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Governor



Jamie Link  
Secretary, Education and  
Workforce Development Cabinet

Jason E. Glass, Ed.D.  
Commissioner of Education and Chief Learner

**KENTUCKY DEPARTMENT OF EDUCATION**  
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June 30, 2022

Jay Simmons, Superintendent  
Carlisle County Public Schools  
4557 State Route 1377  
Bardwell, KY 42023

Dear Superintendent Simmons:

As you know, one goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help create opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement while closing gaps and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2021-22 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Carlisle County School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A
- Title V, Part B
- Preschool
- Career and Technical Education (CTE)
- Alternative Education Programs
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)

Each program involved in the KSCM has an impact on our goal. For example, Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding, but also guidance on working with disadvantaged students.

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These programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “effective practices.” These are individual program practices that the team felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices [website](#).

Each district program has already been provided an individual report as required by federal or state law. All findings will need to be addressed by district program areas as specified in the individual reports.

In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact [Erin Sudduth](#) by email or by phone at (502) 564-3791, Ext. 4021. Information regarding education programs within the state of Kentucky may also be found at [www.education.ky.gov](http://www.education.ky.gov).

Thank you for your work in improving Kentucky’s education programs to better serve our children.

Sincerely,

Kelly Foster, Ed.D.  
Associate Commissioner  
Office of Continuous Improvement and Support  
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Carlisle County Public Schools

## 2021-2022 Statewide Consolidated Monitoring Report

<b>District:</b>	Carlisle County
<b>Date(s) of Visit:</b>	April 19-21, 2022
<b>Team Leads:</b> <i>(List primary person on this visit for each program.)</i>	
<i>Title I, Part A – Wes Blake</i>	<i>Career and Technical Education – Scott U'Sellis</i>
<i>Title II, Part A – Sean Murphy</i>	<i>Gifted and Talented – Kathie Anderson</i>
<i>Title IV, Part A – Lee Bowling</i>	<i>Individuals with Disabilities Education Act (IDEA) – Tania Sharp</i>
<i>Title V, Part B – Erin Sudduth</i>	<i>Preschool – Taysha Oglesby</i>
<i>Alternative Education Programs – April Stanley</i>	

### Highlight of Effective Practice No. 1

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II, Part A</b>		<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Title V, Part B</b>	<b>X</b>	<b>Preschool</b>	<b>X</b>
	<b>Alternative Education Programs</b>			

Community

Community support and collaboration are strengths for the district. The dual credit program is funded entirely by the community. The community has recently stepped in to fully fund a new playground, which is currently under construction.

The district works with Murray State University to help provide mental health services to students using Title V, Part B funds. Utilizing advisory committees, the district has incorporated the community into its career and technical education (CTE) efforts. The district is highly effective in its efforts to involve business and industry partners.

Carlisle County Public Schools collaborates with its community partners through the Preschool Assistants to Learning Program (PALs). The PALs program was initiated as a collaborative effort of the Carlisle County Board of Education, the Family Resource and Youth Services Center, the Carlisle County Preschool/Murray Head Start Program, the Carlisle County High School and the district's Director of Pupil Personnel. Implemented as a preventative dropout method and truancy prevention program, PALs recruits high school students considered to be at risk for dropping out of school based on poor attendance and excessive tardy records to serve as aides in the district's preschool program. Currently, there are 17 students who serve as PALs in the preschool program serving as mentors to the young children.

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### Highlight of Effective Practice No. 2

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	X
	Title II, Part A		Gifted and Talented	X
	Title IV, Part A		IDEA	X
	Title V, Part B		Preschool	
	Alternative Education Programs			
<u>Student Services &amp; Plans</u>				
<p>There are a multitude of transitional supports in place to assist students as they move between grade and school levels, such as administrative team visits to incoming middle and high school students and a CTE showcase which helps incoming high school students learn about programs in which they can participate. The location of the elementary, middle and high school buildings on one campus further supports effective student transitions.</p> <p>The district works to provide services to students each school year. Staff work to incorporate hands-on projects that engage students such as robotics and dissecting sharks.</p> <p>CTE teachers and advisors are well-versed in promoting Work Ready Scholarship opportunities.</p> <p>Although the district failed to document all required information in the student's Individual Education Plan (IEP), they did invite parents to attend and participate in meetings multiple times, multiple ways, and offered different methods for meeting to ensure participation (i.e. by phone, virtually or in-person).</p>				

### Highlight of Effective Practice No. 3

<b>Programs Addressed</b>	Title I, Part A		Career and Technical Education	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A		IDEA	
	Title V, Part B		Preschool	
	Alternative Education Programs			
<u>Leadership</u>				
<p>The district annually evaluates the effectiveness of its Title II, Part A program to address student and educator learning needs. The district's Title II, Part A coordinator consults with schools in the development of their programs on an ongoing basis through regular meetings and conversations.</p>				

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## Highlight of Effective Practice No. 4

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	
	Title II, Part A		Gifted and Talented	X
	Title IV, Part A		IDEA	
	Title V, Part B		Preschool	X
	Alternative Education Programs			
<p><u>Climate and Culture</u></p> <p>Carlisle County Public Schools provides students and staff with a positive and nurturing climate and culture. It was clear to the monitoring team that the safety and well-being of students is a priority for the district. The preschool program features a culture supportive to all staff, students and families.</p> <p>The small size of the county encourages close-knit ties between families and the district. The district provides assistance and support to new families and checks in with new students to ensure they are adjusting to the school system.</p>				

## Opportunity for Improvement No. 1

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	X
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A	X	IDEA	
	Title V, Part B	X	Preschool	
	Alternative Education Programs			
<p><u>Finance</u></p> <p>The actual spending for Title I, Part A, Title II, Part A, Title IV, Part A, and Title V, Part B does not align with the approved applications in the Grant Management Application and Planning system (GMAP). Monitoring teams for these programs as well as CTE noted that grant funds are not being spent in a timely fashion.</p> <p>At the time of the visit, the Title V, Part B fiscal year (FY) 2022 budget, project code 350I, had not been created in MUNIS. The district viewed the Title V grant as a "catch all" funding source that allowed them to buy "wish list" items rather than having a specific spending plan tied directly to needs.</p>				
<p><b>Common Solution(s)/Recommendation(s)</b></p>				

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Actual spending of grant funds must align with the approved GMAP applications. Developing a process or procedure for the alignment of GMAP and MUNIS will allow the district to monitor the timely expenditure of funds as well as ensure proposed expenses are in the approved application. The finance officer should meet with program coordinators on a regular basis to review alignment between GMAP and MUNIS and the timely expenditure of funds.

The district should develop a plan for the intentional spending of Title V, Part B funds. It is recommended that the district identify specific areas of the needs assessment that can be supported with Title V funds.

It is recommended that 75% of all Perkins funds be expended or encumbered by March 1 each year so that the funding benefits that school year's students.

### Opportunity for Improvement 2

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>	<b>X</b>	<b>Gifted and Talented</b>	<b>X</b>
	<b>Title IV, Part A</b>	<b>X</b>	<b>IDEA</b>	
	<b>Title V, Part B</b>	<b>X</b>	<b>Preschool</b>	
	<b>Alternative Education Programs</b>			
<u><b>Policies and Procedures</b></u>				
<p>The monitoring teams for Title I, Part A, Title II, Part A, Title IV, Part A and Title V, Part B noted that the district does not maintain proper internal finance policies and procedures to ensure funds are being spent correctly and in a timely manner. There was also no evidence of standard allowability purchase procedures or written procedures in place for time and effort documentation for employees paid partially or fully with Title Funds.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>The district should develop standard procedures for allowability as well as time and effort documentation. It is recommended that the district create and implement written procedures to review federal grant spending to ensure funds are being spent on allowable expenses and in a timely fashion. Creating a process for maintaining proper documentation would help ensure the district complies with the requirements of federal grants.</p> <p>It is recommended that the district commit to developing a districtwide processes and procedures manual that encompasses all federal programs and reflects the actual day to day activities that occur. The processes and procedures included in the manual would allow the district to monitor expenditures and ensure funds are spent in a timely fashion on allowable activities.</p>				

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The district should avoid enrolling students in all possible pathways based on the class(es) taken. Instead, it is advisable to work with counselors and others who help students with scheduling to verify interest and ensure a consistent plan and process for pathway enrollment when providing career counseling.

### Opportunity for Improvement 3

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A	X	IDEA Preschool	
	Title V, Part B			
	Alternative Education Programs			

Communication

There was no evidence that the district maintained regular communication with all non-public schools, including home schools, regarding the Title I, Part A and Title II, Part A programs. No documentation was provided to indicate that non-public schools were notified of the right to participate in the programs.

The district did not provide documentation to ensure that all members of their stakeholder groups were invited or made aware of Title IV, Part A meetings.

**Common Solution(s)/Recommendation(s)**

It is recommended the district incorporate regular communication into the processes or procedures it creates and ensure that proper documentation is readily available. The district should work to ensure all non-public schools are notified of their right to participate in federal programs.

Announcements of Title IV, Part A stakeholder consultation meetings should be communicated to all applicable stakeholders, including students. The district may consider an email announcement including all members of the stakeholder group, or an announcement could be placed on the district website or in the local newspaper to encourage attendance.

It is recommended that the district develop internal controls regarding program requirements. The district should review the requirements of each program and distribute tasks and responsibilities among multiple staff members.

### Opportunity for Improvement 4

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	
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	<b>Title II, Part A</b>	<b>X</b>	<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Title V, Part B</b>		<b>Preschool</b>	
	<b>Alternative Education Programs</b>			
<b><u>Parent and Family Engagement</u></b>				
<p>There was no documentation to support that parents were adequately involved in Title I, Part A parent and family engagement policies and activities. Parents need to be more involved in development of parent and family engagement policy, compact and activities. Whether virtual or in-person, parent involvement must be ensured.</p> <p>The monitoring teams for Title I, Part A and Title II, Part A noted that the district did not notify parents of their right to request and receive information on the qualifications of their children’s teachers. Additionally, all schools did not notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet certification standards.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>Parents should be included in the development and implementation of the Title I, Part A parent and family engagement program. The district and schools should ensure parents are invited to participate in meetings as well as provide feedback on activities. Documentation such as meeting invitations, sign-in sheets and detailed meeting minutes will provide evidence that program requirements are being met.</p> <p>The district should consider including the notification of parents’ right to request teacher qualifications in multiple locations to which parents have easy access, such as the district website and student handbooks.</p> <p>It is recommended the district create a process to monitor the amount of time a teacher not meeting certification standards has been teaching the same class. The district should work with schools to ensure timely notification of parents whose children have been taught for four consecutive weeks by a teacher not meeting certification standards.</p>				

### Final Overview

The Carlisle County School District is committed to supporting student success. Community partnerships allow the district to expand the services it provides to students. The district values the close-knit ties with families and community members.

Developing and implementing an effective system of processes and procedures would increase the district’s ability to document that program requirements are being met. Maintaining documentation should be incorporated into procedures as part of meeting program



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requirements. Reviewing program requirements and delegating responsibilities to multiple staff members ensures sufficient time and attention is devoted to each requirement.

The district should explore ways in which funding sources can be coordinated to work together to support initiatives in an intentional manner. Referencing specific funding sources on the comprehensive district improvement plan (CDIP) and comprehensive school improvement plan (CSIP) will strengthen the documentation that all expenses are allocable and necessary.

The monitoring team is confident that the district's dedication to student success and unified approach towards supporting students will facilitate the strengthening of areas identified as opportunities for growth.