



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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July 7, 2025

Paul Green, Superintendent
Carter County Public Schools
228 S Carol Malone Blvd.
Grayson, KY 41143

Dear Superintendent Green:

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 2024-25 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Carter 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
- Alternative Education Programs
- Preschool
- Procurement

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,

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 Carter County Public Schools

2024-2025 Statewide Consolidated Monitoring Report

District: Carter County

Date(s) of Visit: April 15-17, 2025

Team Leads:

- Title I, Part A – Sharma Aitken
- Title II, Part A – Laura McCullough
- Title IV, Part A – Lee Bowling
- Title V, Part B – Shashawna Dotson
- Alternative Education Programs – Cristina Green
- Preschool – Veronica Brown

Effective Practice No. 1: Student Services

Program(s) Addressed: Title V, Part B

Highlight of Effective Practice No. 1

The Carter County School District uses Title V, Part B funds to support Camp Carter, a summer learning experience designed to support students in overcoming learning loss. Through immersive, hands-on experiences, the program finds innovative ways to encourage academic growth and intellectual curiosity. Students engage in project-based learning and interactive activities across subjects such as math, literacy, science and social studies. Transportation to Camp Carter is provided to ensure equitable access for all families within the community.

Effective Practice No. 2: Leadership

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 2

The district is actively engaged in the Kentucky Department of Education's (KDE) Local Laboratories of Learning (L3s) initiative. L3s allow the district and community partners to forge innovative pathways for student assessment and accountability, ensuring that every learner's potential is recognized and nurtured. The L3 initiative's design framework is anchored in four essential habits: empathy, co-creation, reciprocity and inclusion. This framework enables the district to cultivate an environment where education is not merely delivered but deeply experienced and shaped by those it serves.

Effective Practice No. 3: Communication

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 3

The district is committed to increasing transparency, collaboration and inclusivity. The district provided evidence that demonstrates communication best practices through hosting information and stakeholder input meetings for its Title I, Part A program. During this online meeting, the federal program director reviewed the role of stakeholders, explained the current uses of the funding and the goals created and implemented from the previous school year's comprehensive district and school improvement plans. In addition to collecting stakeholder feedback from participants using Google forms, the district also sends a Title I, Part A parent survey with specific questions that help provide insight and help inform decisions. Interviews revealed that beginning this spring, the district plans to send a parent survey three times a year. Additionally, the Title I coordinator works with school principals to facilitate meaningful discussions that strengthen educational practices.

Opportunity for Improvement No. 1: Community

Programs Addressed: Title II, Part A; Alternative Education

Summary of Opportunity for Improvement No. 1

No evidence was provided by the district to verify that stakeholders were given the opportunity to participate in the consultation, design, implementation and evaluation of the Title II, Part A program. The Alternative Education Program identified community engagement as a critical area in need of improvement, emphasizing the necessity of well-defined structures to foster partnerships with community groups and integrate volunteers as active collaborators. Strengthening these connections is essential to enriching student engagement, equipping learners with the requisite skills and knowledge and guiding them toward the next step of their educational journey.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 1

Stakeholders must have the opportunity to provide input on the Title II, Part A program. Feedback could be gathered through interactive forums, collaborative meetings or targeted surveys that solicit valuable perspectives. The district should consider implementing stakeholder feedback procedures similar to those used in the Title IV, Part A program, as this was identified as an area of strength by KDE staff. Introducing diverse career pathways within the community would be a beneficial opportunity for students in the alternative education program. Inviting guest speakers such as local business leaders, healthcare professionals, government officials and entrepreneurs may serve as a bridge between academic learning and real-world applications and empower students to envision their future with clarity and purpose.

Opportunity for Improvement No. 2: Finance

Programs Addressed: Title I, Part A; Title II, Part A; Title IV, Part A

Summary of Opportunity for Improvement No. 2

Discrepancies were identified between the district's accounting records in the Enterprise ERP (EERP) system and the approved applications within the Grant Management Application and Planning system (GMAP) for Titles I, II and IV. This included spending from object codes not included in the approved application, overspending and misalignment of the amounts budgeted. The Title II, Part A program determined that the district does not maintain accurate documentation of the percentage of time worked for employees compensated in whole or partially with Title II, Part A funds. Title I Part A funds reserved for students experiencing homelessness are not being obligated in a timely manner during the school year in which they are reserved.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 2

The district should establish regular meetings between the finance officer and federal programs coordinators to review budgets and expenditures. Consistent meetings will help ensure timely spending on allowable expenditures that are in line with the approved program applications. KDE recommends meeting to align GMAP and EERP on at least a quarterly basis. Staff compensated fully or partially with federal funds must submit time and effort documentation that represents after the fact reporting and is in line with the district's time and effort procedures. Time and effort documentation for staff paid partially with federal funds must clearly outline the work actually performed for each cost objective. The district must review this documentation to ensure the portion of salary charged to the grant aligns with the actual work performed.

Opportunity for Improvement No. 3: Policies and Procedures
Programs Addressed: Title I, Part A; Alternative Education

Summary of Opportunity for Improvement No. 3

A review of the district's policies and procedures indicates that certain requirements under Title I, Part A were incomplete or missing. Policies and procedures related to parent and family engagement and students experiencing homelessness lack explicit descriptions outlining how the requirements will be met. The district does not have processes and procedures for collecting and analyzing program data to determine the effectiveness of the alternative education program.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 3

Evaluation and refinement of internal processes and procedures are essential to the continuous improvement process. Processes and procedures should not only outline program requirements but also include details as to how those requirements will be met. Well-documented procedures enhance operational continuity by enabling staff to seamlessly assume responsibilities in the event of an absence and facilitate smoother transitions during personnel changes. Policy revisions should be grounded in data-driven insights, aligned with best practices and regulatory requirements and include input from stakeholders as appropriate. The district should establish and maintain procedures for collecting and analyzing program data to assess the effectiveness of the alternative education program and ensure the procedures are implemented with fidelity.

Final Overview

The Carter County School District remains steadfast in its commitment to student achievement. The consolidated monitoring team's visit revealed several areas of strength along with opportunities for improvement. Administration and staff work well together and are driven by a shared vision to refine educational programs for greater impact. As process refinement evolves, it will yield lasting benefits (enhancing student growth, academic achievement and strengthening the effectiveness of programs) through collaboration with community groups, volunteers and active collaborators. Refining internal processes and procedures will further the district's success and ensure that all programs operate at peak efficiency. By addressing existing program challenges through intentional improvement, the district will establish a sustainable framework that supports long-term academic excellence.