



3rd Quarter Report



2011-2012

My Fellow Kentuckians,

I wrote to you a few years ago about the challenging financial crisis in our Commonwealth and the impending impact it would have on programs serving children in state care. I recently looked back at those letters, reading with keen interest to determine if our fears at that moment came to fruition. This week I traveled across the state to meet with a district superintendent, a school administrator and the CEO of one of our largest private child care providers. The purpose of the meeting was to discuss next steps in the educational program that serves state agency children in that local school district; but it could have been a conversation at any of our partnering school districts, the challenge is statewide. It was abundantly clear that all parties wanted to provide the best possible service for our children and it was also obvious that dwindling resources was and is forcing some really tough decisions. The district, a strong supporter of our kids and a leader in providing quality educational services, was at a crossroads. The tough reality was that funding for their program had dropped so significantly they felt they had no choice but to look at alternatives for providing direct instruction to the children they serve. The CEO expressed similar frustrations and talked about their own budget woes. I sat, patiently listening to the discussion, thinking that we too have been subjected to significant budget reductions. Indeed, we all were in a similar situation.



Dr. Ronnie Nolan
KECSAC Director

In previous communication I have often described the current financial crisis as the “new normal.” I assumed, like many of you that this was just how things worked; it is the ebb and flow of state revenue and expenditures. But now, in reflection, I have come to the realization that this is not a new normal, but rather an entire reset on the system of care we provide for our children. We cannot wait for a better financial future, instead, we must reshape our entire work and how we deliver services to our children. Internally, our administrative office has reduced our internal budget by another 9.2%, we have had to rethink our professional development offerings, we had to shift to web-based or video conferencing to meet the challenges our teachers face. And we had to take a closer look at our other funding sources in an effort to simply maintain our state mandated functions. In essence, we are starting over and looking at everything we do in a new light, with new expectations and a new commitment to provide quality services to state agency children and those teachers and administrators who so graciously dedicate their lives to them.

I am still waiting to hear from the local school district I met with earlier this week. I am eager to hear about the creative process they will use to meet the needs of our children, while faced with less money to do it. That district, like many others across the Commonwealth, will certainly meet the need and will do it in a way that has not been done before. This is, indeed, the system we must now develop and with our state partners, our teachers, our administrators and superintendents, we will do just that.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronnie Nolan". The signature is stylized and cursive.

Ronnie Nolan, Ed.D.
Director, KECSAC

Our Mission

The Kentucky Educational Collaborative for State Agency Children (KECSAC) is committed to the belief that all children can learn and have a right to quality education. KECSAC protects and assures this right by accessing resources and providing support to programs that educate state agency children.

Those children who do not receive an education of quality cannot realize their greatest potential.

We believe these goals are achieved through the process of interagency collaboration.

To accomplish the mission, all members of this statewide partnership must exemplify and publicly promote collaborative relationships with its partners and other associates.



Working together to educate all of Kentucky's children.

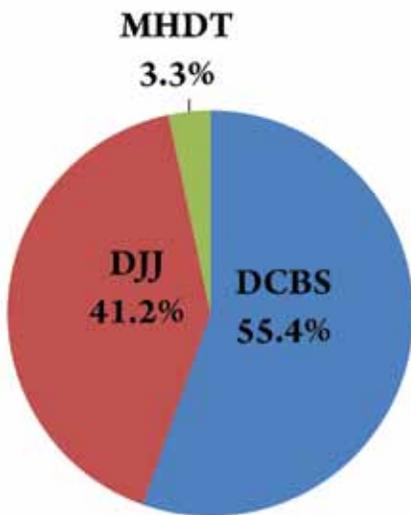
INTERAGENCY ADVISORY GROUP

- Sherri Clusky**, Department of Education
- Kara Fresh**, Department for Behavioral Health, Developmental and Intellectual Disabilities
- Debra Hauser**, Laurel County School District
- Janice Johnston**, Department for Behavioral Health, Developmental and Intellectual Disabilities
- Sonny McManus**, Graves County School District
- Mary Salsman-Buckley**, Department of Juvenile Justice
- Paula Saenz**, Department for Community Based Services
- Richard Thomas**, Department of Juvenile Justice
- Lu Young**, Jessamine County School District
- Denise Weider**, Department for Community Based Services

The one day “snapshot” of children in the care and custody of the Commonwealth of Kentucky taken each year on December 1st provides valuable information to KECSAC, our state agency partners, and legislators about this vulnerable population of youth. On census day 2011, 2,691 students received all or part of their educational services from one of 99 KECSAC funded programs located in 54 school districts throughout the Commonwealth. During the twelve month period between December 1, 2010 and December 1, 2011, 13,666 different youth received educational services while in a state agency children’s program.

State agency children are served by one of Kentucky’s three state agency programs that provide direct care to children: the Department for Community Based Services (DCBS), Department of Juvenile Justice (DJJ) and the Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID).

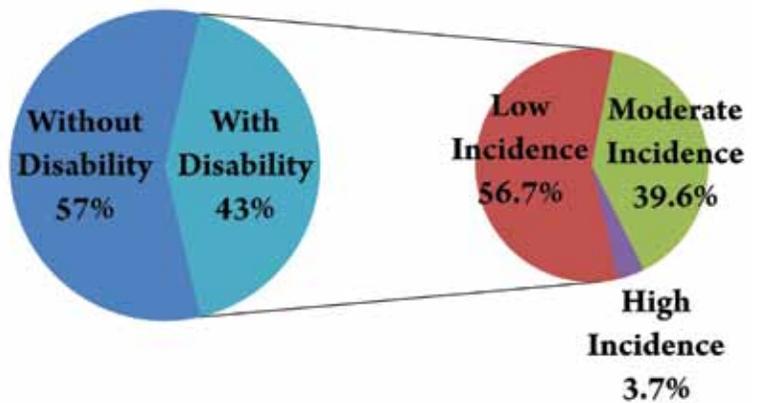
**State Agency Serving SAC
December 1, 2011**



Over fifty-five percent of all state agency youth receive educational services from one of 48 programs contracted with DCBS. Programs operated by or contracted with the Department of Juvenile Justice provided educational services to 41.2% of all SAC in one of 45 programs. Just 3% of all youth in KECSAC funded programs receive services from a mental health day treatment program.

The KECSAC census identifies state agency children who have been diagnosed with IDEA or 504 educational disabilities. On December 1, 2011, almost 43% of all youth receiving educational services in a program funded by KECSAC had been identified with an educational disability that adversely affects their educational progress. In comparison, only 14.2% of all Kentucky public school students have been diagnosed with an educational disability, according to the Kentucky Department of Education Exceptional Children Child Count.

**Disabilities by Incidence Category
for State Agency Programs**



For the purpose of SEEK funding add-ons, the 14 IDEA disability categories are placed in incidence categories based on the frequency the disability is diagnosed in the general public and the severity that the educational disability adversely affects the student’s educational progress.

The Low Incidence category includes types of disability seen least frequently in the general public and requires the most intensive educational support. As illustrated, of the 43% of state agency children identified with an educational disability nearly 57% have been diagnosed with a Low Incidence disability. Low Incidence disabilities include autism, deaf or blindness, multiple disabilities, emotional/behavioral and functional mental disability. Nearly 40% of state agency children have been diagnosed with a Moderate Incidence disability, which includes educational disabilities such as other health impairments, mild mental disability, specific learning, traumatic brain injury and hearing or vision loss. Less than 4% of all state agency children have been diagnosed with a High Incidence disability. Speech and communication disabilities, fall within

the High Incidence category. Educational disabilities in the High Incidence category are the ones most often seen in the general public and usually require the least intensive educational support.

9th and 10th grades: 23.5% are in 9th grade while 22% are in the 10th grade for a total of 45.5% . Another 24% of youth in state care are in grades 11 and 12. Students in middle school, grades 6 – 8, comprise 21% of youth educated in state agency programs.

Racial Demographics of State Agency Children

Race of State Agency Children	Frequency	Percent
American Indian or Alaskan Native	18	.7%
Asian	6	.2%
Black/African-American	574	21.3%
Native Hawaiian or Pacific Islander	2	.1%
Other/2 or More	134	5.0%
White	1957	72.7%
Ethnicity of State Agency Children		
Hispanic	100	3.7%
Non-Hispanic	2591	96.3%

On December 1, almost 73% of all students receiving educational services in KECSAC funded state agency programs were White while 21% are Black/African-American. By comparison, 82.5% of student in Kentucky public schools are White and just 10.6% are Black/African-American. Clearly, with twice the percentage of Black/African-Americans in state agency programs than in regular public schools, a disproportional representation of Black/African-American youth is evident in state agency children programs.

Five percent of all SAC are listed as Other/2 or more races. This category includes students who are biracial and Hispanic. The U.S. Census looks at ethnicity apart from race. Over 96% of SAC are of non-Hispanic ethnicity while just 3.7% are of Hispanic/Latino ethnicity.

Over 48% of all SAC receiving educational services in a state agency program are between the age of 16 and 18 years old. Students between the ages of 11 and 15 account for 44% of all SAC, while 7% of all state agency students are between the ages of 6 and 10. Less than 1% of all SAC are between 19 and 21 years old and less than half a percent are age 5.

Almost half of all youth receiving educational services in a state agency children program are in the

Just 8% of children in state agency children programs are in elementary school grades (1 – 5) and less than 1% is in Kindergarten. Another 1.3% of youth in state agency children programs are either working towards earning their GED or are high school graduates.

Nearly 70% of all youth receiving educational services while in state agency children program are male (n = 1875) while 30% (n = 815) are female.

Thirty-two percent of all females have an educational disability, representing a 3% decrease from December 2010 in the number of females diagnosed with an educational disability. Over 47% of all males have been diagnosed with an educational disability.

According to the December 1, 2011 census, 358 full time certified teachers teach in KECSAC funded programs across the commonwealth

Grade Distribution of State Agency Children

Grade	Frequency	Percent
K	13	0.6%
1	24	0.9%
2	34	1.3%
3	46	1.7%
4	52	1.9%
5	62	2.3%
6	99	3.7%
7	181	6.7%
8	275	10.2%
9	633	23.5%
10	592	22%
11	384	14.2%
12	260	9.6%
GED	28	1%
Grad	8	0.3%
Total	2691	100%

KECSAC strives to provide quality and relevant professional development trainings for educators, administrators and staff who work with some of Kentucky's most at-risk students. Over the course of the spring semester, KECSAC has been able to provide great professional development events designed to meet the needs of the special students we serve. *Teaching in Action* hosted by The Providence School was held on February 22, 2012, and the *Innovative Strategies Series: Cowboy Ethics* was held at the Mercer County High School on February 29, 2012.

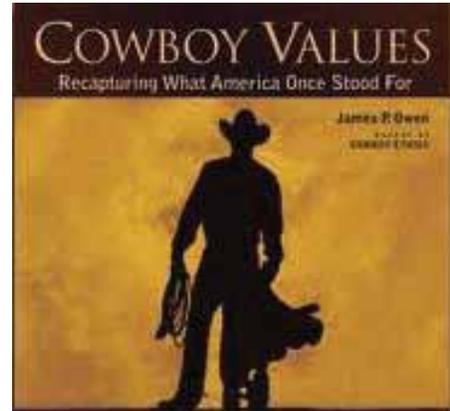
Selected as a Best Practice Site for Alternative Education in all three categories (#1 Curriculum, Instruction and Assessment; #2 Culture, Support and Professional Development; and #3 Leadership, Resources/Organization and Planning) by the Kentucky Department of Education, the Providence School in idyllic Wilmore, Kentucky hosted the February *Teaching in Action* training.



Student panelists "ham it up" for the camera at the February 22, 2012 installment of the *Teaching in Action Series: The Providence School*.

Over 30 educators, administrators and policy makers were welcomed by Jessamine County Superintendent, Lu Young and the Providence School Principal, Denise Adams. Attendees toured the school, attended a student panel, participated in round-table discussions about the Providence School's initiatives and programs as well as about Senate Bill 1 and how its implementation will allow for innovations across the commonwealth. Some of the highlights of the training included learning about the Equine Program where students learn to work with horses, the Discovery Program which students often credit as helping them to deal with their personal challenges that are often barriers to their educational goals, and learning about

the Archery Team that recently came in 10th place at the World Championship Games! During the panel, one of the student panelists reflected on the teachers that "they know who you are. It's like you're the only person in the school."



On February 29, 2012 at Mercer County High School in Harrodsburg, Kentucky, Ann Moore guided over twenty educators, administrators and staff through "The Ten Principles of Cowboy Ethics."

Since 2008, Ms. Moore has been teaching the curriculum she developed based on the book, *Cowboy Ethics: What Wall Street Can Learn from the Code of the West* by James P. Owen, founder of the Center for Cowboy Ethics and Leadership.

The curriculum is now being used at more than twenty high schools across the United States. In addition to her leadership role at the Center for Cowboy Ethics, Ms. Moore is a high school teacher in Greenwood Village, Colorado and she specializes in working with at-risk students. As part of the "Ten Principals of Cowboy Ethics," students are encouraged to develop their own 11th principal by which to guide their life by. "Cowboy Ethics" was well received by those in attendance and attendees got to demonstrate their own commitment to principle #1: "Live each day with courage" when everyone was ushered into secured hallways during a tornado warning.

Best Practices in Alternative Education Selection

KDE, in partnership with KECSAC, is sponsoring an alternative education best practices program selection process again this year. KECSAC is very excited about this process because we believe it is important that alternative education programs across Kentucky have the opportunity to be recognized for their hard work and dedication to the youth they serve.

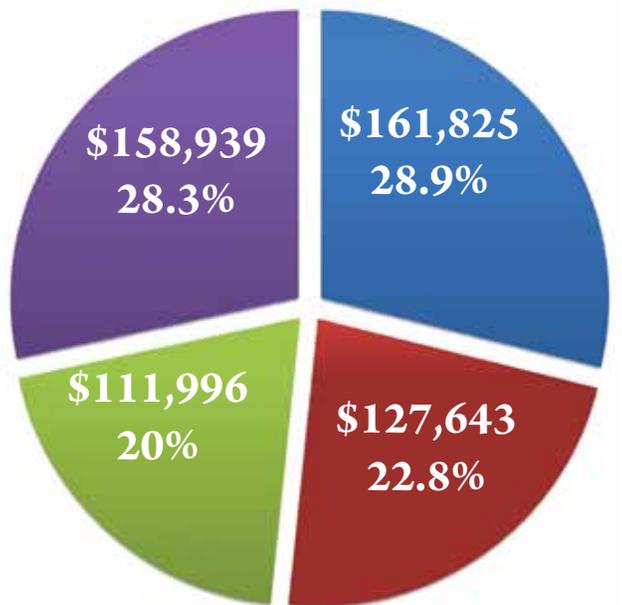
To be eligible for consideration the program must submit a detailed application highlighting how their program meets the Kentucky educational standards in one of three areas: Curriculum, Instruction, and Assessment; Culture, Support, and Professional Development; and/or Leadership, Resources/Organization and Planning. A program may be nominated in any one or all three categories. The district superintendent must approve the nomination.

Many exceptional programs submitted applications. A selection committee reviewed the applications and selected the ten best applicants to receive a site visit from a team of educational professionals. During the site visit the team will review documentation, interview students, teachers, and administrators as well as visit classrooms to determine which programs will receive the designation as a Best Practices in Alternative Education Site.

KECSAC often utilizes best practice sites for the Teaching in Action professional development series in which attendees spend the day at a program learning from the students, teachers, and administrators at the program selected as a Best Practice in Alternative Education site.

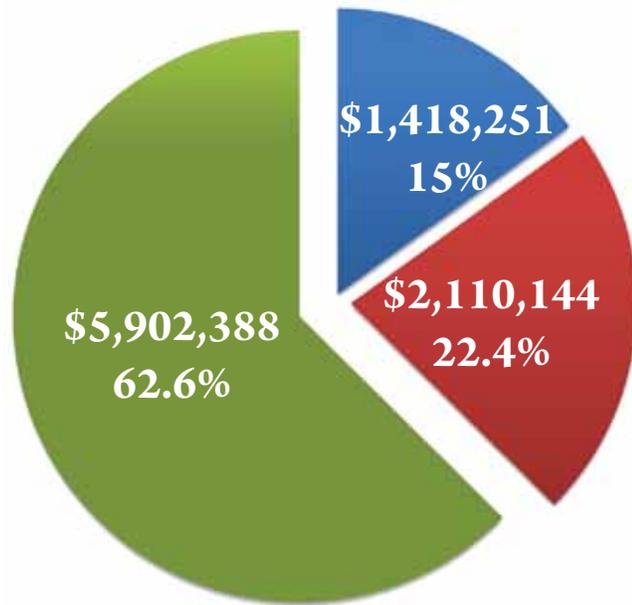
KECSAC Administrative Budget & State Agency Children's Fund

**Administrative Budget
Expended Quarterly**



■ 1st Qtr ■ 2nd Qtr ■ 3rd Qtr ■ Remainder

**SACF
Expended Quarterly**



■ 1st Qtr ■ 2nd Qtr ■ Remainder



KECSAC

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“Working Together to Educate All of Kentucky’s Children”

Kentucky Department of Education
Kentucky Department of Juvenile Justice
Kentucky Department for Community Based Services
Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities
State Agency Children School Administrator Association
Local Education Agencies
Eastern Kentucky University/College of Education

