



Steven L. Beshear  
Governor

Terry Holliday, Ph.D.  
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET  
DEPARTMENT OF EDUCATION**

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August 9, 2013

Dear Superintendent Cox-Cruey:

In an effort to reduce the burden on school districts, the Kentucky Department of Education (KDE) began a consolidated monitoring program during school year 2011-2012. This effort combines required monitoring visits for state and federal programs in an intentional and concise timeframe.

During the 2012-2013 school year, the KDE conducted monitoring in Kenton County School District. During the monitoring 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*
- *Individuals with Disabilities Act (IDEA)*
- *Kentucky Preschool Program*
- *Career and Technical Education*

Each program has provided, at minimum, a preliminary report of findings based on the visit. This document represents the consolidation of findings that were similar in nature and therefore present an opportunity for consolidation of effort among the programs. Program monitors have noted some of the effective practices identified during the monitoring visit. In addition, team members have provided recommendations for addressing any noted concerns. These are coupled with suggestions for potential opportunities to work across programs, streamline implementation and increase success within each.

It is our pleasure to suggest that practices that have been noted as effective be submitted to the KDE Best Practices website under School Improvement. To ensure that we are able to meet our goal of providing ongoing technical assistance for all programs monitored, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST to track your efforts to address any common concerns noted by the team.

So that we may improve our consolidated monitoring process, each school and program that has been monitored will soon have the opportunity to provide feedback. 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 Claude W. Christian by email at [claudio.christian@education.ky.gov](mailto:claudio.christian@education.ky.gov) or

by phone at (502)564-3791. Information regarding education programs within the state of Kentucky may also be found at [education.ky.gov](http://education.ky.gov).

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

Sincerely,

A handwritten signature in black ink, appearing to read "Claude W. Christian", with a long, sweeping horizontal flourish extending to the right.

Claude W. Christian  
Project Manager  
Statewide Consolidated Monitoring

## 2012-13 Statewide Consolidated Monitoring Report

<b>District:</b>	<b>Kenton Co</b>
<b>Date(s) of Visit:</b>	February 5-6, 2013
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Helen Jones/David Millanti	<i>Preschool</i> Annie Rooney French
<i>Title II</i> Renee Scott	<i>Career and Technical Education</i> Kiley Whitaker
<i>Alternative Programs</i> N/A	<i>IDEA</i> Nick Easter

### Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	X	Career and Technical Education
	Title II	IDEA	X	Alternative Programs
<i>Clearly describe actions and/or practices that the team deems as effective</i>				
<p>Communication with families and stakeholders</p> <p>During the consolidated monitoring visit to preschool classrooms it was revealed that several teachers sent home daily reports for children. The families reported that these daily notes were very helpful because they included the areas in which the children played and with whom they played. This communication provided the families an opportunity to engage their children in conversations when they returned home. Another program which was determined to have strong family communication was the homeless program. The coordinator of the homeless program went beyond the scope of Title I activities offered to homeless parents and children. The coordinator maintained an effective line of communication with key stakeholders. To ensure an effective program the homeless coordinator meets with the parents individually to ascertain the specific needs of their children. The needs range from social and mental to academic. Once the needs have been determined efforts are made to provide services to address the needs. Examples of services provided are health and medical assistance or referrals as needed to students.</p>				

### Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	X	Career and Technical Education
	Title II	X	IDEA	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>				
<p>Data collection</p> <p>The consolidated monitoring visit revealed that IDEA, Preschool and Title II programs were engaged in collecting data to drive decision making. The IDEA program determined that data for 1<sup>st</sup> Steps to Preschool was consistent, organized and well documented. The data for IDEA documented progress monitoring for each IEP. The teachers in the preschool program were assigned to various locations throughout the district. However, they meet regularly to collaborate on the children's progress. The preschool teachers collected and evaluated data through group discussions. The homeless program data collection provided insight of the demographics of the students served. The homeless data delineated the number of children and youths per grade level. This information is essential in that it provides insight into the academic performance of students served in the program.</p>				

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### Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	Career and Technical Education	X
	Title II		IDEA	Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue)</i>					
<p>The consolidated monitoring visit revealed inappropriate use of funds. During the consolidated monitoring visit it was determined that two programs were inappropriately using funds, Title I and CTE. The district is required to maintain complete fiduciary and programmatic control of the design, implementation, evaluation, and funding of federal funds.</p>					
<b>Common Solution(s)/Recommendation(s)</b>					
<p>The district must design a plan which monitors and reviews proper usage of federal funds. The plan should reflect proper usage of funding and ensure equity across all federal programs. This plan should be designed in collaboration with all stakeholders. To ensure that funds allocated appropriately, the district needs to establish a review system to ensure expenditures meet federal guidelines.</p>					

### Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	Career and Technical Education	
	Title II	X	IDEA	Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue)</i>					
<p>Lack of parent involvement There was a lack of opportunities for parents to be involved in the design and implementation of federal programs</p>					
<b>Common Solution(s)/Recommendation(s)</b>					
<p>The district should develop a system where parents and other stakeholders have opportunities to provide input regarding the implementation of programs. This can be accomplished through the hiring of a parent liaison to coordinate parent involvement across programs.</p>					

### Common Issue 3

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	X
	Title II	X	IDEA	X	Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
<p>There was inconsistent documentation for all programs. Implementation of effective federal programs requires documented evidence to support federal guidelines. The monitoring visit revealed that the documentation was inadequately maintained. Several documents did not reflect the most current version.</p>						
<b>Common Solution(s)/Recommendation(s)</b>						
<p>Develop a strategic plan to ensure consistent processes for documentation. The plan should be a collaborative effort across all programs to ensure efficiency. The district should review the recommendations provided in the individual reports provided by KDE. Those reports should be shared with key stakeholders. The district should survey stakeholders to collect input on possible solutions. The strategic plan should reflect a process to annually monitor each federal program. This plan could be incorporated in the CDIP. The needs assessment required by the district would serve to target several deficiencies.</p>						

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### Final Overview

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	X
	Title II	X	IDEA	X	Alternative Programs	
<p>The Kenton County School District's efforts to accommodate the needs of the State of Kentucky Consolidated Monitoring Team were commendable. The district provided staff to escort the state's team members to the Title I Schools from the district office daily. These escorts were gracious and their service was extremely appreciated. The team members who remained at the district office were provided with needed and private workspace. The state of Kentucky would like to thank the district for their support during the visit.</p> <p><b>Summary of the visit</b></p> <p>The monitoring visit revealed that several federal programs within the Kenton County Schools System were operating effectively. These programs were Preschool, Title II and IDEA. There were two other programs which required additional actions and further technical assistance in order to be implemented with fidelity; they were Career and Technical Education and Title I. Plans are currently underway to address these concerns.</p> <p>The Kentucky Department of Education is dedicated to supporting the Kenton County school district's commitment to ensuring a quality and equitable education for each child in the district.</p>						