

2025

Kentucky Department of Education: Kentucky State and District Use of Title II-Part A Funds: Kentucky State and District Use of Title II-Part A Funds



Kentucky Department of
EDUCATION

Kentucky State and District Use of Title II-Part A Funds in 2024-2025

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Executive Summary

Intended Use of Title II-Part A Funding

Targeted at addressing teacher and school leader quality and substantial educator workforce challenges, the Title II-Part A of Every Student Succeeds Act (ESSA) provides supplemental federal funding by way of state allocations that trickle down into subgrants to districts. These resources assist local projects aimed at enhancing the quality and efficiency of the teaching workforce. They enable school districts to tackle issues related to hiring and retaining staff by providing support for teacher and leader development, ultimately aimed at improving student success. Kentucky distributes 95 percent of the funds it receives from the U.S. Department of Education (USED) to local school districts or Local Education Agencies (LEAs), with approximately 80 percent of those resources directed to regions that serve families living below the poverty threshold, as identified by the latest Census data. The Kentucky Department of Education (KDE) reserves five percent of the overall allocation for state level allocations, with one percent of those funds being used towards administrative costs, as authorized under the Elementary and Secondary Education Act (ESEA), 20 U.S.C. § 6611(c).

The KDE awarded \$32,143,653 in Title II-Part A funding to districts in fiscal year 2024 for the 2024-2025 school year^{1,2}. Presented in this report are results related to how Kentucky districts used those funds based on results from a survey administered to districts annually.

Overall Use of Title II-Part A Funds in Kentucky for 2024-2025

States and local districts have flexibility in how they choose to spend Title II-Part A funds so long as their activities are allowable uses of funds and support one of four program goals:

1. Increasing student achievement,
2. Improving educator quality and effectiveness,
3. Increasing the number of effective educators, and
4. Providing low-income and minority students with greater access to effective educators.³

As the State Education Agency (SEA), five percent of the Title II-Part A funds were reserved for program administration activities with one percent of these funds being used to support administrative costs at the state level. The remaining 95 percent of the state's \$33,835,424 federal award for fiscal year 2024 came in the form of subgrants to districts as required by grant guidelines. Districts were permitted to direct a portion (up to 3 percent) of their funds to support activities designed for school principals and other educational leaders.

¹ Kentucky Department of Education, Fiscal year 2024 Federal District Allocations, <https://www.education.ky.gov/districts/fin/Pages/Federal-Grants.aspx>.

² Federal funds awarded for fiscal year 2024 were available for use during the 2024-2025 school year.

³ U.S. Department of Education, *Title II, Part A of the Elementary and Secondary Education Act of 1965: Non-Regulatory Guidance* (January 2025), <https://www.ed.gov/media/document/title-ii-part-non-regulatory-guidance-january-2025-109320.pdf>.

- The total amount of funds available for state-level activities was \$1,691,771 during the 2024-2025 school year.
- Most reporting districts used Title II-Part A funds for professional learning activities. Seventy-four percent of districts providing responses reported using just over one-half of their funding (54%) to support professional learning for teachers, principals and other school leaders.⁴
- Forty-four percent of reporting districts indicated using funds for strategies addressing recruitment, hiring and retention of effective staff. Twenty-seven percent of these districts' funding went towards these efforts.
- Few districts (19 percent) reported using funds to reduce class sizes and even fewer (13 percent) targeted funds towards evaluation systems.

Calculation for Allocation Distribution

With the removal of the “hold-harmless” provision as of fiscal year 2017, KDE distributes funds to districts solely based on the following formula:

- 20% of the funds must be distributed to LEAs based on the relative numbers of individuals ages 5 through 17 who reside in the area the LEA serves (based on the most recent Census data, as determined by the Secretary); and
- 80% of the funds must be distributed to LEAs based on the relative numbers of individuals ages 5 through 17 who reside in the area the LEA serves and who are from families with incomes below the poverty line (based on the most recent Census data, as determined by the Secretary).

The poverty and child population are data received directly from the U.S. Department of Education with the Title I, Part A allocations.⁵

⁴ Percentages are based on districts who had Title II-Part A funds after any flexible transfer options were used.

⁵Kentucky Department of Education. *Title II, Part A: Supporting Effective Instruction Allocation Process*.

Introduction

Title II-Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provide funds to states and districts aimed at improving the quality and effectiveness of educators through professional learning and other activities.⁶ These funds represent the largest dedicated source of federal funds targeted at supporting this work. As such, the USED requires annual collection and public reporting on how states and districts are leveraging the use of these funds in alignment with program goals. Historically, the USED has produced a national report that satisfies this requirement by compiling data from all state agencies and districts. Beginning with Fiscal Year 2024, states are required to collect and publish their own individual reports for public access. This report is Kentucky's first, created in accordance with these new requirements.

This report is organized into sections that:

- Examine how Kentucky school districts allocated their funds in support of the overall goals of Title II-Part A; and
- Outline the characteristics of districts receiving funds, including a summary of funding flexibility provisions.

Data Sources

This report draws on data from two primary sources. First, a district survey was conducted with Kentucky school districts during spring and summer of 2025. Appendix A provides more detail on the sample and data collection. Appendix B focuses on district-level tables summarizing the data. Finally, Appendix C includes the district survey instrument.

Kentucky's public school system consists of two primary types of districts: county and independent. The legal basis for independent school districts in Kentucky is outlined in KRS 160.020. Surveys were distributed to all 171 Kentucky school districts. A total of 118 districts submitted valid responses, representing 70 percent of all districts. This includes 89 of the 120 county school districts and 29 of the 51 independent school districts.

Section 1: Overall Use of Title II-Part A Funds in 2024-2025

Districts are permitted to use funds for a broad selection of activities that support the goals of the Title II-Part A program.

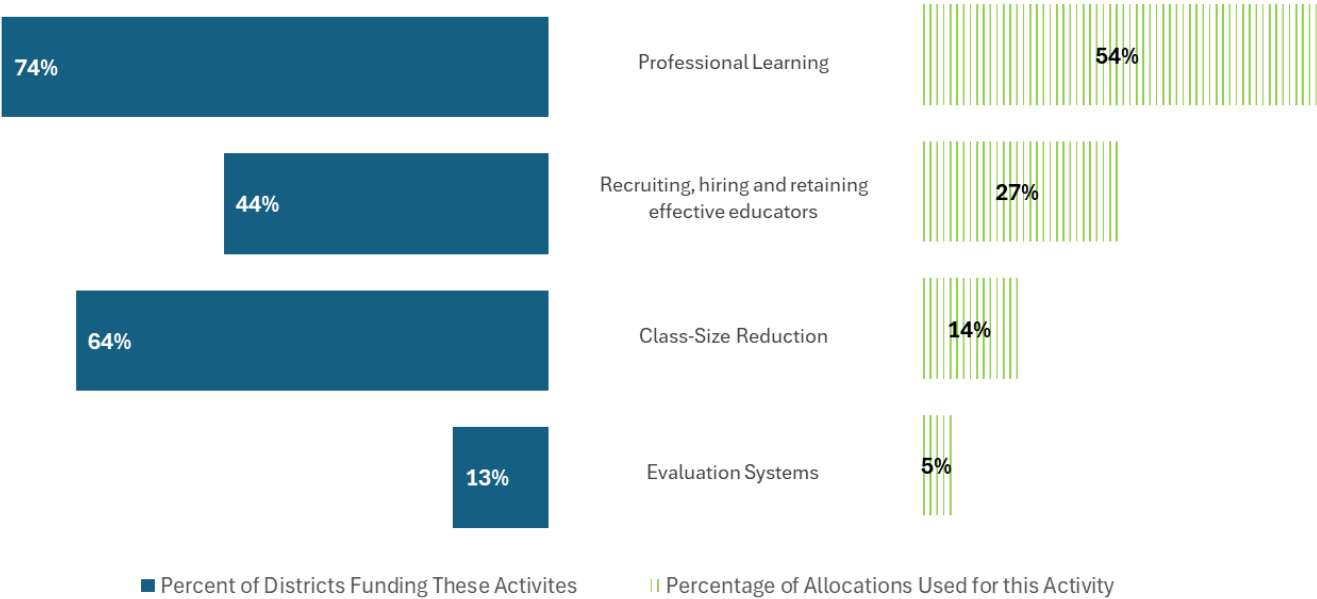
In this section of the report, we examine district-level spending priorities across various types of districts based on information solely from those reporting data through the survey.

Among districts that reported, most indicated that they allocated the majority of their Title II-Part A funds to professional learning, with 38%—just over \$6.1 million—spent on activities in this category. Recruiting, hiring and retaining effective educators was Kentucky's next most common use. While Kentucky percentages for district use of funds, particularly as it relates to

⁶ For this report, the term "educator" refers to teachers, principals and other school leadership. Section 8101(44) of ESEA defines other school leaders and includes such staff as those responsible for daily instructional leadership and managerial operations to include assistant principals.

professional learning and class size reduction, are lower than that of historically published national data, the state follows the same general pattern. To ensure accuracy, non-budgeted amounts of \$3,221,609 are not included in the graph below. Additionally, some districts reported expenditures in the “Other” category that align with existing categories. To maintain transparency, these activities include administrative and indirect costs, salaries for instructional specialists such as coaches and program directors, and professional learning resources or materials. Twenty percent of allocations after allowable transfers were not identified in the classification of funds in Exhibit 1.

Exhibit 1. Percentage of districts using Title II-Part A funds by activity in 2024-2025, and the share of funds allocated



Interpretation: Seventy-four percent of districts reporting used Title II-Part A funds for professional learning activities. These districts spent over half of the overall allocation on those activities. Activities reported under the other category include expenditures such as indirect costs as well as some that could have been classified in one of the other broader categories. Percentage allocations do not total 100% given that many districts did not classify 100% of their allocation to a specific category.

Note: N=90 out of 118 reporting districts

Source: KDE - Title II-Part A, District Use of Funds Survey

Most funds used for professional learning were reported as being spent on activities related to teachers specifically, with districts reporting they used on average 70 percent of funds allocated for professional learning, to support teachers through professional learning activities, while 30 percent of funds were reported to be used on activities related to principals and other school leaders.⁷ A significant amount of Title II-Part A funding was used for personnel costs. These funds included costs related directly to salaries and benefits of employees (e.g., coaching support roles or for class-size reduction teachers). In all, approximately \$10.3 million dollars was

⁷ The survey asked for an estimation as to the amount of funds that went towards the support of principals and other leaders as opposed to teachers. Because some funds were utilized to survey both teachers and leaders, totals were greater than 100%.

spent on personnel-related costs comprising about 41 percent of the revised Title II-Part A allocations.⁸

How Districts Spent Title II-Part A Funds in 2024-2025 to Strengthen Educator Effectiveness

Given the substantial amount of funds spent on professional learning, this section of the report presents findings specifically related to activities in this category.

Professional Learning

Professional learning, sometimes referred to as professional development, is a strategy often used by schools and districts to improve educator quality and effectiveness. By design, districts must choose high quality, personalized and evidence-based opportunities that cover a broad range of topics to meet individual needs. According to the Elementary and Secondary Education Act (ESEA), professional development must be “sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.”⁹

Overall, 74 percent (n=67) of reporting districts indicated they budgeted 54 percent of their Title II-Part A allocation on costs related directly to professional learning. This cost is likely higher given that many of the activities identified in the “Other” category also aligned with professional learning spending. Further examinations showed that 6 percent (n=5) of these districts spent 100% of their funds on professional learning relating directly to teachers. Among the districts that reported, a majority of both county and independent school districts used this option. Specifically, 57 out of 89 county districts (63 percent) and 17 out of 29 independent districts (59 percent) took advantage of this option.

Teacher Professional Learning Activities Supported with Title II-Part A Funds

Section 8101(42b) of the ESEA defines professional learning (also referred to as professional development) as “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded [and] data-driven.” The district survey asked respondents to report activities that specifically align with this definition. Districts also had the option to identify shorter-term activities (three days or fewer) that could count toward professional learning when part of a larger, ongoing program. The survey captured information on multiple dimensions of professional learning, including format, duration and provider type. The results are summarized in this section across three broad categories: short-term, longer-term, and other activities.¹⁰

⁸ Kentucky Department of Education MUNIS report for FY 2024-2025. Note this data represents data for all 171 school districts, not just those reporting on the survey.

⁹ Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, 20 U.S.C. § 7801(42) (2015).

¹⁰ Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, 20 U.S.C. § 7801(42) (2015).

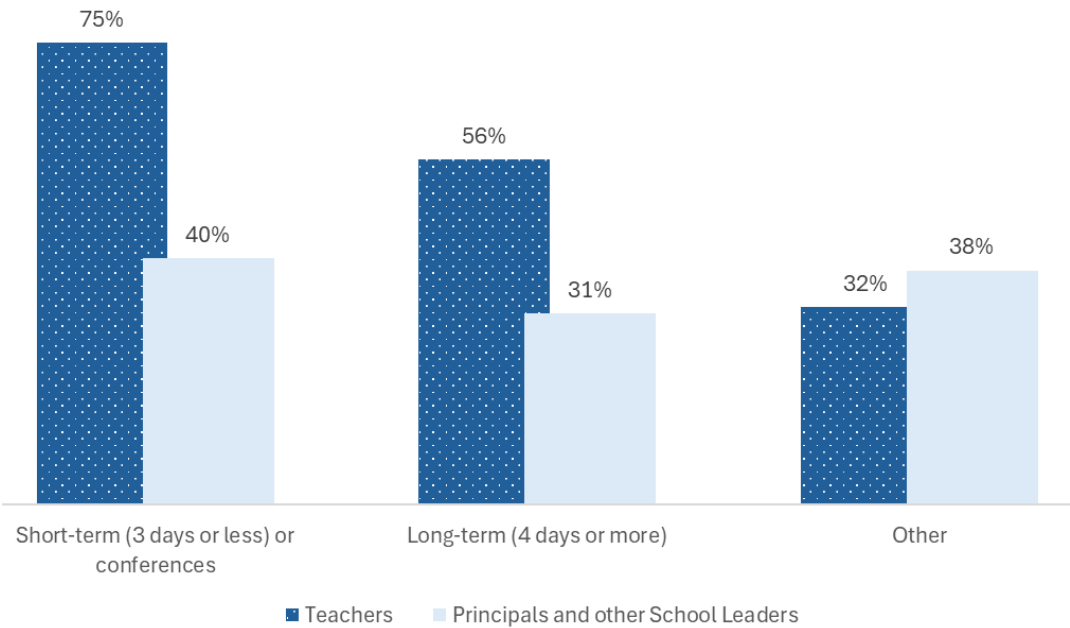
Among the reporting districts, the most common use of Title II-Part A funds was for short-term professional learning and training. Sixty-four percent of districts used funds to support short-term activities, compared to 47 percent for longer-term professional learning and 27 percent for activities in the "other" category, such as online learning, professional certifications, and alternative pathways to certification (Appendix B. Exhibit B.3).

Within all individual activity types, longer-term activities connected to content (four or more days) were most frequently cited as one of the two largest expenditures in this area.

Principal and leader Professional Learning Activities Supported with Title II-Part A Funds

Based on the chart's largest expenditure columns, school districts' most significant investments for professional learning are short-term activities lasting three days or less (Exhibit 2). Additionally, state leadership conferences and longer-term professional development are also key priorities, while funding for university courses and certifications is the least common expenditure (Appendix B.4).

Exhibit 2. Percentage of districts using Title II-Part A funds for professional learning and training by type



Interpretation: This bar chart shows the percentage of districts using Title II-Part A funds for professional learning, comparing funding for teachers to that of principals and other school leaders. A significantly higher percentage of districts fund short-term and long-term professional development for teachers (75% and 56%, respectively) compared to principals and other school leaders (40% and 31%). Conversely, a slightly higher percentage of districts use these funds for "Other" activities for principals and other school leaders (38%) than for teachers (32%). It is important to note that while this graph provides a high-level comparison, the specific activities within these broad categories differ for each group. For more specific information related to activities, please refer to the appendix section.

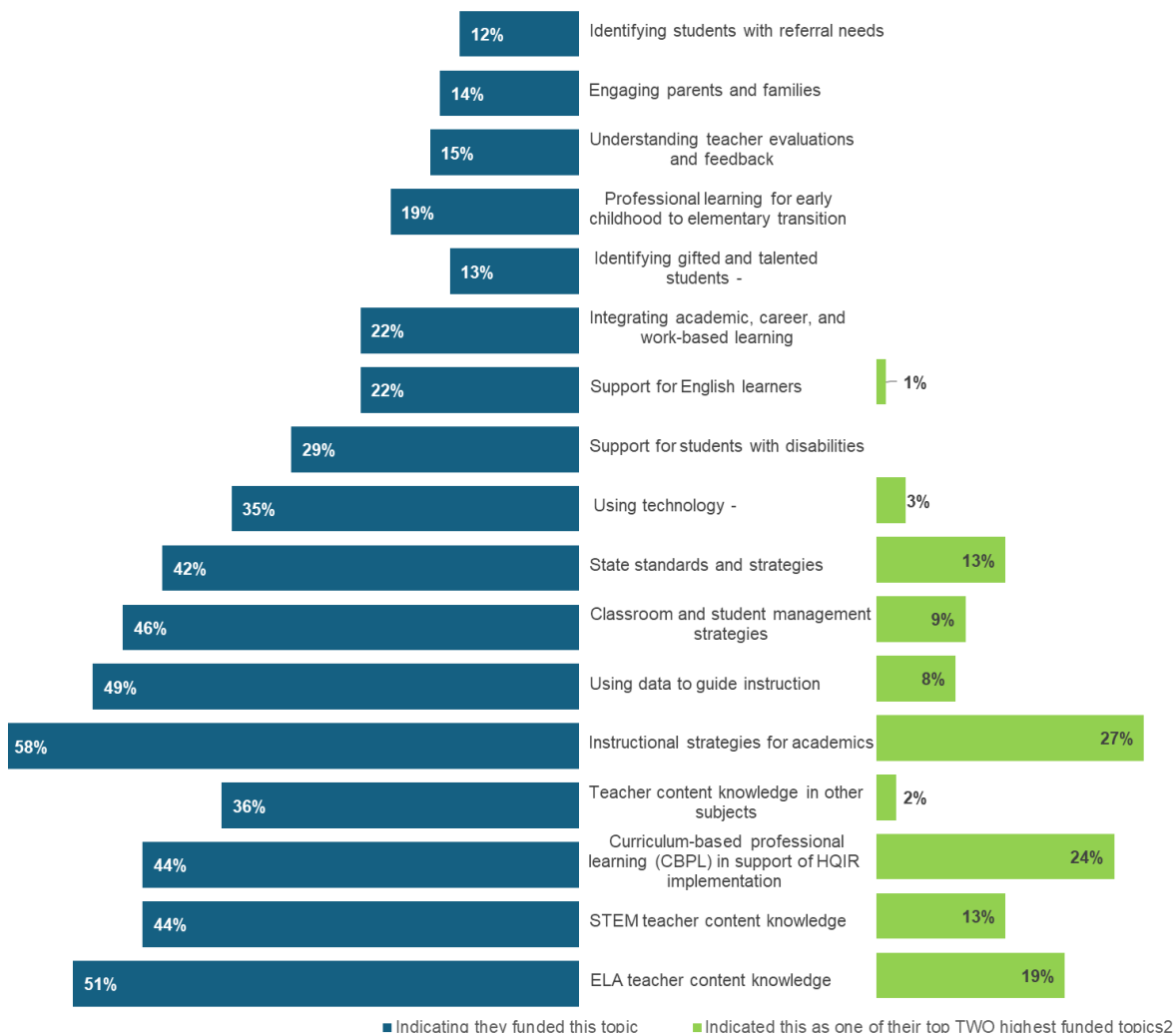
Source: KDE - Title II-Part A, District Use of Funds Survey

District Funded Topics for Professional Learning Title II-Part A Funds

Data was collected and analyzed as to general topics or areas of emphasis with professional learning. Professional learning for teachers mostly addressed assisting teachers with improving content knowledge in the subjects for which they teach and in improving instructional practices. Of those districts reporting, over half reported using funds to improve instructional pedagogy and practices across all content areas and improving content knowledge in reading/language arts (Exhibit 3).

Though districts fund a wide range of professional learning topics, only a few receive top-level financial priority. Practical instructional strategies, such as academic strategies for teaching and curriculum-based professional learning, are most often among the top two highest funded topics. In contrast, while many reporting districts fund content knowledge in ELA and STEM, these areas are less frequently prioritized for major funding. Other peripheral topics, including school management and climate, are funded the least.

Exhibit 3. Percentage of reporting districts using Title II-Part A funds for professional learning for teachers across various topics and the percentage of reporting the topic as one of their two largest identified expenditures



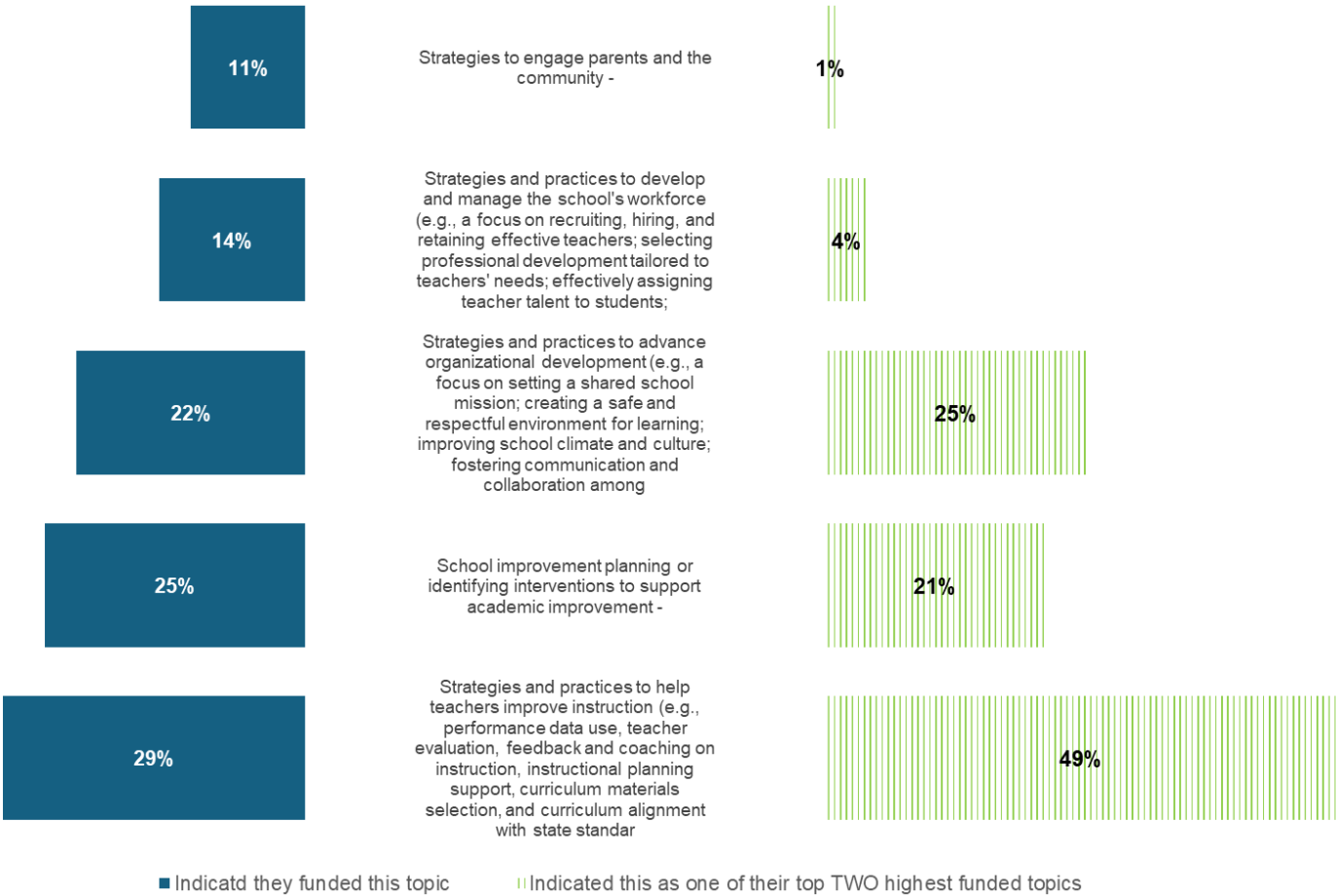
Interpretation: This chart compares two metrics associated with professional learning topics for teachers. The dark blue bars show the percentage of respondents who used Title II-Part A funds associated with specific topics listed, while the light green bars show the percentage of respondents who "indicated this as one of their top TWO highest funded topics" using Title II-Part A funding. For example, 58% of districts reported using funds for professional learning around instructional strategies for academic subjects, and 27% of districts reported this same topic as one of their two largest expenditures in this area.

Source: KDE - Title II-Part A, District Use of Funds Survey

Survey results also show topics most typically utilized and funded with Title II-Part A funds for principals and other school leaders. Eighty percent of the reporting districts identified using some funds for professional learning related to school leadership.

As it relates to professional learning for principals and school leaders, from the reporting districts, the two highest priorities for funding focused on enhancing teacher practices around instruction (49 percent) and strategies to advance organizational development (25 percent) (Exhibit 4). Additionally, reporting districts found these areas among their largest priorities for funding.

Exhibit 4. Percentage of reporting districts using Title II-Part A funds for professional learning for principals and other school leaders across various topics and the percentage of reporting the topic as one of their two largest identified expenditures



Interpretation: This chart compares two metrics associated with professional learning topics for principals and school leaders. The dark blue bars show the percentage of respondents who used Title II-Part A funds associated

with specific topics listed, while the light green bars show the percentage of respondents who "indicated this as one of their top TWO highest funded topics" using Title II-Part A funding. For example, 29% of districts reported using funds for professional learning around instructional practices to help teachers improve instruction, and 49% of districts reported this same topic as one of their two largest expenditures in this area.

Source: KDE - Title II-Part A, District Use of Funds Survey

Using Title II-Part A Funds in 2024-2025 to Increase the Number of Effective Educators in Kentucky

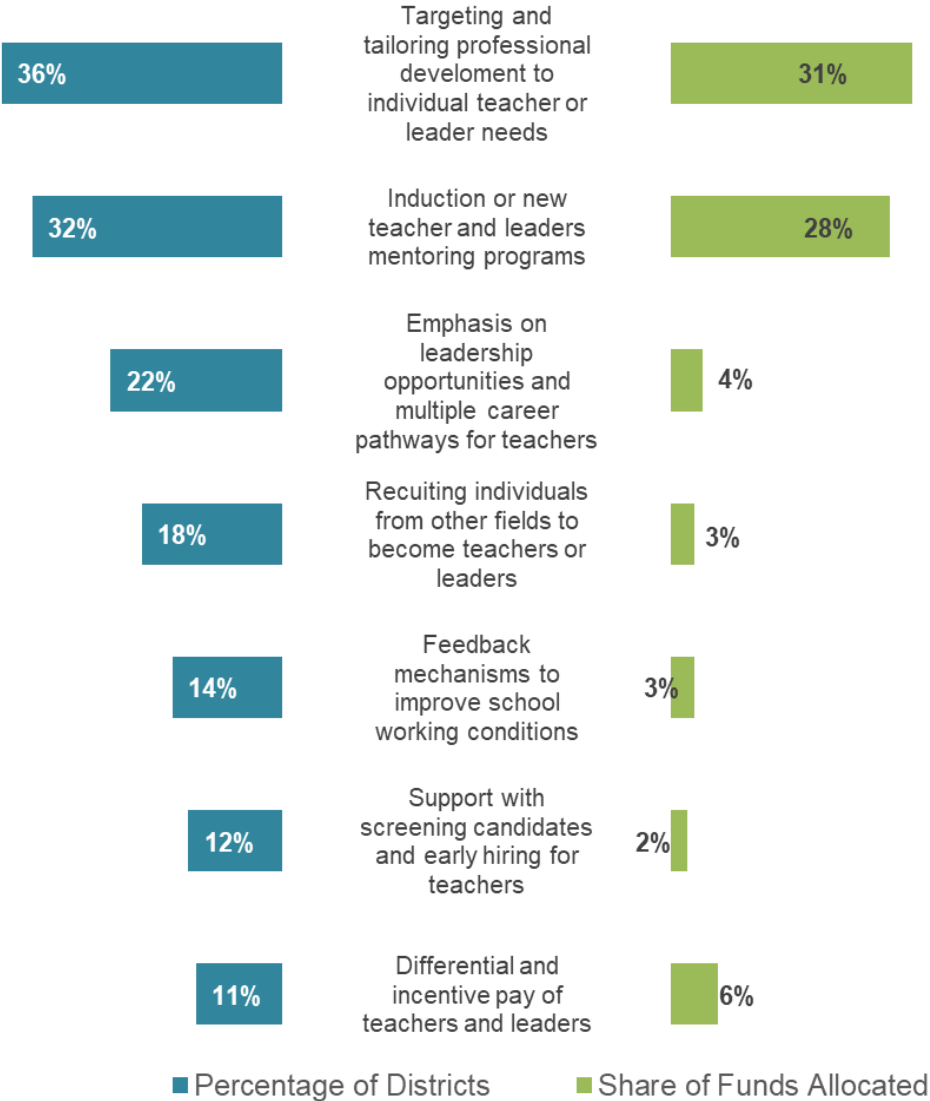
Districts can use Title II-Part A funds to boost the number of effective educators through recruitment, hiring and retention initiatives. Funds may also support reducing class sizes by hiring additional qualified teachers and creating programs that train teachers and principals as alternative pathways to traditional preparation.

Attracting, Hiring and Keeping High-Quality Educators

States and districts may employ diverse strategies to recruit and train new teachers. States have the option to adjust certification and teacher preparation programs to entice potential candidates from other fields and industries into the teaching or education profession. This includes improving efficiency in current hiring systems and focusing on induction and mentoring programs at the district and state levels. Other activities can be implemented to increase opportunities for upward mobility into leadership roles while keeping our very best and experienced teachers in the classroom. Some districts may opt to experiment with differential or incentive pay as well to attract and retain good teachers and school leaders.

Forty-four percent of reporting districts indicated they intended to use funds to recruit, hire and/or train effective educators comprising 27 percent of the revised Title II-Part A allocation (Exhibit 1). The most common strategies reported were tailoring professional learning and mentoring/induction programs with the highest funded being the same (Exhibit 5).

Exhibit 5. Districts reporting strategies used to address recruitment, hiring and retention of educational staff along with percentages related to those that had the highest funding for this area



Interpretation: This chart compares the percentage of districts funding different strategies (navy bars) with the percentage of districts that prioritized those strategies as one of their top two funded areas (green bars). For example, the most common funding area is “Targeting and tailoring professional development” (36% of districts funded it; 31% ranked it in their top two).

Source: KDE - Title II-Part A, District Use of Funds Survey

Funds Used to Support Personnel Costs

Funding flexibility allows districts to invest in strategies that strengthen teacher effectiveness. Funds can be targeted to hire instructional coaches or other personnel who directly support teachers through professional learning, including coaching and mentoring. Or districts may choose to budget funds in an effort to reduce class sizes by hiring additional teachers thereby creating lower student–teacher ratios that allow for more individualized instruction.

Seventy-three percent of Kentucky school districts budgeted at least part of their Title IIA funds to cover personnel costs, including salaries, benefits, and stipends, with about \$10.3 million directed toward these efforts, including class size reduction in 2024-2025.¹¹

Reducing Class Sizes

One strategy available to districts includes funding to reduce class sizes. This strategy is aimed at strengthening teacher effectiveness. Research shows that lowering student-teacher ratios when aligned to local needs assessments and implemented with evidence-based practices to fidelity can assist teachers in building stronger relationships and providing more individualized feedback leading to stronger student outcomes.

Only about 19 percent of districts chose to invest in class size reduction, accounting for 14 percent of all Title II-Part A spending (Exhibit 3). Of the reporting districts, sixteen allocated funds toward class size reduction, with nine dedicating their entire Title IIA allocation to this purpose. Independent districts represented about one-third (38 percent) of those using this approach, while the vast majority came from micropolitan or rural districts (88 percent). Eighty-one districts with poverty rates above 60 percent were especially likely to adopt this strategy¹²

How Were Title II-Part A Funds Used to Provide Students Greater Access to Effective Teachers?

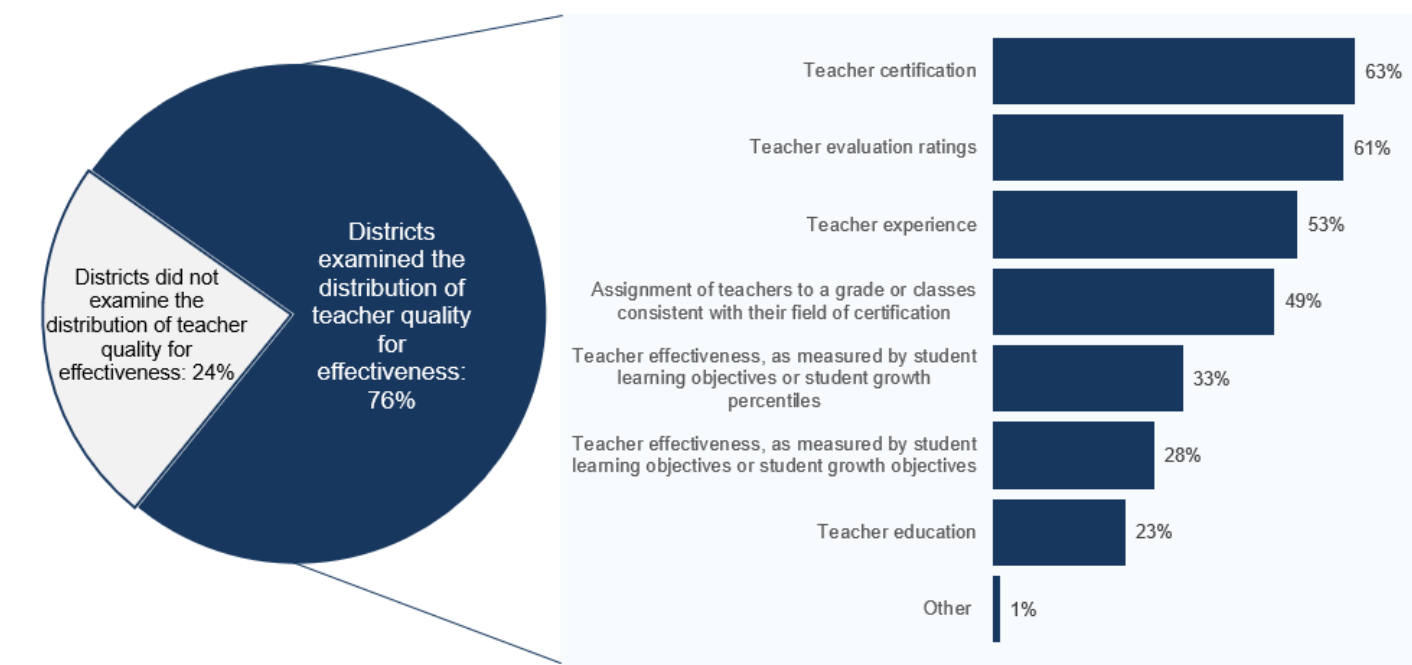
The survey asked districts to report on the distribution of teacher quality and effectiveness.

Among all districts that examined the distribution of teachers (80 percent of county school districts and 64 percent of independent school districts), county districts were more likely to report using teacher effectiveness measures, such as teacher certification, evaluation ratings or assignment of teachers to classes or grades consistent with their certification area reported by 66, 66 and 56 percent, respectively, compared to 54, 46 and 28 percent for independent districts. Both county and independent districts identified teacher experience as an important measure of teacher quality, with 55 percent of county districts compared with 46 percent of independent districts (Appendix B. Exhibit B.15).

¹¹ KDE - MUNIS Report for 2024-2025

¹² KDE - Title II-Part A, District Use of Funds Survey - Percentages reflect usage of funds after allowable transfers in and out of other ESEA programs

Exhibit 6. Percentage of reporting districts that examined the distribution of teacher quality or effectiveness and the type of information used to define teacher quality in 2024-2025



Interpretation: Seventy-six percent of districts indicated that they reviewed the distribution of teacher quality or effectiveness. Among these districts, 63 percent used teacher certification as a criterion to define teacher quality.

Note: N = 88 districts.

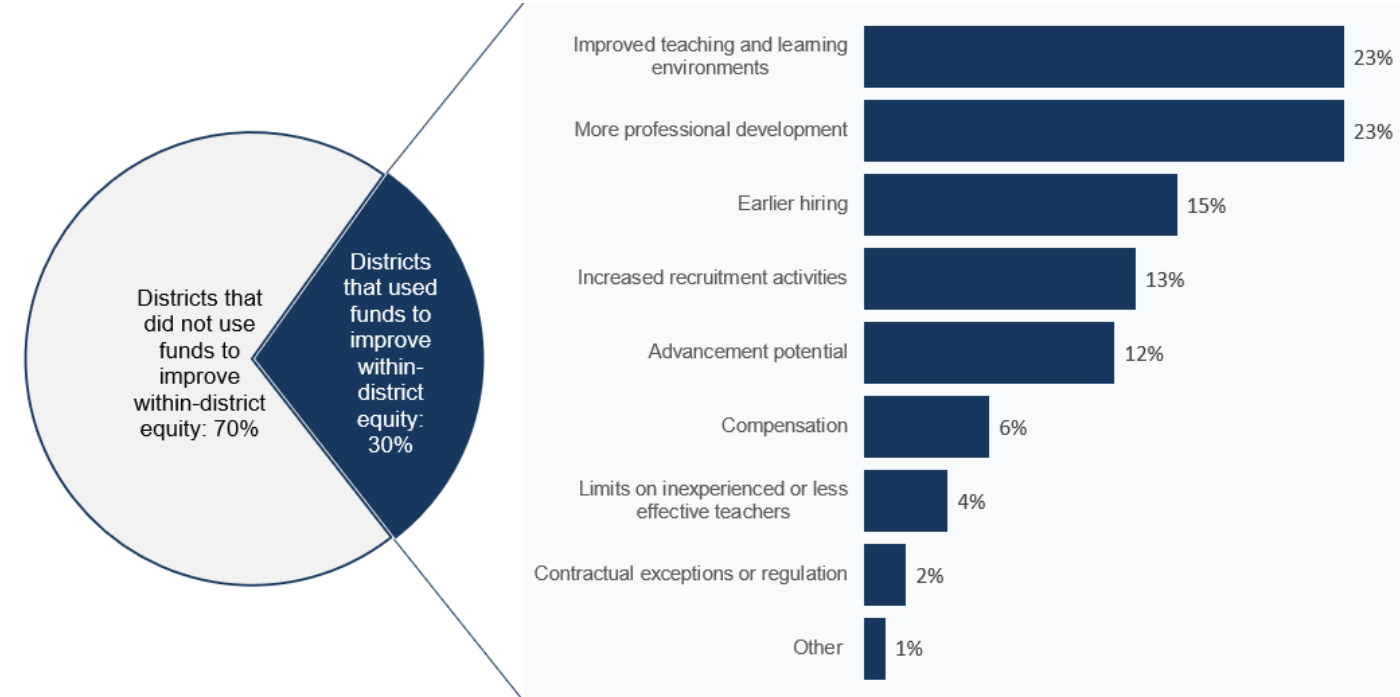
Source: 2024–2025 Title II–A Use of Funds District Survey.

District Strategies to Ensure Consistent Access to Qualified Educators

Districts were also asked to report how they used Title II-Part A funds specifically to improve efforts in assessing balanced access to effective educators, including strategies used to achieve staffing alignment. The survey further invited districts to select, from a list of pre-identified topics, the specific strategies they implemented with these funds. Though rarely utilized, districts also had the option to describe other strategies not included in the provided list.

Overall, only 30 percent of reporting districts used Title II-Part A funds to enhance the distribution of effective educators (Exhibit 7). Twenty-three percent identified improving the teaching and learning environment and expanding professional development opportunities as their primary strategies. Other strategies were reported less frequently, including hiring staff earlier to secure top candidates (15 percent), increasing recruitment efforts (13 percent), and offering more career advancement opportunities (12 percent).

Exhibit 7. The percentage of districts using Title II-Part A funds to resolve teacher quality disparities through varied methods in 2024-2025



Interpretation: Thirty percent of reporting districts indicated they used or intend to use funds for strategies targeted at improving within-district equity. Of these districts, 23% reported improving the teaching and learning environment to improve equitable distribution.

Note: N = 26 districts.

Source: 2024-2025 Title II–Part A Use of Funds District Survey.

Section 2: Distribution of Title II-Part A Funds in 2024-2025

Every Kentucky school district received Title II-Part A funding for the 2024–2025 school year. The Kentucky Department of Education (KDE) was awarded \$33,835,424 in Title II-Part A funding from the United States Education Department (USED) for the 2024-2025 school year. Ninety-five percent of those funds, or \$32,143,653 was distributed directly to school districts in the form of allocations based on a formula utilizing both total student enrollment and the number of students from low-income families (20 and 80 percent respectively) in each school district. The remaining 5 percent of funds supported state-level administrative costs and activities designed to assist teachers and school leaders statewide as outlined in the state-consolidated plan.

How Districts Utilized Title II-A Funding Transfers

Districts can use the flexibility provided under section 5103 of the ESEA to transfer funds between Title II-A and other federal formula grant programs to better meet the needs of their

students.¹³ The available data for all 171 Kentucky school districts reveals how funds were transferred among eligible programs across the state. This information was gathered outside of the survey and so all district transfers are represented in the analysis.

One-third of Kentucky school districts utilized the transferability option in 2024-2025 (36 county school districts and 20 independent school districts). Only two districts transferred funds from other ESEA federal programs into Title II- Part A.

Exhibit 8. Percentage of Title II-Part A districts transferring funds to or from another ESEA program in 2024-2025, and amount of funds transferred

Transfers to Title II-Part A from Title IV-Part A	\$42,750.00 , 0.01%
Transfers from Title II-Part A to Title I-Part D	\$4,690.00 , 0.01%
Transfers from Title II-Part A to Title V	\$263,024.12 , 0.02%
Transfers from Title II-Part A to Title IV-Part A	\$445,496.00 , 0.02%
Transfers from Title II-Part A to Title I-Part A	\$6,395,712.88 , 30%
Total Transfers from Title II-Part A	\$7,108,923.00 , 32%

Interpretation: In 2024-2025, 32% of Kentucky school districts transferred funds from Title II - Part A to other ESEA programs. Most of these transfers—30% of districts—went to Title I - Part A, totaling over \$6.3 million. Transfers to other programs, including Title I-Part D, Title V, and Title IV-Part A, were minimal in both number of districts and total amounts.

Note: N = 171 districts.

Sources: Kentucky Department of Education, Fiscal year 2024 Federal District Allocations, <https://www.education.ky.gov/districts/fin/Pages/Federal-Grants.aspx> and KDE’s Grant Management Application & Planning System (GMAP)

The transfer of funds from the Title II-Part A grant substantially changed the overall proportion of funds available under the program with a reduction of just over \$7M or 22 percent of district allocations.¹⁴ Forty-six (27 percent) districts transferred more than 98 percent of their funds with forty-three transferring 100 percent of their funds out of Title II-Part A into other ESEA

¹³ ESEA allows for the transfer of funds as follows: from Title II–A to Title I–A, Title I, Part C, Title I, Part D, Title III, Part A, and Title IV–A programs. Transfers are also permitted to Title II–A from Title IV–A and between Title II–A and Title V, Part B (Rural Education Achievement Program).

¹⁴ Amounts and percentages are based on all Kentucky school districts and not just those reporting through the survey.

programs. Forty-one of those districts transferred all Title II-Part A funding to Title I-Part A. Sixty-eight percent or 117 districts did not transfer any funds out of Title II-Part A.

Glossary

District Type

County School District These districts generally encompass the entire geographic area of a county (or all areas not served by an independent district), and they serve as the default public school governance structure at the county level. KRS 160.010 defines what constitutes a county school district. The county school district consists of the remainder of the county outside of the boundaries of the independent school districts.

Independent School District These districts have boundaries that do not cover an entire county, instead serving cities or clusters of cities. The school district must have a student population of at least 200 students. KRS 160.020 explains the composition of independent school districts.

Review the [County and Independent School Statute](#) and [Independent State Code Statute](#).

Appendix A. Study Purpose and Methodology

1. Purpose

In accordance with recent communication from the USED related to Title II-Part A Use of Funds Surveys, the KDE is required under section 2104(a) of the ESEA to report district use of Title II funds for the 2024-2025 school year. The USED notified districts in the spring of 2025 that the LEA survey is on a one-year hiatus. The requirement for public reporting was not lifted. As such, state agencies are charged with meeting these requirements for the 2024-2025 school year. Because Title II-Part A funds provide subgrants to districts that are the largest source of federal funding designed to improve quality and effectiveness of the educator workforce, we are statutorily required to collect and publicly report information as to spending on an annual basis. This report, for the 2024-2025 school year, is based on surveys sent to all Kentucky school districts. Topics in the survey include how funds are used, and any flexibility options districts have chosen to use to transfer funds. Kentucky districts vary in type (county and independent).

2. The Survey

The KDE utilized a simplified data collection tool provided by the USED to collect district level data around 2024-2025 Title II-Part A spending. A copy of the survey is provided in this report in Appendix C. The survey was designed to provide information as to what funds districts receive and how they use them. The historical survey utilized by the USED has been in place since 2003 but was revised most recently in 2019 to align with several activities reauthorized by Every Student Succeeds Act of 2015 (ESSA). The survey was revised once again in 2022 to improve item clarity based on feedback. Subsequent surveys remained consistent through the 2022-2023 and 2023-2024 school years. The survey administered by the KDE utilized the same questions as in the previous school year.

3. Sample and Sampling Design

The target population for the district survey included all Kentucky school districts, as each district receives Title II, Part A allocation. However, not all districts submitted survey responses. The final sample consisted of 89 county districts and 29 independent districts, yielding an overall response rate of 69%, below the minimum response rate of 80% typically expected by the USED.

4. Survey Response Rates

The survey was administered during the summer of 2025 (June–July). Of the 171 Kentucky school districts, 118 responded, including 89 county districts and 29 independent districts, resulting in an overall response rate of 69%.

Appendix B. Supporting Tables

Exhibit B.1. Percentage of districts using Title II-Part A funds by category and share of funds budgeted for 2024-2025.

Type	County	Independent
Professional Learning	36%	55%
Recruiting, hiring, retaining effective educators	20%	6%
Class-size reduction	8%	23%
Evaluation systems	4%	1%
Other	10%	3%
Funds not budgeted	21%	11%

Note: See glossary for district characteristics; approximately ½ of submitting districts had errors in calculations or failed to budget all funds. To ensure accurate reporting in *type*, any funds that were not allocated have been included in the “Funds not budgeted” *type*. Therefore, this type includes funds that districts identified as not having been budgeted for a specific purpose at the time of collection as well as any amount under the revised allocation that was not reported in one of the other 4 *types*.

Exhibit B.2. Percentage of reporting districts using Title II-Part A funds for teacher professional learning and training in 2024-2025.

Type	Count of districts that funded this type of activity	Percentage of districts that Funded this type of activity	The count of districts that indicated the activity was one of the two largest expenditures in this area	Percentage of districts that indicated the activity was one of the two largest expenditures in this area2
Short-term	75	64%	40	34%
Short-term - single session, 3 days or less	65	55%	30	25%
Conducted by external provider	56	47%	24	20%
Conducted by district or school-level staff	51	43%	16	14%
Professional conferences or organizations	48	41%	13	11%
Longer-term	56	47%	43	36%
Longer-term activities connected to content, 4 days or more	50	42%	31	26%
Conducted by external provider	36	31%	16	14%
Conducted by district or school-level staff	36	31%	20	17%
One-on-one support from teacher leaders or coaches	44	37%	18	15%
Group support (e.g., lesson study, peer communities of practice)	32	27%	12	10%
University or college courses	14	12%	1	1%
Other	32	27%	9	8%
Internet-based professional learning (e.g., video library, modules, online coaching)	22	19%	2	2%
Professional certifications (e.g., national board certification, state-level credentials or endorsements)	13	11%	3	3%
Alternative or non-traditional preparation pathways to certification (e.g., micro-credentialling or job embedded)	12	10%	4	3%

Exhibit B.3. Percentage of reporting districts using Title II-Part A funds for principal or other school leaders' professional learning and training in 2024-2025.

Type	Count of districts that funded this type of activity	Percentage of districts that Funded this type of activity	The count of districts that indicated the activity was one of the two largest expenditures in this area	Percentage of districts that indicated the activity was one of the two largest expenditures in this area2
Short-term -3 days or less	47	40%	35	30%
Conducted virtually or in-person by an external provider or district-level staff	42	36%	28	24%
Professional Conferences or organizations external to the district or state	27	23%	11	9%
Longer-term	37	31%	28	24%
Group professional development, conducted by district-level staff	28	24%	10	8%
Group professional development, conducted by external provider	17	14%	8	7%
One-on-one professional development conducted by district-level staff	19	16%	11	9%
Group support (e.g., learning communities, district monthly or quarterly principal meetings)	26	22%	11	9%
University or college courses/ traditional course-based curriculum	3	3%	0	0%
Other	38	32%	20	17%
State leadership conferences or trainings	31	26%	17	14%
Leadership certifications (e.g., state-level credentials or endorsements)	5	4%	2	2%
Alternative or non-traditional preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates)	4	3%	1	1%

Exhibit B.4. The percentage of reporting districts using Title II-Part A funds to address recruitment, hiring and retention efforts in 2024-2025

Type	County	Independent	Total # of districts reporting
Support with screening candidates and early hiring for teachers	86%	14%	14
Differential and incentive pay of teachers and leaders	85%	15%	13
Emphasis on leadership opportunities and multiple career pathways for teachers	85%	15%	26
Recruiting individuals from other fields to become teachers or leaders	90%	10%	21
Induction or new teacher and leader mentoring programs	87%	13%	38
Targeting and tailoring professional development to individual teacher or leader needs	84%	16%	43
Feedback mechanisms to improve school working conditions	81%	19%	16

Exhibit B.5. The percentage of reporting districts as to how they define teacher quality or effectiveness in the examination of the distribution of teachers in 2024-2025

District Type	Teacher certification	Teacher education	Other	Assignment of teachers to a grade or classes consistent with their field of certification	Teacher evaluation ratings	Teacher effectiveness, as measured by student learning objectives or student growth percentiles	Teacher experience	Teacher effectiveness, as measured by student learning objectives or student growth objectives
County	66%	25%	1%	56%	66%	36%	55%	32%
Independent	54%	18%	0%	29%	46%	21%	46%	18%

Appendix C. Survey Tool (Launched in Survey Monkey)



Survey on the Use of Funds Under Title II, Part A

Responses to the Survey on the Use of Funds Under Title II, Part A will help the Kentucky Department of Education examine how districts are using their Title II, Part A funds provided through the Elementary and Secondary Education Act (ESEA) and complete and publish the report required by the ESEA sec. 2014 (c). The report will summarize findings, and no individual districts will be named. Please complete the survey by June 30, 2025.

Contact Information

Please provide the following contact information for the individual completing the survey.

- First and Last Name
- Position
- Phone Number
- Email Address

Title II, Part A Funding in SY 2024-2025

Did your district receive Title II, Part A funding in school year 2024-2025?

Teachers and Principals

Please provide the total number of full-time equivalents (FTEs) in your district for the 2024-2025 school year, categorized by roles: teachers, and principals/other school leaders.

- Number of Teachers
- Number of Principals and other school leaders

Definition of FTE: An FTE of 1.00 indicates a full-time position or equivalent, whereas an FTE of 0.50 indicates a half-time position. For instance, if two teachers are each working half-time, they would be considered as 0.50 FTE each, totaling 1.0 FTE.

Important Note: "Other school leaders" refers to roles such as assistant principals or other staff positions responsible for instructional leadership and management in an elementary or secondary school building.

Transfers to and From Title II, Part A

Did your district transfer any funds to or from Title II, Part A funds during the 2024-2025 school year?

Please provide the amount of Federal FY 2024 funds transferred from Title II, Part A. Do not include carryover funds.

Title II, Part A funds transferred to:

- Title I, Part A
- Title I, Part C
- Title I, Part D
- Title III, Part A
- Title IV, Part A
- Title V, Part B

Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103). Please total all other entered amounts to produce this number.

Provide the total amount of FY 2024 funds transferred to Title II, Part A from another Federal program. Do not include carryover funds.

Allocation of Title II, Part A Funds

Instructions: Please specify how your district has allocated Title II, Part A funds across the following activities for SY 2024-2025, after transfers. If exact figures are unavailable, provide your best estimate. Ensure you include funds allocated for services in private schools within the respective categories. Exclude any carryover funds.

Allocation Categories:

- Hiring, recruiting, and retaining effective teachers, principals, and other leaders
- Evaluation systems
- Class size reduction
- Professional development
- Other (please insert dollar amount here)

- Other (please describe here)
- Funds not yet budgeted at the time of response

Allocation of Title II, Part A Funds for SY 2024-2025: Support Distribution

Please provide percentage estimates of how your district has budgeted Title II, Part A funds in the 2024-2025 school year, specifically regarding support provided to teachers and to principals/other school leaders.

Please provide your estimate for teachers

Please provide your estimate for principals and other school leaders

Strategies to Hire, Recruit, or Retain Effective Teachers and Leaders

Using Title II, Part A funds, what strategies has your district used or will your district use to hire, recruit, and retain effective teachers, principals, and other school leaders?

Indicate the two with the highest funding amounts.

- Support with screening candidates and early hiring for teachers
- Recruiting individuals from other fields
- Differential and incentive pay
- Leadership opportunities and multiple career pathways
- Induction or mentoring programs
- Tailored professional development
- Feedback mechanisms to improve school working conditions
- Other (please specify)

Class Size Reduction

During SY 2024-2025, in total, how many full-time equivalents (FTEs) are funded by Title II, Part A for the purpose of class size reduction? Total funded FTEs

Participation in Professional Development

Please estimate the percentage of teachers and principals or other school leaders in your district that participated or are expected to participate in Title II, Part A-funded professional development activities during SY 2024-2025.

- Percentage of teachers
- Percentage of principals/other school leaders

Types of Professional Development for Teachers

Which types of professional development and support to teachers is your district providing during SY 2024-2025, funded at least in part by Title II-A?

- Short-term single-session PD by external provider
- Short-term single-session PD by district staff
- Longer-term PD with connected content (external or internal)
- Internet-based PD

- Professional conferences
- Alternative preparation pathways
- Other (please specify)

Topics of Professional Development for Teachers

Which topics were covered in SY 2024-2025?

- Teacher content knowledge in STEM
- Instructional strategies for academic subjects
- Curriculum-based professional learning (CBPL)
- English learners
- Gifted and talented identification
- Teacher evaluation systems and feedback
- Technology use
- Early childhood to elementary transition
- Other (please specify)

Professional Development for Principals and Other School Leaders

Types of professional development provided in SY 2024-2025:

- Longer-term group PD by district staff
- Longer-term one-on-one PD by district staff
- Professional conferences/organizations
- Alternative preparation pathways
- Leadership certifications
- Other (please specify)

Topics of professional development for principals and other school leaders:

- Organizational development (school mission, climate, communication, collaboration, resource alignment)
- Workforce management (recruiting, retaining, PD selection, assigning teacher talent, leadership pathways)
- Other (please specify)

Teacher Quality/Effectiveness and Equity

Has your district examined teacher distribution to assess inequities?

- Yes, inequities found
- Yes, no inequities found
- No

Information used to define teacher quality/effectiveness:

- Evaluation ratings
- Student learning objectives or growth percentiles
- Teacher experience
- Teacher certification

- Teacher education
- Assignment to appropriate grades/subjects
- Other (please specify)

Strategies to Improve Equitable Access

During SY 2024-2025, has or will your district use Title II, Part A funds to improve within-district equity in teacher distribution?

- Yes
- No

Strategies used to address inequities:

- Additional compensation in lower-quality schools
- Career ladders/leadership roles
- Early hiring for vacancies
- External recruitment (open houses, job fairs)
- Improved teaching/learning environments
- Additional professional development in lower-quality schools
- Limiting transfers of inexperienced/low-performing teachers
- Protecting most qualified teachers from layoffs
- Other (please specify)