

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/2/2025 1:57:20 PM	Shashawna Dotson	The initial FY26 TVB application is approved.	C
☐	8/29/2025 2:27:55 PM	Preston Browning	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/29/2025 2:27:55 PM	Preston Browning	Status changed to 'District Superintendent Approved'.	S
☐	8/29/2025 2:26:48 PM	Preston Browning	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/29/2025 2:26:48 PM	Preston Browning	Status changed to 'District Finance Officer Approved'.	S
	8/29/2025 2:25:25 PM	Cherise Williams	Status changed to 'Draft Completed'.	S
	7/11/2025 3:38:27 PM	Cherise Williams	Status changed to 'Draft Started'.	S
	7/6/2025 4:18:00 PM	KDE GMAP Help	Status changed to 'Not Started'.	S

Allocations

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Allocations

Allocation Type	(1) Title I Part A CFDA: 84.010A	(2) Title I-D LEA CFDA: 84.010A	(3) Title II Part A CFDA: 84.367A	(4) Title III EL CFDA: 84.365	(5) Title III Immigrant CFDA: 84.365	(6) Title IV Part A CFDA: 84.424	(7) Title V CFDA: 84.358B	(8) Title IC Migrant CFDA: 84.011A	Total
Allocation	\$935,813.00	\$0.00	\$119,913.00	\$11,979.00	\$0.00	\$71,104.00	\$59,896.00	\$0.00	\$1,198,705.00
Incoming Carryover	\$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
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$935,813.00	\$0.00	\$119,913.00	\$11,979.00	\$0.00	\$71,104.00	\$59,896.00	\$0.00	\$1,198,705.00
Allocation Transfers	(1) Title I Part A CFDA: 84.010A	(2) Title I-D LEA CFDA: 84.010A	(3) Title II Part A CFDA: 84.367A	(4) Title III EL CFDA: 84.365	(5) Title III Immigrant CFDA: 84.365	(6) Title IV Part A CFDA: 84.424	(7) Title V CFDA: 84.358B	(8) Title IC Migrant CFDA: 84.011A	Total
From Title II Part A	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
From Title IV Part A	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
Total	\$935,813.00	\$0.00	\$119,913.00	\$11,979.00	\$0.00	\$71,104.00	\$59,896.00	\$0.00	\$1,198,705.00

Contacts

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Contacts

Required Contacts	
Type	Contact(s)
Title I Part A Contact [Select at least 1 contact(s)]	<u>Cherise Williams - 3 years or less</u>
Title II Part A Contact [Select at least 1 contact(s)]	<u>Cherise Williams - 3 years or less</u>
Title III LEP Contact [Select at least 1 contact(s)]	<u>Cherise Williams - 3 years or less</u>
Title III Immigrant Contact [Select at least 1 contact(s)]	<u>Cherise Williams - 3 years or less</u>
Homeless Children Liaison [Select at least 1 contact(s)]	<u>Cherise Williams - 3 years or less</u>
Title I Part D (Neglected and Delinquent) Contact [Select at least 1 contact(s)]	<u>Cherise Williams</u>
Title V (Rural and Low Income) Contact [Select at least 1 contact(s)]	<u>Cherise Williams</u>
Title IV Part A Contact [Select at least 1 contact(s)]	<u>Cherise Williams</u>

Additional Contacts	
Type	Contact(s)
Private Schools Contact	<u>Cherise Williams - 3 years or less</u>
Parent Involvement Liaison	<u>Cherise Williams - 3 years or less</u>

Introduction: District Requirements	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A	
District Requirements	* 1. Describe how this plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part (ESSA Section 1112(a)(1)(A)). Todd County leadership establishes an Improvement and Planning Process and Development of Allocated Federal Funds that takes place over several phases. Our first district meeting with Principals, Superintendent, Assistant Superintendent, APs, CIO, Director of Finance, Curriculum Specialists to share allocation awarded to the district. This meeting is held so that SBDM councils can meet and determine staffing and supplemental needs of the school that are essential to reading and math instruction. Several of the phases include feedback and information sharing through PLC, SBDM Council Meetings, website information and feedback links. Title I schools (STES, and NTES) hold information parent meetings regarding Title I allocations and usage in order to inform parents of how our district is allocating our Title I allocation. All PowerPoints, agendas and sign-in sheets are located in a google drive where district managers have access to monitoring all meetings and required documents. Stakeholder input and feedback are provided through in person meetings, and stakeholder surveys. The IPP teams also receives input through TC Title I annual survey and District Administrator meetings. Monthly literacy meetings with school leadership teams take place to enhance reading in order to close the LARGE achievement gap we are facing with our students. Those notes are shared monthly with our superintendent. Data from various sources (Assessments, Schools' CSIP, Teachers' needs) are analyzed and teams begin the process of completing a needs assessment. Through the needs assessment all district allocated funds are examined to determine best use. After consultation with CFO and Assistant Superintendent over federal funds, the Superintendent meets in a work session with the Board of Education to discuss how the district will allocate all federal funding. The TC Board Members will then approve. Our District Leadership Team meets monthly throughout school year to define and develop and ensure effective administration of the improvement planning process. Individual teacher leadership committees meet at the school level regularly to establish their goals and objectives to correlate with the TC district's vision. We are continually assessing our students' needs. Professional development is aligned with our perceived needs and expectations of KAS as set by KDE. Grants are written to promote and support professional learning of teachers. Partnering with GRREC to provide varies professional learning opportunities through our Kentucky Comprehensive Literacy Grant will ensure we are meeting the needs of students by thoroughly addressing literacy needs. Parent input is welcomed through surveys with Title I and through SBDM meets as each individual school determines how their Title I funds will be allocated. Most Title I allocated funds are used for certified and classified staff to work hands on with our students. Surveys are conducted throughout the year providing district and school level administration with feedback from both students, staff and parents to help us ensure that we are meeting their needs. The committee strives to keep in constant communication with all stakeholders, bringing their valuable feedback to the table at our monthly meetings. This feedback enables us to continually improve and maintain a vision for Todd County School District to ensure we are meeting the needs of all stakeholders.
	* 2. Describe how this plan is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce

Todd County School District is a small rural district. District administrators are able to work together to ensure we are meeting the needs of our students through various programs and funds. Title I and IDEA were created to provide resources to schools to benefit groups of students who live in poverty and have been identified through IDEA as having disabilities.

Many children live with both poverty and a disability; therefore, coordination of services is important to prevent gaps or duplication of supplemental services. Through the CDIP process, the Assistant Superintendent over Federal Funds Title I Coordinator and the Director of Special Education work together with other stakeholders to review multiple data sources and develop plans to improve the outcomes of economically disadvantaged students, as well as student with disabilities.

Todd County's Director of Special Education also collaborates with the local Head Start to help provide support to low-income children who qualify for services. These supports include screening and testing of children, as well as the provision of special education services, as needed. This collaboration promotes a continuity of services and effective transitions from Head Start to public school where Title I and special education services are offered.

TCCHS offers general and developmental level courses, honors courses, advanced placement, dual credit courses, career and technical classes offered through Logan County Career and Technology Center (LCCTC). It is never too early to begin looking at career interests and possibilities and developing a student's schedule in such a way as to prepare them to achieve their educational and career goals. This past year after student input was received through a survey, we added JROTC and a small engine CTE career pathway to our high school curriculum. TCCHS works with HCC on developing a teacher apprentice program to help TCSD grow their own teachers in the current national shortages of teachers.

Our district is also home to several companies and community colleges that are working with us to create pipelines from school to work. Novelis, Southcentral Kentucky Community College (SKY) and Hopkinsville Community College (HCC) work with TCCHS to prepare students for the world of work.

Todd County seeks and writes many grants in order to supplement resources that enrich our students' education and lives. TCCHS Agricultural department has been awarded several grants that have allowed teachers to purchase needed resources to enrich their programs. TCCHS was awarded the America's Farmers Grow Communities grant in the amount of \$5,000.00 which allowed them to purchase a much needed bovine injection simulator, and the Jan Goodall's Roots and Shoots USA grant in the amount of \$250 for needed plants for the greenhouse.

Along with career majors, TCCHS students have opportunities to enroll in dual credit classes through HCC, MSU, SKY and WKU. By meeting the requirements and earning a passing grades, students earn both high school and college level course credits. Juniors have opportunity to receive the KHEAA Dual Credit Scholarship. The Dual Credit Scholarship provides assistance for Kentucky high school students who are taking dual credit classes at a participating Kentucky college or university. Eligible students may receive scholarships that provides funding for up to two classes. Approximately eighty Juniors and Seniors at TCCHS are registered for dual credit classes for the upcoming school year. Opportunities are offered through Logan County CTC center and in 2023-2024 Todd County Students began an Early College program starting their freshman year through HCC.

One of the biggest benefits of the career majors is assisting students to make a seamless transition to post-secondary education by way of dual credit and articulation opportunities. Working in partnership with Hopkinsville Community College and SKY CTC, students at TCCHS have opportunity to enroll in dual

credit technical classes at HCC, TCCHS (online) Logan County Career and Technical Center. The partnership with HCC has allowed our students to stay on campus and a college instructor from HCC comes to our campus twice weekly to work with student in a pathway.

Students, their families, employees and potential employees of Todd County School District receive annual notification that the Todd County School District does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or disability in employment, vocational programs, or activities as set forth in compliance with federal and state statutes and regulations. All notices are posted annually on our district and school websites.

The Todd County School District offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12.

- Agriculture Education
- Business Education
- Human Services Education
- Education & Training
- Law, Public Safety, Corrections & Security Education
- Small Engine Education (HCC)
- Hotel & Culinary certificates

* 3. Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, (A) through coordination with institutions of higher education, employers, and other local partners and (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Examine expectations for students from Kindergarten to Grade 12 is current work being undertaken by Todd County School District. We currently have a Profile of Graduate, and will create transitional checkpoints in Grades 5, 8 and 11 to help insure students are on the pathway to be college and/or career ready. All stakeholders from the community, parents, students, teachers, and district level personnel help develop what a graduate of TCCHS needs to be able to do in order to be prepared for life, higher education and employers. TCSD works with HCC to begin a new and exciting transitional pathway for students who qualify for Early College. Students begin this pathway their freshman year.

The Individualized Learning Plan (ILP) process allows students to make wise course selections to support future goals and aspirations. Teachers and administrators encourage students to take rigorous courses that will challenge and prepare them for their future. These courses are both career and college driven. Career Counseling is provided by a specific person at TCCHS. She is one of the lead on our new transitional checkpoints in grades 8 and 11, and is our Early College contact for parents and students.

Advisory teachers are assigned to all students at Todd County Central High School and Todd County Middle School. Building relationships is essential for student growth and helping to build a foundation of belonging is supported by assigning advisory teachers to students that will connect with them during their entire tenure at TCCHS. Advisory times are built into the master schedule and are held on a daily basis at TCCHS. Advisory teachers advise students on scheduling, career pathways through the use of Individual Learning Plans (ILP), assist with college readiness through advisement on scholarships and college application process, and complete test prep work based on analysis of student's test scores and benchmark achievement.

TCCHS offers general and developmental level courses, honors courses, advanced placement and dual credit courses, career and technical classes offered through Logan County Career and Technology Center (LCCTC), Early College as well as, opportunities to enroll in dual credit technical courses at the Advanced Manufacturing Technology Center (AMTC). It is never too early to begin looking at career interests and possibilities and developing a student's schedule in such a way as to prepare them to achieve their educational and career goals.

In addition to their high school diploma, students at TCCHS can earn one or more Career Major Certificates and an Associates Degree by their senior year. Certificates are proudly displayed in the front hall of the high school to promote career readiness. These Career Major Certificates will help build a strong portfolio for students to use when pursuing additional education or employment. Today's students need to be critical thinkers and problem solvers, have excellent communication and digital literacy skills, along with mastering their core content classes. TCCHS offers career majors in Agriculture Education, Business Education, Human Services Education, Education and Training and Small Engine Education.

Along with career majors, students at TCCHS have opportunity to enroll in dual credit classes. A student who enrolls and passes courses requirements will earn high school credit and college credit through Hopkinsville Community College, Murray State University or Western Kentucky University. Juniors have opportunity to receive the KHEAA Dual Credit Scholarship. The Dual Credit Scholarship provides assistance for Kentucky high school students who are taking dual credit classes at a participating Kentucky college or university. Eligible students may receive scholarships that provides funding for up to two classes. Approximately eighty Juniors and Seniors at TCCHS are registered for dual credit classes for the upcoming school year.

One of the biggest benefits of the career majors is assisting students in making seamless transitions to post-secondary education by way of dual credit, EC and articulation opportunities. A career counselor has been hired for Todd County Middle School / Todd County Central High School. The job of Career Counselor was established for the purpose of assisting students in understanding their choices for post-secondary education and career training; maintaining liaisons with community leaders and business; providing information and/or direction to students, parents, teachers, and administrators about career and educational services available to eligible students; developing and monitoring of program data and reports; and promoting programs with students, staff and parents.

Job Responsibilities for the Career Counselor include:

Guide student in determining their interests and abilities using a wide range of methods, such as aptitude assessments, interviews and planning materials

Counsel individual learners, working with them to aid in the development of both hard and soft skills

Conduct group workshops on a variety of topics, including writing resumes and cover letters, successful job interviewing, using university employment databases and career development resources, researching graduate programs, and more.

Work with students to overcome issues that could undermine their academic or career success

Help students craft a long-term plan for reaching their career objectives

Connect learners to additional resources such as financial aid, vocational training, extensive counseling and therapy services, medical care providers, or other state and local assistance as needed

Plan and publicize career and events such as workshops, job fairs, and orientation sessions

Collaborate with faculty, staff, and other student services divisions to help achieve district-wide goals and contribute to its long-range planning

Work with students to develop skills, such as organization, time management, and effective study habits for work academic and career goals and

Collaborate with teachers, administrators, and parents to help students succeed.

Specific Duties and Assignments are as follows:

Todd County Middle School

Three classes taught (8th grade career options class) over the course of semester

Classes will focus on career exploration (developing career interest, assisting students with short term goals, planning and selection of career pathways, long term career goals and planning), student Individual Learning Plans, keyboarding/Microsoft Imagine academy skills, STEM skills

Freshman orientation/planning/scheduling

Transition with incoming 6th Grade (Back to School Bash)

Assist with planning and organizing 8th Reality Store

Todd County Central High School

Focusing on work with Seniors; coordinates a variety of events and programs (e.g. career fairs, financial management, college visits, student placement/work study) for the purpose of supporting the smooth transition from middle school to high school to post-secondary training and/or employment

Working with developing and monitoring CO-OP and work-study programs, ensuring students Co-op/work study; TEDS Database

Work closely with other staff members in the planning and coordination of career outreach and programs such as job fairs, FAFSA workshops, career programs, and employer panels

Provide career assessment and interpretation to undecided students through services offered through career counseling and guidance

Connect learners to resources such as financial aid, vocational training, scholarships opportunities, job fairs, workshops, and orientation sessions

Career pathways and option planning for incoming Freshmen (short and long term goals)

Maintain regular credit checks on Seniors, ensuring graduation and transition requirements are met

Work with Community Education and FRYSC to develop Operation Preparation program providing the opportunity for schools, students, parents and communities to collaborate in the process of effective advising; focus attention on the importance of planning for college and/or career.

Working with the special education department to provide job fairs, workshops, orientation sessions for transitioning seniors, connecting parents and students to resources. Developing weekly lesson plans for an effective school wide advisory program, focusing on ACT test prep, CTE End of Course test prep, soft skills, career readiness, social skills, bullying, social media policies and safety, etc. Work closely with other staff members in the planning and coordination of Senior end of year activities (graduation ceremony, senior academic and underclassmen awards, senior job shadowing) Senior job counseling and college planning through individual counseling and completion of Individual Learning Plans	* 4. Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 111(c)(2). Those student groups are defined as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners. Todd County Schools has a district-wide behavior RTI plan to address students with behavior concerns in an effort to maximize time in the classroom and minimize out of school placements. The plan includes the following tiers of interventions: Tier I: Instruction is provided to all students in their general education and elective classes through schoolwide PBIS/ CHAMPS lessons. Students that appear to need frequent reminders or other guidance from the teacher are referred to the school committee/administrator for discussion of interventions. The persistence to graduation report is reviewed quarterly to flag any at-risk students. All school RTI teams meet on a quarterly basis to review student progress. The school grade level committee/administrator discuss at-risk students and any teacher referrals to recommend students for Tier 2. Tier II: Students at the top 5% on the persistence to graduation report along with teacher referrals are placed in Tier II interventions for behavior at the discretion of the school level committee/administrator. The committee completes a RTI Behavior Tier II Intervention Form that includes a description of the problem behavior of concern, the setting in which the behavior occurs, whether the behavior is performance-based or acquisition-based, and recommended interventions along with a plan for monitoring progress. Possible interventions may include school-home note system, behavior contract, self-monitoring protocol, check-in/check-out, positive peer reporting, class pass intervention, anger/aggression management training, anxiety/depression-based curriculum, trauma-focused curriculum, executive functioning curriculum, and social skills training. When developing intervention plans, a student's background is taken into consideration, including any existing disability, language barriers, economic disadvantages, and family/cultural differences that may impact behavior. Any students continuing to display problem behaviors after Tier II interventions are implemented are recommended for Tier III. Tier III: Students identified for Tier III receive an informal Functional Behavioral Assessment (FBA) by school personnel to help determine possible functions to problem behaviors and help guide the school committee/administrator in determining further interventions. The school also consults with district personnel for wrap-around services, such as outside counseling, as needed.
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In addition to the tiers of intervention, both academically and socially will be reviewed and developed for students and building administrators strive to find alternatives to suspension for behavior infractions (lunch detention, conferencing, in-school removals, etc.) to reduce students' time out of school.

* 5. If applicable, describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (Enter NA if not applicable.)

Todd County Schools implements multiple practices to facilitate a smooth transition from preschool to kindergarten. Several kindergarten readiness activities take place. Kindergarten readiness books and kindergarten readiness cards on rings are shared with preschool parents and parents at the local childcare centers. These books and rings focus on skills children need to develop to be prepared for kindergarten. Additionally, preschool teachers formatively assess students' mastery of kindergarten readiness skills throughout the year and adjust instruction to address skill deficits. A kindergarten readiness session/night is held each year. Parents are provided a backpack of instructional materials to use with their children that focus on the areas of cognition, communication, social, adaptive, and motor. Teachers demonstrate how to use the materials with the children at home. Both preschool and kindergarten teachers participate in the night. Kindergarten teachers share with families how to prepare for kindergarten and what to expect as their child transitions. In the spring, preschoolers visit their future kindergarten classrooms. Additionally, transition meetings are held with preschool teachers, kindergarten special education teachers, and parents.

* 6. If determined appropriate by the local educational agency, describe how it will support programs that coordinate and integrate (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. (Enter NA if not applicable)

NA

* 7. As applicable, provide any other information about how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will (A) assist schools in identifying and serving gifted and talented students and (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. (Enter NA if not applicable)

NA

District Set Aside		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A For every set-aside category below with budgeted funds, provide a justification for personnel, instructional materials and supplies, equipment, or other purchases AND professional development to integrate materials or technology into the curriculum. Please provide a clear description of goals and purposes of this activity, including plans for implementation, timeline, and duration (school-year, summer school, etc.). 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 Targeted Support and Improvement, Title I Comprehensive Support and Improvement):		
Reservations and Other Instructional Initiatives		Amount
Foster Care:		
*Homeless: (Narrative Required.):	School attendance clerks work with teachers and guidance counselors to determine the status of students living arrangements. For 2025-2026 parents' registration will identify any student who is considered homeless and/or homeless by "doubling up" with another family will be identified and funds will be used for them if necessary. These funds have been set aside for the homeless students needs in our district. This amount was based on what money was needed to serve students who are identified as homeless the previous year. FRYSC services are available for these students and families as well. Many of our students needs are met through donated money from the community that FRYSC receives annually. This amount will be utilized to provide instructional supplies and/or miscellaneous materials to meet basic needs that are needed for students identified as homeless in order to reduce barriers for those students. This money is for any student in the district who is identified as homeless that is in need of assistance. Services will include academic tutoring, extended school services, and credit recovery during the school year at the student's home school or at the district's Horizons Academy. Students were identified as homeless will receive any additional needs or expenses will be covered by district to ensure services are provided. At this time, Todd County Schools does not have any students identified as Homeless. The DPP, Title I Coordinators, Special Education Director, and Finance Department work together and meet as necessary to discuss the needs assessment, special transportation request, clothing, outpatient therapy and current the number of students eligible to receive services.	500.00

McKinney-Vento:	
Locally Operated Neglected Institutions:	
Locally Operated Delinquent Institutions:	
*Parent and Family Engagement (Narration required. Include FTE and position if applicable.): Parent and Family Engagement money will be utilized at South Todd Elementary School and North Todd Elementary School for a parent liaison. The FTE for this position is 25%, total (0.12 FTE and 0.13 FTE) at each school (NTES and STES) This staff member will be assisting with parent/families phone contacts, family events, mailings and email contact to keep families informed and involved in school activities. The Parent Liaison is housed at South Todd Elementary. She works her time, split between North and South Todd Elementary Schools, assisting families of North and South Todd Elementary Schools.	9,358.13
Professional Development (Include FTE and position if applicable.):	
School Extension Program(s):	
Preschool Program(s):	
English Language Learners: (Narrative Required even if no funds allocated.): Todd County Schools does provide notification letter and meets required parent outreach. The Parent Notification Letter will be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an EL program. Parents are notified of a student's participation in ELL services in a timely manner. If a language other than English is selected on the Home Language Survey, students will take the WIDA Access screener to determine if they are eligible to receive ELL services. Once they qualify for ELL services, a parent notification letter is sent to the parents to describe the determination process as well as the exit requirements. The ELL program offers numerous outreach opportunities for our families. We encourage all parents to be involved in the education of their children. There is an open line of communication with our parents, and we encourage active participation in meetings and school events.	

Assessments:		
Administrative Costs:		
Substitute Salaries: (Narrative Required even if no funds allocated.):		
NA		
Sick Pay for Retiring Title I Funded Staff:		
Variations in Personnel Costs:		
Total:		9,858.13
School Allocations		Amount
Total Public School Budgetary Share		935,813.00
Subtract Total Set Asides	-	9,858.13
Total Available for Public School Allocations	\$	925,954.87

Personnel Details – Districtwide

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A

Districtwide Instruction & Support - (Work as needed at multiple school sites)

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement		
Title I Administrative Staff		
Program Coordinator		
Other (specify)		
Total	0.00	0.00

School Program Description	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A	
Poverty and Low-Income Determination	
How does your district determine poverty? Choose all that apply.	
☒ Free/Reduced Lunch (including federal FRPL and/or state household survey)	Enter month, day, and year used to determine eligibility 04/04/2025
☐ Direct Certification (for CEP and/or non-CEP schools)	Enter month, day, and year used to determine eligibility
☐ TANF Eligibility	Enter month, day, and year used to determine eligibility
☐ Medicaid	Enter month, day, and year used to determine eligibility
* Will the district prioritize high schools with 50% or more poverty level? ☐ Yes ☐ No	
* Method of Allocation of Funds ☐ Districtwide Rank ☐ Grade Span Rank ☐ Exception: District enrollment under 1,000 or single school per grade span	
* Method of Qualification of Attendance Areas in Schools ☒ 35% Rule ☐ Districtwide Poverty Average ☐ Districtwide Grade Span Poverty Averages - if selecting this option, please complete the table below	
List the districtwide grade span poverty averages for each grade span group served	
Grade Span	Poverty Average
	%

		%
		%

Alternative Funding

Under ESEA Section 1113 (b)(1)(D) a district may elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if

- (i) the school meets the comparability requirements of section 1118(c);
- (ii) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and
- (iii) the funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

This is not the same as grade span grouping and applies only to districts serving schools in rank order and choosing to skip a school meeting the above criteria. This flexibility is rarely used.

School Name	Funding Source	Amount
		\$

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A

Building Name	District ID - School Number	Grade Span	Service	Enrollment (K-12)	Poverty Factor	Low Income Students (K-12)			Sort Order (Asc)	Eligibility for Service	Eligible by Other Factors
						Public Number	Adjusted Public Number	Participating Private Number	Percent	Adjusted Percent	
South Todd Elementary School	551-015	PK-5	Schoolwide Program	443	FRPL (Free and Reduced Lunch) ▼	284	284.00	0	64.11%	64.11%	☒
North Todd Elementary School	551-005	PK-5	Schoolwide Program	348	FRPL (Free and Reduced Lunch) ▼	214	214.00	0	61.49%	61.49%	☒
Todd County Middle School	551-080	6-8	Targeted Assistance Eligible - No Program	395	FRPL (Free and Reduced Lunch) ▼	227	227.00	0	57.47%	57.47%	☒
Todd County Central High School	551-095	9-UG	Schoolwide Eligible - No Program	551	FRPL (Free and Reduced Lunch) ▼	310	310.00	0	56.26%	56.26%	☒
Horizons High School	551-017	07-12	Not a Title I School	22	FRPL (Free and Reduced Lunch) ▼	0	0.00	0	0.00%	0.00%	☐
Todd County Day Treatment	551-025	6-12	Not a Title I School	3	FRPL (Free and Reduced Lunch) ▼	0	0.00	0	0.00%	0.00%	☐
Todd County Virtual Academy	551-023	6-12	Not a Title I School	1	FRPL (Free and Reduced Lunch) ▼	0	0.00	0	0.00%	0.00%	☐
Totals:				1763		1035	1035.00	0	58.71%	58.71%	

PPA List					
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A					
Per Pupil Amount (PPA) for 125% rule (for schools with lower than 35% low-income)				Amount	
125% rule (for schools with lower than 35% low-income)					1.00
Final PPA (this is the average PPA)					\$1,859.35
School / Attendance Area	Low Income		Actual Allocation		
	%	#P	PPA	Total	
A	B	C	D	E C x D	
South Todd Elementary School	64.11%	284	1,859.35	\$528,055.40	
North Todd Elementary School	61.49%	214	1,859.35	\$397,900.90	
Total Low Income:		498	Total Allocations:	\$925,956.30	
			Remaining:	(\$1.43)	

Regular School-Year Personnel Funded with Title I-A

School Name	Teachers		Paraprofessionals		Instructional Facilitators		Resource Specialists		Guidance Counselors		Parent Involvement		Other 1 - Specify		Other 2 - Specify		Other 3 - Specify		FOR TARGETED ASSISTANCE SCHOOLS ONLY: Describe how the targeted assistance school will identify those students most in need of targeted assistance services. No other school descriptions are required
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	
South Todd Elementary School - 551-015	7.00	6.00	4.00	4.00															
North Todd Elementary School - 551-005	7.00	5.00	3.00	3.00															
Total	14.00	11.00	7.00	7.00	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	0.00	

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A

District Title I Allocation	\$	935,813.00
# Private Low-income Students from Participating Private Schools		0
# Public Low-income Students from Participating Schools		498
Proportion Low Income (Value is rounded to 2 decimal places for display)		0.00 %
Proportionate Share of Allocation	\$	0.00
Cost of Equitable Services Administration	\$	
Amount Reserved for Parent and Family Engagement for Private Schools	\$	0.00
Private School Per Pupil Amount for Parent and Family Engagement	\$	0.00
Amount Reserved for Private Schools for Instructional and Professional Learning	\$	0.00
Private School Per Pupil Amount for Instructional and Professional Learning	\$	0.00

☒ No participating private schools

Budget		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A		
Indirect Cost Guide		
	Total Allocation	\$935,813.00
	Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost		\$935,813.00
	Indirect Cost Rate	3.31%
Max Available Budget In Categories Eligible for Indirect Cost		\$905,830.03
	Max Indirect Cost	\$29,982.97
Category		
310M - District and School Activities		\$915,813.00
310MM - District Parent and Family Engagement		\$20,000.00
310MN - Non-public School Activities		\$0.00
310MP - Non-public School Parent and Family Engagement		\$0.00
	Total	\$935,813.00
	Adjusted Allocation	\$935,813.00
	Remaining	\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A 310M - District and School Activities - \$915,813.00		
Budget Detail		Narrative Description
Category:	310M - District and School Activities	7 teacher headcount. 6 FTE
Object Code:	0110 - Certified Services - (Contract)	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$303,715.45	
Line Item Total:	\$303,715.45	
Category:	310M - District and School Activities	7 teacher headcount. 5 FTE
Object Code:	0110 - Certified Services - (Contract)	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$210,119.64	
Line Item Total:	\$210,119.64	
Category:	310M - District and School Activities	4 instructional assistant headcount. 4 FTE
Object Code:	0130 - Classified Salaries	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$77,948.30	
Line Item	\$77,948.30	

Total:		
Category:	310M - District and School Activities	3 instructional assistant headcount. 3 FTE
Object Code:	0130 - Classified Salaries	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$54,889.37	
Line Item Total:	\$54,889.37	
Category:	310M - District and School Activities	benefits headcount 4 FTE 4
Object Code:	0221 - Employer FICA Contribution	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$4,832.79	
Line Item Total:	\$4,832.79	
Category:	310M - District and School Activities	benefits headcount 3. FTE 3
Object Code:	0221 - Employer FICA Contribution	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$3,403.14	
Line Item Total:	\$3,403.14	
Category:	310M - District and School Activities	benefits headcount 11. FTE 10
Object Code:	0222 - Employer Medicare Contributions	

South Todd Elementary School (551-015)				
Quantity:	1.00			
Cost:	\$6,056.44			
Line Item Total:	\$6,056.44			
310M - District and School Activities				benefits headcount 10. FTE 8
Object Code:	0222 - Employer Medicare Contributions			
District / School:	North Todd Elementary School (551-005)			
Quantity:	1.00			
Cost:	\$4,393.63			
Line Item Total:	\$4,393.63			
310M - District and School Activities				
Object Code:	0231 - KTRS Employer Contribution			
District / School:	Todd County (551)			
Quantity:	1.00			
Cost:	\$54,714.65			
Line Item Total:	\$54,714.65			
310M - District and School Activities				benefits headcount 7 FTE 5
Object Code:	0231 - KTRS Employer Contribution			
District / School:	North Todd Elementary School (551-005)			
Quantity:	1.00			
Cost:	\$39,959.67			

Line Item Total:	\$39,959.67	
Category:	310M - District and School Activities	benefits headcount 4 FTE 4
Object Code:	0232 - CERS Employer Contributions	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$14,513.97	
Line Item Total:	\$14,513.97	
Category:	310M - District and School Activities	benefits headcount 3 FTE 3
Object Code:	0232 - CERS Employer Contributions	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$10,220.40	
Line Item Total:	\$10,220.40	
Category:	310M - District and School Activities	benefits headcount 11. FTE 10
Object Code:	0253 - KSBA Unemployment Insurance	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$1,320.00	
Line Item Total:	\$1,320.00	
Category:	310M - District and School Activities	benefits headcount 10. FTE 8

Object Code:	0253 - KSBA Unemployment Insurance	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$1,200.00	
Line Item Total:	\$1,200.00	
Category:	310M - District and School Activities	
Object Code:	0260 - Workmen's Compensation Insurance	benefits headcount 11. FTE10
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$3,341.48	
Line Item Total:	\$3,341.48	
Category:	310M - District and School Activities	
Object Code:	0260 - Workmen's Compensation Insurance	benefits headcount 10. FTE 8
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$2,424.07	
Line Item Total:	\$2,424.07	
Category:	310M - District and School Activities	
Object Code:	0294 - Federally Funded Health Care Benefits	benefits headcount 10. FTE 8
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	

Cost:	\$35,000.00	
Line Item Total:	\$35,000.00	
Category:	310M - District and School Activities	benefits headcount 11. FTE 10
Object Code:	0294 - Federally Funded Health Care Benefits	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$35,000.00	
Line Item Total:	\$35,000.00	
Category:	310M - District and School Activities	benefits headcount 10. FTE 8
Object Code:	0295 - Federally Funded Life Insurance Benefits	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$45.00	
Line Item Total:	\$45.00	
Category:	310M - District and School Activities	benefits headcount 11. FTE 10
Object Code:	0295 - Federally Funded Life Insurance Benefits	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$45.00	
Line Item Total:	\$45.00	

Total:		
Category:	310M - District and School Activities	
Object Code:	0296 - Federally Funded State Administration	benefits headcount 10. FTE 8
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$335.00	
Line Item Total:	\$335.00	
Category:	310M - District and School Activities	
Object Code:	0296 - Federally Funded State Administration	benefits headcount 11. FTE 10
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$335.00	
Line Item Total:	\$335.00	
Category:	310M - District and School Activities	
Object Code:	0297 - Federally Funded Flexible Spending Benefits	benefits headcount 10. FTE 8
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Category:	310M - District and School Activities	
Object Code:	0297 - Federally Funded Flexible Spending	benefits headcount 11. FTE 10

Benefits			
District / School:	South Todd Elementary School (551-015)		
Quantity:	1.00		
Cost:	\$1,000.00		
Line Item Total:	\$1,000.00		
Category:	310M - District and School Activities		
Object Code:	0610 - General Supplies		
District / School:	North Todd Elementary School (551-005)		
Quantity:	1.00		
Cost:	\$15,000.00		
Line Item Total:	\$15,000.00		
Category:	310M - District and School Activities		
Object Code:	0610 - General Supplies		
District / School:	South Todd Elementary School (551-015)		
Quantity:	1.00		
Cost:	\$15,000.00		
Line Item Total:	\$15,000.00		
Category:	310M - District and School Activities		
Object Code:	0735 - Technology Software		
District / School:	North Todd Elementary School (551-005)		
Quantity:	1.00		

This expenditure for general supplies is consistent with Title I, Part A requirements and Section 310 of the Congressional Budget Act. The materials purchased are reasonable, necessary, and directly support the academic achievement of students identified as economically disadvantaged in Title I schools. All items are supplemental to the core instructional program and are used exclusively to enhance educational services provided to Title I students. The expenditure is allocable, allowable, and aligned with the goals outlined in the approved Title I schoolwide plan.

This expenditure for general supplies is consistent with Title I, Part A requirements and Section 310 of the Congressional Budget Act. The materials purchased are reasonable, necessary, and directly support the academic achievement of students identified as economically disadvantaged in Title I schools. All items are supplemental to the core instructional program and are used exclusively to enhance educational services provided to Title I students. The expenditure is allocable, allowable, and aligned with the goals outlined in the approved Title I schoolwide plan.

This expenditure for technology software is allowable under Title I, Part A and complies with Section 310 of the Congressional Budget Act. The software purchased is directly aligned with the instructional goals outlined in the approved Title I schoolwide plan and is designed to improve academic outcomes for students identified as economically disadvantaged. The software supports curriculum delivery, assessment, and/or intervention strategies that are supplemental to the core instructional program. It is reasonable, necessary, and allocable

Cost:		\$10,000.00	solely for use in Title I programs and classrooms, and its implementation is intended to close achievement gaps and enhance student engagement and learning.
Line Item Total:		\$10,000.00	
Category:		310M - District and School Activities	
Object Code:		0735 - Technology Software	This expenditure for technology software is allowable under Title I, Part A and complies with Section 310 of the Congressional Budget Act. The software purchased is directly aligned with the instructional goals outlined in the approved Title I schoolwide plan and is designed to improve academic outcomes for students identified as economically disadvantaged. The software supports curriculum delivery, assessment, and/or intervention strategies that are supplemental to the core instructional program. It is reasonable, necessary, and allocable solely for use in Title I programs and classrooms, and its implementation is intended to close achievement gaps and enhance student engagement and learning."
District / School:		South Todd Elementary School (551-015)	
Quantity:		1.00	
Cost:		\$10,000.00	
Line Item Total:		\$10,000.00	
Total for 310M - District and School Activities:			\$915,813.00
Total for all other Categories:			\$20,000.00
Total for all Categories:			\$935,813.00
Adjusted Allocation:			\$935,813.00
Remaining:			\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A 310MM - District Parent and Family Engagement - \$20,000.00 ▼		
Budget Detail		Narrative Description
Category:	310MM - District Parent and Family Engagement	Parent Liaison Pay - Headcount 1, FTE 1
Object Code:	0130 - Classified Salaries	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison Pay - Headcount 1, FTE 1
Object Code:	0130 - Classified Salaries	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison Employer FICA Contribution- Headcount 1, FTE 1
Object Code:	0221 - Employer FICA Contribution	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	

Cost:	\$500.00	
Line Item Total:	\$500.00	
Category:	310MM - District Parent and Family Engagement	
Object Code:	0221 - Employer FICA Contribution	Parent Liaison Employer FICA Contribution - Headcount 1, FTE 1
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison Employer Medicare Contributions - Headcount 1, FTE 1
Object Code:	0222 - Employer Medicare Contributions	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison Employer Medicare contributions - Headcount 1, FTE 1
Object Code:	0222 - Employer Medicare Contributions	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$500.00	

Line Item Total:	\$500.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison CERS Employer contribution - Headcount 1, FTE 1
Object Code:	0232 - CERS Employer Contributions	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$2,000.00	
Line Item Total:	\$2,000.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison CERS Employer contribution - Headcount 1, FTE 1
Object Code:	0232 - CERS Employer Contributions	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$2,000.00	
Line Item Total:	\$2,000.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison KSBA Unemployment Insurance - Headcount 1, FTE 1
Object Code:	0253 - KSBA Unemployment Insurance	
District / School:	North Todd Elementary School (551-005)	
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	

Category:	310MM - District Parent and Family Engagement	Parent Liaison KSBA Unemployment Insurance - Headcount 1, FTE 1
Object Code:	0253 - KSBA Unemployment Insurance	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$500.00	Parent Liaison Workmen's compensation Insurance. Headcount 1, FTE 0.12
Line Item Total:	\$500.00	
Category:	310MM - District Parent and Family Engagement	
Object Code:	0260 - Workmen's Compensation Insurance	
District / School:	North Todd Elementary School (551-005)	Parent Liaison Workmen's compensation Insurance. Headcount 1, FTE 0.13
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	
Category:	310MM - District Parent and Family Engagement	Parent Liaison Workmen's compensation Insurance. Headcount 1, FTE 0.13
Object Code:	0260 - Workmen's Compensation Insurance	
District / School:	South Todd Elementary School (551-015)	
Quantity:	1.00	
Cost:	\$500.00	Total for 310MM - District Parent and Family Engagement:
Line Item Total:	\$500.00	
		\$20,000.00

Total for all other Categories:	\$915,813.00
Total for all Categories:	\$935,813.00
Adjusted Allocation:	\$935,813.00
Remaining:	\$0.00

Budget Overview

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A

Indirect Cost Guide			
Total Allocation		\$935,813.00	
Existing Budget In Categories Not Eligible for Indirect Cost		\$0.00	
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost		\$935,813.00	
Indirect Cost Rate		3.31%	
Max Available Budget In Categories Eligible for Indirect Cost		\$905,830.03	
Max Indirect Cost		\$29,982.97	

Filter by Location: All - \$935,813.00

Object Code	Category	310M - District and School Activities	310MM - District Parent and Family Engagement	Total
0110 - Certified Services - (Contract)		513,835.09	0.00	513,835.09
0130 - Classified Salaries		132,837.67	12,000.00	144,837.67
0221 - Employer FICA Contribution		8,235.93	1,000.00	9,235.93
0222 - Employer Medicare Contributions		10,450.07	1,000.00	11,450.07
0231 - KTRS Employer Contribution		94,674.32	0.00	94,674.32
0232 - CERS Employer Contributions		24,734.37	4,000.00	28,734.37
0253 - KSBA Unemployment Insurance		2,520.00	1,000.00	3,520.00

Object Code	Category	310M - District and School Activities	310MM - District Parent and Family Engagement	Total
0260 - Workmen's Compensation Insurance		5,765.55	1,000.00	6,765.55
0294 - Federally Funded Health Care Benefits		70,000.00	0.00	70,000.00
0295 - Federally Funded Life Insurance Benefits		90.00	0.00	90.00
0296 - Federally Funded State Administration		670.00	0.00	670.00
0297 - Federally Funded Flexible Spending Benefits		2,000.00	0.00	2,000.00
0610 - General Supplies		30,000.00	0.00	30,000.00
0735 - Technology Software		20,000.00	0.00	20,000.00
Total		915,813.00	20,000.00	935,813.00
Adjusted Allocation				935,813.00
Remaining				0.00

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A

☒ District had no participating Neglected Institutions in the previous year.

☒ District had no participating private schools in the previous year.

Related Documents

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title I Part A

Optional Documents		
Type	Document Template	Document/Link
Other Title I documentation	N/A	
Schoolwide Program - Under 40%	N/A	

Support for Effective Instruction

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title II Part A

Which assessments did the district use to identify needs?

☒ CDIP	☒ CSIP	☐ Parent Survey	☒ Test Scores
☐ Teacher Survey	☐ Attendance	☐ Student Survey	☐ Other

* What district needs were identified by these assessments?

Todd County uses multiple surveys to obtain feedback on our needs assessment. The district needs have shown to be a lack of eligible certified staff to hire. In looking at teacher retention and recruitment of teachers we found that alternative route for certificationclassified staff working in a full-time classroom position as they worked on their certification needed more support than just monthly meetings. By using Title II funds to hire coaches, we can provide the needed support to retain and recruit our staff even after their first year teaching. Grades K-12 will use MAP Assessment to determine student skill and needed growth. Teachers will then need specific training on how to grow students continuously.

* Describe how the district will use Title II, Part A funds to address the identified needs and how the activities are aligned with challenging State academic standards.

Title II funds will be used in conjunction with other allocations to provide one-on-one coaching and support for 2nd year and more teachers teachers, provide teacher training for 2nd year and more teachers through GRREC so that they have training in how to prove cognitively engaging activities to student to promote literacy. This professional development will be job-embedded and data-driven, and classroom focused through the PLC and Coaching process. When many new teachers are hired, they have little to no understanding of KAS standards, how to grade, when to grade, how to set up their classrooms for success with procedures and classroom management. Title II funds allow us to hire coaches to work with the teachers daily in their school settings to promote an understanding of KAS standards and different types of formative assessment to gauge student learning. All activities with the help of our coaches are aligned with KAS. Working with our literacy grant funds and Title II funds, we can provide them with the support they need to deliver effective instruction. Teachers will utilize HQIR that aligns to the State Academic Standards. The resources are rigorous and allow for remediation and enhancement of the standards.

* Describe the district's systems of professional growth and improvement. Include descriptions of structures such as staff induction programs and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Todd County continues to use a plethora of professional learning for our teachers. Through weekly PLC cycles, and through GRREC Literacy Academies, TC teachers have been able to develop meaningful student learning activities. They have also been able to grow as new teachers. Our staff this year must complete 15 hours of professional learning (job-embedding in the PLC process) to support our literacy initiative through the KYCL grant cycle and reflect on all learning through GRREC and literacy instruction. Our data indicates that reading across the system is below the state average and we expect growth but not to the level

of getting all students at grade level. These hours are job-embedded through PLC meetings throughout the year during the school day. By having all content area teachers focused on reading and writing we have a system in place to grow our students in all areas of literacy making the learning sustainable, intensive and collaborative due to various content area teachers meeting together. Reading with staff and students is paramount and at the base of everything we do. These funds allow experienced, professional teachers to support our new inexperienced teachers daily.	* Describe how the district will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) AND how the district will prioritize funds to schools that have the highest percentage of children under section 1124(c) (living below the poverty level).	Title II funds are prioritized equally at all schools. TCS is addressing comprehensive support to all schools. Through our intentional professional planning learning with a focus on literacy, all children identified as living below the poverty level will be helped. Through our own "Grow Your Own" programs, we were able to have all classrooms have teachers who are highly qualified, or they are in teacher education programs through accredited schools. Todd County creates stakeholder teams (certified, classified, parents and community members) for our Title I leadership team. Community input is gathered through surveys, our annual Title I meetings at school levels and through district needs assessment meetings. A team is created from school, district, classified, and community representatives where data is reviewed, where discussions are held to strategize next steps and determine needs to create plans for activities, teaching strategies and professional learning needs to occur to address literacy in our district. Title I meetings are held at the district level and surveys are used to gather information from district staff, the community and parents. Each year our Title Committee will examine the past year's data and determine if growth was made with our qualifying group of students. These meetings allow ongoing collaboration and consultation regarding needs, growth and community members, parents, and district staff of activities used to address our district's needs.	* Describe how the district will use data and ongoing consultation with shareholders to continually evaluate, update and improve activities supported with Title II, Part A funding.	Data is formally collected at the district level four times yearly. There are assessments given in the fall, winter and spring quarters with the state assessment of KAS given in the last 14 days of the calendar year. Data is collected in Reading, Math and Writing. By collecting data at each grade level, we can examine and look for gaps in instruction and teacher efficacy. Gaps in curriculum are also seen as we will examine growth from quarter to quarter. Students are named and claimed and provided scaffolded instructions to assist with closing learning gaps. Ongoing consultation with teachers, administrators and district level personnel through PLC, administration meetings, and board meetings, all stakeholders are informed of student performance data and next steps as principals create 30-60-90-day plans. 1. Data Collection and Analysis Identify Key Metrics: Determine the metrics that will be used to evaluate the effectiveness of Title II, Part A activities, such as student achievement, teacher performance, and professional development outcomes. Regular Data Collection: Collect data at regular intervals (e.g., quarterly, annually) to monitor progress and identify trends.
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Data Analysis: Analyze the collected data to identify strengths, weaknesses, and areas for improvement.

2. Stakeholder Consultation

Identify Stakeholders: Identify key stakeholders, including teachers, principals, parents, and community members.

Regular Meetings: Schedule regular meetings with stakeholders to discuss the data, gather feedback, and brainstorm solutions.

Surveys : Conduct surveys to gather input from a broader audience.

3. Feedback Integration

Review Feedback: Review the feedback and suggestions provided by stakeholders.

Prioritize Changes: Prioritize changes based on the feedback and the data analysis.

Implement Changes: Implement the prioritized changes in a timely manner.

4. Continuous Improvement

Monitor Impact: Monitor the impact of the implemented changes.

Adjust Strategies: Make necessary adjustments based on the results of the monitoring.

Document Processes: Document the processes and outcomes to create a knowledge base for future reference.

5. Communication and Transparency

Regular Updates: Provide regular updates to stakeholders about the progress and changes made.

Transparency: Maintain transparency in the decision-making process to build trust and ensure accountability.

6. Professional Development

Training for Staff: Provide ongoing training for staff on data analysis and stakeholder engagement techniques.

Collaborative Learning: Encourage collaborative learning among staff to share best practices and innovative ideas.

By following this plan, Todd County Schools can ensure that Title II, Part A activities are continually updated and improved based on data-driven insights and stakeholder input.

*** Identify the shareholders who were involved in viewing the data and assisting with developing the plan. Check all that apply - Documentation of**

shareholder communications should be kept by the district. This documentation may include meeting agendas, meeting minutes, sign-in sheets, etc.	
☐	Parents
☒	Teachers
☒	Principals
☐	Students
☐	School leaders
☒	Specialized instructional support personnel
☐	Local government representatives
☐	Community-based organizations
☐	Others with relevant and demonstrated expertise, e.g Educational Co-op, Universities, etc.
☐	Other
Supplement, Not Supplant	
Under ESSA, Title II, Part A Section 2301 maintains a supplement not supplant requirement. For Title II, Part A presumptions of supplanting include 1) to determine if the expenditure is required to be made available under other federal, state, or local laws, 2) whether the expenditure was provided with non-federal funds in the prior year and 3) and LEA pays for a service or resource in one school from a state/local funding source, while paying for the same from Title II funds at another school.	
There is a presumption of supplanting if Federal funds are used for State-required costs or costs previously covered with non-Federal funds. The presumption may be overcome if the LEA is able to demonstrate through written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds. Check the box below to provide assurance for this requirement.	
☒	* Title II, Part A funds will not be used to supplant State or local funds.

Title II-A Personnel Details

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title II Part A

Program Guidance:

<http://www2.ed.gov/programs/teacherqual/index.html>

Please mark whether or not all staff meet state certification requirements. If "No" is selected, a description must be uploaded to the District Document library detailing how those staff not meeting requirements are being supported with meeting certification standards.

* All staff appropriately certified?

Yes

No

Personnel Paid with Title II, Part A Funds

Please complete the following section if any personnel is paid using Title II, Part A funds. This includes staff or instructional coaches serving multiple school locations or staff or instructional coaches that are assigned to a single school.

No district or school personnel are paid using Title II, Part A funds.

Districtwide Instruction & Support - (Work as needed at multiple school sites)

	Headcount	FTE
Instructional Coaches	*2.00	*2.00
Other (specify)		
Total	2.00	2.00

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

	Headcount	FTE
Program Coordinator	*0.00	*0.00
Other (specify)		

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Total	0.00	0.00
☒ Not Applicable		
Teachers hired for the purpose of reducing class size must have previously been determined to be EFFECTIVE by the LEA and have a valid teaching certificate in both the grade level and content area to which they are assigned. Please upload assurance documentation to the district document library. ☐ All CSR staff have been deemed effective by the district. Assurance documentation has been uploaded to the district document library Twenty-four (24) in kindergarten through third grade Twenty-eight (28) in grade four (4) Twenty-nine (29) in grades five (5) and six (6) Thirty-one (31) in grades seven (7) to twelve (12) Statewide class cap-size must be met prior to using funds for class size reduction, regardless of SBDM waiver of this statutory requirement. Class sizes must be reduced to a level that is evidence-based to improve student achievement. If funds have been used for class size reduction in the previous year, please upload documentation with evidence of effectiveness in the district document library. ☐ Funds were used in the previous school year for class size reduction. Effectiveness evidence documentation has been uploaded to the district document library.		

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title II Part A

☒ **No private schools participating in Title II Part A**

Budget		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title II Part A		
Indirect Cost Guide		
	Total Allocation	\$119,913.00
	Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost		\$119,913.00
	Indirect Cost Rate	3.31%
Max Available Budget In Categories Eligible for Indirect Cost		\$116,071.05
	Max Indirect Cost	\$3,841.95
Category		Total
401M - District and School Activities		\$119,913.00
401MP - Private/non-public School Activities		\$0.00
	Total	\$119,913.00
	Adjusted Allocation	\$119,913.00
	Remaining	\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title II Part A 401M - District and School Activities - \$119,913.00 ▼		
Budget Detail		Narrative Description
Category:	401M - District and School Activities	Todd County Schools hired retired teachers to work in each school as professional learning coaches to assist teachers with 2 or more years of experience. Todd County Schools has hired retired teachers to work in each school as professional learning coaches to assist teachers with 2 or more years of experience. These coaches are considered district level employees and can be moved from school to school as needed. With the number option 6 and option 9 teachers we have had to hire in the district, those coaches are essential in supporting their teachers who have limited experience in teaching. Headcount 3; FTE 3 for salary, benefits, and extra monies will be taken from other funding sources
Object Code:	0110 - Certified Services - (Contract)	
Set Asides:	District- Professional Learning Coa...	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$119,913.00	
Line Item Total:	\$119,913.00	
Total for 401M - District and School Activities:		\$119,913.00
Total for all other Categories:		\$0.00
Total for all Categories:		\$119,913.00
Adjusted Allocation:		\$119,913.00
Remaining:		\$0.00

Budget Overview

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title II Part A

Indirect Cost Guide	
Total Allocation	\$119,913.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$119,913.00
Indirect Cost Rate	3.31%
Max Available Budget In Categories Eligible for Indirect Cost	\$116,071.05
Max Indirect Cost	\$3,841.95

Filter by Location: All - \$119,913.00

Object Code	Category	401M - District and School Activities	Total
0110 - Certified Services - (Contract)		119,913.00	119,913.00
Total		119,913.00	119,913.00
		Adjusted Allocation	119,913.00
		Remaining	0.00

Related Documents

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title II Part A

Optional Documents		
Type	Document Template	Document/Link
Class Size Reduction Worksheet	N/A	
Title II equitable services documentation	N/A	
Other Title II documentation	N/A	

Program Details	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL	
Fiscal Agents should provide information for each consortium member in the narrative questions. Please clearly indicate the district to which each narrative belongs.	
Allowable Purposes for Title III Funds to Serve English Learners (ELs) - (Check at least one)	
In carrying out activities with Title III funds, the district shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes [ESSA 3115(a)]:	
☐ Developing and implementing new English language development and academic instruction program(s)	
☒ Expand/enhance existing English language development and academic instruction program(s)	
☐ Implement a school-wide reform and restructuring program for English language development and academic instruction program(s)	
☐ Implement a district-wide reform and restructuring program for English language development and academic instruction program(s)	
Program Description	
* 1. Explain how the district/consortium core language instruction educational program (LIEP) serves the English learner (EL) program and meets the civil rights requirements of ELs before receiving Title III funds. (include staffing, type of services, funding, and resources) Todd County School district is dedicated to hiring highly qualified and certified teachers are all students, including teachers who services our EL population. Todd County adopts the KRS curriculum to use with all students K-12. All students have access to this curriculum and highly engaging instruction through certified teachers. Formative assessment in our schools and district assessment occur on a regular basis to gauge student learning and growth. Students are provided with interventions based on their needs either at the tier II or tier III levels. EL students along with all students in Todd County are receiving instruction in core language development by funds that are not associated with Title III. Our general fund and grants provide certified teachers to work with students who are no reaching benchmark goals on intervention strategies to close the gaps they may have. This layered support system provides all student with needed interventions to make them successful. The EL students are receiving interventions from teachers who are funded through general funds, Title I funds, RTA funds before they receive the interventions supported by Title III funds. The district title III teacher's salary is .19 funded by Title III and .81 by general funds. SBDM, district general, and in house school activity funds provide resources for curriculum, instructional strategies training and resources for the classroom. Teachers have the opportunity to participate in LETRS Cohort training and also participate in EL Leadership Network and CAL's Newcomers in Your School: Cultural Connections and Instructional Strategies through GRREC. Schools offer family events each month such as Family Academic Night, Coffee with the Counselor, and Lunch and Learns that are designed specifically to meet the individual and unique needs of all parents. School representative are available to speak to EL families at each event and specifically set up tables to provide	

school information in different languages. Mexican Culture Night is included in the year's activities specifically designed for EL families to be celebrated.

Todd County issues the Home Language survey to all new students for families to complete through our on-line registration process. Students identified as potential EL students will be administered the WAPT and/or WIDA screener. All pre-school student's family is given a paper Home Language Survey to complete. Any student determined to be Limited English Proficient (LEP) are provided with a Program Service Plan (PSP) created by a committee of EL staff, teachers, counselors, administrators and parents. The PSP will include accommodations and modifications the student will receive for both instruction and assessment in order to acquire needed English Language skills necessary to be successful in the classroom. The ACCESS assessment is administered annually to students to determine English language growth in the areas of speaking, listening, reading and writing.

Through general funds, Todd County hires a translator or interpreter to ensure good communication with parents. This helps to ensure all stakeholders are comfortable, can understand and participate in the development of the PSP during committee meetings, can read and understand notifications of placement with EL services, understand student's rights to decline services, have a contact and inform the school or district when parents do not understand something or need help with understanding material, and understand any information related to the EL Program and District EL Plan Performance on ACCESS test and other communication between school and home.

Todd County Schools is committed to a well rounded EL program that serves the EL student, families, and community engagement.

1. Needs Assessment

Conduct Surveys and Interviews: Gather information about the needs, preferences, and challenges faced by EL families.

Analyze Data: Identify common themes and prioritize areas for improvement.

2. Building Relationships

Cultural Competency Training: Provide training for staff on cultural awareness and sensitivity.

Home Visits: Establish trust by visiting families in their homes to understand their environment and needs.

Language Access: Ensure all communication is available in the families' native languages.

3. Communication Strategies

Multilingual Communication: Use multilingual newsletters, emails, and social media to keep families informed.

Parent-Teacher Conferences: Schedule regular meetings with interpreters available.

Community Liaisons: Appoint bilingual staff or volunteers to act as liaisons between the school and EL families.

4. Parent and Family Involvement

Workshops and Training: Offer workshops on topics like navigating the education system, understanding assessments, and supporting learning at home.

Volunteer Opportunities: Encourage families to volunteer in classrooms, events, and school activities.

Parent Advisory Councils: Create councils to give parents a voice in decision-making processes.

5. **Community Partnerships**

Collaborate with Community Organizations: Partner with local organizations that serve EL families to provide additional resources and support.

Community Events: Host events that celebrate cultural diversity and promote community bonding.

Resource Fairs: Organize fairs where families can access information about health, legal, and social services.

6. **Ongoing Support and Evaluation**

Continuous Feedback: Regularly seek feedback from families to assess the effectiveness of engagement strategies.

Adjust Strategies: Make necessary adjustments based on feedback and changing needs.

Celebrate Successes: Recognize and celebrate the achievements and contributions of EL families and communities.

7. **Professional Development**

Training for Educators: Provide ongoing training for teachers and staff on best practices for engaging EL families.

Collaborative Learning: Encourage educators to share successful strategies and learn from each other.

8. **Technology Integration**

Online Platforms: Use online platforms to facilitate communication and provide resources.

Digital Literacy: Offer training for families to improve their digital literacy skills.

By implementing these strategies, schools can create a supportive and inclusive environment that fosters strong relationships between EL families and the school community.

* 2. Provide a description of the effective programs and allowable activities that will be provided **with Title III funds**. Provide details on how these Title III activities will supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and in no way supplant such Federal, State, and local public funds as required by ESSA 3115(g).

Title III funds will provide professional development opportunities for teachers in the classroom and the EL district teacher to be trained and accurately implement each student's PSP. The WIDA English Language Development (ELD) Standards serve as Kentucky's required ELP standards. These standards act as guides and a companion document to the Kentucky Academic Standards guiding instruction for Kentucky and Todd County EL teachers.

Todd County issues the Home Language survey to all new students for families to complete through our on-line registration process. Students identified as potential EL students will be administered the WAPT and/or WIDA screener. All pre-school student's family is given a paper Home Language Survey to complete. Any student determined to be Limited English Proficient (LEP) are provided with a Program Service Plan (PSP) created by a committee of EL staff, teachers, counselors, administrators and parents. The PSP will include accommodations and modifications the student will receive for both instruction and assessment in order to acquire needed English Language skills necessary to be successful in the classroom. The ACCESS assessment is administered annually to students to determine English language growth in the areas of speaking, listening, reading and writing.

Title III funds will be used to supplement the salary of the district's EL teacher. The district's EL teacher's salary is funding at .19 from Title III and .81 from general district funds. The EL teacher works with teachers to provide strategies to assist students in the acquisition of skills necessary to learn English. The district EL teacher will also provide pull out services and tutoring to EL students. The district EL teacher will monitor students' progress throughout the year. The district is fully funding an ELL instructional assistant. This person will work with the district EL teacher to ensure that students' needs are met in the acquisition of skills necessary to learn English and meet benchmark in academic areas.

* 3. Explain how the progress of the Title III funded activities will be monitored.

Todd County will use a district approved benchmark assessments that will be administered three times a year and results will be used to gauge student progress. Annually, ACCESS scores are entered into a spreadsheet by student name so that the student's progress can be objectively monitored over time. Grade level data teams will be held regularly to analyze student work and identify needs and next steps for instruction. Additional information including teacher observations and collaboration with classroom teachers will also be used to gauge student needs and will drive changes necessary to the program.

During school PLC meetings classroom data and common assessment data is shared. Plans for instruction are discussed to meet all students learning needs.

* 4. At the culmination of these activities, how will the impact on English language development be evaluated? What student performance data will be used to evaluate the supplemental program? What steps will be taken to ensure the continuous improvement of ELs? What stakeholders are involved in the evaluation of the program?

ACCESS data is used to determine specific strengths and weaknesses in Listening, Speaking, Reading and Writing. This information guides the selection of appropriate accommodations/modifications and instructional practices. Student grades and results of standardized test data are also used to individualize planning and instructions. Benchmark testing is completed three times a year at all schools. This data is reviewed to determine interventions that a student may need. At the end of the year the District EL plan will be reviewed and discussed with school administrators, teachers, parents and district level administrators to determine next steps for improvement.

* 5. Provide a description of the administrative activities supported with Title III-A funds. (Note that administrative funds are capped at 2% for direct costs by ESSA 3115(b). Administrative costs are associated with the overall project management and administration, and which are not directly related to the provision of services to participants or otherwise allocable to the program cost objectives/categories).

No direct administrative activities will be supported with Title III-A funds.

Respond to questions 6-8 only if your district/consortium has non-public/private schools that receive Title III services.

☒ There are no non-public/private schools receiving Title III services.

*** Language Instruction Educational Programs**

In the table below, place a check next to each type of language instruction educational program implemented in your LEA, as required by ESSA 3121 and 3122.

	Types of programs described in the local plan (as submitted to the State or as implemented)	Name of the language of instruction, other than English, used in the programs.
☐	Dual Language/Two-Way Immersion (TWI)	
☐	Transitional Bilingual Education (TBE) or Early-Exit Bilingual Education	
☐	Developmental Bilingual Education (DBE)	
☐	Heritage Language (HLA)	
☐	Newcomer Program (NEW)	
☐	Sheltered English Instruction (SEI)	
☒	Structured English Immersion (SEM)	Spanish
☐	English Language Development (ELD)	
☒	Content Area Tutoring (CAT)	Spanish
☐	Content-Based ESL (CBE)	
☐	Pull-Out ESL Resource (POE)	
☐	Other (explain in comment box)	

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL

☒ ☐ My district does not have any non-public/private schools **participating** in Title III EL.

Professional Development Details

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL

A portion of Title III funds must be used to provide effective professional development as required by ESSA 3115(c). All professional development expenses indicated on this page must also be reflected on the Budget page.

District Activities (at least one activity must have funds allocated)		Amount
Professional Development Consultant		\$
Professional Development Materials for Participants		\$
Registration Fees		\$ 100.00
Travel Expenses (including mileage, hotel, meal reimbursement, etc.)		\$ 175.00
Substitute Expenses		\$
Other		\$ 0.00
Total		\$ 275.00
Professional Development % of allocation		2.30 %

Professional Development Narrative Questions

* 1. Review the federal requirements for use of Title III funds to provide effective professional development (PD) in ESSA 3115(c)(2) and provide a description of how the district's plan will use Title III funds to implement those requirements. (List the specific trainings and workshop names; consortiums should specify whether PD is done as a group or by individual districts.)

Professional learning and development opportunities will be provided to all teachers through PLC meetings that are scheduled weekly in each school. The EL teacher, EL instructional assistant and the Title III coordinator will also meet with teachers, families and students when more professional learning is needed to ensure the success of all student achievement. Currently, the biggest concern with small districts is the knowledge and skill level of our EL teachers. As a team in Todd County (Assistant Superintendent, Districtwide Services Coordinator, EL teacher, school level principals and counselors) take information, qualifications of new EL teacher and data from previous ACCESS assessments to determine yearly needs. This position has a high turn-over rate in Todd County. Currently, our new EL teacher will need professional learning on all aspects of the position from identification to administering all assessments and screeners. The professional development offered to the new EL teacher will allow them to make decisions (along with input from the Districtwide Services Coordinator) for our programs which will in turn affect our EL students. Our 2022 ACCESS scores identified a serious area of concern within our EL population. Since we have

an new EL teacher, she will need to receive intensive professional learning on how to assist our EL population and in providing classroom teachers information and professional learning on how to implement the PSP.

District funds, and Title I funds are also used to support effective EL specific professional development for teachers and administrators. The district EL teacher meets weekly with teachers to survey their needs of professional development for EL support. The WIDA English Language Development (ELD) Standards serve as Kentucky's required ELP standards. These standards will act as a companion document to the Kentucky Academic Standards (KAS) in guiding instruction for Kentucky's ELs.

Teachers have the opportunity to participate in LETRS Cohort training and also participate in EL Leadership Network and CAL's Newcomers in Your School: Cultural Connections and Instructional Strategies through GRREC.

Schools offer family events each month such as Family Academic Night, Coffee with the Counselor, and Lunch and Learns that are designed specifically to meet the individual and unique needs of all parents. School representative are available to speak to EL families at each event and specifically set up tables to provide school information in different languages. Mexican Culture Night is included in the year's activities specifically designed for EL families to be celebrated.

At the beginning of the year a Home Language survey is given out to every new student for families to complete. Students identified as Potential EL students will be given the WAPT and/or WIDA screener. Students determined to be Limited English Proficient (LEP) are provided with a Program Service Plan (PSP) created by a committee of teachers, counselors, EL staff, administrators and the parents. The PSP includes accommodations and modifications the student will receive for both instruction and assessment in order to acquire English Language skills necessary to be successful in the classroom. The student is administered the ACCESS assessment annually to determine English language growth in the areas of Speaking, Listening, Reading and Writing.

Professional development will be on an individual level, provided in-person at each school by the EL Teacher. The EL teacher will receive supplemental training for administration and/or support of WIDA's ACCESS, MODEL and Screener assessments. The EL teacher will participate in self paced workshops as sponsored by KDE.

Information and strategies will be shared with teachers as student data is analyzed for areas of concerns and growth. The District EL teacher will work with teachers one-on-one as needed to assist them in meeting the individual needs of their students. During PLC meetings in September the District EL teacher will review the PSP and how to meet students' needs through accommodations and modifications. Results from ACCESS testing will be analyzed with teachers to plan for next steps in instruction for each student.

* 2. How will the district ensure the PD will be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom? (According to ESSA 3115(c)(2)(D), PD cannot include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. Documentation must be provided.)

Professional Development will be individualized for each teacher based on their needs to successfully meet the needs of the students who are English Learners and meet goals of the PSP. As teachers analyze student progress, teaching strategies and evidenced based strategies will be considered to assist students in meeting benchmark. These strategies will be taught to teachers through Professional Development meetings and workshops. Teacher feedback, administrator feedback and student benchmark testing will be used to measure the success of professional development. Professional development will be sustained

through Professional Learning Communities where teachers analyzed student data and determine the needs for students and further the needs of teachers is in area of professional development.

At the beginning of the year, all teachers who service EL students meet and review strategies to help teachers meet the needs of our EL students. Teachers then look at ACCESS score with the EL teacher to determine English proficiency and assign a mentor student to help in any situation where translation is needed and the EL teacher or Assistant is not at the immediate time. Todd County teachers can call our migrant teachers for needed information on how to reach students and families outside normal school hours to make sure all academic needs of students are met.

*** 3. How will EL PD strategies and information from trainings/workshops be disseminated to all staff who serve ELs?**

Professional development will be individualized for each teacher based on their needs to successfully meet the needs of the students who are English Learners and their PSPs. As teachers analyze student progress, teaching strategies and evidenced based strategies will be considered to assist students in meeting benchmark. These strategies will be taught to teachers through professional development meetings and workshops and through PLC meetings. Teacher and administrator feedback as well as, student benchmark testing will be used to measure the success of the given professional learning. PLC meetings will sustain the professional development in giving teachers time to analyze student data and determine next steps for both student and teacher learning.

*** 4. How were the professional development needs identified and how will the described professional development address the identified needs?**

The Title III funds will be used to provide professional development opportunities for teachers in the classroom and the EL District teacher, ensuring teachers are trained and accurately implement each students' PSP. The WIDA English Language Development (ELD) Standards serve as Kentucky's required ELP standards. These standards will act as a companion document to the Kentucky Academic Standards (KAS) in guiding instruction for Kentucky's ELs. Currently, the biggest concern with small districts is the knowledge and skill level of our EL teachers. As a team in Todd County (Assistant Superintendent, Districtwide Services Coordinator, EL teacher, school level principals and counselors) take information, qualifications of new EL teacher and data from previous ACCESS assessments to determine yearly needs. This position has a high turn-over rate in Todd County. Currently, our new EL teacher will need professional learning on all aspects of the position from identification to administering all assessments and screeners. The professional development offered to the new EL teacher will allow them to make decisions (along with input from the Districtwide Services Coordinator) for our programs which will in turn affect our EL students. Our previous ACCESS scores identified a serious area of concern within our EL population. Since we have an new EL teacher, she will need to receive intensive professional learning on how to assist our EL population and in providing classroom teachers information and professional learning on how to implement the PSP.

At the beginning of the year a Home Language survey is given out to every new student for families to complete. This document is phase one in determining the needs our district will have each year with new enrollees. Students identified as Potential EL students will be given the WAPT and/or WIDA screener. Students determined to be Limited English Proficient (LEP) are provided with a Program Service Plan (PSP) created by a committee of teachers, counselors, EL staff, administrators and the parents. The PSP includes accommodations and modifications the student will receive for both instruction and assessment in order to acquire English Language skills necessary to be successful in the classroom. The student is administered the ACCESS assessment annually to determine English language growth in the areas of Speaking, Listening, Reading and Writing.

Todd County will use a district approved benchmark assessment that will be administered three times a year and results will be used to gauge student progress. Annually, ACCESS scores are entered into a spreadsheet by student name so that the student's progress can be objectively monitored over time.

Grade level data teams will be held regularly to analyze student work and identify needs and next steps for instruction. Additional information including teacher observations and collaboration with classroom teachers will also be used to gauge student needs and will drive changes necessary to the program.

ACCESS data is used to determine specific strengths and weaknesses in Listening, Speaking, Reading and Writing. This information guides the selection of appropriate accommodations/modifications and instructional practices. Student grades and results of standardized test data are also used to individualize planning and instructions. Benchmark testing is completed 4 times a year at all schools. This data is reviewed to determine interventions that a student may need. At the end of the year the District EL plan will be reviewed and discussed with school administrators, teachers, parents and district level administrators to determine next steps for improvement.

*** Identify the types of EL (ESL) Professional Development activities that were offered during the 2024 - 2025 school year - Check all that apply**

- ☒ Instructional strategies for EL (ESL) students
- ☒ Understanding and implementation of assessment of EL students
- ☒ Understanding and implementation of ELP standards and academic content standards for EL students
- ☐ Alignment of the curriculum in language instruction educational programs to ELP standards
- ☒ Subject matter knowledge for teachers
- ☐ Other (please specify)

Indicate the number of participants in EL Professional Development activities during the 2024 - 2025 school year:

PD provided to content classroom teachers	*	134
PD provided to EL (ESL) classroom teachers	*	1
PD provided to principals	*	5
PD provided to administrators (other than principals)	*	4
PD provided to other school personnel (non-administrative)	*	9
PD provided to community-based organization personnel	*	0
TOTAL		153

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL**Personnel and Location of Staff Paid with Title III EL Funds (not state and local funds)**

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

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

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

System-wide Instruction & Support - (Work as needed at multiple school sites)

	Headcount	FTE
Coaches / Consulting Teachers	1.00	0.19
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement		

Other (specify)			
Total	1.00	0.19	

System-wide Administration - (Usually personnel working in the central office)

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

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL

Districts receiving Title III funds must conduct parent, family, and community engagement as required by ESSA 3115(c)(3). All parent, family, and community engagement expenses indicated on this page must also be reflected on the Budget page. If the application is being submitted for a consortium, fiscal agents should provide information for each consortium member in the narrative questions and should clearly indicate the district to which each narrative belongs.

District Activities - If no funds were allocated, enter 0.

Title III Allocation Total Allocation	\$	11,979.00
Title III funds allocated for parent, family, and community engagement	* \$	275.00
Parent, family, and community engagement % of allocation		2.30 %

Parent, Family and Community Engagement Narrative Questions

* 1. Describe the district plan for EL-specific parent, family, and community engagement.

EL parents may feel intimidated by or unprepared to help with homework or other schoolwork, especially if they have limited educational or English skills. Family parent engagement is essential to help them understand their important role in supporting their child's success.

Open house nights are held quarterly in all schools, community outreach days throughout the school year, and family parent engagement nights are held in our elementary schools. Middle school and high school holds back to school orientation, parent teacher meetings, FAFSA application meetings, and transition meetings at beginning and end of school year. EL works in to support our parents and students at these events. Open House is designed specifically to address the needs of ELL students and families.

During literacy and math nights, parents are provided opportunities to read to their children, help with math/reading/science work, and time to work together as a family. During transition meetings and FAFSA events, parents are provided with translation services to support families with EL needs. Literacy and math nights are specifically designed to address the needs of ELL students and families.

During summer, students were provided opportunities for summer learning extension and credit recovery. In person learning opportunities, space accommodations for small groups, and community partnership was provided by Todd County Community Library, Petrie Memorial Church, and Todd County Extension Office. The credit recovery summer learning opportunities are specifically designed to address the needs of ELL students and families.

The events offer parents an opportunity to meet other parents, show their children the importance of reading and life-long learning, and learn how to support literacy, math, and science development at home.

* 2. How will the district evaluate the effectiveness of the EL-specific parent, family, and community engagement provided?

A school/community survey is posted on the district and school websites as well as social media to collect stakeholder feedback from students, staff, parents, community members, and professional organization (KEA/KASA) members for EL nights and evaluation of the EL program. Administrators have presented the EL opportunities during individual school SBDM meetings, providing opportunities for parent, student, staff and community stakeholder feedback. Informational sessions and annual planning is also presented to stakeholders during school open house, back to school nights, and back to school orientation providing opportunities for parent feedback during informational sessions. EL teachers and migrant recruiters were available at the open house and back to school nights to provide translation for our English Learner population.

The local Todd County Chamber of Commerce provides the survey to community and business partners to provide feedback on community partnerships. During community outreach nights, where teachers and administrators went to our historically disadvantaged areas, plans for the upcoming school year were presented and teachers were available to answer questions and provide meaningful feedback on spending plans, reopening plans, and spending surveys. The results of the survey are analyzed and used to ensure that the programs have positively impacted our staff, stakeholders, and students. Input is collected regarding learning loss, proposed use of funds, current spending projections, and opportunities for stakeholders to provide feedback on additional areas of need.

☐ District/consortium did not receive Title III funds during the previous school year.

* Describe any EL-specific parent, family, and community engagement activities provided during the 2024-2025 school year.

Open house nights are held quarterly in all schools, community outreach days throughout the school year, and family parent engagement nights are held in our elementary schools. Middle school and high school holds back to school orientation, parent teacher meetings, FAFSA application meetings, and transition meetings at beginning and end of school year. EL works in to support our parents and students at these events. Open House is designed specifically to address the needs of ELL students and families.

During literacy and math nights, parents are provided opportunities to read to their children, help with math/reading/science work, and time to work together as a family. During transition meetings and FAFSA events, parents are provided with translation services to support families with EL needs. Literacy and Math Nights are designed specifically to address the needs of ELL students and families.

During summer, students were provided opportunities for summer learning extension and credit recovery. In person learning opportunities, space accommodations for small groups, and community partnership was provided by Todd County Community Library, Petrie Memorial Church, and Todd County Extension Office. Credit Recovery and Summer Learning opportunities are designed specifically to address the needs of ELL students and families.

The events offer parents an opportunity to meet other parents, show their children the importance of reading and life-long learning, and learn how to support literacy, math, and science development at home.

Budget	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL	
Indirect Cost Guide	
Total Allocation	\$11,979.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$11,979.00
Indirect Cost Rate	0.00%
Max Available Budget In Categories Eligible for Indirect Cost	\$11,979.00
Max Indirect Cost	\$0.00
Category	Total
345M - Title III EL	\$11,979.00
345MP - Non-Public Schools	\$0.00
Total	\$11,979.00
Adjusted Allocation	\$11,979.00
Remaining	\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL 345M - Title III EL - \$11,979.00 ▼		
Budget Detail		Narrative Description
Category:	345M - Title III EL	19% salary for EL teacher
Object Code:	0110 - Certified Services - (Contract)	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$8,725.00	
Line Item Total:	\$8,725.00	benefits for EL teacher
Category:	345M - Title III EL	
Object Code:	0222 - Employer Medicare Contributions	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$200.00	
Line Item Total:	\$200.00	benefits for EL teacher
Category:	345M - Title III EL	
Object Code:	0231 - KTRS Employer Contribution	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$2,500.00	
Line Item	\$2,500.00	

Total:		
Category:	345M - Title III EL	benefits for EL teacher
Object Code:	0253 - KSBA Unemployment Insurance	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$120.00	
Line Item Total:	\$120.00	
Category:	345M - Title III EL	benefits for EL teacher
Object Code:	0260 - Workmen's Compensation Insurance	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$159.00	
Line Item Total:	\$159.00	
Category:	345M - Title III EL	Registration Fees
Object Code:	0338 - Registration Fees	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$100.00	
Line Item Total:	\$100.00	
Category:	345M - Title III EL	Travel
Object Code:	0580 - Travel	

District / School: Todd County (551)		
	Quantity:	1.00
	Cost:	\$ 175.00
	Line Item Total:	\$ 175.00
Total for 345M - Title III EL:		\$ 11,979.00
Total for all other Categories:		\$ 0.00
Total for all Categories:		\$ 11,979.00
Adjusted Allocation:		\$ 11,979.00
Remaining:		\$ 0.00

Budget Overview			
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL			
Indirect Cost Guide			
Total Allocation			\$11,979.00
Existing Budget In Categories Not Eligible for Indirect Cost			\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost			\$11,979.00
Indirect Cost Rate			0.00%
Max Available Budget In Categories Eligible for Indirect Cost			\$11,979.00
Max Indirect Cost			\$0.00
Filter by Location: All - \$11,979.00 ▼			
Object Code	Category	345M - Title III EL	Total
0110 - Certified Services - (Contract)		8,725.00	8,725.00
0222 - Employer Medicare Contributions		200.00	200.00
0231 - KTRS Employer Contribution		2,500.00	2,500.00
0253 - KSBA Unemployment Insurance		120.00	120.00
0260 - Workmen's Compensation Insurance		159.00	159.00
0338 - Registration Fees		100.00	100.00
0580 - Travel		175.00	175.00
Total		11,979.00	11,979.00
Adjusted Allocation			11,979.00

Object Code	Category	345M - Title III EL	Total
		Remaining	0.00

Related Documents

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title III EL

Optional Documents		
Type	Document Template	Document/Link
Other Title III documentation	N/A	

Program Administration	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A	
Identify the stakeholder(s) in the area served by the LEA that were consulted in the design and development of this application. (Check all that apply. Asterisk indicates required consultations.)	
☒ * Parents	
☒ * Teachers	
☒ * Principals	
☒ * Students	
☒ * School leaders	
☒ * Specialized instructional support personnel	
☒ * Local government representatives	
☒ * Community-based organizations	
☒ * Others with relevant and demonstrated expertise, e.g Educational Co-op, Universities, Ky. Center for School Safety, etc.	
☐ Other	
* Describe how your district is consulting with stakeholders and how it will be documented.	
A school/community survey was posted on the district and school websites as well as social media to collect stakeholder feedback from students, staff, parents, community members, and professional organization (KEA/KASA) members for Federal Funding spending. Administrators have presented the spending plan during individual school SBDM meetings, providing opportunities for parent, student, staff, and community stakeholder feedback. The proposed spending plan was also presented to stakeholders during school open houses, back-to-school nights, and back-to-school orientation programs providing opportunities for parent feedback during informational sessions. EL teachers and migrant recruiters were available at the open house and back to school nights to provide translation for our English Learner population. Parent and Stakeholder feedback forms are collected at any event involving parents and the community. These forms are examined by school and district administration to help understand stakeholder views and interest in our community and our federal spending. The local Todd County Chamber of Commerce provides the survey to community and business partners to provide feedback on community partnerships. During community outreach nights, where teachers and administrators went to our historically disadvantaged areas, plans for the upcoming school year were presented and teachers were available to answer questions and provide meaningful feedback on spending plans and the spending survey. Input was collected regarding	

learning loss, proposed use of funds, current spending projections, school safety, and opportunities for stakeholders to provide feedback on additional areas of need.	Our teachers are embracing the many new technologies and other resources which will continue to benefit instruction and improve academic achievement of students. Resources and funding have been committed to providing a strong infrastructure to support the district. All schools and facilities in the district are networked with full telecommunication and internet access. The district's network is on fiber optic backbone running at 5Gbps, plus all five sites have full wireless saturation. The District Technology Department is comprised of two Site Based Technician (SBT) serving as the first line of technical support for users. They are responsible for the daily maintenance and hardware support to keep their systems up and running. The Chief Information Officer (CIO)/District Technology Coordinator (DTC) is responsible for the administration side, network, and security administration, as well as supporting teachers and staff with professional development. The Instructional Supervisor is responsible for the infusion of the technology into the daily curriculum; they work closely with the principals to ensure their staff has adequate Professional Development and staff training to effectively use technology as a teaching tool. Over the next year Todd County School District needs to address the gaps students will experience due to the extended virtual learning and to maintain a safe and secure school district, focused on addressing student wellness and mental health needs. A 1:1 initiative, utilizing Chromebooks in school, used as part of blended learning, and utilized at home for virtual learning during intermittent breaks will provide access and a continuation of learning for all students. Using the Non-Traditional format of learning previously implemented, students will receive more rigorous and better implemented instruction using a 1:1 initiative and allowing students to have access from homes. Todd County Schools will use Edgenuity as an online learning platform, Google Classroom as a learning management system, and Aristotle K-12 to monitor and manage devices for virtual and in class learning. Intervention software from Achieve 3000 and Reading to Achieve are used to enrich and supplement instruction. Surveys are conducted throughout the year providing the school district and sub committees with feedback from both students, parents, and staff to help us ensure that we are meeting their needs. The committees and school district strive to keep in constant communication with all stakeholders, bringing their valuable feedback to the table at our monthly meetings. This feedback enables us to continually improve and maintain a vision for Todd County School District to ensure we are meeting the needs of all stakeholders. Opportunities for parent engagement are available during monthly SBDM meetings, parent-teacher conferences, and board meetings. Sign-in sheets and minutes are kept by each respective school/district. Stakeholders are surveyed on services and needs through surveys with our youth service center needs assessment (beginning of school year) and parent engagement surveys given in the spring. The Todd County Migrant program holds meetings quarterly and summer camps to assist families. Agendas and sign-in sheets are kept on file with the EL teacher each year to ensure stakeholder participation and attendance. These opportunities allow valuable feedback from the community. Workforce development, school leaders, local businesses and community colleges meet monthly to discuss community educational needs and ensure structures are in place to prepare students for successful transition to the workforce. Todd County administrative team, including parents and school directors, meet monthly to review school and instructional needs.
* Distribution of Funds	

Select one or more priorities the LEA will utilize in distributing Title IV, Part A funds. The LEA will give priority to schools:

- ☒ With the greatest need, as identified by the LEA
- ☐ With the highest percentages or number of students from low income families
- ☐ Identified for comprehensive support and improvement (CSI)
- ☐ Implementing targeted support and improvement plans (TSI)
- Identified as persistently dangerous (currently not applicable)

Supplement, Not Supplant

Section 4110 requires that SSAE program funds be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the SSAE program. This means that an LEA may not use SSAE program funds to carry out activities that would otherwise be paid for with State or local funds. In determining whether a particular use of funds would violate the non-supplanting requirement, LEAs should consider matters such as whether the cost involved is currently paid for using State or local funds or whether the cost involved is for an activity that is required by State or local law. In no event may LEAs decrease the amount of State or local funds used to pay the cost of an activity simply because of the availability of the SSAE program funds.

There is a presumption of supplanting if Federal funds are used for State-required costs or costs previously covered with non-Federal funds. The presumption may be overcome if the LEA is able to demonstrate through written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds. Check the box below to provide assurance for this requirement.

- ☒ * SSAE funds will not be used to supplant State or local funds.

Needs Assessment	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A	
For LEAs or consortiums receiving \$30,000 or more, a needs assessment must be completed at least once every 3 years. Please indicate the date(s) and describe the district specific data driven Comprehensive Needs Assessment(s) used among the three content areas: (LEA's receiving less than \$30,000 are not required to complete the items below.)	
1) Well-rounded educational opportunities	
Date of Assessment:	06/30/2024
Comprehensive Needs Assessment used:	TCSD Assessment and HCC TC Assessment
2) Safe and healthy students	
Date of Assessment:	06/30/2024
Comprehensive Needs Assessment used:	District Assessment
3) Effective Use of technology	
Date of Assessment:	06/30/2024
Comprehensive Needs Assessment used:	District Assessment
Describe the results of the needs assessment to determine how funds will be used.	
1) Well-rounded educational opportunities	
Todd County designates 25% of the allocations for Well-rounded Educational Opportunities be directed toward the implementation for a Career Counselor for Todd County Todd County Central High School. The job of Career Counselor was established for the purpose of assisting students in understanding ILP data and their choices for post-secondary education and career training; maintaining liaisons with community leaders and business; providing information and/or	

direction to students, parents, teachers, and administrators about career and educational services available to eligible students; developing and monitoring of program data and reports; and promoting programs with students, staff, and parents.

Priority need: Todd County's four-year cohort graduation rate is (2024) 95.9% which is above the previous year's state average of 92.2%; 3.9% of Class of 2023-24 students received industry certifications; 57.1% of the Class of 2024 passed CTE EOP Assessments; .8% participated in Apprenticeship programs, 45.9% passed dual credit classes. TCCHS offers general and developmental level courses, and career and technical classes offered through Logan County Career and Technology Center (LCCTC). In conjunction with HCC, Todd County did a data analysis and program study review looking at graduation rate, academic attainment in reading, math and science, postsecondary education, military, employed, service programs, the percent of CTE concentrators that have graduated from high school and obtained postsecondary credentials including industry certification, and end of program assessment. The needs assessment also looked at the percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field. Findings from the data and feedback were as follows:

Todd County Public Schools are meeting the state goals in Reading, Mathematics, Graduation Rate, Industry Certifications, and non-traditional concentrators nearly doubling the state average percentages in each of these categories. Some data is not available since the numbers in the demographic groups are not large enough to report. Examples of race/ethnicity data for this are in American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander groups. Special Populations Categories with small numbers include Individuals with Disabilities, Out of Workforce Individuals, English Learners, Homeless Individuals, Youth in or Aged Out of Foster Care, Youth with a Parent in Active-Duty Military, and Migrants.

Todd County's Current State:

All CTE programs within Todd County Central High School follow the state approved pathways through the Program of Study from the Kentucky Department of Education. TCCHS secondary students have access to pathways within the five high demand sectors of Health Care, Advanced Manufacturing, Construction, Business and IT, and Transportation. Additionally, Agriculture, pathways identified in local planning to be in-demand industry sectors.

The Todd County Public School System CTE program makes informed decisions following information gleaned from the Kentucky Center for Statistics <https://kystats.ky.gov/> and the Southwestern Kentucky Economic Development Council <http://southwesternky.com/>.designed to meet current or long-term labor market projections.

Job Responsibilities for the Career Counselor include:

- Guide student in determining their interests and abilities using a wide range of methods, such as aptitude assessments, interviews and planning materials
- Counsel individual learners, working with them to aid in the development of both hard and soft skills
- Conduct group workshops on a variety of topics, including writing resumes and cover letters, successful job interviewing, using university employment databases and career development resources, researching graduate programs, and more.
- Work with students to overcome issues that could undermine their academic or career success Help students craft a long-term plan for reaching their career objectives

- Connect learners to additional resources such as financial aid, vocational training, extensive counseling and therapy services, medical care providers, or other state and local assistance as needed
 - Plan and publicize career and events such as workshops, job fairs, and orientation sessions
 - Collaborate with faculty, staff, and other student services divisions to help achieve district-wide goals and contribute to its long-range planning
 - Work with students to develop skills, such as organization, time management, and effective study habits for work academic and career goals
 - Collaborate with teachers, administrators, and parents to help students succeed
- Specific Job duties include:
- Focusing on work with Seniors; coordinates a variety of events and programs (e.g. career fairs, financial management, college visits, student placement/work study) for the purpose of supporting the smooth transition from middle school to high school to post-secondary training and/or employment
 - Working with developing and monitoring CO-OP and work-study programs, ensuring students Co-op/work study.
 - TEDS Database
 - Work closely with other staff members in the planning and coordination of career outreach and programs such as job fairs, FAFSA workshops, career programs, and employer panels
 - Provide career assessment and interpretation to undecided students through services offered through career counseling and guidance
 - Connect learners to resources such as financial aid, vocational training, scholarships opportunities, job fairs, workshops, and orientation sessions
 - Career pathways and option planning for incoming Freshmen (short- and long-term goals)
 - Maintain regular credit checks on Seniors, ensuring graduation and transition requirements are met
 - Work with Community Education and FRYSC to develop Operation Preparation program providing the opportunity for schools, students, parents and communities to collaborate in the process of effective advising; focus attention on the importance of planning for college and/or career.
 - Working with the special education department to provide job fairs, workshops, orientation sessions for transitioning seniors, connecting parents and students to resources.
 - Developing weekly lesson plans for an effective school wide advisory program, focusing on ACT test prep, KOSSA test prep, soft skills, career readiness, social skills, bullying, social media policies and safety, etc.
 - Work closely with other staff members in the planning and coordination of Senior end of year activities (graduation ceremony, senior academic and underclassmen awards, senior job shadowing)

- Senior job counseling and college planning through individual counseling and completion of Individual Learning Plans.

Priority need: Todd County's four-year cohort graduation rate is 95.0% which is above the previous year's state average of 89.7%; 13.2 % of Class of 2021 students received industry certifications and 38.9% of the Class of 2021 passed CTE EOP Assessments. TCCHS offers general and developmental level courses, and career and technical classes offered through Logan County Career and Technology Center (LCCTC).

It is never too early to begin looking at career interests and possibilities and developing a student's schedule in such a way as to prepare them to achieve their educational and career goals.

Students at TCCHS can earn one or more Career Major Certificates in addition to their high school diploma. These Career Major Certificates will help build a strong portfolio a student can use when pursuing additional education or employment. Today's students need to be critical thinkers and problem solvers, have excellent communication and digital literacy skills, along with mastering their core content classes. TCCHS offers career majors in Agriculture Education, Business Education, Human Services Education, and Education and Training.

One of the biggest benefits of the career majors is assisting students to make a seamless transition to postsecondary education by way of career pathways and articulation opportunities. Working in partnership technical classes at Logan County Career and Technology Center Logan County Area Technology Center

LCCTC Portion of EMT Teacher Salary - \$572.05

LCCTC Portion of Health Teacher Salary is paid from these funds.

The Commonwealth and Kentucky Education Workforce and Development Cabinet has identified five high-wage/high demand industry/economic sectors including business & information services, transportation & logistics, construction, health services, and advanced manufacturing.

EMT and Health Services are qualifiers under direct care health pathways. The EMT and Health Services positions:

- Provide technical skills training to secondary students that leads to successful post high school transition
- Enhance career exploration options for secondary students
- Respond to the training needs of business and industry for the community
- Hands-on training in program areas
- Student placement assistance, as well as cooperative education, clinical experiences, internship, and practicum experiences

2) Safe and healthy students

The public and the government recognized school resource officers as a proven tool in working with young people to help keep schools safe as national events focused on tragedies resulting from school violence. In 2022 Todd County Schools hired four resources officers; in 2025-2026 we will continue this allocation for each school site. This is supplementary and not required by law.

Currently, based on evaluation of data and community needs, Todd County Schools employs three of the needed 4 school resource officers (SRO/Police Officers) and works in conjunction with the Elkton Police Department, Todd County Sheriff's Department, and Kentucky State Police to maintain safe and secure facilities. These officers are responsible for enforcing all local, state and federal laws.

Officer Ed Higgins, Officer Kendrick Harris, Officer Chris Driskill and one vacancy are the assigned School Resource Officers for Todd County Schools. Officer Driskill is assigned primarily at the Todd County Central High School, Officer Higgins is primarily assigned at Todd County Middle School, Officer Rodney Moberly is assigned at North Todd Elementary School, and Officer Harris is assigned at South Todd Elementary School. All Officers have lunch on campus, interact with the students, teach classes related to law enforcement, and teach the responsibility of citizenship. The SROs provide a visible deterrent to crime and a positive representation of the Todd County Sheriff's Office and Elkton City Police Department. Officers conduct such programs as Art Club, Drama, Wellness, Student Police Academy, and mentor students on a regular basis. When needed, Officers attend after school events such as sporting events and open houses, for moral and/or security.

All schools have school safety and Emergency Management Policies and Plans. Plans are reviewed with each school's SBDM in closed session and documented in the minutes. Faculty/staff are trained on the EMP and have open question and answer sessions to make sure they are ready for any emergency. Emergency plans for schools are reviewed and revised annually by each SBDM council prior to November 1. Todd County follows KY Center for Safe Schools on the number of required drills throughout the year. Drills for lockdown, fire, severe weather and earthquake are mandatory in all schools and are conducted throughout the year.

All school doors are locked to outside visitors and all visitors are buzzed into a single main entrance to the school. All visitors, this includes parents, delivery drivers, vendors and media, are required to check in to the office immediately upon arrival.

All staff are required to wear ID badges and electronic access doors are installed on all interior and exterior doors. Todd County also implemented and purchased MERKAT safety system for all school facilities and the grounds around TCCHS. This safety mechanism allows all staff to have emergency badges and press a button located in the badge for immediate emergency help. The badge allows the DPP to monitor where all staff is located in an emergency situation. When activated, a message is sent immediately to SRO, head principal, and district personnel.

Procedures are in place for drug and weapon detection with students and staff trained to immediately report the location, identity, and description of any suspicious individual. Students and staff have received instruction in lockdown, evacuation, and other security procedures. Todd County installed VAPE detectors in all hallways, restrooms and locker rooms. All exterior doors are locked, and our staff and school resource officers are available to supervise the buildings and grounds during the school day and as students arrive and depart.

The number of office referrals at each school has gradually decreased over the past 5 years. Through active community involvement, presence in schools, and working with administrators and staff, these numbers should decrease.

School resource officers help assist with truancy and truancy diversion. Last school year (2024-25), there was a 7% rate of absenteeism in the district. Increased absenteeism, along with inconsistency of in-person instruction, has resulted in an increase of social and emotional issues within the schools. Based on a community survey, parents and community members indicated when asked, "What would you like to see as a focus in Todd County Schools to support safe and healthy students?" parents responded that top priorities were prevention of bullying and harassment, relationship building skills, and social/emotional mental health of students. School resource officers support this initiative within Todd County Schools.

3) Effective Use of technology

Our teachers are embracing the many new technologies and other resources which will continue to benefit instruction and improve academic achievement of students. Resources and funding have been committed to providing a strong infrastructure to support the District. All schools and facilities in the district are networked with full telecommunication and internet access. The district's network is on fiber optic backbone running at 5Gbps, plus all five sites have full wireless saturation. The District Technology Department is comprised of five site based technicians (SBT) serving as the first line of technical support for users. They are responsible for the daily maintenance and hardware support to keep their systems up and running. The Chief Information Officer (CIO)/District Technology Coordinator (DTC) is responsible for the administration side, network and security administration, as well as supporting teachers and staff with professional development. The Instructional Supervisor is responsible for the infusion of the technology into the daily curriculum; they work closely with the Principals to ensure their staff has adequate Professional Development and staff training to effectively use technology as a teaching tool.

Todd County School District will continue to address the gaps students experienced during COVID and the learned helplessness that occurred once schools were back in full session. The focus is on addressing student wellness and mental health needs. A 1:1 initiative, utilizing Chromebooks in school, used as part of blended learning and utilized at home for virtual learning during intermittent breaks will provide access and a continuation of learning for all students. Using the Non-Traditional format of learning previously implemented, students received more rigorous and better implemented instruction using a 1:1 initiative and allowing students to have access from homes. Todd County Schools utilize Edgenuity as an online learning platform, and Google Classroom as a learning management system.

Surveys are conducted throughout the year providing the school district and sub committees with feedback from both students, parents and staff to help us ensure that we are meeting their needs. The committees and school district strives to keep in constant communication with all stakeholders, bringing their valuable feedback to the table at our monthly meetings. This feedback enables us to continually improve and maintain a vision for Todd County School District to ensure we are meeting the needs of all stakeholders.

High-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement is a priority for our district. Providing new teachers a mentorship program, designed to personalize their learning and use the technology tools and resources available in the district is essential to supporting our teaching staff. With the allocations of effective use of technology, teachers will receive training and Professional Development to expand their effective practices in the classroom. The use of effective practices, professional development and development of teacher efficacy will assist classroom learning and teacher retention.

Since July 2024 to date, Todd County has hired over a 100 new employees that interact with technology on a regular basis for their job duties. Each school has a need to implement ongoing technology training for programs associated with teaching such as Google Classroom and Edgenuity.

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A

☒  My district does not have any non-public/private schools **participating**.

Program Description	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A	
\$ 0.00	Total Allocation for Services (from Equitable Services for Private Schools)
Identify the focus area(s) to be supported with Title IV-A funds. If the LEA or consortium receives \$30,000 or more in Title IV-A funding, all three areas must be supported as indicated below. If the LEA receives less than \$30,000, at least one focus area must be supported.	
☐ Administrative Costs (optional)	
☒	Well-rounded Educational Opportunities (A minimum of 20% of grant funds must be spent on this focus area if the LEA receives \$30,000 or more in Title IV-A funds.)
\$ 43,367.00	Amount of funds to be spent in support of the focus area:
Describe the activities to be budgeted in support of well-rounded educational opportunities. Include in the narrative response an explanation of how the proposed use of funds relates to priority needs determined in the district needs assessment.	
The funds are budgeted to cover part of the position of College and Career Counselor. There is a need for the district to assist students with making connections between interests, talents, and opportunities for students post graduation. 1 person is employed as a College and Career Counselor. 25% of the College and Career Counselor's salary is paid for from Title IV Well-rounded Educational Opportunities Job Responsibilities for the Career Counselor include: ·Guide student in determining their interests and abilities using a wide range of methods, such as aptitude assessments, interviews and planning materials ·Counsel individual learners, working with them to aid in the development of both hard and soft skills ·Conduct group workshops on a variety of topics, including writing resumes and cover letters, successful job interviewing, using university employment databases and career development resources, researching graduate programs, and more. ·Work with students to overcome issues that could undermine their academic or career success Help students craft a long-term plan for reaching their career objectives ·Connect learners to additional resources such as financial aid, vocational training, extensive counseling and therapy services, medical care providers, or other state and local assistance as needed	

·Plan and publicize career and events such as workshops, job fairs, and orientation sessions ·Collaborate with faculty, staff, and other student services divisions to help achieve district-wide goals and contribute to its long-range planning ·Work with students to develop skills, such as organization, time management, and effective study habits for work academic and career goals ·Collaborate with teachers, administrators, and parents to help students succeed Specific Job duties include: ·Focusing on work with Seniors; coordinates a variety of events and programs (e.g. career fairs, financial management, college visits, student placement/work study) for the purpose of supporting the smooth transition from middle school to high school to post-secondary training and/or employment ·Working with developing and monitoring CO-OP and work-study programs, ensuring students Co-op/work study; ·TEDS Database ·Work closely with other staff members in the planning and coordination of career outreach and programs such as job fairs, FAFSA workshops, career programs, and employer panels ·Provide career assessment and interpretation to undecided students through services offered through career counseling and guidance ·Connect learners to resources such as financial aid, vocational training, scholarships opportunities, job fairs, workshops, and orientation sessions ·Career pathways and option planning for incoming Freshmen (short and long term goals) ·Maintain regular credit checks on Seniors, ensuring graduation and transition requirements are met ·Work with Community Education and FRYSC to develop Operation Preparation program providing the opportunity for schools, students, parents and communities to collaborate in the process of effective advising; focus attention on the importance of planning for college and/or career. ·Working with the special education department to provide job fairs, workshops, orientation sessions for transitioning seniors, connecting parents and students to resources. ·Developing weekly lesson plans for an effective school wide advisory program, focusing on ACT test prep, KOSSA test prep, soft skills, career readiness, social skills, bullying, social media policies and safety, etc. ·Work closely with other staff members in the planning and coordination of Senior end of year activities (graduation ceremony, senior academic and underclassmen awards, senior job shadowing) ·Senior job counseling and college planning through individual counseling and completion of Individual Learning Plans
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Students at TCCHS can earn one or more Career Major Certificates in addition to their high school diploma. These Career Major Certificates will help build a strong portfolio a student can use when pursuing additional education or employment. Today's students need to be critical thinkers and problem solvers, have excellent communication and digital literacy skills, along with mastering their core content classes. TCCHS offers career majors in Agriculture Education, Business Education, Human Services Education, and Education and Training.
List any partnerships with outside organization(s). Describe how the partnership(s) will enhance student achievement.
The Career Counselor works in cooperation with the Community Education Director and FRYSC to provide opportunities for students. Working with representatives from KHEAA, "Connect Up" nights are held, offering students and parents information on applying for colleges and post-secondary opportunities. Military representatives, representing all branches of the armed services are invited regularly to speak with students. Hopkinsville Community College provides onsite training for Todd County Central High School students, and dual credit opportunities in Welding and Computer Aided Drafting. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curriculum. Partnerships help: •Promote positive school attendance •Facilitate learning opportunities and developmental supports for students and teachers •Enhanced opportunities for students to learn through enrichment activities and community partnerships, exposing students to new opportunities •Support student transitions, from elementary to middle, middle to high, and high school to post-secondary opportunities
Describe how the program/activity will be evaluated during the school year.
Effectiveness of the program will be evaluated through assessment of Todd County's graduation rate and an increase of College and Career Readiness scores, providing guidance and increased opportunities for students. Increased number of students will take advantage of the College and Career Counselor offerings. Parents will feel they have a person at the school who can guide their students through the process and decision making post secondary education.
☐ Safe and Healthy Students (A minimum of 20% of grant funds must be spent on this focus area if the LEA receives \$30,000 or more in Title IV-A funds.) \$ 24,000.00 Amount of funds to be spent in support of the focus area:
Describe the activities to be budgeted in support of safe and healthy students. Include in the narrative response an explanation of how the proposed use of

funds relates to priority needs determined in the district needs assessment.

The public and the government recognized school resource officers as a proven tool in working with young people to help keep schools safe as national events focused on tragedies resulting from school violence. In 2022 Todd County Schools hired four resources officers; in 2023-2024 we will continue this allocation. However, it has been very difficult to find a replacement SRO as one retired in 2023.

Currently, based on evaluation of data and community needs, Todd County Schools employs three of the needed 4 school resource officers (SRO/Police Officers) and works in conjunction with the Elton Police Department, Todd County Sheriff's Department, and Kentucky State Police to maintain safe and secure facilities. In July of 2022, the Todd County Board of Education voted and hired an SRO for each Todd County School. These officers are responsible for enforcing all local, state and federal laws.

Officer Ed Higgins, Officer Kendrick Harris, Officer Chris Driskill and one vacancy are the assigned School Resource Officers for Todd County Schools. Officer Driskill is assigned primarily at the Todd County Central High School, Officer Higgins is primarily assigned at Todd County Middle School, Officer Harris and a TBA is primarily assigned at North Todd Elementary School, and Officer Harris is primarily assigned at South Todd Elementary School. All Officers have lunch on campus, interact with the students, teach classes related to law enforcement, and teach the responsibility of citizenship. The SROs provides a visible deterrent to crime and a positive representation of the Todd County Sheriff's Office and Elton City Police Department. Officers conduct such programs as Art Club, Drama, Wellness, Student Police Academy, and mentor students on a regular basis. When needed, Officers attend after school events such as sporting events and open houses, for moral and/or security.

All schools have school safety and Emergency Management policies and plans. Plans are reviewed with each schools SBDM in closed session and documented in the minutes. Faculty/staff are trained on the EMP and have open question and answer sessions to make sure they are ready for any emergency. Emergency plans for schools are reviewed and revised annually by each SBDM council prior to November 1. Todd County follows KY Center for Safe Schools on the number of required drills through out the year. Drills for lockdown, fire, severe weather and earthquake are mandatory in all schools and are conducted throughout the year.

All school doors are locked to outside visitors and all visitors are buzzed into a single main entrance to the school. All visitors, this includes parents, delivery drivers, vendors and media, are required to check in to the office immediately upon arrival.

All staff are required to wear ID badges and electronic access doors are installed on all interior and exterior doors. Todd County also implemented and purchased MERKAT safety system for all school facilities and the grounds around TCCHS. This safety mechanism allows all staff the have emergency badges and press a button located in the badge for immediate emergency help. The badge allows the DPP to monitor where all staff is located in an emergency situation. When activated, a message is sent immediately to SRO, head principal, and district personnel.

Procedures are in place for drug and weapon detection with students and staff trained to immediately report the location, identity, and description of any suspicious individual. Students and staff have received instruction in lockdown, evacuation, and other security procedures. Todd County installed VAPE detectors all hallways, restrooms and locker rooms. All exterior doors are locked, and our staff and school resource officers are available to supervise the buildings and grounds during the school day and as students arrive and depart.

The number of office referrals at each school has gradually decreased over the past 5 years. Through active community involvement, presence in schools, and working with administrators and staff, these numbers should decrease.

School resource officers help assist with truancy and truancy diversion. Last school year (2023), there was a 7.82% absenteeism in the district. Increased absenteeism, along with inconsistency of in person instruction, has resulted in an increase of social and emotional issues within the schools. Based on a community survey, parents and community members indicated when asked, "What would you like to see as a focus in Todd County Schools to support safe and healthy students?" parents responded that top priorities were prevention of bully and harassment, relationship building skills, and social/emotional mental health of students. School resource officers support this initiative within Todd County Schools. These funds will be supplemental and not funds required by law.

List any partnerships with outside organization(s). Describe how the partnership(s) will enhance student achievement.

The school resource officers work in conjunction with Todd County Sheriff's Department, Elkton City Police Department, Kentucky State Police, Kentucky Safe Schools, Todd County Community Education Director, and Kentucky Center for School Safety to ensure staff are regularly trained, buildings are secured, and supervision is provided.

When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curriculum.

Partnerships help:

- Promote positive school attendance
- Facilitate learning opportunities and developmental supports for students and teachers
- Enhanced opportunities for students to learn through enrichment activities and community partnerships, exposing students to new opportunities
- Support student transitions, from elementary to middle, middle to high, and high school to post-secondary opportunities

Describe how the program/activity will be evaluated during the school year.

Emergency preparedness plans are assessed annually by each SBDM council and Todd County Board of Education. The school resource officer logs interactions between students, and her visibility and presences with our students and community works to deter negative behaviors. A decrease of office referrals for major events will be documented in Infinite Campus. The number of office referrals at each school has remained fairly consistent. Through the implementation of each school having a SRO, we anticipate that referrals will decline. Through active community involvement, consistent presence in schools, and working with administrators and staff, these numbers decrease within our schools.

School resource officers help assist with truancy and truancy diversion. Last school year (2023), there was a 7.82% absenteeism in the district. Increased absenteeism, along with inconsistency of in person instruction, has resulted in an increase of social and emotional issues within the schools. Based on a community survey, parents and community members indicated when asked, "What would you like to see as a focus in Todd County Schools to support safe and healthy students?" parents responded that top priorities were prevention of bully and harassment, relationship building skills, and social/emotional mental health of students. School resource officers support this initiative within Todd County Schools.

A survey will be given at the end of the year to evaluate the continued need and support of resource officers, mental health case managers, and instructional support to students. The survey results will be used to assess and plan for positions and staffing in the following school year.	
☒ Effective Use of Technology (A portion of grant funds must be spent on this focus area if the LEA receives \$30,000 or more in Title IV funds. Regardless of the Title IV-A allocation amount, no more than 15% of the amount spent on this focus area can support the purchase of devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.)	
\$ 3,737.00	Amount of funds to be spent in support of the focus area:
Are funds being used to purchase devices, equipment, software applications, digital instructional resources, platforms, and/or one-time IT items? ☐ Yes☒ No	
\$	If yes, enter the amount to be spent from the funds above, not to exceed 15% of funds spent for Effective Use of Technology.
Describe the activities to be budgeted in support of the effective use of technology. Include in the narrative response an explanation of how the proposed use of funds relates to priority needs determined in the district needs assessment.	
Funds are being used to provide professional development opportunities directly related to improving the use of educational technology within the classroom. Each year we have new teachers and teachers who need refresher courses on how to implement technology and use the technology programs that we have in the district. Training provided on Aristotle K-12, Interactive Classroom Displays, Google Classroom, Edgenuity, IXL, etc. to provide ongoing continued support of classroom technology. Professional development is personalized, meaningful, and relevant to learners, driven by their interests, and often self-initiated. Teachers are using the technology provided to develop and deliver specialized and rigorous academic course and curricula through the use of technology.	
List any partnerships with outside organization(s). Describe how the partnership(s) will enhance student achievement.	
In 2025-26, Todd County will continue to partner with outside agencies support students and teachers; KDE support and training for Digital Learning Coach. DLC holds monthly meetings with school designated DLCs and monthly whole group meetings with school staff to support and implement educational and instructional technology. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curriculum. Partnerships help: ·Promote positive school attendance	

·Facilitate learning opportunities and developmental supports for students and teachers

·Enhanced opportunities for students to learn through enrichment activities and community partnerships, exposing students to new opportunities

·Support student transitions, from elementary to middle, middle to high, and high school to post-secondary opportunities

Describe how the program/activity will be evaluated during the school year.

Effectiveness of the program will be evaluated through assessment of Todd County's graduation rate and an increase of students in digital literacy skills, providing guidance and increased opportunities for students. DLC provides monthly exit slips and staff surveys to address instructional needs.

Surveys are also a valuable tool for Todd County to obtain stakeholder feedback.

Budget	
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A	
Indirect Cost Guide	
Total Allocation	\$71,104.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$71,104.00
Indirect Cost Rate	3.31%
Max Available Budget In Categories Eligible for Indirect Cost	\$68,825.87
Max Indirect Cost	\$2,278.13
Category	Total
552MA - Administrative Costs	\$0.00
552MP - Private School	\$0.00
552MS - Safe and Healthy Students	\$24,000.00
552MT - Effective Use of Technology	\$3,737.00
552MW - Well-Rounded Educational Opportunities	\$43,367.00
Total	\$71,104.00
Adjusted Allocation	\$71,104.00
Remaining	\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A 552MS - Safe and Healthy Students - \$24,000.00		
Budget Detail		Narrative Description
Category:	552MS - Safe and Healthy Students	552LS - Safe and Healthy Students - Funds will be spent on a school resource officer at each school in the Todd County School District. Offset cost of SROs is utilized for placing a School Resource officer in each building. The cost of each SRO salary exceeds the \$20,000 per site. These funds are supplemental and not required by law.
Object Code:	0347 - Security Services	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$24,000.00	
Line Item Total:	\$24,000.00	
Total for 552MS - Safe and Healthy Students:		\$24,000.00
Total for all other Categories:		\$47,104.00
Total for all Categories:		\$71,104.00
Adjusted Allocation:		\$71,104.00
Remaining:		\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A 552MT - Effective Use of Technology - \$3,737.00		
Budget Detail		Narrative Description
Category:	552MT - Effective Use of Technology	Funds are being used for professional development opportunities directly related to improving the use of educational technology within the classroom. Teachers are provided with ongoing training from a coach, who is providing intensive, collaborative, job embedded training on technology and tools to support classroom instruction. Training provided on Aristotle K-12, Interactive Classroom Displays, Google Classroom , Edgenuity, IXL IS available. Ongoing training is provided to ensure continued support of classroom technology. Professional Development is personalized, meaningful, and relevant to learners, driven by their interest, and often self initiated. Teachers are using the technology provided to develop and deliver specialized and rigorous academic course and curricula through the use of technology.
Object Code:	0339 - Other Professional Training and Development Services	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$3,737.00	
Line Item Total:	\$3,737.00	
Total for 552MT - Effective Use of Technology:		\$3,737.00
Total for all other Categories:		\$67,367.00
Total for all Categories:		\$71,104.00
Adjusted Allocation:		\$71,104.00
Remaining:		\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A 552MW - Well-Rounded Educational Opportunities - \$43,367.00 ▼		
Budget Detail		Narrative Description
Category:	552MW - Well-Rounded Educational Opportunities	The Career Counselor serves as a vital link between the school and the broader community, building relationships with local businesses and leaders to create real-world opportunities for students. They also work closely with parents, teachers, and administrators to share information about available career and educational services, ensuring that every student has access to the resources they need. Beyond advising, the counselor is responsible for developing and monitoring program data and reports, helping the school track progress and refine its approach. Through outreach and promotion, they aim to make career readiness a visible and engaging part of the school culture-for students, staff, and families alike. It's a role rooted in connection, guidance, and empowerment-and one that promises to make a meaningful impact on the lives of Todd Central's students.
Object Code:	0110 - Certified Services - (Contract)	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$29,367.00	
Line Item Total:	\$29,367.00	
Category:	552MW - Well-Rounded Educational Opportunities	LCCTC Portion of EMT Teacher Salary - \$572.05 LCCTC Portion of Health Teacher Salary - \$3538 Salary based on number of students enrolled in classes at Logan County Career and Technical Center. The Commonwealth and Kentucky Education workforce and Development Cabinet has identified five high-wage/ high demand industry/ economic sectors including Business and Information Services, Transportation and Logistics, Construction, Health Services, and Advanced Manufacturing. EMT and Health Services are recognized pathways within the direct care health field. These programs equip secondary students with essential technical skills that prepare them for a smooth transition after high school-whether into the workforce or further education. They also offer enhanced career exploration opportunities that align with the training needs of local businesses and industries. Students benefit from hands-on learning, placement support, and real-world experiences through cooperative education, clinical rotations, internships, and practicum opportunities.
Object Code:	0222 - Employer Medicare Contributions	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Category:	552MW - Well-Rounded Educational Opportunities	Employer Medicare Contribution

Object Code:	0231 - KTRS Employer Contribution	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$8,000.00	
Line Item Total:	\$8,000.00	
Category:	552MW - Well-Rounded Educational Opportunities	KTRS Employer Contribution
Object Code:	0253 - KSBA Unemployment Insurance	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Category:	552MW - Well-Rounded Educational Opportunities	Workmen's compensation Insurance
Object Code:	0260 - Workmen's Compensation Insurance	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Category:	552MW - Well-Rounded Educational Opportunities	Federally Funded Health Care Benefits
Object Code:	0294 - Federally Funded Health Care Benefits	

District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Category:	552MW - Well-Rounded Educational Opportunities	Federally Funded Life Insurance Benefits
Object Code:	0295 - Federally Funded Life Insurance Benefits	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Category:	552MW - Well-Rounded Educational Opportunities	Federally Funded State Administration
Object Code:	0296 - Federally Funded State Administration	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$500.00	
Line Item Total:	\$500.00	
Category:	552MW - Well-Rounded Educational Opportunities	Funds are being used to provide professional development opportunities for career coach and CTE teachers.
Object Code:	0297 - Federally Funded Flexible Spending Benefits	

District / School: Todd County (551)			
	Quantity:	1.00	
	Cost:	\$ 500.00	
	Line Item Total:	\$ 500.00	
Total for 552MW - Well-Rounded Educational Opportunities:			\$43,367.00
Total for all other Categories:			\$27,737.00
Total for all Categories:			\$71,104.00
Adjusted Allocation:			\$71,104.00
Remaining:			\$0.00

Budget Overview					
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A					
Indirect Cost Guide					
Total Allocation			\$71,104.00		
Existing Budget In Categories Not Eligible for Indirect Cost			\$0.00		
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost			\$71,104.00		
Indirect Cost Rate			3.31%		
Max Available Budget In Categories Eligible for Indirect Cost			\$68,825.87		
Max Indirect Cost			\$2,278.13		
Filter by Location: All - \$71,104.00					
▼					
Object Code	Category	552MS - Safe and Healthy Students	552MT - Effective Use of Technology	552MW - Well-Rounded Educational Opportunities	Total
0110 - Certified Services - (Contract)		0.00	0.00	29,367.00	29,367.00
0222 - Employer Medicare Contributions		0.00	0.00	1,000.00	1,000.00
0231 - KTRS Employer Contribution		0.00	0.00	8,000.00	8,000.00
0253 - KSBA Unemployment Insurance		0.00	0.00	1,000.00	1,000.00
0260 - Workmen's Compensation Insurance		0.00	0.00	1,000.00	1,000.00

Category Object Code	552MS - Safe and Healthy Students	552MT - Effective Use of Technology	552MW - Well-Rounded Educational Opportunities	Total
0294 - Federally Funded Health Care Benefits	0.00	0.00	1,000.00	1,000.00
0295 - Federally Funded Life Insurance Benefits	0.00	0.00	1,000.00	1,000.00
0296 - Federally Funded State Administration	0.00	0.00	500.00	500.00
0297 - Federally Funded Flexible Spending Benefits	0.00	0.00	500.00	500.00
0339 - Other Professional Training and Development Services	0.00	3,737.00	0.00	3,737.00
0347 - Security Services	24,000.00	0.00	0.00	24,000.00
Total	24,000.00	3,737.00	43,367.00	71,104.00
Adjusted Allocation				71,104.00
Remaining				0.00

Related Documents

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title IV Part A

Optional Documents		
Type	Document Template	Document/Link
Other Title IV documentation	N/A	

Program Details
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title V
Title V, Part B, Subpart 2 - Rural and Low-Income School (RLIS) Program
* Indicate the selected program(s) to be supported with RLIS funds. For each program selected, provide a narrative description of how you will use your funding. Narratives are not required for programs not being supported with RLIS funds.
☒ 1. Activities authorized under ESEA, Title I, Part A (Improving Basic Programs operated by LEAs); Todd County will continue the support of reading interventions for students. Our plan is to allocate these funds to our middle school for an intervention reading certified teacher. A certified teacher will be used for RTI reading interventions to support students in grades 6-8 identified as scoring below benchmark on the district's MAP reading assessment. Title V funding will be allocated to 70% of the teacher's salary and benefits.
☐ 2. Parent and family engagement activities; activities authorized under ESEA Title I, Part A (Improving Basic Program Operated by LEAs);
☐ 3. Teacher and leader professional development that is high quality, sustained, intensive and classroom-focused in order to have a positive impact on classroom instruction that meets the requirements of Title II, Part A (Teacher and Leader Quality);
☐ 4. Activities authorized under ESEA Title III (Language Instruction for English Learners and Immigrant Students), including specific parent and family engagement activities;
☐ 5. Activities authorized under ESEA, Title IV, Part A (Student Support and Academic Enrichment, including providing all students with access to a well-rounded education, 2) improving school conditions for student learning, and 3) improving the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).)

Personnel Details

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title V

Personnel and Location Staff Paid with These Funds

Place all staff in one of two areas: school-based (one site) or systemwide instruction (serves multiple school sites).

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

	Headcount	FTE
Teachers		.7
Instructional Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Parent Involvement		
Other (specify)		
Total	0.00	0.70

Systemwide Instruction & Support - (Work as needed at multiple school sites)

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement		

Other (specify)			
Total	0.00	0.00	0.00

Budget		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title V		
Indirect Cost Guide		
	Total Allocation	\$59,896.00
	Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost		\$59,896.00
	Indirect Cost Rate	0.00%
Max Available Budget In Categories Eligible for Indirect Cost		\$59,896.00
	Max Indirect Cost	\$0.00
Category	Total	
350M - Title V		\$59,896.00
	Total	\$59,896.00
	Adjusted Allocation	\$59,896.00
	Remaining	\$0.00

Budget Detail		
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title V 350M - Title V - \$59,896.00 ▼		
Budget Detail		Narrative Description
Category:	350M - Title V	70% Certified Teacher Salary (Current teacher salary is \$58,928) - Certified Reading Intervention teacher for students grades 6-8 who are scoring below benchmark on MAP Reading Assessments. Headcount 1; FTE 0.7
Object Code:	0110 - Certified Services - (Contract)	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$47,724.47	
Line Item Total:	\$47,724.47	Employer Medicare Contributions Headcount 1; FTE 0.70
Category:	350M - Title V	
Object Code:	0222 - Employer Medicare Contributions	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$684.74	Kentucky Teacher's Retirement System (KTRS) Employer contribution Headcount 1; FTE 0.70
Line Item Total:	\$684.74	
Category:	350M - Title V	
Object Code:	0231 - KY Teacher's Retirement System (KTRS) Employer Contribution	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$7,605.34	

Line Item Total:	\$7,605.34	
Category:	350M - Title V	KSBA Unemployment Insurance Headcount 1; FTE 0.70
Object Code:	0253 - KSBA Unemployment Insurance	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$120.00	
Line Item Total:	\$120.00	
Category:	350M - Title V	Workman's Compensation Insurance Headcount 1; 0.70
Object Code:	0260 - Workmen's Compensation Insurance	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$377.79	
Line Item Total:	\$377.79	
Category:	350M - Title V	Federally Funded Health Care Headcount 1; FTE 0.70
Object Code:	0294 - Federally Funded Health Care Benefits	
District / School:	Todd County (551)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Category:	350M - Title V	Federally Funded Life Insurance Benefits Headcount 1; FTE 0.70
Object Code:	0295 - Federally Funded Life Insurance	

Benefits			
District / School:	Todd County (551)		
Quantity:	1.00		
Cost:	\$750.00		
Line Item Total:	\$750.00		
Category:	350M - Title V		
Object Code:	0296 - Federally Funded State Administration	Federally Funded State Administration Benefits Headcount 1; FTE 0.70	
District / School:	Todd County (551)		
Quantity:	1.00		
Cost:	\$750.00		
Line Item Total:	\$750.00		
Category:	350M - Title V		
Object Code:	0297 - Federally Funded Flexible Spending Benefits	Federally Funded Flexible Spending Headcount 1; FTE 0.70	
District / School:	Todd County (551)		
Quantity:	1.00		
Cost:	\$883.66		
Line Item Total:	\$883.66		
		Total for 350M - Title V:	\$59,896.00
		Total for all other Categories:	\$0.00
		Total for all Categories:	\$59,896.00

Budget Overview			
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title V			
Indirect Cost Guide			
Total Allocation		\$59,896.00	
Existing Budget In Categories Not Eligible for Indirect Cost		\$0.00	
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost		\$59,896.00	
Indirect Cost Rate		0.00%	
Max Available Budget In Categories Eligible for Indirect Cost		\$59,896.00	
Max Indirect Cost		\$0.00	
Filter by Location: All - \$59,896.00 ▼			
Object Code	Category	350M - Title V	Total
0110 - Certified Services - (Contract)		47,724.47	47,724.47
0222 - Employer Medicare Contributions		684.74	684.74
0231 - KY Teacher's Retirement System (KTRS) Employer Contribution		7,605.34	7,605.34
0253 - KSBA Unemployment Insurance		120.00	120.00
0260 - Workmen's Compensation Insurance		377.79	377.79
0294 - Federally Funded Health Care Benefits		1,000.00	1,000.00
0295 - Federally Funded Life Insurance Benefits		750.00	750.00
0296 - Federally Funded State Administration		750.00	750.00

Category		350M - Title V	Total
Object Code			
0297 - Federally Funded Flexible Spending Benefits		883.66	883.66
Total		59,896.00	59,896.00
		Adjusted Allocation	59,896.00
		Remaining	0.00

Related Documents

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Title V

Required Documents

This page is currently not accepting Related Documents.

EL OCR Assurances
Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - EL OCR Assurances
☒ * The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will: 1. All students/parents/guardians are administered the Home Language Survey (HLS) at enrollment. This survey is kept in the student's cumulative folder. 2. All students who could potentially be identified as EL are assessed with the required state screener to determine English proficiency. 3. EL parents of students are identified and served through translation or interpretation as needed. 4. Students who are identified as EL will receive English learner (EL) services that are educationally sound in theory and effective in practice whether or not the district is receiving Title III funds. 5. All teachers of EL students are providing accommodations as required to make Kentucky Academic Standards (KAS) accessible. 6. For EL students whose parents/guardians have declined EL services, the EL services are provided through the regular academic classrooms/teachers. 7. Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention. 8. All students are receiving culturally appropriate and culturally sensitive instruction in all classes. 9. Students are exited using accepted SEA criteria. 10. Exited students are monitored as required under federal and state regulations. Assistance is provided to monitored students who are not making adequate progress. 11. EL students are eligible for all school and extra-curricular programs. 12. All ELs are age appropriate for the grade level in which they are placed.

Consolidated Checklist

Todd County (551) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Checklist

This checklist is a means of communication between KDE and Districts 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 District submits the application, KDE 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 District with a status of not approved. The District 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 KDE may provide notes to explain those items. The District should check for notes and additional comments.
- Once the District has made the necessary adjustments, the District will resubmit the application for approval. If KDE determines that the item has been corrected, Attention Needed will be changed to OK by the KDE Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the District with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description [\(Collapse All\)](#) [Expand All](#)

	1. Title I, Part A - Introduction: District Requirements	Not Reviewed 	
	1.01 Question 1: Does the district describe how this plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part? Districts must describe how the Title I, Part A plan was developed in consultation with the representative groups listed in the question. Stakeholder feedback may have been gathered through face-to-face meetings, survey data, leadership meetings, or planning meetings. The goal should be to describe how this feedback was used in the plan's development.		
	1.02 Question 2: Does the district describe how this plan is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate? Districts must address how Title I activities are coordinated with ESSA and other programs. Coordination may occur through leadership meetings, stakeholder meetings, incorporating stakeholders' feedback representing those programs in planning processes, support for student needs across programs, etc. The goal should be to explain, in general, how programs support each other.		
	1.03 Question 3: Does the district describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, (A) through coordination with institutions of higher education, employers, and other local partners and (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills?		
	1.04 Question 4: Does the district describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2). Those student groups are defined as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners?		
	1.05 Question 5: If applicable, does the district describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?		
	1.06 Question 6: If determined appropriate, does the district describe how it will support programs that coordinate and integrate (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit?		
	1.07 Question 7: As applicable, has the district provided any other information about how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will (A) assist schools in identifying and serving gifted and talented students and (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement? In general, the purpose of Title I, Part A is to serve the lowest achieving students. Funds may be used to prepare students who are at risk of failing to enroll in more advanced coursework. Since GT students overall would not be considered at-risk of failing to meet State standards, the funds could not be used for activities for this group as a whole. Additionally, funds may be used to provide professional development for instructional staff about how to identify and better serve gifted students.		
	2. Title I, Part A - District Set-Aside	Not Reviewed 	
	2.01 Foster Care - Are sufficient Title I funds set aside to pay for additional costs needed to transport children in foster care to their schools of origin? This is optional. Please note, however, that funds reserved for comparable services for homeless children and youth under section 1113(c)(3)(A)(i) of the ESEA may not be used to provide transportation needed to maintain children in foster care in their schools of origin.		
	2.02 Homeless - Are sufficient funds allocated to provide comparable services to homeless students attending schools within the district - both Title I and non-Title I? This set aside is a requirement even if all schools within the district are served by Title I and should be used in both Title I and non-Title I schools. The funds can be used to provide services to students living in shelters; to remove barriers that prevent regular attendance or provide academic support to homeless students; or to provide basic needs of homeless students (clothing, supplies, health) so		

that they can participate fully in school. A description is required and should fully explain how these needs will be met and how the set-aside amount was determined. The description may include services beyond Title I (i.e. FRYSC, community grants, state/local funds) but Title I funding must be set-aside and must be part of the program even in districts with all Title I schools.	
2.03 McKinney-Vento Grant - McKinney-Vento Grant - If the district receives a McKinney grant, does the amount in the homeless set-asides include the amount that was in the grant application and does the description indicate that the funds will be coordinated with the McKinney grant to address the educational needs of homeless children and will coordinate with housing agencies for schoolwide programs? (This is a must for districts with a McKinney-Vento Grant and only applies to districts receiving the competitive grant. Check for districts and amounts. If the amount is less, check with the district coordinator to see if there is a viable reason for a lower amount and if the amount has been discussed with the district coordinator of the homeless program.) Check with the state homeless coordinator to see if the described uses match the approved McKinney-Vento application.	
2.04 Locally Operated Neglected Institutions - If the district has a locally operated neglected institution(s), have funds been set aside for the institution(s); is the amount reasonable to provide comparable services; is the description specific; and does the description include the name of the institution and the services provided? (This is a must for districts with locally operated neglected institutions. Check the neglected institutions and amount generated. The district is not required to set-aside the entire amount generated for the institution.)	
2.05 Locally Operated Delinquent Institutions - This is a may. Is the amount reasonable to provide supplemental services and does the description include the name of the institution and describe the services? Defined under Sections 1411 and 1432 of the ESEA: *Delinquent Institution - public or private residential facility for the care of children adjudicated to be delinquent or in need of supervision *Community Day School - regular program of instruction provided by a State agency at a community day school operated for neglected and delinquent children *State Agency - State government agency responsible for providing free public education to neglected or delinquent children in neglected or delinquent institutions, community day programs, and adult correctional institutions. Neither KDE nor a district is considered to be a State agency. This set-aside cannot be used to supplement a district's alternative education program. However, these programs can be served with a school allocation.	
2.06 Parent and Family Engagement - Have funds been allocated for parent and family engagement requirements, and are activities/initiatives for parent and family engagement described including the amount and are equitable services offered to parents of Title I students in private/non-public schools? (This is a must for some districts. 1% of the district's Title I, Part A allocation is required for districts that have an allocation exceeding \$500,000. 90% of the 1% must be distributed to Title I schools. Parent liaisons may be included. Even though districts with an allocation of \$500,000 or less are not required to set aside any funds from any source, they must meet the parent and family engagement requirements. The description should indicate that parent and family engagement requirements will be met through coordination with other programs.)	
2.07 Professional Development - If the district allocated funds for professional development will the PD impact all Title I schools? Did the district provide a clear description of PD, including a justification, focus, and the needs the initiatives are supporting? Personnel funded through this set-aside must serve more than one school and meet district and school needs. Staff hired to serve at only one school cannot be funded through this set-aside and must be hired at the school level. State a local funds must be distributed in a Title I-neutral manner. Funds in this category may not be used to overwhelmingly serve one school over another. This would effectively circumvent rank and serve rules.	
2.08 School Extension Programs(s) - Is the amount for school extension programs (before and/or after school programs, summer school and inter-session for Title I schools) reasonable for the grant amount and is the description specific? (This is a may for all districts. If funds are not sufficient to adequately provide services to all Title I schools, then the district may set limits or priorities such as serving the highest poverty schools or the most at-risk students.) Has the private school equitable amount been calculated and the private school identified?	
2.09 Preschool Programs - Is the amount for preschool programs reasonable for the grant amount and is the description specific?	
2.10 EL - Districts may provide supplemental services or materials for ELL students attending Title I schools only. If supplemental services are provided, the narrative must provide a description of specific services or materials provided. Please note that ESSA section 1112(e)(3) requires that each LEA must implement an effective means of outreach to parents of ELs, parent notifications for EL children must also be sent within 30 calendar days of school starting and/or two weeks after the child's placement in an LIEP. Per section 1112(e)(3) this can be done using Title I, Title III. or another funding source in which this would be allowable. Whether reserving funds or not, districts must note they are meeting this requirement and note the funding source being used.	
2.11 Assessments - Is the amount for assessment programs reasonable and is the description specific? Assessments purchased through this set-aside may be used for Title I schools only. State a local funds must be distributed in a Title I-neutral manner. Funds in this category may not be used to overwhelmingly serve one school over another. This would effectively circumvent rank and serve rules.	
2.12 Administrative Costs - Are administrative costs reasonable for the grant amount? Is the description specific? (Costs may include: prorated salaries and fringe for a Title I coordinator, bookkeeper and other staff; supplies, printing, and postage; and the Title I portion of the districts' single audit.) Direct and indirect costs may be charged simultaneously.	
2.13 Substitutes for Title I Staff - Are the salaries for substitutes for sick and personal leave for Title I funded staff listed? (Note: A narrative must be provided if no money is placed in this category. If the district pays for Title I substitutes, it must be reflected in the description.)	
2.14 Sick Leave for Retiring Title I Funded Staff - If funds are allocated for 30% sick pay toward retirement (only for districts with Title I staff retiring this year), is the amount calculated correctly and does the description indicate that the amount is to cover the number of years the Title I funded staff has been with Title I?	
2.15 Variations in Personnel Costs - If funds are allocated to cover variations in personnel costs such as seniority pay differentials or fringe benefit differentials, is the amount reasonable and is the description specific?	
2.16 Other - If there are any other costs and descriptions, are they allowable set-asides? Reservations must be allowable, supplemental, and must benefit Title I schools only. If the district reserves funds in this category, consult with the Audit and Compliance Branch Manager before approving.	

2.17 Verify the district is not providing any equitable services to private/home schools through the district set-asides. This includes administrative costs. All private school services must be provided from the amount generated on the Services to Private Schools page.		
☐	3. Title I, Part A - Personnel Details Districtwide	Not Reviewed ▾
3.01 If the "Other" category is used, is the job title listed in the text box? Is this a potentially allowable job type under the Title I, Part A program? If you are not sure, ask for clarification before making a decision.		
3.02 Is the headcount a WHOLE number? Is the headcount greater than or equal to the FTE for each category?		
☐	4. Title I, Part A - School Program Description	Not Reviewed ▾
4.01 Is a low-income measurement selected and is the day, month, and year completed? Is the date selected from the previous school year, at a time when students were in attendance? There may be more than one low-income measurement selected if the district has a mix of CEP and non-CEP schools. In this case, the selected low-income measures must be comparable. A district may, for example, use FRPL data for non-CEP schools and direct certification x 1.6 for CEP schools.		
4.02 If 'Yes' is selected for the question "will the district prioritize high schools with 50% or more poverty", is this reflected on the school eligibility page?		
4.03 Has the district selected the method of allocation and followed that on the PPA List? * Districtwide Rank: The schools are ranked by district as a whole, down the poverty line from highest to lowest. * Grade Span Rank (Grade Span Grouping): Grade span grouping may be used, for example, if a middle or high school falls in the middle of the ranking, but the district desires to serve its elementary schools only. In this case, the district would serve its elementary schools through grade span grouping. Within the elementary grade span, the highest poverty schools must be served with a PPA that is not lower than the schools below them. PPAs can be the same straight down the elementary poverty line. * Enrollment Under 1,000 or a Single School Per Grade Span: Mark this if the district has under 1,000 students enrolled or only one school per grade span. In this case, rank and serve rules do not apply. However, the 125% Rule would apply if a district serves a school under 35%.		
4.04 Has the district marked one of the qualification methods and has that qualification method been followed on the School Eligibility section? This is the measure the district will use to determine whether or not schools will be eligible to receive individual allocations. *35% Rule: Any school at or above 35% poverty is eligible to receive an allocation. *Districtwide Poverty Average: Any school at or above the district's poverty average is eligible to receive an allocation. The districtwide poverty average is found on the School Eligibility page at the bottom of the Low-income Students (K-12) Actual Percent column. *Districtwide Grade Span Poverty Averages: If ranking using grade span grouping, the district may select this measure. A school within the grade span that is at or above the grade span poverty average is eligible to receive an allocation. If selecting this method, complete the grade span poverty averages chart below. Note: If ranking by grade span grouping, a district is NOT required to use this method of qualification. It is allowable to use the 35% Rule or the Districtwide Poverty Average, also.		
4.05 If district grade span poverty averages is selected are the grade spans and poverty percentages filled in correctly in the grade span chart?		
4.06 If applicable, is the alternate funding section filled out properly with an appropriate funding source and amount? Is this reflected on the school eligibility page? The description on when this option may be used is detailed on the School Program Description page.		
☐	5. Title I, Part A - School Eligibility	Not Reviewed ▾
5.01 For each school to be served, has the district made an appropriate "Service" selection? The descriptions of the selections can be found in help section on the School Eligibility page.		
5.02 Has the district completed the enrollment and low-income data for each school?		
5.03 If applicable, has the district indicated that a school was made eligible through 'other factors'?		
5.04 If serving private schools, are the number of participating private school children filled in for each school?		
5.05 Are all schools above 75% poverty receiving service?		
5.06 If electing to use the High School ranking exception on the School Program Details page, are all high schools above 50% poverty receiving service?		
5.07 If alternate funding is selected for a school is this accurately represented on the School Program Details page?		
☐	6. Title I, Part A - PPA List	Not Reviewed ▾
6.01 If the district is required to use the 125% rule for allocating (any school below 35% is being served), the minimum PPA and allocation will be assigned to each school. However, the district may adjust the PPA, resulting in a greater allocation. If the district adjusts the PPA, did they ensure that the PPAs are equal to or greater than the minimum?		
6.02 Has the district ensured that all schools above 75% poverty are served in rank order before allocating funds to those schools at or below the 75% threshold?		
6.03 If the district ranked and served its schools below 75% poverty in order of highest to lowest poverty, are the schools with higher poverty receiving PPAs that are higher than or equal to the schools with lower poverty?		
6.04 If the district ranked served its schools below 75% poverty by grade span, are the schools with higher poverty within each grade span receiving PPAs that are higher than or equal to the schools with lower poverty?		
6.05 If the district has elected to use the 50% High School exception have they ensured that all High Schools above 50% poverty have been prioritized and served in rank order before serving elementary and middle schools between 50% and 75% poverty?		
6.06 Is the remaining balance \$0?		
☐	7. Title I, Part A - School Personnel and Program Description	Not Reviewed ▾

7.01 For each school receiving an allocation, are the headcounts and FTEs of Title I, Part A funded staff completed, as applicable? Are all headcounts WHOLE numbers and greater than or equal to the FTE?	
7.02 FOR TARGETED ASSISTANCE SCHOOLS ONLY: Does the district describe how the targeted assistance school will identify those students most in need of targeted assistance services? No other school descriptions are required	
8. Title I, Part A - Services to Private Schools Not Reviewed	
8.01 If serving private schools, is there an affirmation of consultation/consultation agreement uploaded into the District Document Library?	
8.02 If applicable, is the amount reserved for the Cost of Equitable Services Administration reasonable compared to the amount reserved for equitable services and the number of private schools served?	
8.03 Are private schools to be served listed?	
8.04 For each private school listed, is there a consultation name included?	
8.05 For each private school listed, is there a student count and a Method Used to Calculated the # of Students?	
8.06 For each private school listed, are the criteria listed to select students described? In consultation with private school officials, the district must establish multiple, educationally related, objective criteria to determine which private school children are eligible for Title I services, and within the eligible group, which children will be served. See the Title I Handbook for examples.	
8.07 For each private school listed, does the description of services include all of the following: the Title I extra assistance provided in a pull-out setting to Title I participants, during school hours or outside school hours, and the grade levels for each service at each school? Is professional development described, as applicable, and does it seem reasonable in scope? Are parent and family engagement activities described and do they seem reasonable in scope?	
8.08 Does the total number of private school children receiving services match the number on the school eligibility page?	
8.09 Are all headcounts WHOLE numbers? Are all headcounts greater than or equal to the FTE?	
9. Title I Part A - Budget Not Reviewed	
9.01 Are items budgeted in appropriate MUNIS codes for each category used?	
9.02 Do amounts and types of items seem reasonable and necessary in comparison to the district's allocation and the needs expressed within the application?	
9.03 Do all budgeted items have a suitable, reasonable and adequate narrative?	
9.04 Does the budget align with activities described within other parts of the application?	
10. Title I, Part A - Consolidated State Performance Report Details Not Reviewed	
10.01 Consult last year's application. If services for neglected facilities or private schools were provided, is data reported in this section accordingly?	
11. Title II, Part A - Support for Effective Instruction Not Reviewed	
11.01 Does the district identify the assessments used to identify needs?	
11.02 Does the district identify needs based on data from the assessments noted above? District needs should reflect CURRENT data and consultation.	
11.03 Does the district describe how they will use Title II, Part A funds to address the identified needs and how the activities are aligned with challenging State academic standards?	
11.04 Does the district adequately describe its professional growth and improvement system, including descriptions of structures such as staff induction programs and opportunities for building the capacity of teachers and other school leaders, and opportunities to develop meaningful teacher leadership?	
11.05 If using Title II, Part A funds for professional development activities, do the activities meet the statutory definition of professional development in 8101(42) - sustainable, intensive, collaborative, job-embedded, data-driven, and classroom focused ?	
11.06 Does the district describe how they will use data to continually evaluate, update and improve Title II, Part A funded activities?	
11.07 Does the district adequately describe how it will prioritize funds to schools who are implementing comprehensive and/or targeted support and improvement (CSI and TSI) activities under section 1111(d) and schools that have the highest percentages of students counted under section 1124(c)?	
11.08 Does the district adequately describe how it will use data and ongoing consultation with shareholders to continually update and improve activities supported through Title II, Part A? ESSA Section 2102(b)(3) states the following concerning consultation. In response to this question, the district should describe how it meets the consultation requirement with the identified groups, as applicable. CONSULTATION.-In developing the application described in paragraph (2), a local educational agency shall- (A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title; (B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and (C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.	
11.09 Does the district confirm that Title II, Part A funds will not be used to supplant State or local funds?	

	12. Title II, Part A Personnel Details Districtwide	Not Reviewed ▼	
	12.01 Is the box checked to indicate whether or not all staff are appropriately certified?		
	12.02 If "no" is checked for meeting state certification standards, has the district uploaded documentation in the District Document Library explaining how staff members not meeting this criteria are being supported in meeting certification standards?		
	12.03 In the Personnel Paid with Title II, Part A funds section, do the headcounts and FTEs for district personnel align with the budget page? Is the FTE percentage reasonable and necessary in terms of the overall district allocation and for the work that is performed?		
	12.04 If the "Other" category is used, is the job title listed in the text box? Is this an allowable job type under the Title II, Part A program?		
	12.05 If instructional coaches are being utilized, do these positions address the needs listed in the school's comprehensive school improvement plan (CSIP)? Does this activity appear to be necessary and reasonable?		
	12.06 Class Size Reduction: For each school selected, does the description fully explain how the use of class size reduction staff (CSR) addresses the needs listed in the school's comprehensive school improvement plan (CSIP)? Does this appear to be necessary and reasonable?		
	12.07 If funds were used in the previous school year for class size reduction, has the district uploaded documentation supporting the effectiveness of the CSR strategy to the District Document Library?		
	12.08 Does the CSR description identify the student/teacher ratio and the course or grade taught for each CSR staff member?		
	12.09 Is the CSR staff member appropriately certified for the assigned grade level and content area? Has an assurance of effectiveness been uploaded to the District Document Library?		
	12.10 Was the class size below or at capacity prior to the use of CSR staff?		
	12.11 Other: See the description in the notes below.		
	13. Title II, Part A - Equitable Services	Not Reviewed ▼	
	13.01 If no non-public schools are served, is the box checked to indicate no NPS are being served?		
	13.02 For each non-public school listed, does the description detail the services to be provided and how these services meet the NPS's needs? Do the services appear to be allowable under the Title II, Part A program?		
	13.03 Has the Equitable Services Consultation form and packet been uploaded in GMAP?		
	13.04 Does the Title II, Part A section of the non-public school packet align with the description in the application?		
	13.05 Other: See the description in the notes below.		
	14. Title II, Part A Budget	Not Reviewed ▼	
	14.01 Are allowable and correct MUNIS codes used for all budgeted items in the application?		
	14.02 Do all budgeted items have a reasonable and adequate narrative?		
	14.03 Does the budget align with the identified needs and activities described within the application?		
	14.04 If codes 0131, 0150, 0432, 0433, 0436, 0441, 0442, 0443, 0444, 0449, 0533, 0559, 0589, 0591, 0592, 0610, 0650, 0651, 0734, and 0735 are budgeted for any category, does the amount seem reasonable in comparison to the district's allocation? Do the types of items in each entry seem reasonable and could they be deemed necessary for the operation of a Title II, Part A program?		
	14.05 Have the budget items been appropriately tagged as district or school set-asides?		
	14.06 Other: See notes below.		
	15. Title III EL	Not Reviewed ▼	
	15.01 Does the budget plan include activities that meet the three Title III program requirements? a. Effective language instruction educational program b. Professional development that is effective and of sufficient intensity and duration to have a lasting impact c. Other effective activities and strategies that enhance or supplement language instruction educational programs which include parent, family, and community engagement activities		
	15.02 Are all narrative responses complete and of high quality?		
	15.03 Does the district provide a detailed description of how the language instruction educational program (LIEP) serves ELs before receiving Title III funds?		
	15.04 Does the district provide a detailed list all allowable activities to be funded with Title III funds and explain how the progress of these activities will be monitored?		
	15.05 Does the district provide a clear and thorough explanation of how the plan's impact on English language development will be evaluated? The explanation should include the following: what student performance data will be used; what steps will be taken to ensure the continuous improvement of ELs; and which stakeholders are involved in program evaluation.		
	15.06 Does the district describe equitable services to be provided (if appropriate)?		
	15.07 Does the district provide a comprehensive description of effective professional development provided to teachers, principals, administrators, and other school personnel that is designed to improve the instruction and assessment of ELs, enhance the ability of teachers to understand the use of curricula, assessment measures, and instructional strategies for ELs?		
	15.08 Is the professional development described specifically using Title III funds outlined in the budget?		

15.09 Does the district provide detailed information on the plan for EL parent, family and community engagement?	
15.10 Does the district describe how Title III and Title I, Part A work together to provide regular EL parent meetings as required by ESSA 1112(e)(3)(C)?	
15.11 Does the district provide a clear description of the administrative activities supported with Title III-A funds including relevant details? Is the cost of administrative activities no more than 2% of the total allocation?	
15.12 Did the district select one or more EL Professional Development activities that were offered for the previous school year?	
15.13 Did the district indicate the number of participants for each category (Teachers, Principals, Other administrators and Other district personnel) in the EL Professional Development activities for the previous school year?	
15.14 Did the district check the appropriate type of language instruction education program and indicate the name of language instruction other than English where necessary?	
15.15 Did the district review the 12 EL Office of Civil Rights (OCR) assurances and complete the check-box indicating that the district will meet the assurances?	
15.16 Did the district review the Title III funding assurances and respond appropriately?	
15.17 Has the consolidated state performance report data been entered for all applicable districts?	
15.18 Are all budget items aligned to the district's Title III Program Plan?	
15.19 Do all budget items include an adequate narrative and meet the "allowable, allocable and reasonable" requirement?	
15.20 Do all budget items meet the "supplement not supplant" requirement?	
16. Title IV Part A Program Administration	Not Reviewed
16.01 Does the district describe how the Title IV, Part A plan was developed in consultation with the representative groups listed? Stakeholder feedback may have been gathered through face-to-face meetings, survey data, leadership meetings, or planning meetings. Does the district describe how the feedback was used in the plan's development, how frequently the consultation occurs, and how the consultation will be documented?	
16.02 Other: See notes below	
17. Title IV Part A Needs Assessment	Not Reviewed
17.01 Does the district provide reasonable date(s) in which the needs assessment(s) were carried out?	
17.02 Is the Needs Assessment(s) the district used based on unique district data and seem reasonable and measurable to support Well-Rounded Education, Safe and Healthy Students, and/or Effective Use of Technology? If more than one Needs Assessment was used, did it accurately reflect the needs for the selected content areas?	
17.03 Do the results of the Needs Assessment meet the needs of the selected content area(s)? Well-Rounded Education, Safe and Healthy Students, Effective Use of Technology.	
17.04 Other: See notes below.	
18. Title IV Part A Equitable Services	Not Reviewed
18.01 For each private school listed, does the description detail the services to be provided and how these services meet the private school's needs? Do the services appear to be allowable under the Title IV Part A program?	
18.02 If serving private schools, is there an affirmation of consultation/consultation agreement uploaded into the District Document Library?	
18.03 Does the Title IV, Part A section of the non-public school packet align with the description in the application?	
18.04 Other: See notes below.	
19. Title IV Part A Program Description	Not Reviewed
19.01 Administrative Costs - Does the description of the administrative duties seem reasonable for carrying out the administrative oversight of the grant?	
19.02 In each focus area that the district selected, did the district include the amount of funds spent in that focus area?	
19.03 Does the district include an explanation of how the funds will be used in each content area based on the priority needs marked under Distribution of Funds?	
19.04 If partnerships with outside organization(s) are listed, do the partnerships seem reasonable to support the selected activities based upon the content area activities?	
19.05 Does the description for how the effectiveness of the activities will be assessed in the selected content area(s) seem reasonable? Is there specific criterion listed how the program/activities are going to be measured and evaluated?	
19.06 Do the activities selected align with the results of the district's needs assessment?	
19.07 Other: See notes below.	
20. Title IV Part A Budget	Not Reviewed
20.01 Administrative Costs - Are administrative costs reasonable for the grant amount? Is the description specific? (Costs may include: prorated salaries and fringe for a Title IV, Part A coordinator, bookkeeper and other staff; supplies, printing, and postage; and the Title IV, Part A portion	

