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Commissioner of Education and Chief Learner

**KENTUCKY DEPARTMENT OF EDUCATION**  
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April 21, 2022

Paula Little, Superintendent  
Clinton County Public Schools  
1273 KY HWY 90 West Ste  
Albany, KY 42602

Dear Superintendent Little:

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 Clinton 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.

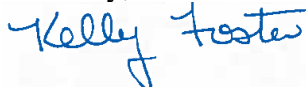
This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “effective practices.” These are individual program practices that the team felt were effective, and in some cases innovative. We strongly suggest that the practices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

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

Sincerely,

A handwritten signature in blue ink that reads "Kelly Foster". The signature is written in a cursive style and is positioned above the typed name.

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 Clinton County Public Schools

## 2021-2022 Statewide Consolidated Monitoring Report

<b>District:</b>	Clinton County
<b>Date(s) of Visit:</b>	Feb. 1-3, 2022
<b>Team Leads:</b>	
<i>Title I, Part A – Duane Kline</i>	<i>Career and Technical Education – Claude Christian</i>
<i>Title II, Part A – Vicki Fosbender</i>	<i>Alternative Education Programs – April Stanley</i>
<i>Title IV, Part A – Lalah Brewer</i>	<i>Gifted and Talented – Kathie Anderson</i>
<i>Title V – Erin Sudduth</i>	<i>Individuals with Disabilities Education Act (IDEA) – Amy Mayes</i>
<i>Preschool – Brittany Sams</i>	

### Highlight of Effective Practice No. 1

<b>Programs Addressed</b>	<b>Title I, Part A</b>		<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>	X	<b>Alternative Education Programs</b>	
	<b>Title IV, Part A</b>	X	<b>Gifted and Talented</b>	
	<b>Preschool</b>	X	<b>IDEA</b>	
<u>Community</u>				
<p>Several programs were noted as having strong relationships with the community, families and parents. The preschool offers numerous outreach opportunities to families during the year, supporting students’ school readiness. The KDE monitoring teams for Title IV-A and Title II note that the district strives to include members from each stakeholder group in its required consultation process. The district uses multiple methods of communicating opportunities for the community to participate in meetings and provide feedback.</p>				

### Highlight of Effective Practice No. 2

<b>Programs Addressed</b>	<b>Title I, Part A</b>		<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>		<b>Alternative Education Programs</b>	
	<b>Title IV, Part A</b>		<b>Gifted and Talented</b>	
	<b>Preschool</b>		<b>IDEA</b>	X
<u>Parent and Family Engagement</u>				
<p>The IDEA review notes that the district ensures that essential partners are present in developing student Individual Education Plans (IEPs).</p>				

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### Highlight of Effective Practice No. 3

<b>Programs Addressed</b>	Title I, Part A		Career and Technical Education	
	Title II, Part A		Alternative Education Programs	
	Title IV, Part A Preschool	X	Gifted and Talented IDEA	
<u>Student Services and Plans</u>				
<p>The Title IV, Part A monitoring team identified the mental health liaison hired by the district as an area of strength. The district mental health liaison supports students and connects families with local mental health providers and community resources.</p>				

### Highlight of Effective Practice No. 4

<b>Programs Addressed</b>	Title I, Part A		Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	
	Title IV, Part A Preschool		Gifted and Talented IDEA	
<u>Finance</u>				
<p>There is an excellent working relationship between the federal programs coordinator and the finance officer. Title II funds are spent in consultation with district stakeholders; the finance officer serves as a consultant and oversees the correct expenditure of funds. MUNIS reports are aligned with the Title II plan in the Grant Management Application and Planning (GMAP) system.</p>				

### Highlight of Effective Practice No. 5

<b>Programs Addressed</b>	Title I, Part A		Career and Technical Education	
	Title II, Part A		Alternative Education Programs	
	Title IV, Part A		Gifted and Talented	
	Preschool		IDEA	X
<u>Policies and Procedures</u>				
<p>As outlined in their procedures, the district ensures that every IEP includes measures of student progress toward IEP goals. The process includes periodic reports to parents regarding student progress toward goals.</p>				

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The IDEA review notes that the district ensures that essential partners are present in developing student IEPs. While this is a basic program requirement, Clinton County’s processes are particularly noteworthy, with parent involvement in the IEP process being intentional and very well managed.

### Highlight of Effective Practice No. 6

<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>Alternative Education Programs</b>	
	<b>Title IV, Part A Preschool</b>		<b>Gifted and Talented IDEA</b>	

Professional Development

The district invests in its new teachers by participating in the New Teacher Collaborative with Cumberland, Monroe and Adair Counties, sponsored by Western Kentucky University. This support is pivotal in retaining new teachers and ensuring the quality of teaching in Clinton County Schools.

While Title II funds are not spent on professional development, the district has a clear commitment to professional development, particularly in supporting its new teachers in the first three years of their tenure.

### Highlight of Effective Practice No. 7

<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>Alternative Education Programs</b>	
	<b>Title IV, Part A Preschool</b>	<b>X</b>	<b>Gifted and Talented IDEA</b>	

Leadership

The district office provides consistent support and leadership through the knowledge and efforts of the federal programs coordinator. Several district staff members are developing as program leaders in the district.

During interviews, teachers, assistants and principals spoke highly of district leadership. Staff indicated that they feel the district has a positive culture and that district leadership is open to communication, easy to approach and willing to provide support.

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### Highlight of Effective Practice No. 8

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

Communication

The federal programs coordinator has good communication with schools and uses data to expend grant funds effectively.

The preschool program uses various methods for communication with families. Examples include home visits, preschool orientation, preschool family handbook, weekly newsletters, monthly newsletters, Star of the Week, TS Gold Reports, Remind app, email communication, Take-Me-Home folders, notes, monthly calendar, program events and collaboration activities with community councils.

### Highlight of Effective Practice No. 9

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

Climate and Culture

The Clinton County Early Childhood Center (CCECC) exhibits a clean, safe environment with a pleasant atmosphere for students and staff. Respectful, positive interactions were observed between staff and students. Staff appeared supportive of one another, and teachers seemed to truly enjoy their jobs. All students were included in a fun learning environment.

### Highlight of Effective Practice No. 10

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

## 2021-2022 Statewide Consolidated Monitoring Report

### Equity Initiatives

The CCECC creates opportunities for all students to learn and be successful. It has a screening and identification process in place. All classrooms appeared to have an environment conducive to learning. All teachers, assistants and children were engaged.

### **Final Overview**

The Clinton County school district provided evidence through documentation and interviews that it supported the work of federal programs on behalf of its students. Strong leadership at both the building and district levels was evident. The preschool program at the CCECC stood out as a district strength; building leadership was noteworthy at the CCECC.

While the feedback and support are generally strong regarding these programs, the district should continue to work to expend grant funds in all federal programs within the appropriate timeframes; this will ensure that students in the current school year receive the full benefit available through the use of these funds.

The district's dedication to their students was clear during the consolidated monitoring visit. The monitoring team was able to identify multiple strengths across participating programs. The commitment to continuous improvement will enable the district to further strengthen the programs and services it provides for students.