professional development during the school year, but also hosts 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 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 St. Ann School St. Bernard Academy St. Clement St. Edward School St. Henry School St. Joseph 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.** During our annual meaningful consultation, participating non-public schools' officials identified family engagement needs for each school. Needs include meetings, workshops, newsletters, brochures, family resource bags, and other family engagement-related support. These family engagement services and materials will be provided by a third-party vendor as a part of supplemental Title I instructional services. The purpose is to provide information and training to equip family members and parents on topics such as reading, math, homework help, effective planning, and other academic topics. Services will be based on needs that are identified and determined in our ongoing consultation with participating Title I schools.	10,488.40

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.** 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 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, including 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 - Targeted Support and Improvement MNPS Virtual School - Reward Alex Green Elementary Amqui Elementary Andrew Jackson Elementary - Reward Antioch High School - Targeted Support and Improvement Antioch Middle - Priority & Comprehensive Support and Improvement Apollo Middle - Priority & Comprehensive Support and Improvement Moses McKissack Middle - Comprehensive Support and Improvement	250,000.00

Bellevue Middle - Targeted Support and Improvement

Bellshire Elementary - Priority & Comprehensive Support and Improvement

Nashville Big Picture High School

Brick Church Middle - Priority & Comprehensive Support and Improvement

Cane Ridge High School - Priority & Comprehensive Support and Improvement

Ida B. Wells Elementary - Reward

Cane Ridge Elementary - Reward

Chadwell Elementary - Targeted Support and Improvement

Charlotte Park Elementary

Cockrill Elementary - Priority & Comprehensive Support and Improvement

W. A. Bass Adult Program

W.A. Bass Alternative Learning Center

Cole Elementary - Reward

Hattie Cotton Elementary

Crieve Hall Elementary - Reward

Croft Middle - Targeted Support and Improvement

Cumberland Elementary - Priority & Comprehensive Support and Improvement

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 - Reward

East Nashville Magnet High School

Thomas A. Edison Elementary - Targeted Support and Improvement

Fall-Hamilton Elementary

Gateway Elementary - Reward

Glencliff Elementary

Glencliff High School - Priority & Comprehensive Support and Improvement

Glendale Elementary

Glengarry Elementary - Reward

Glenview Elementary - Targeted Support and Improvement

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 - Priority & Comprehensive Support and Improvement

Haywood Elementary

Head Middle - Reward

Henry C. Maxwell Elementary

Hermitage Elementary

Hickman Elementary - Targeted Support and Improvement

Meigs Middle - Reward

Hillsboro High - Additional Targeted Support and Improvement

Hull-Jackson Elementary - Reward

Hume - Fogg High - Reward

Hunters Lane High - Targeted Support and Improvement

Inglewood Elementary

Isaac Litton Middle - Targeted Support and Improvement

J. E. Moss Elementary

Jere Baxter Middle - Comprehensive Support and Improvement

Johnson Alternative Learning Center

Joelton Elementary

John Early Middle - Priority & Comprehensive Support and Improvement

Jones Elementary - Priority & Comprehensive Support and Improvement

John B. Whitsitt Elementary - Reward

John F. Kennedy Middle - Targeted Support and Improvement

John Overton High - Additional Targeted Support and Improvement

Julia Green Elementary - Reward

Lakeview Elementary

Lockeland Elementary - Reward

Early College High - Reward

Cora Howe School

Maplewood High - Priority & Comprehensive Support and Improvement

Margaret Allen Middle - Priority & Comprehensive Support and Improvement

Martin Luther King Jr School - Reward

McGavock Elementary

McGavock High - Priority & Comprehensive Support and Improvement

McMurray Middle - Priority & Comprehensive Support and Improvement

John Trotwood Moore Middle - Reward

Mt. View Elementary - Reward

Murrell at Glenn School

Napier Elementary - Priority & Comprehensive Support and Improvement

Nashville School Of The Arts - Reward

Neely's Bend Elementary

Norman Binkley Elementary - Reward

Old Center Elementary

William Henry Oliver Middle

Paragon Mills Elementary - Targeted Support and Improvement

Park Avenue Elementary - Priority & Comprehensive Support and Improvement

Pearl-Cohn High - Priority & Comprehensive Support and Improvement

Pennington Elementary

Percy Priest Elementary - Reward

Rose Park Middle - Targeted Support and Improvement

Rosebank Elementary - Additional Targeted Support and Improvement

Ruby Major Elementary

May Werthan Shayne Elementary School - Targeted Support and Improvement

Shwab Elementary - Reward

The Academy at Opry Mills

The Academy at Old Cockrill

Stanford Elementary - Reward

Robert Churchwell Elementary - Priority & Comprehensive Support and Improvement

Stratford STEM Magnet School

Madison Middle - Additional Targeted Support and Improvement

Stratton Elementary

Sylvan Park Elementary - Reward

Thurgood Marshall Middle - Additional Targeted Support and Improvement

Tom Joy Elementary - Targeted Support and Improvement

Tulip Grove Elementary

Tusculum Elementary

Two Rivers Middle - Targeted Support and Improvement

Una Elementary - Targeted Support and Improvement

Carter-Lawrence Elementary

Warner Elementary

West End Middle - Reward

Westmeade Elementary

Isaiah T. Creswell Middle School of the Arts - Targeted Support and Improvement

Whites Creek High

Wright Middle - Priority & Comprehensive Support and Improvement

The Academy at Hickory Hollow

Transitions at Bass

Smithson Craighead Academy

KIPP Academy Nashville

Lead Academy

Liberty Collegiate Academy - Targeted Support and Improvement

STEM Prep Academy

Nashville Prep - Additional Targeted Support and Improvement

East End Preparatory School

LEAD Cameron

KIPP Nashville Collegiate High School - Reward

LEAD Southeast - Reward

KIPP Nashville College Prep

Nashville Classical - Reward

Purpose Prep - Reward

Intrepid College Preparatory Charter School

Valor Flagship Academy - Reward

Rocketship United

Explore Community School - Additional Targeted Support and Improvement

Valor Voyager Academy - Reward

STEM Prep High School

KIPP Nashville College Prep Elementary - Reward

KIPP Kirkpatrick Elementary School - Reward

Smith Springs Elementary School

Waverly-Belmont Elementary School - Targeted Support and Improvement

RePublic High School

East Nashville Middle - Priority & Comprehensive 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

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: **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
Reservation of funds for FY28 (not to exceed 15%): Reservation of funds for FY28 (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 FY28. 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	1,000.00
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:**	617,080.00

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 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 an ATSI or CSI school 3) Ranked below the 15th percentile statewide for student success rates (bottom 25% of MNPS schools).	
Total:	3,461,029.83

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A

Allocation Amounts		Amount
Title I-A Regular Allocation (Includes funds transferred in)		36,409,725.70
Carryover/Additional funds	+	0.00
Total Allocation Amount	$	36,409,725.70

School Allocations		Amount
Total Allocation Amount		36,409,725.70
Subtract Total Set Asides	-	3,461,029.83
Total Indirect Costs	-	1,106,655.87
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	$	29,842,040.00

Per Pupil Amount (PPA) for 100% Factor		Amount
Total Available for School Allocations		29,842,040.00
Divide by total number of low-income students in Title I served schools (public schools)	÷	27,612.00
100% Factor	x	1.00
FINAL PPA	$	1,080.76

PPA List

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A
School/Attendance Area Allocation

Average Per Pupil Amount (PPA) $ 1,080.76

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	26	1,375.00	35,750.00	159.00	35,909.00	☐
KIPP Kirkpatrick Elementary School		DC x 1.6 Multiplier	100.00	338	1,375.00	464,750.00	2,062.00	466,812.00	☐
Harris-Hillman Special Education		DC x 1.6 Multiplier	100.00	32	1,375.00	44,000.00	195.00	44,195.00	☐
Carter-Lawrence Elementary		DC x 1.6 Multiplier	100.00	213	1,375.00	292,875.00	1,299.00	294,174.00	☐
Murrell at Glenn School		DC x 1.6 Multiplier	100.00	33	1,375.00	45,375.00	201.00	45,576.00	☐
Napier Elementary		DC x 1.6 Multiplier	98.46	256	1,375.00	352,000.00	1,586.00	353,586.00	☐
W.A. Bass Alternative Learning Center		DC x 1.6 Multiplier	94.62	88	1,375.00	121,000.00	567.00	121,567.00	☐
East Nashville Middle		DC x 1.6 Multiplier	93.43	128	1,375.00	176,000.00	836.00	176,836.00	☐
Robert Churchwell Elementary		DC x 1.6 Multiplier	93.36	252	1,375.00	346,500.00	1,653.00	348,153.00	☐
Park Avenue Elementary		DC x 1.6 Multiplier	92.53	255	1,375.00	350,625.00	1,714.00	352,339.00	☐
Margaret Allen Middle		DC x 1.6 Multiplier	91.45	139	1,375.00	191,125.00	927.00	192,052.00	☐
Ida B. Wells Elementary		DC x 1.6 Multiplier	91.13	256	1,375.00	352,000.00	1,720.00	353,720.00	☐
Fall-Hamilton Elementary		DC x 1.6 Multiplier	87.80	216	1,375.00	297,000.00	1,500.00	298,500.00	☐
Alex Green Elementary		DC x 1.6 Multiplier	86.12	423	1,375.00	581,625.00	3,031.00	584,656.00	☐
Liberty Collegiate Academy		DC x 1.6 Multiplier	85.00	102	1,375.00	140,250.00	732.00	140,982.00	☐
John Early Middle		DC x 1.6 Multiplier	84.92	106	1,375.00	145,750.00	769.00	146,519.00	☐

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	
Explore Community School		DC x 1.6 Multiplier	83.17	499	1,375.00	686,125.00	3,660.00	689,785.00	☐
Jones Elementary		DC x 1.6 Multiplier	82.78	224	1,375.00	308,000.00	1,665.00	309,665.00	☐
KIPP Nashville College Prep Elementary		DC x 1.6 Multiplier	82.52	354	1,375.00	486,750.00	2,617.00	489,367.00	☐
KIPP Nashville College Prep		DC x 1.6 Multiplier	81.40	302	1,375.00	415,250.00	2,263.00	417,513.00	☐
Pearl-Cohn High		DC x 1.6 Multiplier	80.10	464	1,375.00	638,000.00	3,556.00	641,556.00	☐
Richard H. Dinkins		DC x 1.6 Multiplier	78.34	123	1,375.00	169,125.00	958.00	170,083.00	☐
Hull-Jackson Elementary		DC x 1.6 Multiplier	78.26	144	1,375.00	198,000.00	1,122.00	199,122.00	☐
Moses McKissack Middle		DC x 1.6 Multiplier	78.17	110	1,375.00	151,250.00	866.00	152,116.00	☐
Jere Baxter Middle		DC x 1.6 Multiplier	77.39	302	1,375.00	415,250.00	2,428.00	417,678.00	☐
Chadwell Elementary		DC x 1.6 Multiplier	76.78	370	1,375.00	508,750.00	2,995.00	511,745.00	☐
East End Preparatory School		DC x 1.6 Multiplier	74.91	645	1,075.00	693,375.00	5,252.00	698,627.00	☐
Tom Joy Elementary		DC x 1.6 Multiplier	74.48	286	1,075.00	307,450.00	2,367.00	309,817.00	☐
Amqui Elementary		DC x 1.6 Multiplier	73.94	542	1,075.00	582,650.00	4,471.00	587,121.00	☐
Cumberland Elementary		DC x 1.6 Multiplier	73.84	406	1,075.00	436,450.00	3,428.00	439,878.00	☐
KIPP Academy Nashville		DC x 1.6 Multiplier	73.51	272	1,075.00	292,400.00	2,257.00	294,657.00	☐
Nashville Prep		DC x 1.6 Multiplier	72.73	120	1,075.00	129,000.00	1,006.00	130,006.00	☐
Purpose Prep		DC x 1.6 Multiplier	72.21	304	1,075.00	326,800.00	2,568.00	329,368.00	☐
East Nashville Magnet High School		DC x 1.6 Multiplier	72.09	266	1,075.00	285,950.00	2,251.00	288,201.00	☐

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	
Bellshire Elementary		DC x 1.6 Multiplier	72.01	277	1,075.00	297,775.00	2,397.00	300,172.00	☐
Warner Elementary		DC x 1.6 Multiplier	70.71	374	1,075.00	402,050.00	3,269.00	405,319.00	☐
Haynes Middle		DC x 1.6 Multiplier	69.62	230	1,075.00	247,250.00	2,068.00	249,318.00	☐
Cora Howe School		DC x 1.6 Multiplier	69.14	56	1,075.00	60,200.00	494.00	60,694.00	☐
Maplewood High		DC x 1.6 Multiplier	67.69	523	1,075.00	562,225.00	4,757.00	566,982.00	☐
The Academy at Opry Mills		DC x 1.6 Multiplier	65.62	21	1,075.00	22,575.00	195.00	22,770.00	☐
Whites Creek High		DC x 1.6 Multiplier	63.82	635	1,075.00	682,625.00	6,136.00	688,761.00	☐
Madison Middle		DC x 1.6 Multiplier	63.75	251	1,075.00	269,825.00	2,440.00	272,265.00	☐
Paragon Mills Elementary		DC x 1.6 Multiplier	63.03	394	1,075.00	423,550.00	3,861.00	427,411.00	☐
Eagle View Elementary School		DC x 1.6 Multiplier	62.52	402	1,075.00	432,150.00	4,068.00	436,218.00	☐
KIPP Nashville Collegiate High School		DC x 1.6 Multiplier	60.47	283	1,075.00	304,225.00	2,854.00	307,079.00	☐
Isaiah T. Creswell Middle School of the Arts		DC x 1.6 Multiplier	60.36	166	1,075.00	178,450.00	1,677.00	180,127.00	☐
Stratford STEM Magnet School		DC x 1.6 Multiplier	59.42	658	1,075.00	707,350.00	6,764.00	714,114.00	☐
Hattie Cotton Elementary		DC x 1.6 Multiplier	58.45	170	1,075.00	182,750.00	1,805.00	184,555.00	☐
The Academy at Old Cockrill		DC x 1.6 Multiplier	58.33	21	1,075.00	22,575.00	220.00	22,795.00	☐
Dodson Elementary		DC x 1.6 Multiplier	57.14	298	1,075.00	320,350.00	3,245.00	323,595.00	☐
RePublic High School		DC x 1.6 Multiplier	56.78	243	1,075.00	261,225.00	2,611.00	263,836.00	☐
Johnson Alternative Learning Center		DC x 1.6 Multiplier	56.62	77	1,075.00	82,775.00	830.00	83,605.00	☐

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	
Gateway Elementary		DC x 1.6 Multiplier	55.76	179	1,075.00	192,425.00	1,958.00	194,383.00	☐
Stratton Elementary		DC x 1.6 Multiplier	55.64	298	1,075.00	320,350.00	3,300.00	323,650.00	☐
Rocketship United		DC x 1.6 Multiplier	55.56	310	1,075.00	333,250.00	3,403.00	336,653.00	☐
LEAD Cameron		DC x 1.6 Multiplier	55.56	269	1,075.00	289,175.00	2,964.00	292,139.00	☐
Inglewood Elementary		DC x 1.6 Multiplier	54.95	149	1,075.00	160,175.00	1,665.00	161,840.00	☐
Shwab Elementary		DC x 1.6 Multiplier	54.55	155	1,075.00	166,625.00	1,744.00	168,369.00	☐
Lakeview Elementary		DC x 1.6 Multiplier	54.49	325	1,075.00	349,375.00	3,739.00	353,114.00	☐
The Academy at Hickory Hollow		DC x 1.6 Multiplier	54.29	19	1,075.00	20,425.00	213.00	20,638.00	☐
Old Center Elementary		DC x 1.6 Multiplier	52.72	178	1,075.00	191,350.00	2,129.00	193,479.00	☐
Cockrill Elementary		DC x 1.6 Multiplier	52.47	187	1,075.00	201,025.00	2,220.00	203,245.00	☐
J. E. Moss Elementary		DC x 1.6 Multiplier	51.58	357	1,075.00	383,775.00	4,446.00	388,221.00	☐
McGavock Elementary		DC x 1.6 Multiplier	50.80	158	1,075.00	169,850.00	1,897.00	171,747.00	☐
Cane Ridge Elementary		DC x 1.6 Multiplier	50.72	362	1,075.00	389,150.00	4,690.00	393,840.00	☐
Donelson Middle		DC x 1.6 Multiplier	50.47	262	1,075.00	281,650.00	3,263.00	284,913.00	☐
Antioch Middle		DC x 1.6 Multiplier	50.36	296	1,075.00	318,200.00	4,227.00	322,427.00	☐
Goodlettsville Elementary		DC x 1.6 Multiplier	50.16	312	1,075.00	335,400.00	3,806.00	339,206.00	☐
Tulip Grove Elementary		DC x 1.6 Multiplier	50.08	325	1,075.00	349,375.00	4,056.00	353,431.00	☐
Neely's Bend Elementary		DC x 1.6 Multiplier	49.76	301	915.00	275,415.00	3,812.00	279,227.00	☐
Smithson Craighead Academy		DC x 1.6 Multiplier	49.67	150	915.00	137,250.00	1,842.00	139,092.00	☐

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	
DuPont Tyler Middle		DC x 1.6 Multiplier	49.15	208	915.00	190,320.00	2,854.00	193,174.00	
Lead Academy		DC x 1.6 Multiplier	49.04	229	915.00	209,535.00	2,848.00	212,383.00	
Thomas A. Edison Elementary		DC x 1.6 Multiplier	48.99	306	915.00	279,990.00	4,233.00	284,223.00	
Goodlettsville Middle		DC x 1.6 Multiplier	48.43	262	915.00	239,730.00	3,312.00	243,042.00	
John F. Kennedy Middle		DC x 1.6 Multiplier	47.48	387	915.00	354,105.00	5,575.00	359,680.00	
Ruby Major Elementary		DC x 1.6 Multiplier	46.85	323	915.00	295,545.00	4,257.00	299,802.00	
Cole Elementary		DC x 1.6 Multiplier	46.53	315	915.00	288,225.00	4,654.00	292,879.00	
A. Z. Kelley Elementary		DC x 1.6 Multiplier	46.34	365	915.00	333,975.00	5,502.00	339,477.00	
Hunters Lane High		DC x 1.6 Multiplier	45.78	694	915.00	635,010.00	9,460.00	644,470.00	
Glencliff High School		DC x 1.6 Multiplier	45.67	483	915.00	441,945.00	6,557.00	448,502.00	
Glenview Elementary		DC x 1.6 Multiplier	45.33	261	915.00	238,815.00	3,593.00	242,408.00	
Hickman Elementary		DC x 1.6 Multiplier	44.82	178	915.00	162,870.00	2,531.00	165,401.00	
Mt. View Elementary		DC x 1.6 Multiplier	44.49	373	915.00	341,295.00	5,868.00	347,163.00	
Tusculum Elementary		DC x 1.6 Multiplier	44.16	267	915.00	244,305.00	3,867.00	248,172.00	
Smith Springs Elementary School		DC x 1.6 Multiplier	43.91	389	915.00	355,935.00	5,557.00	361,492.00	
Haywood Elementary		DC x 1.6 Multiplier	43.36	277	915.00	253,455.00	3,952.00	257,407.00	
STEM Prep High School		DC x 1.6 Multiplier	43.11	216	915.00	197,640.00	3,056.00	200,696.00	
DuPont Elementary		DC x 1.6 Multiplier	42.82	147	915.00	134,505.00	2,165.00	136,670.00	
STEM Prep Academy		DC x 1.6 Multiplier	42.08	186	915.00	170,190.00	2,696.00	172,886.00	

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	
Rose Park Middle		DC x 1.6 Multiplier	42.02	150	915.00	137,250.00	2,177.00	139,427.00	☐
Nashville Classical		DC x 1.6 Multiplier	41.85	226	915.00	206,790.00	3,294.00	210,084.00	☐
Nashville Big Picture High School		DC x 1.6 Multiplier	41.54	54	915.00	49,410.00	793.00	50,203.00	☐
Charlotte Park Elementary		DC x 1.6 Multiplier	41.17	226	915.00	206,790.00	3,452.00	210,242.00	☐
Una Elementary		DC x 1.6 Multiplier	41.10	294	915.00	269,010.00	4,867.00	273,877.00	☐
Wright Middle		DC x 1.6 Multiplier	39.81	195	915.00	178,425.00	3,202.00	181,627.00	☐
Apollo Middle		DC x 1.6 Multiplier	39.45	253	915.00	231,495.00	4,453.00	235,948.00	☐
McMurray Middle		DC x 1.6 Multiplier	39.43	203	915.00	185,745.00	3,233.00	188,978.00	☐
John B. Whitsitt Elementary		DC x 1.6 Multiplier	38.36	173	915.00	158,295.00	2,830.00	161,125.00	☐
Cane Ridge High School		DC x 1.6 Multiplier	37.41	758	915.00	693,570.00	13,175.00	706,745.00	☐
Henry C. Maxwell Elementary		DC x 1.6 Multiplier	35.81	213	915.00	194,895.00	3,934.00	198,829.00	☐
Antioch High School		DC x 1.6 Multiplier	35.48	734	915.00	671,610.00	13,717.00	685,327.00	☐
		Total Low Income		27,612	**Total Allocations**	29,842,040.00	311,410.00	30,153,450.00	
					Remaining	0.00			

Related Documents

Davidson County (190) Public District - FY 2027 - 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	MNPS Foster Care Transportation Procedure
(CFA TI) Identifying and Ranking Schools Supporting Documentation [Upload at least 1 document(s)]	N/A	MNPS Identifying and Ranking Schools Supporting Documentation

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)	MNPS Title I Positions 2026.05

Program Assurances

Davidson County (190) Public District - FY 2027 - 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 2027 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$460,726.93
Existing Budget In Categories Not Eligible for Indirect Cost	$12,500.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$448,226.93
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$393,043.61
Max Indirect Cost	$55,183.32

Account Number		Total
71100 - Regular Instruction Program		$389,666.93
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$25,060.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$46,000.00
	Total	$460,726.93
	Adjusted Allocation	$460,726.93
	Remaining	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A-Neglected

71100 - Regular Instruction Program - $389,666.93

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Hermitage Hall 1 Transition Coordinator= $75,032.12 w/benefits included 2.5 Educational Assistants (maximum of $23.68 and benefits) $64,967.88 (each position will remain open until funding runs out) Tutoring Services 75,000.00
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:	$215,000.00	
Line Item Total:	$215,000.00	
Account Number:	71100 - Regular Instruction Program	Youth Villages 3 School Liaisons 20hrs weekly @ 33,000 Transition Coordinator @ 20,726.93 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. Tutoring Services contracted from Catapult. One hundred thirty three hours of tutoring services from Catapult Tutoring tp focus on learning obstacles and deficiencies not provided in the classroom. A reading and math tutor that will provide the individualized teaching geared and targeted for the youths' individual needs and deficiencies.
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:	$53,726.93	
Line Item		

Total:	$53,726.93	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary: Educational Assistant/ Benchmark Testing Administrator 24 hours a week for 52 weeks. $30 an hour for 1,248 hours July 1,2026-June 30,2027
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:	$37,440.00	
Line Item Total:	$37,440.00	
Account Number:	71100 - Regular Instruction Program	Oasis Salaries and benefits for 2 Educational Assistants in the LC who provide trauma-informed services to students and who coordinate with families and schools to empower youth and families to get their educational needs met.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Oasis	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$37,000.00	
Line Item Total:	$37,000.00	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary:

Line Item Number:	429 - Instructional Supplies & Materials	Notebook Paper, Copy Paper, Golf Pencils, Dry Erase Markers/Assorted, Colored Pencils, File Folders Letter/Manilla 100 per box/ Poly File folders for projects and supplemental assignments. Supplemental Books, DVDs, Magazines & Periodicals, inspirational and instructional posters, educational and Supplies for family days including games and books, and activities.
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Harpeth Primary	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$32,500.00	
Line Item Total:	$32,500.00	
Account Number:	71100 - Regular Instruction Program	Youth Villages Supplemental Books for house library, instruction and practice Supplemental materials for tutoring such as notebooks, paper, and pencils for practice sessions STARS, Catapult Libraires, ACT Prep Software, Edhelper
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Youth Villages	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary: 2 Promethean boards
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:	$10,000.00
Line Item Total:	$10,000.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	722 - Regular Instruction Equipment
Strategic Plan:	
Admin Costs:	
Optional Program Code:	Youth Villages
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$2,500.00
Line Item Total:	$2,500.00

Youth Villages
Desktop Computers/ipads or funds to repair technology that may break. Service, repair, and maintenance of equipment to ensure that all equipment is working and meets the standards needed to help youth in the learning process.
Also the purchase of additional technology/equipment to provide student's access to curriculum software that will assist in achievement of the desired educational outcomes (ACT/SAT prep software, GED work software, Educational games) as well as to use with tutors to provide students with interactive instruction to increase engagement and motivation that will positively impact youth educational outcomes.

Total for 71100 - Regular Instruction Program:	$389,666.93
Total for all other Account Numbers:	$71,060.00
Total for all Account Numbers:	$460,726.93
Adjusted Allocation:	$460,726.93
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A-Neglected

72210 - Support Services/Regular Instruction Program - $25,060.00

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	District: TDOE Conferences and The National Symposium on Juvenile Services: Courage to Change since most all our delinquent students have come from situtations of neglect.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	District	
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	Harpeth Primary: 2027 Innovative Schools Summit ,summer of 2027 Nashville, TN.695.00 *8 =5,560.00, PD (Guest Speakers) Sessions that address trauma informed practices, differentiated instruction, building culture, assessment techniques and data analysis. 4,500.00
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Harpeth Primary	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,060.00	
Line Item Total:	$10,060.00	

Total for 72210 - Support Services/Regular Instruction Program:	$25,060.00
Total for all other Account Numbers:	$435,666.93
Total for all Account Numbers:	$460,726.93
Adjusted Allocation:	$460,726.93
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A-Neglected

99100 - Transfers Out - $46,000.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect Costs REVISION 1 2025.10 Increasing from $14,000 to $45,000 REVISION 2 2025.12 Increasing from $45,000 to $45,113.03
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:	$46,000.00	
Line Item Total:	$46,000.00	

Total for 99100 - Transfers Out:	$46,000.00
Total for all other Account Numbers:	$414,726.93
Total for all Account Numbers:	$460,726.93
Adjusted Allocation:	$460,726.93
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$460,726.93
Existing Budget In Categories Not Eligible for Indirect Cost	$12,500.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$448,226.93
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$393,043.61
Max Indirect Cost	$55,183.32

Filter by Location: All - $460,726.93

Account Number / Line Item Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	343,166.93	0.00		343,166.93
429 - Instructional Supplies & Materials	34,000.00			34,000.00
504 - Indirect Cost			46,000.00	46,000.00
524 - In-Service / Staff Development		25,060.00		25,060.00
722 - Regular Instruction Equipment	12,500.00			12,500.00
Total	389,666.93	25,060.00	46,000.00	460,726.93
			Adjusted Allocation	460,726.93
			Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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	Direct Admin	$0.00
Admin Costs	Indirect Cost	$46,000.00

6/1/2026 11:22:55 AM

Program Details

Davidson County (190) Public District - FY 2027 - 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	Harpeth Primary Assessment Center Youth-Opportunity Investments Hermitage Hall signed MOU Contract Oasis Center Contract Youth Villages MOU
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload between 1 and 5 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Template	Harpeth Primary Needs Assessment for Neglected & Delinquent Facilities Oasis Center Needs Assessment for Neglected & Delinquent Facilities Youth Villages Needs Assessment Hermitage Hall FY27 Facility Needs Assessment for SY26-27

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	1	8			
Hermitage Hall	3-12	6	75			
Youth Villages	7-12	0	25			
Harpeth Primary	7-12	3	75			

* 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: Harpeth Primary Estimated Allocation: 90,000.00

Line Item	Detailed Description Including the Priority Number The Item Is Associated with Your Needs Assessment	Priorities	Budget Amount
Technology	2 Promethean Boards		10,000.00
Professional Development	2027 Innovative Schools Summit ,summer of 2027 Nashville, TN.695.00 *8 =5,560.00, PD (Guest Speakers) Sessions that address trauma informed practices, differentiated instruction, building culture, assessment techniques and data analysis. 4,500.00		10,060.00
Supplemental Materialsand Books	Supplemental: Notebook Paper, Copy Paper, Golf Pencils, Dry Erase Markers/Assorted, Colored Pencils, File Folders Letter/Manilla 100 per box/ Poly File folders for projects and supplemental assignments. Supplemental		32,500.00

	Books, DVDs, Magazines & Periodicals, inspirational and instructional posters, educational manipulatives for math and science. Supplies for family days including games and books, and activities		
Activities			
Supplemental Staff Positions	Educational Assistant/ Benchmark Testing Administrator 24 hours a week for 52 weeks. 30.00 an hour for 1,248 hours July 1,2026-June 30,2027		37,440.00
Transitional Services			

Facility: Hermitage Hall **Allocation: $215,000.00 (Preliminary Estimation)**

Line Item	Detailed Description	Corresponding Priority Number in Needs Assessment	Budget Amount
Technology			
Professional Development			
Supplemental Materialsand Books			

Activities			
Supplemental Staff Positions	Transition Coordinator= $75,032.12 w/benefits included Educational Assistants 2.5 (maximum of $23.68 w/benefits)+ $64,967.88 (e.a. position will remain open until funding runs out) Tutoring Services 75,000.00	1 Transition Coordinator 2.5 Educational assistants	140,000.00 75,000.00
Transitional Services			

Facility: Oasis **Allocation: (Preliminary Estimation) 37,000.00**

Line Item	Detailed Description	Corresponding Priority Number in Needs Assessment	Budget Amount
Technology			
Professional Development			
Supplemental Materialsand Books			
Activities			
Supplemental Staff Positions	Salaries and benefits for 2 Educational Assistants in the LC who provide trauma-informed services to students and who	Priority 1	37,000.00

	coordinate with families and schools to empower youth and families to get their educational needs met.		
Transitional Services			

Facility: Youth Villages Middle TN Group Homes Allocation: 57,726.93

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	Desktop Computers/ipads or funds to repair technology that may break. Service, repair, and maintenance of equipment to ensure that all equipment is working and meets the standards needed to help youth in the learning process. Also the purchase of additional technology/equipment to provide student's access to curriculum software that will assist in achievement of the desired educational outcomes (ACT/SAT prep software, GED work software, Educational games) as well as to use with tutors to provide students with interactive instruction to increase engagement and motivation that will positively impact youth educational outcomes.		2,500.00
Professional Development			
Supplemental Materialsand Books	Supplemental Books for house library, instruction and practice Supplemental materials for tutoring such as notebooks, paper, and pencils for practice sessions		1,500.00

	STARS, Catapult Libraires, ACT Prep Software, Edhelper		
Activities	None		
Supplemental Staff Positions	3 School Liaisons 20hrs weekly 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 tp focus on learning obstacles and deficiencies not provided in the classroom. A reading and math tutor that will provide the individualized teaching geared and targeted for the youths' individual needs and deficiencies.		33,000 20,726.93
Transitional Services	None		

* 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Related Documents

Davidson County (190) Public District - FY 2027 - 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 Template	Harpeth Primary Needs Assessment for Neglected & Delinquent Facilities Oasis Center Needs Assessment for Neglected & Delinquent Facilities Youth Villages Needs Assessment Hermitage Hall FY27 Facility Needs Assessment for SY26-27
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Harpeth Primary Assessment Center Youth-Opportunity Investments Hermitage Hall signed MOU Contract Oasis Center Contract Youth Villages MOU

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

Program Assurances

Davidson County (190) Public District - FY 2027 - 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 2027 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$261,123.40
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	$251,123.40
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$220,206.42
Max Indirect Cost	$30,916.98

Account Number		Total
71100 - Regular Instruction Program		$229,823.40
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$2,300.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$29,000.00
	Total	$261,123.40
	Adjusted Allocation	$261,123.40
	Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part D LEA

71100 - Regular Instruction Program - $229,823.40

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	JDC: Two educational assistants 102,560.84 34 hr/wk@ 44 for 10 months (minus Christmas, Fall BK and Spring BK) including summer until funds exhausted through Stepping Stones Temp. Agency including July tutoring One full-time transitional coordinator 77,440.00 44 weeks 40 hr/wk @44.00 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:	$180,000.84	
Line Item Total:	$180,000.84	
Account Number:	71100 - Regular Instruction Program	Magnolia: Tutors for students, and a TA position – SPED tutors for additional classroom support, and Bi-lingual tutors for our growing ELL student population and 1 educational assistant who assists students in the classroom and helps teacher with record keeping for students.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Magnolia	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$31,822.56	
Line Item		

Total:	$31,822.56	
Account Number:	71100 - Regular Instruction Program	Magnolia: Copy paper, pencils, erasers, composition books, colored pencils, markers, cardstock, construction paper, highlighters, reproducible workbooks, materials for reading and phonics, library books
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
Admin Costs:		
Optional Program Code:	Magnolia	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	
Account Number:	71100 - Regular Instruction Program	Magnolia: over ear headphones for student laptops and tablets, speakers for amplifying audio learning materials, replacement laptops, HDMI chords, ELMOs, Promethean boards
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: $229,823.40

Total for all other Account Numbers:	$31,300.00
Total for all Account Numbers:	$261,123.40
Adjusted Allocation:	$261,123.40
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part D LEA

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

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Magnolia 4-6 teachers, professional development hours in trauma informed best practices to foster student academic growth Guest speakers, companies who offer on-site activities for youth such as YMCA, athletics, community engagement, team building
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:	$2,300.00	
Line Item Total:	$2,300.00	

Total for 72210 - Support Services/Regular Instruction Program:	$2,300.00
Total for all other Account Numbers:	$258,823.40
Total for all Account Numbers:	$261,123.40
Adjusted Allocation:	$261,123.40
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part D LEA

99100 - Transfers Out - $29,000.00

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:	$29,000.00	
Line Item Total:	$29,000.00	

Total for 99100 - Transfers Out:	$29,000.00
Total for all other Account Numbers:	$232,123.40
Total for all Account Numbers:	$261,123.40
Adjusted Allocation:	$261,123.40
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$261,123.40
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	$251,123.40
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$220,206.42
Max Indirect Cost	$30,916.98

Filter by Location: All - $261,123.40

Account Number / Line Item Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	211,823.40	0.00		211,823.40
429 - Instructional Supplies & Materials	8,000.00			8,000.00
504 - Indirect Cost			29,000.00	29,000.00
524 - In-Service / Staff Development		2,300.00		2,300.00
722 - Regular Instruction Equipment	10,000.00			10,000.00
Total	229,823.40	2,300.00	29,000.00	261,123.40
			Adjusted Allocation	261,123.40
			Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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	Direct Admin	$0.00
Admin Costs	Indirect Cost	$29,000.00

6/1/2026 11:23:07 AM

Program Details

Davidson County (190) Public District - FY 2027 - 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	Magnolia Contract Youth Opportunity Investments JDC Rite of Passage Contract
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload at least 1 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Template	Magnolia Education Center Needs Assessment for Neglected & Delinquent Facilities JDC Facility Needs Assessment Spring 2026

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	7-12	3	31.00			
Magnolia	7-12	4	60.00			

* 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: (Preliminary Estimation) 180,000.84**

Line Item	Detailed Description	Corresponding Priority Number in Needs Assessment	Budget Amount
Technology			
Professional Development			
Supplemental Materialsand Books			
Activities			
Supplemental Staff Positions	Transition Coordinator 77,440.00 44 weeks 40 hr/wk @44.00 2 Ed Assistants 102,560.84 34 hr/wk@ 44 for 10 months (minus Christmas, Fall BK and Spring BK) including summer until funds exhausted		180,000.84
Transitional Services			

Facility: Magnolia **Allocation: (Preliminary Estimation) 52,122.56**

Line Item	Detailed Description	Corresponding Priority Number in Needs Assessment	Budget Amount

Technology	over ear headphones for student laptops and tablets, speakers for amplifying audio learning materials, replacement laptops, HDMI chords, ELMOs, Promethean boards	Priority 3	$10,000
Professional Development	4-6 teachers, professional development hours in trauma informed best practices to foster student academic growth Guest speakers, companies who offer on-site activities for youth such as YMCA, sports teams, community engagement, team building	Priority 4 and 5	$2,300
Supplemental Materialsand Books	Copy paper, pencils, erasers, composition books, colored pencils, markers, cardstock, construction paper, highlighters, reproducible workbooks, materials for reading and phonics, library books	Priority 1	8,000.00
Activities			
Supplemental Staff Positions	Tutors for students (SPED tutors for additional classroom support, and Bi-lingual tutors for our growing ELL student population) and 1 educational assistant who assists students in the classroom and helps teacher with record keeping for students.	Priority 2	31,822.56

* 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Related Documents

Davidson County (190) Public District - FY 2027 - 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 Template	Magnolia Education Center Needs Assessment for Neglected & Delinquent Facilities JDC Facility Needs Assessment Spring 2026
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Magnolia Contract Youth Opportunity Investments JDC Rite of Passage Contract

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

Program Assurances

Davidson County (190) Public District - FY 2027 - 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 2027 - Consolidated - Rev 0 - Title II, Part A

Indirect Cost Guide	
Total Allocation	$3,905,873.80
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$3,905,873.80
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$3,425,003.34
Max Indirect Cost	$480,870.46

Account Number		Total
71100 - Regular Instruction Program		$0.00
71150 - Alternative Instruction Program		$0.00
71200 - Special Education Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$3,605,873.80
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		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$300,000.00
	Total	$3,905,873.80
	Adjusted Allocation	$3,905,873.80
	Remaining	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title II, Part A

72210 - Support Services/Regular Instruction Program - $3,605,873.80

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	19 HC 19 FTE Literacy, Math (MTSS), 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:	$812,705.74	
Line Item Total:	$812,705.74	
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 Will increase when carryover funds are added
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:	$600,000.00	
Line Item Total:	$600,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	New Teacher Induction for stipends designed to increase the retention of effective teachers.
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:	$67,000.00	
Line Item Total:	$67,000.00	
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:	$50,000.00	
Line Item Total:	$50,000.00	
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:	$166,000.00	
Line Item Total:	$166,000.00	
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:	$167,000.00	
Line Item Total:	$167,000.00	
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:	$700.00	
Line Item Total:	$700.00	
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:	$524,000.00	
Line Item Total:	$524,000.00	
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:	$250.00	
Line Item Total:	$250.00	
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:	$250.00	
Line Item Total:	$250.00	
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:	$39,000.00	
Line Item Total:	$39,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Mileage of persons paid from Title IIA and mileage related to IIA funded professional development activities as outlined in this application.

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

Account Number:	72210 - Support Services/Regular Instruction Program
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:	$547,093.66
Line Item Total:	$547,093.66

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 FY26 numbers, the estimated number is 31 staff members (22FTE) to be funded from Title II in FY27.
*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.

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 $387,497.76 and the $75,000 budgeted in 499 total the amount on the Equitable Services page, where the total is $462,497.76. 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 2026. 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:	$396,874.40	
Line Item		

Total:	$396,874.40	
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 Will increase with any remaining funds from mentor leads and new teacher induction
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Private School Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$150,000.00	
Line Item Total:	$150,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$3,605,873.80
Total for all other Account Numbers:	$300,000.00
Total for all Account Numbers:	$3,905,873.80
Adjusted Allocation:	$3,905,873.80
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title II, Part A

99100 - Transfers Out - $300,000.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect costs
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Private School Funds:		
Optional Program Code:	Indirect	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$300,000.00	
Line Item Total:	$300,000.00	

Total for 99100 - Transfers Out:	$300,000.00
Total for all other Account Numbers:	$3,605,873.80
Total for all Account Numbers:	$3,905,873.80
Adjusted Allocation:	$3,905,873.80
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title II, Part A

Indirect Cost Guide	
Total Allocation	$3,905,873.80
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$3,905,873.80
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$3,425,003.34
Max Indirect Cost	$480,870.46

Filter by Location: All - $3,905,873.80

Account Number / Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
172 - Instructional Coaches	812,705.74		812,705.74
189 - Other Salaries & Wages	717,000.00		717,000.00
201 - Social Security	166,000.00		166,000.00
204 - Pensions	167,000.00		167,000.00
206 - Life Insurance	700.00		700.00
207 - Medical Insurance	524,000.00		524,000.00
208 - Dental Insurance	250.00		250.00
211 - Local Retirement	250.00		250.00
212 - Employer Medicare	39,000.00		39,000.00
355 - Travel	10,000.00		10,000.00
399 - Other Contracted Services	547,093.66		547,093.66
499 - Other Supplies and Materials	75,000.00		75,000.00
504 - Indirect Cost		300,000.00	300,000.00
524 - In-Service / Staff Development	546,874.40		546,874.40

Account Number Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
Total	3,605,873.80	300,000.00	3,905,873.80
		Adjusted Allocation	3,905,873.80
		Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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	Direct Admin	$0.00
Admin Costs	Indirect Cost	$300,000.00
Private School Funds	Private Schools Funds	$471,874.40

6/1/2026 11:23:19 AM

Program Details

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title II, Part A

☐ **Check here if the page below is blank and the LEA plans to transfer these funds into other grant programs, school-wide pool, or consolidated when these funds become available. (See page name above)**

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.	3,856	118	468	273	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	618	28	29	53	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	514	26	23	45	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	540	25	27	46	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)	861	47	58	89	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	533	24	27	45	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	1,208	38	95	94	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 trauma informed practices.
☑	Identification and Support of Gifted Students	503	23	23	44	District-wide literacy and numeracy coaches 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	503	23	23	44	District-wide literacy and numeracy coaches 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 instructional services provided by libraries.

☑	Career Readiness Education	504	23	23	46	District-wide literacy and numeracy coaches 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 career readiness education.
☑	Recruitment, Placement, and Retention of Effective Educators	1,145	26	62	54	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 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.

As required under ESSA Title II, Part A Section 2102(b), describe how professional development for teachers, principals, and other school leaders will build capacity for high-quality instruction, positively impact student academic achievement, and address the needs of educators in the district to teach all learners, include in the response:

1. A description of educator and school leader needs in regard to professional development and how the district determines those needs; and

As a district, MNPS intentionally focuses on high-quality literacy and numeracy instruction, social and emotional learning, and blended learning to impact student achievement. For the 25-26 school year, each school has access to funds in the school-based budget that could be used to hire literacy coaches, numeracy coaches, instructional coaches, SEL coaches, EL coaches, EE coaches, school psychologists, and/or Restorative Practice Assistants. These positions provide support and professional learning to educators in each school. Educators in coach positions also attend monthly meetings to collaborate around MNPS initiatives and best practices in coaching, behavior support, and instruction. For the 25-26 school year, schools allocate funds for a teacher for Gifted and Talented students according to their needs. These educators provide instruction to students who qualify for Gifted & Talented services, help cultivate student academic talent in schools, and provide professional learning to educators in buildings.

MNPS determines professional learning needs by analyzing a variety of data:
· Panorama data analysis (staff and student results), specifically in the Leadership and Professional Learning domains for the staff survey,
· Student achievement and growth measures, specifically MNPS Benchmark and Universal Screening data,
· Input gathered through staff Professional Learning Focus Groups,
· Quantitative and qualitative data collected by principal supervisors and central office (also known as the Support Hub) leaders during job-embedded coaching visits at schools,
· Analysis of teacher and leader evaluation data, and

· Professional development session evaluation survey data.

The MNPS Cabinet (comprised of Deputy Superintendent, district Chiefs, Deputy Chiefs, and Executive Officers), the Executive Leadership Team, and the MNPS Professional Learning Stakeholder Group utilize this analysis to determine professional learning needs for teachers and leaders.

To ensure that professional learning experiences for staff are grounded in research and evidence-based practices, stakeholders collaborated to create the MNPS Professional Learning Design Principles and the MNPS Essential Professional Development Elements. The Professional Learning and Growth department provides professional learning to central office, also known as the Support Hub, leaders through a cohort model to operationalize these elements through a job-embedded professional learning model focused on planning, delivering, and evaluating professional learning. The professional learning experienced throughout these cohorts was intentionally designed as a blended learning experience so that Support Hub leaders received critical professional learning necessary to support teachers and leaders with replicating blended learning practices in their schools.

MNPS leverages a distributive leadership model to support a cohesive professional learning system that supports the integration of social-emotional learning and academics. This professional learning system capitalizes on the district's work around instructional leadership teams to support a flow of district-wide professional learning to reach all staff and students. As a result of this process, instructional leadership expertise will increase in teachers and leaders, ensuring that students access rigorous instruction, engaging learning opportunities, and culturally responsive education. To complement this work, the Professional Learning and Growth department provides opportunities for teachers and school leaders to enhance their expertise around healthy and productive instructional leadership teams and high-quality cycles of professional learning.

2. A description of professional development opportunities implemented by the district to meet those needs, including opportunities that address the needs of educators in the district to teach all learners.

Grounded in our focused-outcomes and the visioning of our Superintendent, Chief of Academics and Schools and Executive Director of Schools, our district has a robust professional learning plan for school leaders. Through the collaborative work of our content experts in teaching and learning and our Executive Directors of Schools we facilitate ongoing, responsive professional learning through monthly Principal Leadership Networks, quarterly assistant principal meetings and Instructional Leadership Team Networks. The goal of these sessions is to provide leadership development around strategic leadership levers that are responsive to the school's Theory of Action.. Professional learning to meet the needs of aspiring principals is also facilitated by Executive Directors of Schools. All of these leadership development opportunities are anchored back to the MNPS School Leadership Playbook, an educative resource that defines the necessary behaviors and actions for effective school leadership and includes reflection continuums that can be used for personal reflection and coaching opportunities.

Additionally, multiple departments provide data-driven and responsive professional learning to schools and leaders. These opportunities are contained in a robust catalog from which staff can select professional learning that best meets their needs. By taking advantage of the virtual space, MNPS departments have expanded their professional learning reach through a variety of asynchronous modules, which are available as needed to supplement any synchronous (virtual or in-person) professional learning provided. Additionally, MNPS leverages technology to support hybrid professional learning, where participants engage in professional learning in virtual and physical settings.

All of the above-described opportunities are complimented with Faculty PD Meeting Resources. Support Hub departments develop and release quarterly professional learning resources (slide decks, facilitator guides, professional development to practice implementation indicators, and extension resources such as articles and videos) designed to be facilitated during schools' faculty meetings. The topics for the professional development resources are determined through needs analysis based on student learning outcomes and qualitative observations in schools, and through school requests.

MNPS has been a reward district for equitable access by the state department of TN as our district has gone through equitable access training. MNPS built a strategic plan for equitable access that included building capacity and sustainability. This has taken on an integrated approach.

The Department of EE works collaboratively with Curriculum and Instruction to ensure that all professional learning focused on high-quality instruction provides universal design strategies to meet the needs of all diverse learners. EE collaborates and has integrated EE instructional coaches within the MTSS district support team to focus on students with high-incidence disabilities, primarily students with learning disabilities. As an integrated team, the MTSS district support team provides support to schools around access to core instruction and increasingly intensive intervention. They provide professional learning

through lunch and learns, MTSS District Network Meetings, and individual learning opportunities at the school level regarding universal screening, interventions, progress monitoring, and data-based decision-making. In addition, EE coaches provide school training and support on access to instruction for students with disabilities, including students with the most significant disabilities. EE Coaches attend ICLN. This group is made up of coaches from different departments so that we can have coherence on our professional learning and coaching practices. High Incidence Special Education teachers (interventionist licensure) attend professional learning throughout the school year with general education teachers to better understand standards, core instruction, and to partner with teachers to ensure access for students with disabilities.

The Department of EE has developed a PD pathways program. This pathway programs are divided into multiple buckets: Gifted Education, Writing Instructionally IEPs, Compliance, Required Trainings, Related Services, Pré-K, Transition, School Psychology, Access to Core instruction, Administrator Trainings, Paraprofessional, MTSS A and B: Continuum from gen ed to EE, and Modified Curriculum. Each area has a Level 1: Prerequisite, Level 2: Pathways and Level 3 which is individualized and coaches.

As new curricula in literacy and numeracy are adopted, MNPS offers required professional learning each summer to enhance teacher and leader expertise in the implementation of a guaranteed and viable curriculum. Teachers and leaders are also expected to participate in collaborative planning to continue their internalization and understanding of the curriculum. Professional learning is also ongoing through coaching and other direct learning opportunities throughout the school year.

As required under ESSA Title 1, Part A Section 1112(b)(2), describe how the district is reviewing and analyzing the data to identify and address disparities that result in students, particularly low-income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. The process in place to review and analyze educator placement, and

MNPS reviews and analyzes staff data in multiple ways. Several departments, including but not limited to Human Resources, Information Technology, Division of Schools, and Research Assessment and Evaluation, collaborate around the provision of staff and student data. Support Hub (Central Office) teams develop reports using levels of effectiveness, teacher experience, teacher retention, and licensure data in the MNPS Data Warehouse, TNCompass, HCM Learning, and Power BI. Support Hub (Central Office) staff and principals are able to see staff effectiveness, teacher movement/retention data, and certification data in the Data Warehouse to support educator development.

Also in this system is student assessment, attendance, and other data available for analysis to address disparities in staffing. Schools receive strong supports in monitoring, screening and benchmark assessment data and other data to make decisions about staff placement that will positively impact student learning. Additionally, principals can review staff PD participation and licensure data in HCM Learning to analyze trends in PD participation by person and all staff. In addition to these resources, Support Hub staff are collaborating around custom Power BI reporting that includes staff movement and staff effectiveness so that supports to schools and educators can be provided.?Schools also?have a team of HR Managers and Budget Office staff who are committed to supporting them as they build their budget and staffing plans each March.

2. Steps the district takes to address any disparities that result in students, particularly low-income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

During a school's budgeting process, a combined team of human resources staff, academic and schools' staff, and school leadership evaluate staffing to ensure that students have access to a high-quality teacher. In making decisions, the district utilizes a wide variety of data including TEAM evaluation scores, student achievement scores, and observation data. We strive to retain our most effective staff members, provide additional coaching and support to staff members that have opportunities for growth, pursue alternative placement for individuals that are not performing in our highest need schools, and, in some instances, parting ways with employees.

For the 2026-27 school year, the SOI will again offer a recruitment stipend of $2,500 to support each school in being fully staffed at the start of the school year. While this strategy is supported by research, it is also necessary for us to compete with neighboring school districts (i.e., Rutherford County) who are offering sign-on bonuses. To prioritize the operational needs of the schools in the SOI, the district provides early budget approval allowing for early hiring, prioritized hiring practices, early agreement options, and recruitment stipends for core content teaching positions (i.e., ELA, Math, Science, and Social Studies) as well as hard-to-staff positions (i.e., Exceptional Education and English Learner). Recruitment support, prioritized hiring, robust professional learning, and targeted interventions when needed for SOI educators support strategic staffing in priority schools and also means that when shifts need to

occur as identified through the data sources and analysis above, these are intentional and focused on quality.

In regard to school social workers and counselors, the district does not hire anyone who has not completed their Master's degree program in school counseling/social work, AND who is not certified by the State of Tennessee in that field. We do not have job-embedded placements, as we want to ensure that our students have fully trained professionals supporting them on a daily basis.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

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

Davidson County (190) Public District - FY 2027 - 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) Socal 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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Title II - Preschool Personnel Details

Davidson County (190) Public District - FY 2027 - 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Class Size Reduction

Davidson County (190) Public District - FY 2027 - 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Related Documents

Davidson County (190) Public District - FY 2027 - 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 2027 - 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.

English Learner Requirements Program Details

Davidson County (190) Public District - FY 2027 - 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 generates $10,000 or more and 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 2025 (FTE) - *Only include currently hired staff. Do not include vacant positions.*	* 1,122.00	* 702.50
2025-26 October 1 EL count (L, W, 1 and 2)		
Ratio of state/locally-funded ESL teachers to EL students as of October 1, 2025 is 1:35		0.00
Additional Details		

If the district-wide ESL program staffing ratio as of October 1, 2025 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, 2026.

.

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	☑	☐	☐	☑	☐	☐	☑	☑	
Antioch Middle	190-0023	☑	☐	☐	☑	☐	☐	☑	☑	
Apollo Middle	190-0025	☑	☐	☐	☑	☐	☐	☑	☑	
Aventura Community School	190-8015	☐	☐	☐	☑	☐	☐	☐	☑	
Bellevue Middle	190-0040	☑	☐	☐	☑	☐	☐	☑	☑	
Bellshire Elementary	190-0045	☑	☐	☐	☑	☐	☐	☑	☑	
Cambridge Early Learning Center	190-7005	☐	☐	☐	☐	☐	☐	☐	☐	Pre-K only, no K-12
Cane Ridge Elementary	190-0082	☐	☐	☐	☑	☐	☐	☐	☑	
Cane Ridge High School	190-0077	☑	☐	☐	☑	☐	☐	☑	☑	
Carter-Lawrence Elementary	190-0670	☐	☐	☐	☑	☐	☐	☐	☑	
Casa Azafran Early Learning Center	190-7020	☐	☐	☐	☐	☐	☐	☐	☐	Pre-K school only, no K-12
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	190-8060	☐	☐	☐	☑	☐	☐	☐	☑	
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	☐	☐	☐	☑	☐	☐	☐	☑	
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	☐	☐	☐	☐	☐	☐	☐	☐	Pre-K school, no K-12
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	☐	☐	☐	☑	☐	☐	☐	☑	
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	☑	☐	☐	☑	☐	☐	☑	☑	

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	☑	☐	☐	☑	☐	☐	☑	☑	
Richard H. Dinkins	190-0063	☐	☐	☐	☑	☐	☐	☐	☑	
Robert Churchwell Elementary	190-0618	☑	☐	☐	☑	☐	☑	☐	☑	
Rocketship United	190-8070	☑	☐	☐	☑	☐	☐	☑	☑	
Rose Park Middle	190-0595	☐	☐	☐	☑	☐	☐	☐	☑	
Rosebank Elementary	190-0600	☑	☐	☐	☑	☐	☑	☐	☑	
Ross Early Learning Center	190-7015	☐	☐	☐	☐	☐	☐	☐	☐	Pre-K only, no K-12
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	☑	☐	☐	☐	☐	☐	☑	☐	
		☐	☐	☐	☐	☐	☐	☐	☐	

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

2.00 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 who score “Emerging” Level 1 on the ELPA21 Dynamic Screener Assessment and have two or more years of limited formal education or significant interruptions in their educational progression. 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) foundational skills development and d) bidirectional family engagement.

These 18 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.**

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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 2027 - Consolidated - Rev 0 - English Learner Requirements

☐ **Check here if the page below is blank and the LEA plans to transfer these funds into other grant programs, school-wide pool, or consolidated when these funds become available. (See page name above).**

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 for after-school language & literacy instruction, and we use ELPA21 data to help determine if the supplements 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) and Conexión Américas. .

MNPS Title III funding is also used for EL family programming. Starting in FY27, we are moving our two positions funded through Title III to support our EL family engagement to the MNPS general budget. These positions 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 Title III 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.

Moving the Title III family engagement positions to local will allow more funds for contracted family engagement work and professional development for supporting EL families. We 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.

We plan to contract with Scholastic for professional development on the Dual Capacity Framework in supporting EL families.

Through this professional development, participants will:

Explore the research on family engagement including a deep dive on the Dual-Capacity Building Framework.
Discuss the urgency of creating a strong sense of belonging for multilingual, immigrant, and newcomer families and why this is essential to family engagement.
Practice implementing the elements of effective family engagement including strengthening relational trust, engaging families from an asset-based mindset, and building culturally responsive and respectful partnerships.
Learn about the impact of family language practices, cultural identity, and goals on student development and learning.
Explore research-based strategies and best practices for building partnerships that elevate family voice and foster trust and collaboration

Charter schools will receive their Title III funds and will work with the EL Office on allowable expenditures.

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 TELLSA 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 TELLSA annual evaluation.

We integrate school-level ELPA21 data, including domain-level results (listening, speaking, reading, and writing), with stakeholder feedback and additional data points such as TN Ready, Universal Screening results, benchmark data, and qualitative records to inform targeted coaching and professional learning.

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 TELLSA.

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 work plan of their activities. Coaches are collecting evidence to support the impact of their work with schools and teachers.

These are examples of productive coach activities that coaches use, and language development impact measured using the work plans 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 Data Analysis Professional Development Book Study Professional Learning Communities Newsletters Walkthroughs – outside a coaching cycle 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)	Professional Learning Communities Planning (1-1, team) Lesson Study Book Study Student Work Analysis ILPs (look at student PLs to guide planning) Coaching Cycle (Phase 1 and 2)	Coaching Cycle (Phase 2 and 3) Student Work Analysis Walkthroughs Feedback Observation ILPs (review process, student work) Data Analysis Coaching Conversation (outside coaching cycle) Student Observation Modeling

Coaches set individual ELPA21growth goals with their schools to measure the effectiveness of the Title III programming at each school. The work plans, alongside ELPA21 scores, are analyzed to assess the coaches' influence on language growth. This data-driven approach ensures Title III services are responsive, measurable, and focused on sustained language growth.

In addition, coaches set individual TCAP growth goals with their schools to measure the effectiveness of the Title II programming at each school. The work plans, alongside TCAP scores, are analyzed to assess the coaches’ impact on integrating content & language.

We measure professional development impact through teacher feedback, exit tickets, coaching cycles on implementation of the learning, and student 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. Starting in FY27, we are moving the two positions funded through Title III to the MNPS general budget. This change will allow for more funds to be used for contracted EL family programming and family supports. 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 plan to work with Scholastic to train the district on best practices in EL Family Engagement and the Dual Capacity Framework. We plan to use Title III to fund the EL portions of this work.

Activities serving ELs in Title III funded LEAs during the 2025-26 school year. 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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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		
Translators/Interpreters		

Other (specify)		
Total	17.00	17.00

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

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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Please contact Hannah.Gribble@tn.gov with any questions

Related Documents

Davidson County (190) Public District - FY 2027 - 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 2027 - 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 2027 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,819,787.42
Existing Budget In Categories Not Eligible for Indirect Cost	$5,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,814,787.42
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$2,468,245.73
Max Indirect Cost	$346,541.69

Account Number	Total
71100 - Regular Instruction Program	$50,000.00
72120 - Health Services	$0.00
72130 - Other Student Support	$154,646.61
72210 - Support Services/Regular Instruction Program	$2,562,140.81
72610 - Operation of Plant	$0.00
72710 - Transportation	$0.00
73100 - Food Service	$0.00
99100 - Transfers Out	$53,000.00
Total	$2,819,787.42
Adjusted Allocation	$2,819,787.42
Remaining	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title III

71100 - Regular Instruction Program - $50,000.00

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Supplemental instructional supplies and language tools along with texts including: Word to word dictionaries in Spanish, Arabic, and top languages Merriam-Webster's Spanish-English Visual Dictionary Supplemental text to be given to new students after registration Bilingual text for EL classroom libraries
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:	$50,000.00	
Line Item Total:	$50,000.00	

Total for 71100 - Regular Instruction Program:	$50,000.00
Total for all other Account Numbers:	$2,769,787.42
Total for all Account Numbers:	$2,819,787.42
Adjusted Allocation:	$2,819,787.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title III

72130 - Other Student Support - $154,646.61

Budget Detail		Narrative Description
Account Number:	72130 - Other Student Support	Allowable charter school student support expenses which will hit our books as management consultant expenses. Examples include supplemental reading texts for ELD classrooms, supplemental software for language development, bilingual textbooks and materials, supplemental formative assessments to monitor language progress.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$145,646.61	
Line Item Total:	$145,646.61	
Account Number:	72130 - Other Student Support	Supplemental printed materials for professional development, EL coaching, and other printed supplies for helping to engage parents and families of EL Students
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:	$4,000.00	
Line Item Total:	$4,000.00	
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:	$5,000.00	
Line Item Total:	$5,000.00	

Total for 72130 - Other Student Support:	$154,646.61
Total for all other Account Numbers:	$2,665,140.81
Total for all Account Numbers:	$2,819,787.42
Adjusted Allocation:	$2,819,787.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title III

72210 - Support Services/Regular Instruction Program - $2,562,140.81

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	17 HC 17 FTE EL Coaches
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:	$1,536,000.00	
Line Item Total:	$1,536,000.00	
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:	$99,000.00	
Line Item Total:	$99,000.00	
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:	$122,000.00	
Line Item Total:	$122,000.00	
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:		
Admin Costs:		
Private		

School Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$500.00	
Line Item Total:	$500.00	
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:	$335,000.00	
Line Item Total:	$335,000.00	
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:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:		
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 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:	$100.00	
Line Item Total:	$100.00	
Account	72210 - Support Services/Regular Instruction	

Number:	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 Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$23,500.00	
Line Item Total:	$23,500.00	
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. A new parent engagement strategy with media/radio/online series would focus specifically on helping MNPS EL families better understand their child's EL services, language development, school engagement, and how to effectively partner with the school. Harvard SDP EL data literacy-using data to improve EL instruction
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:	$140,585.00	

Line Item Total:	$140,585.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Allowable charter school support services expenses such as professional development services which will hit our books as management consultant expenses.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:		
Optional Program Code:	Charter	
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	Equitable services to private school students. Amount as auto-calculated elsewhere in this application. Contracted services from vendors such as Thinking Maps training
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Private School Instructional Funds:	Private School Instructional Funds	
Optional Program Code:	EQUITABLE SERVICES	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
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. Funds may also support fees associated with a language proficiency screener, such as ELPA21. During the consultation process, the Screener options are discussed and agreed upon with the private school, as use of ELPA21 Screener is not required. This is shared during consultation and reinforced through follow-up communication including email.
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:	$45,355.81	
Line Item Total:	$45,355.81	
Account Number:	72210 - Support Services/Regular Instruction Program	Vendor-specific supplemental texts and binders for training with coaches 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:	$50,000.00
Line Item Total:	$50,000.00

Account Number:	72210 - Support Services/Regular Instruction Program
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:	$5,000.00
Line Item Total:	$5,000.00

Supplemental coaching materials including laptop, mice, headsets, SWIVEL cameras, speakers, microphone, technology for coaching to enable remote support of school sites.

Total for 72210 - Support Services/Regular Instruction Program:	$2,562,140.81
Total for all other Account Numbers:	$257,646.61
Total for all Account Numbers:	$2,819,787.42
Adjusted Allocation:	$2,819,787.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title III

99100 - Transfers Out - $53,000.00

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:	$53,000.00	
Line Item Total:	$53,000.00	

Total for 99100 - Transfers Out:	$53,000.00
Total for all other Account Numbers:	$2,766,787.42
Total for all Account Numbers:	$2,819,787.42
Adjusted Allocation:	$2,819,787.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,819,787.42
Existing Budget In Categories Not Eligible for Indirect Cost	$5,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,814,787.42
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$2,468,245.73
Max Indirect Cost	$346,541.69

Filter by Location: All - $2,819,787.42

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			1,536,000.00		1,536,000.00
201 - Social Security	0.00	0.00	99,000.00		99,000.00
204 - Pensions	0.00	0.00	122,000.00		122,000.00
206 - Life Insurance	0.00	0.00	500.00		500.00
207 - Medical Insurance	0.00	0.00	335,000.00		335,000.00
208 - Dental Insurance	0.00	0.00	100.00		100.00
211 - Local Retirement	0.00	0.00	100.00		100.00
212 - Employer Medicare	0.00	0.00	23,500.00		23,500.00
308 - Consultants			140,585.00		140,585.00
399 - Other Contracted Services	0.00	145,646.61	205,000.00		350,646.61
429 - Instructional Supplies & Materials	50,000.00				50,000.00
499 - Other Supplies and Materials	0.00	4,000.00	45,355.81		49,355.81

Account Number Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
504 - Indirect Cost				53,000.00	53,000.00
524 - In-Service / Staff Development		0.00	50,000.00		50,000.00
599 - Other Charges	0.00	5,000.00	0.00		5,000.00
790 - Other Equipment		0.00	5,000.00		5,000.00
Total	50,000.00	154,646.61	2,562,140.81	53,000.00	2,819,787.42
				Adjusted Allocation	2,819,787.42
				Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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	Direct Admin	$0.00
Admin Costs	Indirect Cost	$53,000.00
Private School Instructional Funds	Private School Instructional Funds	$50,355.81

6/1/2026 11:23:50 AM

Davidson County (190) Public District - FY 2027 - 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	71	NOT PART	0.00	PART	71.00	NOT PART	0.00	PART	PART
190-9010 - Akiva School	K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	PART	115	NOT PART	0.00	PART	115.00	NOT PART	0.00	PART	NIPK
190-9946 - B.E. Academy for Girls	5,6,7,8	PART	32.00	NOT PART	0.00	PART	38	NOT PART	0.00	PART	38.00	NOT PART	0.00	NOT PART	NOT PART
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	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
190-9443 - 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	10.00	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	633	NOT PART	0.00	PART	633.00	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	789	NOT PART	0.00	PART	789.00	NOT PART	0.00	PART	PART
190-9120 - Ensworth School	K,1,2,3,4,5,6,7,8,9,10,11	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
190-9788 - Episcopal School of Nashville	PK,K,1,2	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
190-9060 - Ezell-Harding Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	232.00	NOT PART	0.00	PART	512	NOT PART	0.00	PART	512.00	NOT PART	0.00	PART	PART
190-9065 - F.H. Jenkins Elementary	K,1,2,3,4,5,6,7,8	PART	11.00	NOT PART	0.00	PART	130	PART	3.00	PART	130.00	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	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	NIPK
190-9070 - Father Ryan High School	9,10,11,12	PART	40.00	NOT PART	0.00	PART	808	NOT PART	0.00	PART	808.00	NOT PART	0.00	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	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PROFIT	PROFIT
190-9892 - Generation Changers Academy	k-5	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
190-9055 - Genesis 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	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	11.00	NOT PART	0.00	PART	934	NOT PART	0.00	PART	934.00	NOT PART	0.00	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	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	NO REPLY
190-9351 - Highroads School of Nashville	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
190-9724 - 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	46.00	NOT PART	0.00	PART	307	NOT PART	0.00	PART	307.00	PART	307.00	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	PROFIT	PROFIT
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
190-190-9972 - Imago Classical School	K,1,2,3,4,5,6,7,8,9	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
190-9849 - Imani Montessori	PK,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9742 - Jaymes Christian Academy	PK,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
190-9061 - Jesus Only Academy	PK,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
190-9879 - Jewish Middle School		NOT PART	0.00	NOT PART	0.00	PART	40	PART	40.00	PART	40.00	NOT PART	0.00	NOT PART	NIPK
190-9505 - Jonathan Edwards Classical Academy	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	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	PROFIT	NIPK
190-9857 - King's Academy Nashville	PK,K,1,2,3,4,5,6,7,8	NO REPLY	0.00	NO REPLY	0.00	PART	262	PART	45.00	PART	262.00	NO REPLY	0.00	PART	NIPK

190-9905 - Lead Christian 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	NIPK
190-9920 - Legacy Academy Nashville	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	PART	NIPK
190-9125 - Lighthouse Christian School	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	354.00	NOT PART	0.00	PART	380	PART	201.00	PART	380.00	NOT PART	0.00	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	18.00	NOT PART	0.00	PART	1,265	NOT PART	0.00	PART	1,265.00	NOT PART	0.00	PART	PART
190-9130 - Madison Academy	9,10,11,12	PART	44.00	NOT PART	0.00	PART	222	PART	35.00	PART	222.00	NOT PART	0.00	PART	NIPK
190-9135 - Madison Campus Elementary School	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
190-9820 - 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	PART	305	NOT PART	0.00	PART	305.00	NOT PART	0.00	NO REPLY	NIPK
190-9350 - Montessori Academy	PK,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
190-9430 - 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
190-9874 - Moronia Academy		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
190-9335 - 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	21.00	NOT PART	0.00	PART	761	PART	18.00	PART	761.00	PART	761.00	PART	PART
190-9222 - Nashville International Academy	PK,K,1,2,3,4,5,6	NO REPLY	0.00	NOT PART	0.00	PART	193	PART	11.00	PART	193.00	NOT PART	0.00	PART	PART
190-9024 - New Children First, A Montessori Community	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
190-9725 - NIA House Montessori	PK,K,1,2,3	PART	34.00	NOT PART	0.00	PART	42	NOT PART	0.00	PART	42.00	NOT PART	0.00	NO REPLY	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	235	NOT PART	0.00	PART	235.00	NOT PART	0.00	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	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
190-9753 - 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
190-9813 - Reach Academy	K,1,2,3,4	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
190-9700 - Ridgecrest 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	NOT PART	NOT PART
190-9285 - Schrader Lane Child Care Center	K	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
190-9305 - St. Ann School	K,1,2,3,4,5,6,7,8	PART	49.00	NOT PART	0.00	PART	176	PART	25.00	PART	176.00	NOT PART	0.00	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	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9078 - St. Clement Coptic Orthodox Christian Academy	PK,K,1,2,3,4	PART	86.00	NOT PART	0.00	PART	225	NOT PART	0.00	PART	225.00	PART	225.00	PART	PART
190-9205 - St. Edward School	PK,K,1,2,3,4,5,6,7,8	PART	93.00	NOT PART	0.00	PART	196	PART	40.00	PART	196.00	PART	196.00	PART	PART
190-9210 - St. Henry School	K,1,2,3,4,5,6,7,8	PART	41.00	NOT PART	0.00	PART	611	NOT PART	0.00	PART	611.00	NOT PART	0.00	PART	PART
190-9211 - St. Joseph School	PK,K,1,2,3,4,5,6,7,8	PART	12.00	NOT PART	0.00	PART	245	NOT PART	0.00	PART	245.00	NOT PART	0.00	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	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	NO REPLY
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	111.00	NOT PART	0.00	PART	243	PART	3.00	PART	243.00	NOT PART	0.00	NOT PART	NIPK
190-9851 - The Acorn School Bldg. 1	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
190-9877 - The Acorn School Bldg. 2		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
190-9270 - 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	NOT PART	0.00	NOT PART	0.00	PART	31	NOT PART	0.00	PART	31.00	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
Totals:			**1,245.00**		**0.00**		**10,330**		**421.00**		**10,330.00**		**1,489.00**		

6/1/2026 11:23:51 AM

Equitable Services Program Details- Title I, Part A

Davidson County (190) Public District - FY 2027 - 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)	$ 36,409,725.70
B. K-12 Private School Low-Income Enrollment (from Served Schools)	819.00
C. K-12 Total Low-Income Enrollment (from Served Schools)	28,431.00
D. Total Private School Share (A x B/C)	$ 1,048,839.83
E. Private School Family Engagement ([D X 1%] if Title I allocation > $500,000)	$ 10,488.40
F. Private School Administration	$
G. Current Year Private School Instructional Funds (D-(E+F)	$ 1,038,351.43
H. Prior Year 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 (Prior Year Carryover and Current Year)	$ 1,038,351.43

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 Tuesday, March 17, 2026, from 8:30 a.m.-11:30 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 hosted a virtual TEAMS meeting on March 24, 2026, for the non-public schools that were not able to attend the in-person meeting on March 17, 2026. The group consultation meeting on March 17 and March 24, 2026, 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 policies, procedures, and important dates. We reviewed how funds are generated, and the types of provisions for services for eligible recipients, decision points, and more.

Specific to Title I, we also discussed:

· Services (providers and when, how, and 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 3/20/2026 and 3/26/26) 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 programming with school contacts via email in April of 2026. We will hold individual consultation meetings this summer, tentatively in late June, once we have specific amounts for FY27 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 20, 2026, and March 26, 2026, 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 2026.

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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Equitable Services Program Details- Title I, Part C

Davidson County (190) Public District - FY 2027 - 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.)

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Equitable Services Program Details - Title II, Part A

Davidson County (190) Public District - FY 2027 - 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)	75,171
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	10,330
A3: Total Enrollment (A1 + A2)	85,501
B. Title II, Part A	
B1: LEA Allocation	$ 3,905,873.80
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)	$ 3,905,873.80
C. Per Pupil Rate	
C1: B3 divided by A3	$ 45.68
D. Equitable Services	
D1: Amount district must reserve for equitable services for participating private schools = (A2 x C1)	$ 471,874.40
E. Prior Year Private School Carryover Amount	$
F. Total Amount of Private School Instructional Funds = (Prior Year Carryover + Current Year)	$ 471,874.40

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 Tuesday, March 17, 2026, from 8:30 a.m.-11:30 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 hosted a virtual TEAMS Consultation meeting on

March 24, 2026, for the non-public schools that were not able to attend the in-person meeting on March 17, 2026. The group consultation meeting on March 17 and March 24, 2026, 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 policies, procedures, and important dates. We reviewed how funds are generated, and the types of provisions for services for eligible recipients, decision points, and more.

Specific to Title II, we also discussed:

· Services, allowable options, vendor list, 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 survey, both electronic and hard copy, after the meetings (due 3/20/2026 and 3/26/2026) 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 programming with school contacts via email in April of 2026. We will hold individual consultation meetings this summer, tentatively in late June, once we have specific amounts for FY27 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 20, 2026, and March 26, 2026 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 informed instruction, SEL, differentiating instruction, subject-specific Advanced Placement conferences, TDOE offerings, and more. Non-Public schools would also like their teachers to engage in professional learning (in person or virtually) on integrating technology effectively and pedagogy for distance and blended learning. Book studies are also an area of interest.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Equitable Services Program Details - Title III

Davidson County (190) Public District - FY 2027 - 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	23,154
A2: Participating K-12 Private School English Learners (Spring Private School Survey responses)	421
A3: Total English Learners (A1 + A2)	23,575
B. Title III	
B1: LEA Allocation	$ 2,819,787.42
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)	$ 2,819,787.42
C. Per Pupil Rate	
C1: B3 divided by A3	$ 119.61
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ 50,355.81
E. Prior Year Private Schools Carryover Amount	$
F. Total Amount of Private Schools Instructional Funds (Prior Year Carryover and Current Year) = (Line D1 + E)	$ 50,355.81

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 Tuesday, March 17, 2026, from 8:30 a.m.-11:30 a.m. and on Tuesday, March 24, 2026, via Microsoft Teams. 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

hosted a virtual TEAMS meeting on March 24, 2026, for the non-public schools that were not able to attend the in-person meeting on March 17, 2026. The group consultation meeting on March 17 and March 24, 2026, 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 policies, procedures, and important dates. We reviewed how funds are generated, and the types of provisions for services for eligible recipients, decision points, and more.

In addition, the Grants Office 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 programming with school contacts via email in April of 2026. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY27 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 17, 2026 and March 26, 2026 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Specific to Title III, the Coordinator of EL Services at the Office of English Learners discussed topics including how the proportion of funds allocated is determined, the process for identification of English learners, the size and scope of equitable services, and how the needs and services will be evaluated. As part of ongoing, meaningful consultation, the Coordinator meets individually with participating non-public school partners via Microsoft TEAMS, or in-person if preferred, to discuss schools' academic/language & professional development needs, determine specific services to contribute to improving student outcomes, set a goal for the identified need and planned activities, and establish a plan for evaluating the plan.

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. Schools may 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.

The 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 consult with MNPS staff using a needs assessment form 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 Professional Development
· Supplemental EL materials and other effective materials that supplement language development and instruction including parent, family, and community engagement activities

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 needs and evaluations with MNPS.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Equitable Services Program Details - Title IV

Davidson County (190) Public District - FY 2027 - 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)	75,171
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	10,330
A3: Total Enrollment (A1 + A2)	85,501
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)	$ 2,620,321.89
B3: LEA Allocation Minus Admin Costs (B1 + B1A - B2)	$ -2,620,321.89
C. Per Pupil Rate	
C1: B3 divided by A3	$ -30.65
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ (316,614.50)
E. Prior Year Private School Carryover Amount	$
F. Total Amount of Private Schools Instructional Funds (Prior Year Carryover and Current Year) = (Line D1 + E)	$ (316,614.50)

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 Tuesday, March 17, 2026, from 8:30 a.m.-11:30 a.m. and on Tuesday, March 24, 2026, via Microsoft TEAMS. 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 hosted a virtual TEAMS meeting on March 24, 2026, for the non-public schools that were not able to attend the in-person meeting on March 17, 2026. The

group consultation meeting on March 17 and March 24, 2026, 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 policies, procedures, and important dates. We reviewed how funds are generated, and the types of provisions for services for eligible recipients, decision points, and more.

Specific to Title IV, we also discussed:

·Services (providers and when, how, and 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 3/20/2026 and 3/26/2026) 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 programming with school contacts via email in April 2026. 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 20, 2026, and March 26, 2026, 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Assurances

Davidson County (190) Public District - FY 2027 - 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 2027 - 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 FY27. Combined
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 2027 - 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	4.00			5	5.00	4	4.00
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	6.00	0	0.00	16	14.30	6	6.00

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					100	100.00	0	0.00
Bus Attendants					152	151.50	0	0.00
Psychologists	13	13.00			40	28.60	13	13.00
Speech Pathologists	6	6.00			86	86.00	6	6.00
Other (please specify) Occupational Therapists	1	0.50			34	34.00	1	0.50
Other (please specify) Physical Therapists	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	3	3.00					3	3.00
Other (please specify) Itinerant Vision teachers	5	5.00					5	5.00

Other (please specify) Itinerant Hearing teachers	11	11.00					11	11.00
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 transporation 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	13	13.00					13	13.00
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
Total	92	91.00	0	0.00	432	420.10	92	91.00

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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			3	3.00			4	4.00
Antioch High School	190-0020			6	6.00			11	11.00
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			4	4.00
Cambridge Early Learning Center	190-7005								
Cane Ridge Elementary	190-0082			3	3.00			6	6.00
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								
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	16	16.00	14	14.00
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			6	6.00
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			4	4.00			7	7.00
DuPont Tyler Middle	190-0185			5	5.00			6	6.00
Eagle View Elementary School	190-0115			3	3.00			5	5.00

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			5	5.00
Explore Community School	190-8060								
Fall-Hamilton Elementary	190-0220			1	1.00			6	6.00
Gateway Elementary	190-0235			2	2.00			3	3.00
Glencliff Elementary	190-0240			4	4.00			6	6.00
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			5	5.00
Goodlettsville Middle	190-0275			4	4.00			4	4.00
Gower Elementary	190-0280			4	4.00			7	7.00
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			7	7.00
Harris-Hillman Special Education	190-0302			9	9.00	14	14.00	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			4	4.00			6	6.00
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			1	1.00			2	2.00

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			3	3.00
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			4	4.00			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			5	5.00
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			8	8.00
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			4	4.00	11	11.00		
Napier Elementary	190-0510			2	2.00			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							1	1.00
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			2	2.00			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								
Richard H. Dinkins	190-0063			1	1.00			2	2.00
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								
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			2	2.00			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	0.50				
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	
Tom Joy Elementary	190-0635			1	1.00			3	3.00
Transitions at Bass	190-0725			1	1.00				
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			7	7.00

Una Elementary	190-0655			3	3.00			5	5.00
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			8	8.00
Westmeade Elementary	190-0695			2	2.00			6	6.00
Whites Creek High	190-0704			4	4.00			9	9.00
William Henry Oliver Middle	190-0538			3	3.00			3	3.00
Wright Middle	190-0715			2	2.00			5	5.00
Total		0	0.00	330	326.80	41	41.00	552	549.10

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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																												
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	190-8060																												
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																												
Ivanetta H. Davis Learning Center at Bordeaux	190-7010																												
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																												
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																												
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	190-0480																												
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																												
Richard H. Dirkins	190-0063																												
Robert Churchwell Elementary	190-0618																												
Rocketship United	190-8070																												
Rose Park Middle	190-0595																												
Rosebank Elementary	190-0600																												
Ross Early Learning Center	190-7015																												
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																													
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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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
Amqui Elementary	190-0010					2	2.00					1	1.00
Andrew Jackson Elementary	190-0015					1	1.00			1	1.00		
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	1	1.00			2	2.00
Cambridge Early Learning Center	190-7005					3	3.00					4	4.00
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	2	2.00					4	4.00				
Chadwell Elementary	190-0105						2.00	2				2	2.00
Charlotte Park Elementary	190-0110	1	1.00					2	2.00				
Cockrill Elementary	190-0120	1	1.00			1	1.00	2	2.00			3	3.00
Cole Elementary	190-0130												
Cora Howe School	190-0443												

Crieve Hall Elementary	190-0145												
Croft Middle	190-0148												
Cumberland Elementary	190-0150					1	1.00						
Dan Mills Elementary	190-0160					2	2.00					2	2.00
Dodson Elementary	190-0165					1	1.00					1	1.00
Donelson Middle	190-0175												
DuPont Elementary	190-0180												
DuPont Hadley Middle	190-0190												
DuPont Tyler Middle	190-0185												
Eagle View Elementary School	190-0115	1	1.00					1	1.00				
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			2	2.00	1	1.00			2	2.00
Gateway Elementary	190-0235					1	1.00					1	1.00
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	1	1.00					1	1.00				
Goodlettsville Middle	190-0275												

Gower Elementary	190-0280	1	1.00			5	4.50	2	2.00			3	3.00
Granbery Elementary	190-0290												
H. G. Hill Middle	190-0295												
Harpeth Valley Elementary	190-0300	1	1.00					2	2.00				
Harris-Hillman Special Education	190-0302	2	2.00			2	2.00	3	3.00	2	2.00	5	5.00
Hattie Cotton Elementary	190-0140												
Haynes Middle	190-0305												
Haywood Elementary	190-0310	1	1.00					1	1.00				
Head Middle	190-0315												
Henry C. Maxwell Elementary	190-0318					2	2.00					2	2.00
Hermitage Elementary	190-0320												
Hickman Elementary	190-0327					2	2.00			2	2.00	4	4.00
Hillsboro High	190-0335												
Hull-Jackson Elementary	190-0350	1	1.00			1	1.00	1	1.00			2	2.00
Hume - Fogg High	190-0355												
Hunters Lane High	190-0358												
Ida B. Wells Elementary	190-0080					1	1.00					1	1.00
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												
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					2	2.00					4	4.00
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
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									2	2.00		
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					2	2.00					2	2.00
Paragon Mills Elementary	190-0540					1	1.00					1	1.00
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												
Richard H. Dinkins	190-0063												
Robert Churchwell Elementary	190-0618												
Rocketship United	190-8070												
Rose Park Middle	190-0595												
Rosebank Elementary	190-0600												
Ross Early Learning Center	190-7015					3	3.00			3	3.00	3	3.00
Ruby Major Elementary	190-0607												
Shwab Elementary	190-0610									2	2.00		
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	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							1	1.00				
Waverly-Belmont Elementary School	190-0755	1	1.00					2	2.00				
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		16	16.00	0	0.00	40	41.50	29	27.00	14	14.00	53	53.00

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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																																											
Cambridge Early Learning Center	190 - 7.005																																											
Cane Ridge Elementary	190 - 0.052																																											
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																																											
Cora Howe School	190 - 0.443																																											
Crieve Hall Elementary	190 - 0.145																																											
Croft Middle	190 - 0.148																																											
Cumberland Elementary	190 - 0.150																																											
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 - 0.115																																											
Elkin Elementary	190 - 0.195																																											
Early College High	190 - 0.437																																											
Earl Eind Elementary School	190 - 8.009																																											
Earl Nashville Optional High School	190 - 0.203																																											
Earl Nashville Middle	190 - 0.296																																											
Explore Community School	190 - 8.999																																											
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 - 0.090																																											
Inglewood Elementary	190 - 0.360																																											
Intrepid College Preparatory Charter School	190 - 8.048																																											
Isaac Litton Middle	190 - 0.365																																											
Isaiah T. Creswell Middle Magnet of the Arts	190 - 0.700																																											
Ivanetta H. Davis Learning Center at Bordeaux	190 - 7.010																																											
J. E. Moss Elementary	190 - 0.370																																											
James Lawson High School	190 - 0.374																																											
Jere Baxter Middle	190 - 0.375																																											
Joelton Elementary	190 - 0.380																																											
John B. Whitsitt Elementary	190 - 0.390																																											
John Early Middle	190 - 0.398																																											
John F. Kennedy Middle	190 - 0.393																																											

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
Martin Luther King Jr School	190-0456
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
Richard H. Dinkins	190-0063
Robert Churchwell Elementary	190-0618
Rocketship United	190-8070
Rose Park Middle	190-0595
Rosebank Elementary	190-0600
Ross Early Learning Center	190-7015
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																																										
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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

IDEA Private/Non-Public School Details

Davidson County (190) Public District - FY 2027 - 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 w/ Private Agencies

IDEA 619

71200-312 Contracts w/ Private Agencies

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

IDEA Private School Proportionate Amounts 2026-2027

General Purpose Special Education Budget

Davidson County (190) Public District - FY 2027 - 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	FY27 Est GP Sp Ed 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

39 * 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.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA Requirements

Special Transportation

* Provide the number of students with disabilities receiving Special Transportation below.

442	* Age 3-5
1,459	* Age 6-21

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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	FY27 Est GP Sp Ed 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
		2023-24	2024-25	* 2025-26 Projected	2026-27
1	Actual amount expended for students with disabilities (SWD) served (State Special Education Expenditure Report)	$118,181,782.77	$127,659,298.92	* $ 128,618,519.43	
2	Total unduplicated count of disabled students served by the school system (End of Year Report)	13278	13127	* 13,127	
3	Per pupil expenditures (Row 1 divided by Row 2)	$ 8,900.57	$ 9,724.94	$ 9,798.01	
4	System's total enrollment (All Students)			* 78,893.00	
5	Percentage of Special Education Students (Row 2 divided by Row 4)			16.64 %	
6	Projected Expenditures (Total Expenditures General Purpose Funds)				* $ 130,179,664.42

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

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA, Part B

Indirect Cost Guide	
Total Allocation	$17,632,967.50
Existing Budget In Categories Not Eligible for Indirect Cost	$50,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$17,582,967.50
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$15,418,245.80
Max Indirect Cost	$2,164,721.70

Account Number	Total
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$14,509,452.50
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	$2,013,428.17
72410 - Office of the Principal	$0.00
72710 - Transportation	$15,000.00
99100 - Transfers Out	$1,095,086.83
Total	$17,632,967.50
Adjusted Allocation	$17,632,967.50
Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA, Part B

71200 - Special Education Program - $14,509,452.50

Budget Detail		Narrative Description
Account Number:	71200 - Special Education Program	To fund 57.0 FTE teachers, which includes: 16.0 Sp Ed preschool teachers; 9.0 FTE itinerant sp ed preschool teachers; 3.0 FTE itinerant sp ed coaches; 4.0 FTE Ex Ed MTSS Behavior Coaches; 5.0 FTE itinerant vision teachers; 11.0 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:	$3,485,000.00	
Line Item Total:	$3,485,000.00	
Account Number:	71200 - Special Education Program	To fund 96.0 FTE Sp Ed educational assistants, which includes: 27.0 preschool special education ed assistants; 41.0 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; 13.0 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:	$3,417,505.00	
Line Item Total:	$3,417,505.00	
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:	$420,550.00	
Line Item Total:	$420,550.00	
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:	$454,029.41	

Line Item Total:	$454,029.41	
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:	$351,499.50	
Line Item Total:	$351,499.50	
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:	$14,184.00	

Line Item Total:	$14,184.00	
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:	$2,243,229.00	
Line Item Total:	$2,243,229.00	
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:	$48,230.00	
Line Item Total:	$48,230.00	

Account Number:	71200 - Special Education Program	retirement for non-certificated staff
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$438,124.14	
Line Item Total:	$438,124.14	
Account Number:	71200 - Special Education Program	Fringe benefit 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:	$106,184.30	
Line Item Total:	$106,184.30	

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 FY27; the Carryover from FY26 will be budgeted in at a later date. 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:	$1,083,112.75	
Line Item Total:	$1,083,112.75	

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:	$350,000.00	
Line Item Total:	$350,000.00	

Account Number:	71200 - Special Education Program	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:	$2,029,804.40	
Line Item Total:	$2,029,804.40	
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:	$14,509,452.50
Total for all other Account Numbers:	$3,123,515.00
Total for all Account Numbers:	$17,632,967.50
Adjusted Allocation:	$17,632,967.50
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA, Part B

72220 - Support Services/Special Education Program - $2,013,428.17

Budget Detail		Narrative Description
Account Number:	72220 - Support Services/Special Education Program	To pay salary for 4.0 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:	$470,000.00	
Line Item Total:	$470,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay salaries of 13.0 FTE SE psychological personnel (three 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:	$736,700.00	
Line Item Total:	$736,700.00	
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	To pay salary for 2.0 FTE SE Clerk, and a .1 FTE for a SE Clerk to assist with ESY at one of our ESY sites.
Line Item Number:	162 - Clerical Personnel	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$96,802.00	

Line Item Total:	$96,802.00	
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 salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
IDEA:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$55,242.12	

Line Item Total:	$55,242.12	
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:	$29,140.00	
Line Item Total:	$29,140.00	
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:	$66,303.00	
Line Item Total:	$66,303.00	

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:	$42,300.00	
Line Item Total:	$42,300.00	

Account Number:	72220 - Support Services/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:	$4,537.50	
Line Item Total:	$4,537.50	

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:	$225,018.00	
Line Item Total:	$225,018.00	
Account	72220 - Support Services/Special Education	

Number:	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:	$976.00	
Line Item Total:	$976.00	
Account Number:	72220 - Support Services/Special Education Program	Retirement for non-certificated employees

Line Item Number:	211 - Local Retirement
Strategic Plan:	
IDEA:	
Admin Costs:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$12,410.02
Line Item Total:	$12,410.02

Account Number:	72220 - Support Services/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:	$19,734.53
Line Item Total:	$19,734.53

Fringe benefits for above salaries

Account Number:	72220 - Support Services/Special Education Program
Line Item	212 - Employer Medicare

Fringe benefits

Number:		
Strategic Plan:		
IDEA:		
Admin Costs:	Direct Admin	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,815.00	
Line Item Total:	$6,815.00	
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:	$55,000.00	
Line Item Total:	$55,000.00	
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:	$2,013,428.17
Total for all other Account Numbers:	$15,619,539.33
Total for all Account Numbers:	$17,632,967.50
Adjusted Allocation:	$17,632,967.50
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - 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:	$17,617,967.50
Total for all Account Numbers:	$17,632,967.50
Adjusted Allocation:	$17,632,967.50
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA, Part B

99100 - Transfers Out - $1,095,086.83

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:	$1,095,086.83	
Line Item Total:	$1,095,086.83	

Total for 99100 - Transfers Out:	$1,095,086.83
Total for all other Account Numbers:	$16,537,880.67
Total for all Account Numbers:	$17,632,967.50
Adjusted Allocation:	$17,632,967.50
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA, Part B

Indirect Cost Guide	
Total Allocation	$17,632,967.50
Existing Budget In Categories Not Eligible for Indirect Cost	$50,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$17,582,967.50
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$15,418,245.80
Max Indirect Cost	$2,164,721.70

Filter by Location: All - $17,632,967.50

Account Number / Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
105 - Supervisor / Director		470,000.00	0.00		470,000.00
116 - Teachers	3,485,000.00				3,485,000.00
124 - Psychological Personnel		736,700.00			736,700.00
131 - Medical Personnel		50,000.00			50,000.00
162 - Clerical Personnel		96,802.00	0.00		96,802.00
163 - Educational Assistants	3,417,505.00				3,417,505.00
171 - Speech Pathologist	420,550.00	0.00			420,550.00
196 - In-Service Training		7,500.00	0.00		7,500.00
201 - Social Security	454,029.41	84,382.12	0.00		538,411.53
204 - Pensions	351,499.50	108,603.00	0.00		460,102.50
206 - Life Insurance	14,184.00	6,487.50	0.00		20,671.50
207 - Medical Insurance	2,243,229.00	255,018.00	0.00		2,498,247.00
208 - Dental Insurance	48,230.00	976.00	0.00		49,206.00

Account Number Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
211 - Local Retirement	438,124.14	12,410.02	0.00		450,534.16
212 - Employer Medicare	106,184.30	26,549.53	0.00		132,733.83
312 - Contracts with Private Agencies	1,083,112.75	0.00	0.00		1,083,112.75
313 - Contracts with Parents			15,000.00		15,000.00
355 - Travel		55,000.00	0.00		55,000.00
429 - Instructional Supplies & Materials	350,000.00				350,000.00
499 - Other Supplies and Materials	18,000.00	73,000.00	0.00		91,000.00
504 - Indirect Cost				1,095,086.83	1,095,086.83
524 - In-Service / Staff Development		30,000.00	0.00		30,000.00
599 - Other Charges	2,029,804.40	0.00	0.00		2,029,804.40
725 - Special Education Equipment	50,000.00				50,000.00
Total	14,509,452.50	2,013,428.17	15,000.00	1,095,086.83	17,632,967.50
				Adjusted Allocation	17,632,967.50
				Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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	Private School Proportionate Share	$1,083,112.75
Admin Costs	Direct Admin	$590,205.00
Admin Costs	Indirect Cost	$1,095,086.83

6/1/2026 11:25:35 AM

Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA, Part B

N/A - The LEA has not budgeted for any equipment with an acquisition cost of $10,000.00 or more per unit.

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.**

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.**

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.**

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$488,956.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$488,956.00
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$428,758.34
Max Indirect Cost	$60,197.66

Account Number		Total
71200 - Special Education Program		$444,263.00
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		$44,693.00
	Total	$488,956.00
	Adjusted Allocation	$488,956.00
	Remaining	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA Preschool

71200 - Special Education Program - $444,263.00

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:	$266,662.50	
Line Item Total:	$266,662.50	
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:	$16,533.08	
Line Item Total:	$16,533.08	
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:	$930.00	
Line Item Total:	$930.00	
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:	$105,165.00	

Line Item Total:	$105,165.00	
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:	$3,975.00	
Line Item Total:	$3,975.00	
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:	$34,186.13	

Line Item Total:	$34,186.13	
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:	$3,866.61	
Line Item Total:	$3,866.61	
Account Number:	71200 - Special Education Program	This line item is our FY27 mandated Private school proportionate share set-aside - it funds contracted Speech, OT/PT services are provided by a 3rd party contractor. Any Carryover from FY26 will be budgeted in at a later date.
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:	$12,944.68	
Line Item	$12,944.68	

Total:	
Total for 71200 - Special Education Program:	$444,263.00
Total for all other Account Numbers:	$44,693.00
Total for all Account Numbers:	$488,956.00
Adjusted Allocation:	$488,956.00
Remaining:	$0.00

Budget Detail

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA Preschool

99100 - Transfers Out - $44,693.00

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	FY27 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:	$44,693.00	
Line Item Total:	$44,693.00	

Total for 99100 - Transfers Out:	$44,693.00
Total for all other Account Numbers:	$444,263.00
Total for all Account Numbers:	$488,956.00
Adjusted Allocation:	$488,956.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$488,956.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$488,956.00
Indirect Cost Rate	14.04%
Max Available Budget In Categories Eligible for Indirect Cost	$428,758.34
Max Indirect Cost	$60,197.66

Filter by Location: All - $488,956.00

Account Number / Line Item Number	71200 - Special Education Program	99100 - Transfers Out	Total
163 - Educational Assistants	266,662.50		266,662.50
201 - Social Security	16,533.08		16,533.08
206 - Life Insurance	930.00		930.00
207 - Medical Insurance	105,165.00		105,165.00
208 - Dental Insurance	3,975.00		3,975.00
211 - Local Retirement	34,186.13		34,186.13
212 - Employer Medicare	3,866.61		3,866.61
312 - Contracts with Private Agencies	12,944.68		12,944.68
504 - Indirect Cost		44,693.00	44,693.00
Total	444,263.00	44,693.00	488,956.00
		Adjusted Allocation	488,956.00
		Remaining	0.00

Davidson County (190) Public District - FY 2027 - 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	Private School Proportionate Share	$12,944.68
Admin Costs	Direct Admin	$0.00
Admin Costs	Indirect Cost	$0.00

6/1/2026 11:25:47 AM

Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2027 - Consolidated - Rev 0 - IDEA Preschool

N/A - The LEA has not budgeted for any equipment with an acquisition cost of $10,000.00 or more per unit

FY27 CFA Resources
Click here to open the Technical Application Guide: FY27 CFA.
Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application
Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.**

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.**

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.**

FY27 CFA Resources

Click here to open the Technical Application Guide: FY27 CFA.

Click here to open the Federal Spending Handbook for the FY27 Consolidated Funding Application

Click here to open the What's New: FY27 CFA overview.

Davidson County (190) Public District - FY 2027 - 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.

Equal Access 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 equal access by constituents.

6. maintaining special task forces to formulate policy for coordination of programs to ensure equal access of all student populations, including low-income 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 2027 - 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).	

Davidson County (190) Public District - FY 2027 - 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 2027 - 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 2027 - 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 2027 - 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.

Charter School Emergency Amendment Applications Liberty Collegiate and Nashville Prep

Presented by the MNPS Charter Schools Office

June 9, 2026

DRAFT

METRO NASHVILLE PUBLIC SCHOOLS

Presentation Overview

Charter School	Current Grade Span	Current Enrollment Capacity	Proposed Grade Span Emergency Amendment	Proposed Enrollment Capacity Emergency Amendment
Liberty Collegiate	5-8	454	6-8	162
Nashville Prep	5-8	377	6-8	168

DRAFT

Board Action Options

Approve or deny emergency charter amendment applications.

Note: The authorizer must rule on an amendment petition within 60 days of its due date, or within 60 days of the date of submission of an emergency petition.

If the authorizer fails to do so, the school's amendment application shall be deemed approved. If the school's application is denied, the school may appeal the decision to the TN Public Charter School Commission.

DRAFT

Amendment Application Guidance TCA 49-13-110(d)

- In accordance with Tennessee Code Annotated (T.C.A.) § 49-13-110(d), the governing body of a charter school may petition its authorizer to amend its charter agreement. Timelines for review and the appeals process are defined by Tennessee Public Charter School Commission (Charter Commission) Rule 1185-01-01-.04.
- A charter school may submit an emergency amendment petition **at any time** if good cause exists for an amendment due to unanticipated or extraordinary circumstances. In addition to the category of amendment, the school should check "EMERGENCY Petition" at the bottom of the first page of Part I and briefly describe the circumstances constituting the emergency. The Background Statements shall include detailed written findings explaining the unanticipated or extraordinary circumstances giving rise to the emergency amendment petition.

DRAFT

Amendment Rubric Guidance

Charter Commission Rule 1185-01-01-.04 requires the Tennessee State Board of Education (State Board) to develop a scoring rubric for use in evaluating petitions to amend the charter agreement. Evaluators will use the following criteria to rate each amendment for which a petition is received:

Rating	Criteria
Meets or Exceeds the Standard	The response thoroughly addresses key issues. The proposed amendment clearly aligns with the mission and goals of the school. The response includes specific, evidence-based information that shows thorough preparation and viability of the plan.
Does Not Meet Standard	The response is substantially incomplete; demonstrates lack of preparation; is unsuited to the mission and goals of the school; or otherwise raises significant concerns about the viability of the plan or the applicant's ability to implement it.

DRAFT

Emergency Amendment
Liberty Collegiate

DRAFT

Liberty Collegiate requested an emergency amendment to remove 5th grade and decrease its enrollment capacity.

METRO NASHVILLE PUBLIC SCHOOLS

Liberty Collegiate Requested Amendment

The proposed amendment includes the following:

DRAFT

Liberty Collegiate	
Current grade levels	5-8
Requested amendment grade levels	6-8
Current enrollment capacity	454
Requested amendment enrollment capacity	162

Board Discussion and Vote

DRAFT

Charter School Amendment Nashville Prep

DRAFT

Nashville Prep requested an amendment to remove 5th grade and decrease its enrollment capacity.

METRO NASHVILLE PUBLIC SCHOOLS

Nashville Prep Requested Amendment

The proposed amendment includes the following:

DRAFT

Nashville Prep	
Current grade levels	5-8
Requested amendment grade levels	6-8
Current enrollment capacity	377
Requested amendment enrollment capacity	168

Board Discussion and Vote

DRAFT

Charter Emergency Amendment Review Team Findings

Liberty Collegiate

Submitted to the Metro Board of Education on June 4, 2026

METRO NASHVILLE PUBLIC SCHOOLS

Charter School Amendment Petitions

In accordance with Tennessee Code Annotated (T.C.A.) § 49-13-110(d), the governing body of a charter school may petition its authorizer to amend its charter agreement. Timelines for review and the appeals process are defined by Tennessee Public Charter School Commission (Charter Commission) Rule *1185-01-01-.04.*

A charter school may submit an emergency amendment petition **at any time** if good cause exists for an amendment due to unanticipated or extraordinary circumstances.

Ratings and Criteria

Charter Commission Rule *1185-01-01-.04* requires the Tennessee State Board of Education (State Board) to develop a scoring rubric for use in evaluating petitions to amend the charter agreement. Evaluators will use the following criteria to rate each amendment for which a petition is received:

Rating	Criteria
Meets or Exceeds the Standard	The response thoroughly addresses key issues. The proposed amendment clearly aligns with the mission and goals of the school. The response includes specific, evidence-based information that shows thorough preparation and viability of the plan.
Does Not Meet Standard	The response is substantially incomplete; demonstrates lack of preparation; is unsuited to the mission and goals of the school; or otherwise raises significant concerns about the viability of the plan or the applicant's ability to implement it.

Evaluation Process for Renewal Applications

The MNPS Charter Schools Office utilizes the National Association of Charter School Authorizers (NACSA) to create a process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair, and impartial.

A review committee that works directly with the charter schools assesses the progress of the school towards renewal status. The review committee evaluates the materials submitted with the amendment petition. Additionally, the authorizer conducts independent due diligence.

Review Committee

A team of four people reviewed the amendment petition and produced the following findings.

Review committee members included:
MNPS Charter Office Accountant
MNPS Charter Office Executive Director
MNPS Charter Office Compliance Coordinator
MNPS Charter Office Coordinator

Interim Review Application Ratings Summary

Amendment Petition Scoring Criteria
Characteristics of a strong response: • Clear, evidenced-based rationale for the proposed amendment that is aligned with the school's mission and goals, and supports the best interest of students. • Academic results provide compelling support for the proposed amendment. (For Subparts B, C, F, G, and H only) • Realistic and detailed budget that explains the financial impact of the proposed amendment and clear evidence that the financial outlook of the school supports the costs associated with the proposed amendment. • Thoughtful and realistic facility plans that accommodate the proposed amendment. (For Subparts B, C, and E only) • Detailed implementation plan with a realistic timeline that addresses the operational impact of the proposed amendment. • Clear evidence of support for the proposed amendment from parents, staff and community partners. • FOR EMERGENCY PETITIONS ONLY: Compelling evidence of unanticipated extraordinary circumstances supporting the filing of an emergency amendment application.

Amendment Petition Review Summary	
☒Meets or Exceeds Standard	☐Does Not Meet Standard

Part I: General Information

Liberty Collegiate is located at 3515 Gallatin Pike in Nashville, TN. The first year of operation was 2011-2012. The end of the current charter term will be 2031. The school is requesting a charter amendment to modify its grade configuration from serving grades 5-8 to grades 6-8 to align with the district's current middle school structure. The school also proposes to reduce the capacity from serving 454 students to 162 students.

Part II: Specific Amendment Requests

Subpart B and C: Grade Levels and Student Enrollment

The applicant provides a rationale for the proposed amendment that is aligned with the school's mission and goals and supports the interest of the students by describing how removing the under enrolled fifth grade will allow them to eliminate costs and use resources more efficiently. Details of being able to provide a more coherent and developmentally appropriate transition into middle school by having a more intentional middle school program align with its mission. The applicant states they will focus on deepening academic rigor and prep, strengthen culture and belonging, provide more targeted social-emotional and advisory supports, and better prepare students for high school readiness and long-term success. Additionally, the five-year review report includes a recommendation from the MNPS Charter Schools Office to continue the practice of monitoring 5th grade enrollment trends if multiyear decreases persist to determine if a material change is needed.

Using the school's five-year review academic data provides support for the proposed amendment. The overall proficiency has declined since the charter renewal in most tested subjects, the school letter grade has dropped from a B to a D, and the school currently has a state TSI designation. In 2024-2025, the school did not meet standard on the overall Academic Performance Framework. These results provide evidence that the school will benefit from being able to focus their resources on the core educational program and strategies developed to address the TSI designation.

The applicant provides evidence-based financial documentation that the financial outlook of the school supports the costs associated with the proposed amendment through a financial audit, balance sheet, and multi-year budget. The SY25 audited financial statements demonstrate that RePublic Schools Nashville, which includes Liberty Collegiate, is in a stable and positive financial position. Audits reflect liquidity across the organization, which provides meaningful insulation to Liberty Collegiate against enrollment variability. An unmodified ("clean") audit opinion with no findings was provided demonstrating sound financial management and compliance. Through the documents, the applicant provides a clear rationale that 5th grade is financially inefficient and operationally unsustainable with only 2 projected students for SY26-27. Additionally, the budget projections include an increased investment in student supports, such as Special Education, transportation, and instructional support. No new material or programmatic costs are introduced strengthening financial stability through improved cost alignment. While sufficient evidence is provided to support the proposed amendment, a quantitative analysis of cost savings, a side-by-side comparison of financial

scenarios with and without the amendment, and the actual cost of operating the 5th grade would have provided clearer evidence of the urgency of the proposed amendment.

The facility plan is realistic since the proposed grade structure does not require facility expansion, renovation, or significant modifications to the existing campus. Current spaces are adequate to support the revise grade configuration and should improve space utilization by aligning facilities with enrollment and programmatic needs.

The school addresses the minimum changes that will be needed to address the operational impact by stating the intent to remove the one 5th grade class operating at the school and shifting all other staffing positions (educational aides, special population staff, and support staff) unchanged. The proposed 6-8 model will include a continuation of services to scholars without reduction to core supports or programming. The enrollment table provided also includes a plan to reduce enrollment targets across all grade levels from the original charter agreement. While the implementation plans are embedded in the narrative, the school does not include a timeline for parent and staff notification of the material change to fully determine if the plan is realistic.

There is evidence the applicant provided an opportunity for parents, staff, and community partner support. The overall staff response shows support as it would give a middle school focus and have a positive impact on sports. The Nashville Charter Collaborative supports the decision and offered school board member connections. Evidence is provided of contacting three school board members via email. While the feedback received is minimal, the school provided survey opportunities to staff, parents, and stakeholders to solicit feedback.

Evidence of continued under enrollment highlighted by the current status of only 2 enrolled students and the impact on staffing, budgeting, scheduling, and family communication for the 2026-2027 school year supports the circumstances for filing an emergency amendment application.

Overall Status of Amendment Petition

The review team determined that this charter school's emergency amendment petition **Meets Standard** based on the materials submitted.

Charter Emergency Amendment Review Team Findings

Nashville Prep

Submitted to the Metro Board of Education on June 4, 2026

METRO NASHVILLE PUBLIC SCHOOLS

Charter School Amendment Petitions

In accordance with Tennessee Code Annotated (T.C.A.) § 49-13-110(d), the governing body of a charter school may petition its authorizer to amend its charter agreement. Timelines for review and the appeals process are defined by Tennessee Public Charter School Commission (Charter Commission) Rule *1185-01-01-.04.*

A charter school may submit an emergency amendment petition **at any time** if good cause exists for an amendment due to unanticipated or extraordinary circumstances.

Ratings and Criteria

Charter Commission Rule *1185-01-01-.04* requires the Tennessee State Board of Education (State Board) to develop a scoring rubric for use in evaluating petitions to amend the charter agreement. Evaluators will use the following criteria to rate each amendment for which a petition is received:

Rating	Criteria
Meets or Exceeds the Standard	The response thoroughly addresses key issues. The proposed amendment clearly aligns with the mission and goals of the school. The response includes specific, evidence-based information that shows thorough preparation and viability of the plan.
Does Not Meet Standard	The response is substantially incomplete; demonstrates lack of preparation; is unsuited to the mission and goals of the school; or otherwise raises significant concerns about the viability of the plan or the applicant's ability to implement it.

Evaluation Process for Renewal Applications

The MNPS Charter Schools Office utilizes the National Association of Charter School Authorizers (NACSA) to create a process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair, and impartial.

A review committee that works directly with the charter schools assesses the progress of the school towards renewal status. The review committee evaluates the materials submitted with the amendment petition. Additionally, the authorizer conducts independent due diligence.

Review Committee

A team of four people reviewed the amendment petition and produced the following findings.

Review committee members included:
MNPS Charter Office Accountant
MNPS Charter Office Executive Director
MNPS Charter Office Compliance Coordinator
MNPS Charter Office Coordinator

Interim Review Application Ratings Summary

Amendment Petition Scoring Criteria
Characteristics of a strong response: • Clear, evidenced-based rationale for the proposed amendment that is aligned with the school's mission and goals, and supports the best interest of students. • Academic results provide compelling support for the proposed amendment. (For Subparts B, C, F, G, and H only) • Realistic and detailed budget that explains the financial impact of the proposed amendment and clear evidence that the financial outlook of the school supports the costs associated with the proposed amendment. • Thoughtful and realistic facility plans that accommodate the proposed amendment. (For Subparts B, C, and E only) • Detailed implementation plan with a realistic timeline that addresses the operational impact of the proposed amendment. • Clear evidence of support for the proposed amendment from parents, staff and community partners. • FOR EMERGENCY PETITIONS ONLY: Compelling evidence of unanticipated extraordinary circumstances supporting the filing of an emergency amendment application.

Amendment Petition Review Summary	
☒Meets or Exceeds Standard	☐Does Not Meet Standard

Part I: General Information

Nashville Prep is located at 1300 56th Avenue North in Nashville, TN. The first year of operation was 2011-2012. The end of the current charter term will be 2031. The school is requesting a charter amendment to modify its grade configuration from serving grades 5-8 to grades 6-8 only to align with the district's current middle school structure. The school also proposes to reduce the capacity from serving 377 student to 168 students.

Part II: Specific Amendment Requests

Subpart B and C: Grade Levels and Student Enrollment

The applicant provides a rationale for the proposed amendment that is aligned with the school's mission and goals and supports the best interest of the students by describing how removing the under enrolled fifth grade will allow them to eliminate costs and use resources more efficiently. Details of being able to provide a more coherent and developmentally appropriate transition into middle school by having a more intentional middle school program align with its mission. The applicant states they will focus on deepening academic rigor and prep, strengthen culture and belonging, provide more targeted social-emotional and advisory supports, and better prepare students for high school readiness and long-term success. Additionally, the five-year review report by the MNPS Charter Schools Office indicates the school should address enrollment to reduce the risk of not meeting the Enrollment Variance on future Model Performance Frameworks.

Using the school's five-year review academic data provides support for the proposed amendment. The overall proficiency has declined since the charter renewal in most tested subjects, the school letter grade has dropped from a B to F, and the school currently has a state ATSI designation. In 2024-2025, Nashville Prep received Falls Far Below standard on the overall Academic Performance Framework. These results provide evidence that the school will benefit from being able to focus their resources on the core educational program and strategies developed to address the ATSI designation.

The applicant provides evidence-based financial documentation that the financial outlook of the school supports the costs associated with the proposed amendment through a financial audit, balance sheet, and multi-year budget. The SY25 audited financial statements demonstrate that RePublic Schools Nashville, which includes Nashville Prep, is in a stable and positive financial position. Audits reflect liquidity across the organization, which provides meaningful insulation to Nashville Prep against enrollment variability. An unmodified ("clean") audit opinion with no findings is provided demonstrating sound financial management and compliance. Through the documents, the applicant provides a rationale that 5th grade is financially inefficient and operationally unsustainable with only 8 projected students for SY26-27. Additionally, the budget projections include an increased investment in student supports, such as Special Education, transportation, and instructional support. No new material or programmatic costs are introduced strengthening financial stability through improved cost alignment. While evidence is provided to support the proposed amendment, a quantitative analysis of cost savings, a side-by-side comparison of financial scenarios with and without the

amendment, and the actual cost of operating the 5th grade would have provided clearer evidence of the urgency of the proposed amendment.

The facility plan is realistic since the proposed grade structure does not require facility expansion, renovation, or significant modifications to the existing campus. Current spaces are adequate to support the revise grade configuration and should improve space utilization by aligning facilities with enrollment and programmatic needs.

The school addresses the minimum changes that will be needed to address the operational impact by stating the intent to remove the one 5th grade class operating at the school and shifting all other staffing positions (educational aides, special population staff, and support staff) unchanged. The proposed 6-8 model will include a continuation of services to scholars without reduction to core supports or programming. The enrollment table provided also includes a plan to reduce enrollment targets across all grade levels from the original charter agreement. While the implementation plans are embedded in the narrative, the school did not include a timeline for parent and staff notification of the material change to fully determine if the plan is realistic.

There is evidence the applicant provided an opportunity for parents, staff, and community partner support. The overall staff response showed support as it would give a middle school focus and have a positive impact on sports. The Nashville Charter Collaborative supports the decision and offered school board member connections. Evidence is provided of contacting three school board members via email. While the feedback received is minimal, the school provided survey opportunities to staff, parents, and stakeholders to solicit feedback.

Evidence of continued under enrollment highlighted by the current status of only 8 enrolled students and the impact on staffing, budgeting, scheduling, and family communication for the 2026-2027 school year supports the circumstances for filing an emergency amendment application.

Overall Status of Amendment Petition

The review team determined that this charter school's emergency amendment petition **Meets Standard** based on the materials submitted.