



*Educating All of Kentucky's Children*

**2011**



**Annual Report**

# Interagency Advisory Group

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Dear Friends,

Nathaniel Hawthorne authored one of the quintessential novels of our history, *The Scarlet Letter*. In it, Hawthorne writes of adultery, betrayal, shame and, eventually, forgiveness. I was recently reminded of this great work when talking with one of our many students. During a conversation about transition, and the impact on both academics and social constructivism, a student described his experiences in moving from one of our state agency programs into a traditional academic setting. Our student transformed *The Scarlet Letter* into a tale of betrayal, shame and forgiveness around another familiar “A”: Alternative. He spoke of the experiences he had in his traditional school before he was placed in the care of the state. He talked in great detail about his behavior, his lashing out, his anger and all of the damaging experiences he was involved in throughout his educational career. He talked about the way he had treated his teachers, his fellow students and the administration. He recognized that his reputation in that school was not a positive one, but rather one that was filled with negative images and memories.



**Dr. Ronnie Nolan**  
**Director**

But he also spoke of the life changing impact his state agency program had on his future. In only a few short months he was learning to manage his anger, to accept those things that he could not change and to take ownership of his future. He was succeeding academically for the first time in his life and he was planning a future that was purposeful. He was making all the right decisions and learning, with guidance, that he had options. As is often the case he was soon making a move back to his home school and shared with us both his hopes and fears. It was during this part of the conversation that he explained the scarlet A: Alternative. He shared that he felt a sense of shame when he returned to his former high school. He was greeted, often directly confronted, by his past actions... some of the very actions that led to his placement in out of home care. He met the teacher who he had disrespected; he saw the faces of his classmates whom he had lashed out at. He felt the shame and he talked of feeling like he was wearing a scarlet letter on his chest, signaling to everyone that he was a “bad kid.” He was one of those. The kids who had to be sent away and who would, in the eyes of some, never be welcomed back. He wore his shame and he worked hard every day to overcome the perceptions that others had of him, some warranted based on his previous behavior and some not. Eventually, because he was able to stay focused on his future, to incorporate the social and behavioral skills he had learned in his state agency program and to continue making academic progress, he was able to remove the perceptions others had of him and he was able to remove the scarlet letter from his chest.

Our student, the one who transitioned back to his home school, faced with fear and misunderstanding, was successful because of the skills he had learned in our programs. The teachers, administrators, counselors and volunteers who spent time with him, who taught him coping skills, who demonstrated appropriate behavior through both their actions and words, gave him everything he needed to lead a successful life. It is the greatest gift to have people who care about you, but who also have high expectations for you. Our students are lucky to have such dedicated people working on their behalf and I thank them for that work.

A handwritten signature in black ink, appearing to read "Ronnie Nolan".

Ronnie Nolan, Ed.D.

Director, Kentucky Educational Collaborative for State Agency Children



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.

## **Our Mission**

*Working together to educate all of Kentucky's children.*

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# Background

In 1992, the Kentucky General Assembly passed Senate Bill 260, which called for the establishment of the Kentucky Educational Collaborative for state agency children (KECSAC). The Commonwealth of Kentucky annually provides residential and community based services to over 16,000 youth. These State Agency children (SAC) are the responsibility of the Kentucky Department of Juvenile Justice, Department for Community Based Services, and the Department for Behavioral Health, Developmental and Intellectual Disabilities, which operate, fund or contract for services from a variety of programs including residential facilities, group homes, and day treatment centers. These three state agencies, along with the Kentucky Department of Education, comprise the core membership of this innovative statewide collaborative dedicated to assuring a quality education for state agency children.

The education of at-risk youth is a significant component of most agencies' treatment interventions. Prior to the establishment of the Kentucky Educational Collaborative for state agency children, the education programs for SAC were traditionally limited by complex funding, management, and limited coordination of services. The different levels of educational services provided to youth compounded the inequities that existed in the delivery of educational services to at-risk and delinquent youth in Kentucky.

## KECSAC Timeline

1990 - Kentucky Education Reform Act (KERA)

1992 - Senate Bill 260 passed

- Kentucky Educational Collaborative for State Agency Children established (KRS 158.135).

1994 - House Bill 826 passed

- Definition of State Agency Children expanded to include youth placed or financed through the Cabinet for Families and Children and other residential treatment programs.

1996 - House Bill 117 passed

- Department of Juvenile Justice established.

1998 - House Bill 447 passed

- Definition of State Agency Children expanded to include youth in therapeutic foster care and juvenile detention facilities.



# SACSAA Awards



**Denise Adams**  
The Providence School  
Jessamine County School District  
*Outstanding School Administrator of  
the Year for 2010-2011*  
*\*Also shown: First Lady Jane Beshear*

## **Denise Adams**

*Outstanding School Administrator of the Year, 2010-2011*

Ms. Adams has served as “proud principal” of the Providence School since 2002. When you think of excellence in alternative education, many in Kentucky point to The Providence School, a combined A5 & A6 school, as the model to emulate. The Providence School was selected in 2009-2010 as one of the first “Best Practice Sites in Alternative Education” by KECSAC and KDE, in all three categories, an achievement that could not have been possible without Ms. Adams’ leadership and drive.

## **Donna Adkins**

*Outstanding Teacher of the Year, 2010-2011*

Ms. Adkins has worked in many capacities at Ramey-Estep High School over the past twelve years. She teaches, she mentors, she continually seeks out additional funds for expanded programming by writing grants, she has organized events such as the annual Fall Carnival for Boyd County and Safe Halloween for Ramey-Estep students and she was instrumental in setting up the Marie Carbo Reading Lab at Ramey-Estep High School which is used by all the students. In short, Ms. Adkins is the kind of teacher who makes a difference.



**Donna Adkins**  
Ramey-Estep High School  
Boyd County School District  
*Outstanding Teacher of the Year for  
2010-2011*



**Susan Shelton**  
Foothills Academy  
Clinton County School District  
*Outstanding Support Staff of the Year  
for 2010-2011*

## **Susan Shelton**

*Outstanding Support Staff of the Year, 2010-2011*

Ms. Shelton has served as the transition coordinator at Foothills for six years—assisting students to integrate successfully into the program at Foothills and following them once they transition to other schools, working diligently to help each and every student succeed in school and in life.

## **Tom Bell**

*Outstanding Community Member of the Year, 2010-2011*

Mr. Bell has served as a motivational speaker and event organizer for the students at Christian County Day Treatment, sharing his life experiences and motivating students to turn their life around through hard-work and service.



**Tom Bell**  
State Farm Insurance  
Christian County Day Treatment  
Christian County School District  
*Outstanding Community Member of  
the Year for 2010-2011*



*KECSAC Outstanding Student of the Year, Logan Collins with First Lady Jane Beshear.*

## **Logan Collins**

*KECSAC Outstanding Student of the Year, 2010-2011*

Logan graduated from Ramey-Estep High School with honors in June 2011 and he plans to recommit to the state, utilizing an Independent Living program, while attending Bluegrass Community and Technical College in Lexington with the eventual goal of enrolling at UK to get his degree in nursing and to specialize in Trauma Division Nursing. Logan's origins are quite typical of state agency kids. He moved around quite a bit as a child and teen. His family members suffered from alcohol, drug addictions and were prone to violence. His older brother was a juvenile offender. His mother worked multiple jobs and tried to shield her children from the chaos of family substance abuse, but she and her children often faced life-threatening situation anyway. Logan fell into drug use to "escape my misery" as he recalls in his student essay. Logan was sent to Ramey-Estep High School to deal with his drug use and behavior and at Ramey he flourished. The stable environment, the counseling sessions and his own personal drive to change, to not be like his older brother or father, helped him to excel at credit recovery, get clean and make plans for success in his own life. Once he left Ramey, he was confident that he could succeed, but the chaos of his family life and his old friends

at school soon caught up with him and he was back to "partying" with his old crew. When his younger brother started to get into trouble and was eventually sent to Ramey, he snapped out of this negative cycle. He went to his mother and admitted to drug use and voluntarily confessed to the courts so that this parole violation would get him sent back to Ramey-Estep, where he knew he could succeed academically, live drug-free and be there as a better example to his younger brother. Logan asked to be put back in a KECSAC program because he knew that that was the best place to be while he set for himself life-long patterns of good behavior and where he would be held accountable. He reflects, "My first time I left with all great intentions, but I relied on everybody else to keep me in line. I felt like I didn't have control. This time I am taking control. I have actually changed for myself this time. With the help of my principal, Mrs. Brewster, and several other Ramey-Estep staff, I have realized my potential and that the only person I need to rely on is myself... Anybody can fake their way through life. It takes real desire and determination to be you and overcome obstacles both small and large. The bigger obstacle, the bigger the reward. I do regret several decisions I've made, but I do not regret who I've become."

# **KECSAC Students of the Year**

## **Tyler Barton**

*KECSAC Outstanding Student of the Year, 2010-2011*

Tyler could have taken the easy way out—he could have dropped out of high school in order to avoid spending time in a Day Treatment Center, but for Tyler, quitting wasn't an option. He made a self-professed "stupid decision" and he decided to face the consequences, which meant that he lost his position on the South Laurel High School golf team, and entered Laurel County Day Treatment for drug treatment. Tyler reflects, "I knew that if I refused treatment and dropped out of school, that my future may not be as bright as I planned. I told myself repeatedly, 'if I quit high school and I think it's okay, then what other things in my life might I quit in the future?' Quitting is not an option I want to become accustomed to all my life." This Fall, Tyler is attending Union College in Barbourville, on a golf-scholarship. Tyler plans to pursue a career in the medical field, though he hasn't narrowed that down to precisely what quite yet. Why he chose the medical field is exemplary of why he deserves this award—he is thinking ahead to the economy and job-market of the future and the medical field is a growing and necessary facet of the 21<sup>st</sup> Century economy. Tyler thinks ahead—a character trait that has served him well in the state agency program he completed his treatment and education in, and a character trait that will help him succeed in life.

## 9<sup>th</sup> Annual Alternative Strategies for Educating Students At-Risk Conference

KECSAC staff strives to provide quality and relevant professional development trainings for educators, administrators and staff who work with Kentucky's state agency children (SAC). Over the past year, KECSAC provided ten workshops, trainings, meetings or conferences designed to meet the special needs of the students we serve. KECSAC hosted the 9<sup>th</sup> Annual Alternative Strategies for Educating Students At-Risk Conference on July 27-29, 2010 at the Perkins Conference Center. Two-hundred thirty-six educators, administrators and staff attended this event. Dr. Stephen Sroka opened the conference and shared his

personal story of triumph to illustrate the power of individual educators to reach students at-risk of academic failure and social alienation. Other keynote speakers included Elizabeth Breaux whose presentation was grounded in specific techniques and strategies that teachers could use in the classroom. Her book entitled *How to Reach and Teach All Students: Simplified* was given out to all the attendees. Maria Banks, keynote speaker for the third day of the conference, demonstrated classroom management techniques within the context of a differentiated classroom environment. The conference was wrapped up by Kentucky's own Hasan Davis, the Deputy Commissioner of Operations for the Kentucky Department of Juvenile Justice, who shared his personal story of triumph and change.



Top left: Hasan Davis, Deputy Commissioner of Operations for the Department of Juvenile Justice, delivers the closing keynote address at the 9<sup>th</sup> Annual At-Risk Conference. Top right: Elizabeth Breaux presents "How to Reach and Teach All Students: Simplified" at the At-Risk Conference. Bottom left: Attendees work together during a hands-on activity facilitated by keynote speaker, Maria Banks at the At-Risk Conference. Bottom right: Outstanding Students of the Year Jasper Bryan and Shaquil Adams.

## New Educators' Training

As the 2010-2011 school year got into swing, KECSAC welcomed teachers and administrators from across the state to Richmond, KY for two days of training and motivation. New Educators' Training was held on September 1-2 at the Perkins Conference Center on the campus of Eastern Kentucky University.

The first day of training opened with Dr. Jane Bluestein delivering an incredible keynote address that spoke directly to the strategies needed to teach in an alternative setting. Day two focused on core content specific strategies in the areas of math, reading and science. Presenters Michelle Ruckdeschel, Mike Parks and Scott Townsend provided hands on examples and activities that could be taken to the classroom the very next day. April Pieper from the Kentucky Department of Education did the group a great service by sharing all of the secondary intervention strategies available from the Department.

# Professional Development

### Alternative Strategies for Educating Students At-Risk

236 Participants  
18 hours offered  
4,248 total  
EILA Hours  
Awarded

### New Educators Conference

51 Participants  
12 hours offered  
612 total  
EILA Hours  
Awarded

### Critical Issues: Differentiated Instruction

127 Participants  
6 hours offered  
762 total  
EILA Hours  
Awarded

### Critical Issues: Closing the Achievement Gap

12 Participants  
3 hours offered  
36 total  
EILA Hours  
Awarded

### Teaching in Action: Bellewood

9 Participants  
6 hours offered  
54 total  
EILA Hours  
Awarded



## Critical Issues Series

KECSAC sponsored four installments of our *Critical Issues Series* for the 2010-2011 school year. The *Critical Issues Series* seeks to provide quality trainings for educators across the Commonwealth, honing in on special topics of interest to teachers in state agency education programs. Nearly 130 veteran and student teachers joined KECSAC on October 27, 2010 for the first installment of the Critical Issues Series: Differentiated Instruction. Nancy Gilligan of Strategy Education presented a full day of training on differentiated instruction to the participants. The second installment of the *Critical Issues Series* continued with *Closing the Achievement Gap* on November 4, 2010. This training was designed to target a small group of educators who could spend the day engaged in hands-on teaching strategies and activities. April Pieper, an Education Consultant with the Kentucky Department of Education, shared with the group not only the extent to which the achievement gap affects the students in their programs, but resources for helping those students realize success. The third installment in the 2010-2011 *Critical Issues Series: Classroom Management* took place on March 16, 2011 at Eastern Kentucky University in Richmond, KY. Marti White presented the humorously titled “I Have One Nerve Left and You’re Getting on It,” and she kept the large audience entertained and involved throughout the six hour day. The final *Critical Issues Series: KDE Core Content Areas & Resources* took place on March 30, 2011 at the Pulaski County Area Technology Center in Somerset, KY. A small group of KECSAC teachers and administrators was able to have a very interactive training with April Pieper. She presented an overview of the new Common Core Standards in reading and math.



Top left: Nancy Gilligan of Strategy Education presented a full day training on differentiated instruction at the first installment of the Critical Issues series on October 27, 2010. Top right: Participants collaborate during the March 2, 2011 Teaching in Action workshop at Bellewood in Louisville. Bottom left: Participants listen to April Pieper review KDE's latest information about closing the achievement gap in Kentucky at Warren County Day Treatment on November 4, 2010. Bottom right: Trainer Marti White gets one of the participants to illustrate a principle of effective classroom management at the March 16, 2011 installment of the Critical Issues Series.

## Teaching in Action – Bellewood School

Bellewood School in Jefferson County hosted a *Teaching in Action* training on March 2, 2011. This on-site interactive professional development series was designed to allow KECSAC programs to share successful teaching and administrative strategies with one another. Bellewood was named a Kentucky Department of Education Best Practice Site in 2010, a recognition of which the program and KECSAC are extremely proud. The school administrator, Teresa Landenwich, arranged for a full day of learning that the participants very much enjoyed, which was reflected in the evaluations.

# 7,422 EILA Hours Awarded

### Critical Issues: Classroom Management

249 Participants  
6 hours offered  
1,494 total  
EILA Hours  
Awarded

### Critical Issues: KDE Core Content Areas & Resources

5 Participants  
6 hours offered  
30 total  
EILA Hours  
Awarded

### Where the Heart Is

26 Participants  
6 hours offered  
156 total  
EILA Hours  
Awarded

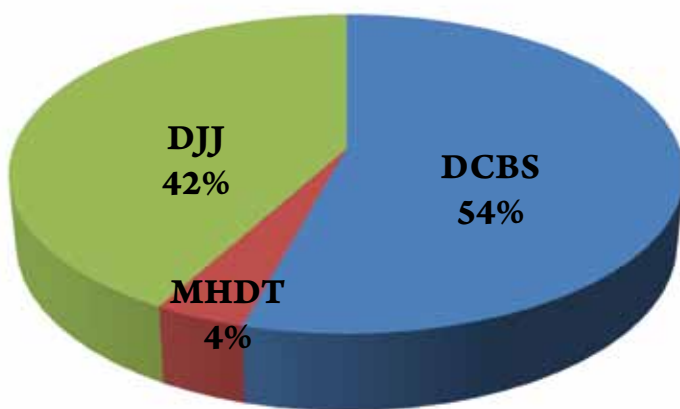
### KECSAC Live: Program Improvement Process

16 Participants  
1 hour offered  
16 total  
EILA Hours  
Awarded

### KECSAC Live: Closing the Achievement Gap

14 Participants  
1 hour offered  
14 total  
EILA Hours  
Awarded

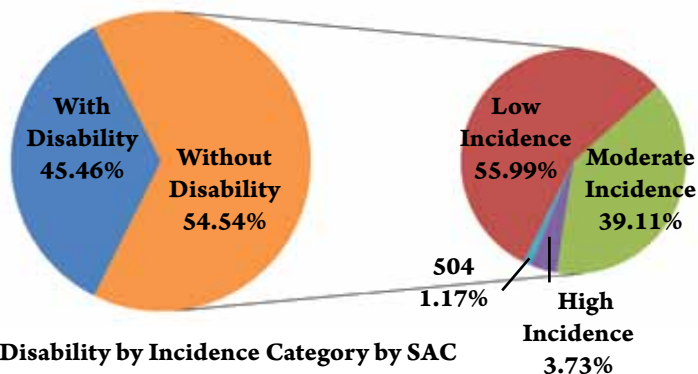
The annual child count conducted on December 1 yields valuable demographic information about the students served in KECSAC funded programs across Kentucky. This one-day snapshot provides educators, legislators and policy makers with a picture of what state agency children (SAC) look like. On census day 2010, 2,829 students received educational services at the 100 KECSAC funded programs located in 54 Kentucky school districts. During the twelve month period between December 1, 2009 – December 1, 2010, over 15,000 state agency children have received educational services at a KECSAC funded program.



Percentage of SAC by State Agency

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. On December 1<sup>st</sup>, 54% of all state agency children received services in one of 49 DCBS contracted programs. Forty-two percent of state agency children received services from one of DJJ's 23 operated residential programs or 22 contracted day treatment programs. Four percent of state agency children received services in one of seven Mental Health Day Treatment programs.

Over 45% of all state agency children receiving services in a KECSAC funded program have been diagnosed with an IDEA or 504 recognized educational disability. In comparison, only 13%



Disability by Incidence Category by SAC

educational disability. Nearly 56% of the youth identified with an educational disability have been diagnosed with a Low Incidence disability. Low Incidence disabilities include autism, deaf or blindness, multiple disabilities, emotional/behavioral and functional mental disability. Only 17% of Kentucky public school students identified with a disability have been diagnosed with a Low Incidence disability. Forty percent of all SAC identified with an educational disability have been diagnosed with an emotional/behavioral disorder, which is over six times the number of public Kentucky school students identified with an EBD diagnoses (6%). Moderate incidence disability includes categories such as other health impairments, mild mental disability, specific learning, traumatic brain injury and hearing or vision loss. Over 39% of the SAC diagnosed with a disability have a Moderate Incidence disability. Less than 4% of SAC have a high incidence disability (speech and developmental delay) and approximately 1% has a 504 disability.



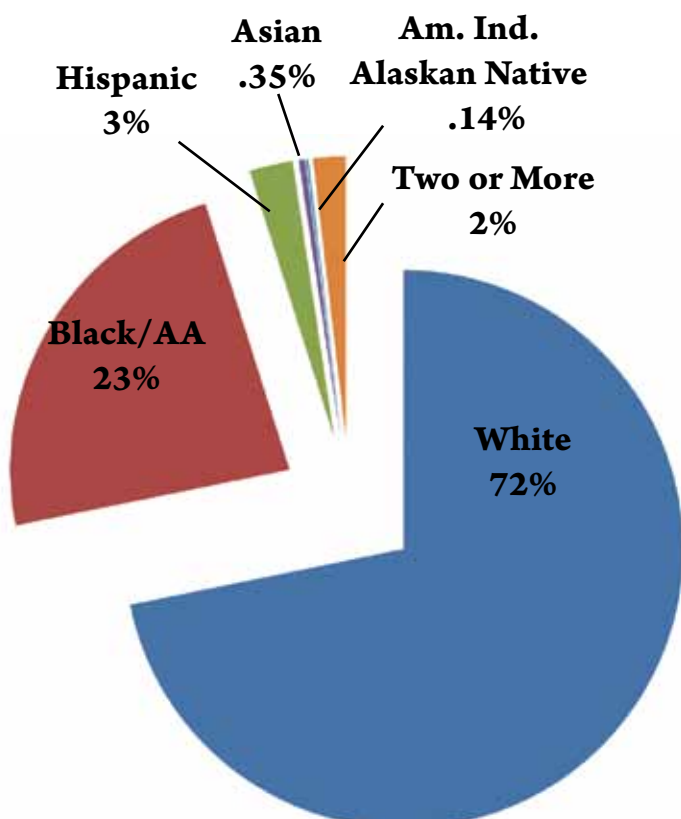
The youth most likely to be receiving educational services from a state agency children’s program is a White male between the ages 16-18 in either the 9<sup>th</sup> or 10<sup>th</sup> grade. However, as this census illustrates, state agency children are in every age, race, grade and gender category. The largest percentages of SAC are in the 9<sup>th</sup> and 10<sup>th</sup> grade, representing 45% of the entire population. Thirty-nine percent of the entire population of 9<sup>th</sup> and 10<sup>th</sup> graders has been identified with a disability. Students in grades 7-8 represent 16% of the entire population of SAC. Over 50% of SAC in grades 7 and 8 have been identified with a disability. Youth in 11<sup>th</sup> grade represent 15% of all SAC with 40% of this population having been identified with a disability. While only 9% of all SAC are in grades 4-6, it is interesting to note that 68% of all SAC in this grade category have been identified with a disability. Over 48% of the entire population of SAC is between the ages of 16-18, followed closely by the 11-15 year old age group with 43% of the population in this age category. Less than 8% of all SAC are between the ages of 5-10 and only 1% of all SAC are between 19 and 21 years old.



Seventy-two percent of all students receiving educational services in state agency children’s programs are White. Black/African-American represent 23% of all state agency students compared to 10.6% of the general Kentucky school population. Over 43% of all Black/African-American youth in state agency children’s programs have been identified with a disability while 47% of all White youth have been

identified with a disability. State agency children receive their educational services in a variety of locations, including residential programs and day treatment programs. Eighty-nine percent of all youth in KECSAC funded programs receive their education in classrooms located at or near their living facilities. Only 10% of all SAC receive their education in a traditional classroom and nearly 1% split their classroom time between the on-site classroom and a regular public school classroom.

Over the years the names, faces and number of children in the care and custody of the state and receiving educational services in a KECSAC funded program have changed dramatically, yet the intense educational, emotional, physical and mental needs of this population of youth remains the same. Policy makers must continue to focus on this often forgotten population of students by providing resources and cultivating collaborative relationships that will ensure this population of Kentucky citizens develops the skills necessary to become productive members of our communities.



State Agency Children by Race

## **Alternative Education in Kentucky Video**

During the past year, KECSAC worked collaboratively with the Kentucky Center for School Safety (KCSS) to distribute the video *Alternative Education: Kentucky's Customized Approach*. Lee Ann Morrison, Training Coordinator for KCSS, took the lead in developing the video with significant input from KECSAC staff. The video looks at common components that, when combined, create an environment where all students can be successful. The hope is that the video will become a resource guide for school districts across the Commonwealth that want to create a new alternative education program or improve their current program. All KECSAC programs received a DVD copy of the video and it is available on both the KECSAC and KCSS websites.

## **Community Partner Award**

Each year, KECSAC and the State Agency Children School Administrators Association (SACSAA) honor exemplary educators and support personnel. These awards are designed to highlight the dedication and skills that teachers, administrators and support staff in KECSAC programs are bringing to the education of students at-risk. This past year, KECSAC and SACSAA added a new category that seeks to recognize a community member or organization that has shown outstanding support to state agency children and programs. Nominees could include civic, religious or corporate organizations or individual community members. The new Community Partner Award, along with the traditional categories of School Administrator, Teacher and Support Staff Person of the Year Awards,

*“High achievement always takes place in the framework of high expectation.”*

— Charles Kettering

was presented at the **10<sup>th</sup> Annual Alternative Strategies for Educating Students At-Risk Conference** on July 19-21, 2011. Tom Bell of State Farm Insurance was the first recipient of the Outstanding Community Member of the

Year for his work with the youth at Christian County Day Treatment.

## **Listen to the Children-Voices that Beg to be Heard: Interviews with State Agency Children**

Children in the care and custody of the Commonwealth of Kentucky have unique emotional, physical and educational needs. No one understands this better than the children themselves. Over the past year KECSAC conducted a research project designed to provide state agency children an opportunity to voice the successes and barriers they have encountered while receiving educational services at a state agency children's program. The interviews provide background information about state agency children, their adversities, goals and expectations regarding their education. Information gained through this research will be used to inform state policy makers about the intense needs of this population of students and guide future initiatives aimed at improving the educational and treatment services provided to state agency children.

The research team included: Dr. Ronnie Nolan, principal investigator; Kaye Parker, co-investigator; Lee Ann Morrison, interviewer; Katie Helton, interviewer; and Heather Nan Carpenter, interviewer. The team interviewed a total of 98 students at eleven programs, representing a wide diversity of students found in a variety of types of KECSAC programs across the commonwealth.

In the coming year, KECSAC will continue to compile and analyze the data collected from this research project in order to share the stories, ideas, hopes and experiences of state agency children. The final report will be shared with educators, researchers and state policy makers. KECSAC will also seek to share this data at local, regional and national conferences.

“Voices that Beg to be Heard” is modeled after a project completed by KECSAC in 1996-1997 called “Listen to the Children: Interviews with State Agency Children about their Education.” “Listen to the Children” provided insightful personal perspectives about the lives and educational needs of state agency children and KECSAC is certain that the 2010-2011 revival of this project will be equally helpful and enlightening.

## **KECSAC Procedures & Implementation Guide**

In order to provide guidance and support for local school districts, private child care providers and state agencies

serving state agency children as they work to plan, design, implement and evaluate state agency children education programs in Kentucky, KECSAC developed a *Standards & Implementation Guide* during 2010-2011. It includes many of the state statutes and regulations that govern the administration of state agency programs as well as the standards and indicators used to evaluate the quality and sustainability of the services provided to state agency children. The information shall be used to create programs that are flexible and effective in assisting state agency children with overcoming academic, social, emotional, behavioral and psychological challenges so they can learn, graduate and become productive members of society.

The purpose of the document is to identify standards of implementation and operational procedures for local school districts serving state agency children and to ensure an equitable and quality education program for state agency children. Such procedures strengthen programs and enhance the opportunity for increased student achievement and success. State agency programs for children who are in the care or custody of the Commonwealth of Kentucky continue to evolve as the needs of our students change. State agency programs are diverse, often reflecting the needs of the partnering state agency, but they all speak to the ingenuity and creativity with which individuals have sought to overcome barriers that may impede the delivery of quality

services to state agency students who are at-risk of school failure due to a lack of academic success, behavior problems and various other factors. It is our goal that this policy and procedures guidebook will help facilitate the delivery of quality educational services to our Commonwealth's most at-risk student population.

### Program Improvement Process

The program improvement process is one of the most critical functions of KECSAC. Each year, our team visits each state agency program to assist them in meeting the expectations set forth by the Kentucky Department of Education as well as KECSAC. In an effort to continually improve our operations in the past year, KECSAC worked with our state agency partners to enhance the program improvement process. In order to provide a more thorough site visit, KECSAC implemented a multi-team approach to provide more team members on site visits so we could review additional documentation, get a broader view of the program, more classroom observations, additional student and teacher interviews as well as providing opportunities for our school administrators and others to be actively engaged with the program improvement process. KECSAC also worked with our program improvement specialists to streamline the site visit. This includes the implementation of a consistent, structured visit format that is uniformly followed by each specialist.

Program Name	Award Amount
Bruce Hall Day Treatment	\$744.46
Calloway County Day Treatment	\$999.99
Campbellsville Eagle Academy	\$668.80
Clark County Day Treatment	\$998.00
Diocesan Catholic Children's Home	\$1,000.00
Green River Youth Development Center	\$1,000.00
Group Effort	\$778.00
Lake Cumberland Youth Development Center	\$994.90
Morehead Youth Development Center	\$1,000.00
Otter Creek Academy	\$992.43
Phelps Day Treatment	\$911.70
Pulaski Somerset Day Treatment	\$957.32
Safe Harbor Academy	\$993.44
Sunrise Children's Services--Morehead Center	\$613.00
Sunrise Children's Services--Wilderness Program	\$990.42
Taylor County Virtual Learning Academy	\$989.92
The Life Connection	\$1,000.00
The Providence School--All God's Children	\$999.75
Warren County Day Treatment	\$987.39
<b>Total</b>	<b>\$17,619.52</b>

### Special Allocation

KECSAC was able to provide nineteen programs with a special allocation for meeting student achievement needs in the form of competitive mini-grants. The total grant awards equaled \$17,619.52. The successful proposals ranged from library books, technology improvements and curriculum enhancements to greenhouses and outdoor classroom equipment.

## Alternative Education Regulation

The Kentucky Department of Education has been actively engaged in a process to develop regulations related to alternative education programs in Kentucky. KECSAC, as a partner with local education agencies who provide services to children in the care or custody of the Commonwealth, has been an active partner with KDE throughout the process. State agency children programs in Kentucky are part of the spectrum of alternative educational services provided by local education agencies. While state agency programs differ significantly from traditional alternative programs in that our students are not referred by the local school district but rather by

community agencies, we are considered part of the alternative education system. This is due in large part to the services we provide, which include individualized instruction, smaller classroom environments, extended school calendars, modified delivery of instruction and specialized professional development for teachers and administrators.

The developing regulation will include a process for initial placement of students, transition of students out of the program, as well as guidelines for data collection related to individual student identifiers, length of stay, entry and exit date, teacher qualifications/certifications and financial expenditures. KECSAC has been collecting similar data for many years and has been consistently able to produce reports related to the items specifically outlined in the proposed regulation. A fundamental change resulting from the proposed regulation would include

the means for data collection. Essentially the proposed legislation requires local school districts and alternative education programs to report the requested data in the state student information system. Should the proposed regulation be accepted, KECSAC will work with local school districts to implement this change and will streamline our internal efforts to minimize dual reporting standards.

## New Educators' Training Research Project

Since 1992, KECSAC has provided training to every educator new to a KECSAC program. The annual KECSAC *New Educators' Training* is a mandatory training that all new KECSAC teachers and administrators must attend. The training focuses on helping teachers understand the intense educational needs of state agency children (SAC) as well as provide strategies for handling the behavioral

and emotional needs of the youth. Although many participants have voiced praise for the trainings held over the years, KECSAC has never conducted any follow-up evaluations to determine whether the training provided meets the needs of the teachers or provides strategies that help advance the educational obtainment of the SAC in the classroom.



With a renewed focus on fiscal responsibility, teacher accountability and student achievement, KECSAC has developed a research project that will fully evaluate the effectiveness of the *New Educators' Training*. Based on the evaluation model developed by Donald Kirkpatrick, this research project began with KECSAC staff, in collaboration with state agency program school administrators, determining the skills and behaviors that teachers in state agency programs need most to successfully teach state agency children. The training was developed with those skills and behaviors in mind.

To assess the success of the training, KECSAC has developed evaluation tools to measure participants' knowledge of specific skills and behaviors prior to the training as well as their initial reaction to the training. Before the training



## **Phase II of Listen to the Children: Voices that Beg to be Heard**

Children in the custody or supervision of the state, or state agency children, are one of the most vulnerable populations of youth in the state. Often neglected or abused by their caregivers, usually behind in school, and frequently dismissed by community members as “bad kids,” these youth often feel like no one listens to their needs or thoughts. Since January 2010, in an effort to really listen, KECSAC has interviewed 98 state agency children in 11 different programs and 10 different school districts across Kentucky. In group homes, day treatment programs, residential treatment programs and youth development centers, these youth were asked to share their thoughts on their education, treatment and goals for their future as well as ways to make the program and Kentucky’s education system better.

In Phase II of this research project, the audio taped interviews will be transcribed and the process of data analysis will begin. Using qualitative analytical methods, such as coding and identifying themes or patterns, this research project will provide valuable information about state agency children, their adversities, their goals, and their education.

## **SIDE Document and Program Improvement Tool Update**

The program improvement process is one of the most critical areas of KECSAC responsibilities. During the preceding year, KECSAC worked with our program improvement specialists to implement team site visits, to streamline the site visit process and to fully align the program improvement tool with the *Kentucky Department of Education’s Standards and Indicators for School Improvement (SISI)* document. It is imperative that programs serving state agency children maintain the highest level of accountability while providing high quality educational services to our state’s most at-risk populations. As the newly developed state assessment program, Unbridled Learning, takes place and as components of Senate Bill 1 are implemented, KECSAC, in partnership with KDE and our State Agency Children School Administration Association, will initiate a process for updating and revising our current program improvement tool and accompanying Standards, Indicators, Descriptors, and Evidence (SIDE) document to reflect the newly developed Kentucky Department of Education standards for school improvement.

began, a pre-training survey was completed by each of the 53 participants. During the two-day training, participants completed evaluations indicating whether they liked the training and found it relevant to their work. After the training, participants will be asked to complete a post-training survey to assess the extent to which the event advanced their knowledge, skills or attitudes. Participants will be asked to provide two specific strategies they learned during the training that they plan to implement in their classroom. A follow-up survey will be administered six months after the training to determine the extent that learning from the training has been transferred to the classroom.

Over the next year, after all the data is gathered and analyzed, KECSAC staff, in coordination with school administrators and state agency partners, will determine whether the *New Educators’ Training* is meeting the needs of teachers new to KECSAC programs and whether changes need to be made to be made to accomplish KECSAC’s goal of promoting teacher growth and student achievement.

# State Agency Children's Fund

District	District Allocation	Name of Program	Final Allocation	Type of Program
Adair County	\$255,154.40	Adair Youth Development Center	\$255,154.40	DCBS
Barren County	\$70,167.46	Barren County Day Treatment	\$70,167.46	DJJ
Beechwood Ind.	\$102,061.76	Diocesan Catholic Children's Home	\$102,061.76	DCBS
Bell County	\$63,788.60	Bell County Day Treatment	\$63,788.60	DJJ
Bowling Green Ind.	\$210,502.38	Lifeskills Children's Crisis Stabilization Unit	\$31,894.30	DCBS
		Warren Regional Juvenile Detention Center	\$153,092.64	DJJ
		Group Effort	\$25,515.44	DCBS
Boyd County	\$507,119.37	Ramey Estep High School	\$507,119.37	DCBS
Boyle County	\$25,515.44	Bruce Hall Day Treatment/Danville Day Treatment	\$25,515.44	DJJ
Breathitt County	\$306,185.28	Breathitt County Mental Health Day Treatment	\$25,515.44	MHDT
		Breathitt Regional Juvenile Detention Center	\$153,092.64	DJJ
		Cadet Leadership and Education Program	\$127,577.20	DJJ
Bullitt County	\$118,008.91	Bullitt County Day Treatment	\$66,978.03	DJJ
		Spring Meadows Children's Home	\$51,030.88	DCBS
Butler County	\$127,577.20	Green River Youth Development Center	\$127,577.20	DJJ
Calloway County	\$47,841.45	Calloway County Day Treatment	\$47,841.45	DJJ
Campbell County	\$303,003.75	Campbell County Regional Detention Center	\$165,850.36	DJJ
		Campbell County Day Treatment	\$12,765.62	DJJ
		Campbell Lodge Boy's Home	\$73,356.89	DCBS
		Holly Hill Children's Home	\$51,030.88	DCBS
Campbellsville Ind.	\$51,030.88	Campbellsville Eagle Academy	\$51,030.88	MHDT
Christian County	\$146,713.78	Christian County Day Treatment	\$98,872.33	DJJ
		Cumberland Hall Behavioral Health Services	\$28,704.87	DCBS
		Sivley House	\$19,136.58	DCBS
Clark County	\$54,220.31	Clark/Bourbon County Day Treatment	\$54,220.31	DJJ
Clinton County	\$169,039.79	Foothills Academy	\$169,039.79	DCBS
Corbin Ind.	\$114,819.48	ASPIRE Mental Health Day Treatment	\$44,652.02	MHDT
		Whitley Day Treatment	\$70,167.46	DJJ
Covington Ind.	\$127,577.20	Children's Home of Northern Kentucky	\$105,251.19	DCBS
		Homeward Bound/Brighton Center	\$22,326.01	DCBS
Danville Ind.	\$49,840.00	Woodlawn Children's Campus	\$49,840.00	DCBS
Daviess County	\$430,573.05	Owensboro Day Treatment	\$95,682.90	DJJ
		Owensboro Treatment Center	\$95,682.90	DJJ
		Rudy Road	\$28,704.87	DCBS
		Valley School	\$210,502.38	DCBS
Elizabethtown Ind.	\$57,409.74	Glendale Treatment Center	\$57,409.74	DJJ
Fayette County	\$357,216.16	Fayette County Juvenile Detention Center	\$191,365.80	DJJ
		Florence Crittenton School	\$35,083.73	DCBS
		Lexington Day Treatment	\$130,766.63	DJJ
Frankfort Ind.	\$76,546.32	Wilkinson Street Day Treatment	\$76,546.32	DJJ
Graves County	\$181,797.51	Genesis Home	\$38,273.16	DCBS
		Mayfield Youth Development Center	\$95,682.90	DJJ
		New Pathways for Children	\$47,841.45	DCBS
Hardin County	\$382,731.60	Crossroads Treatment Center	\$31,894.30	DCBS
		Hardin County Day Treatment	\$41,462.59	DJJ
		Lincoln Trail Behavioral Health Systems	\$41,462.59	DCBS
		Lincoln Village Regional Youth Detention Center	\$140,334.92	DJJ
		Lincoln Village Youth Development Center	\$127,577.20	DJJ
Hopkins County	\$44,652.02	Hopkins County Day Treatment	\$44,652.02	DJJ
Jackson County	\$57,409.74	Barnabas Home	\$57,409.74	DCBS



# State Agency Children's Fund

District	District Allocation	Name of Program	Final Allocation	Type of Program
Jefferson County	\$2,589,817.16	Ackerly Inpatient/Kosair Hospital	\$28,704.87	DCBS
		Audubon Youth Development Center	\$191,365.80	DJJ
		Bellewood	\$108,440.62	DCBS
		Boy's Haven	\$140,334.92	DCBS
		Brooklawn	\$366,784.45	DCBS
		Home of the Innocents	\$178,608.08	DCBS
		Louisville Day Treatment	\$111,630.05	DJJ
		Maryhurst, Inc.	\$395,489.32	DCBS
		Peace Academy	\$529,445.38	DCBS
		Peace Mental Health Day Treatment	\$98,872.33	MHDT
		St. Joseph Children's Home	\$124,387.77	DCBS
		The Brook Dupont	\$82,925.18	DCBS
		The Brook KMI	\$175,418.65	DCBS
		Western Day Treatment (Seven Counties)	\$57,409.74	MHDT
Jessamine County	\$25,515.44	All God's Children	\$25,515.44	DCBS
Kenton County	\$197,744.66	Northern Kentucky Youth Developmental Center	\$140,334.92	DJJ
		Northkey Community Care-Intensive Services	\$57,409.74	DCBS
Knox County	\$124,387.77	Knox Appalachian Children's Home	\$124,387.77	DCBS
LaRue County	\$102,061.76	The Life Connection	\$102,061.76	DCBS
Laurel County	\$92,493.47	Laurel County Day Treatment	\$92,493.47	DJJ
Madison County	\$41,462.59	Madison County Day Treatment	\$41,462.59	DJJ
McCracken County	\$153,092.64	McCracken Regional Juvenile Detention Center	\$153,092.64	DJJ
Menifee County	\$25,515.44	Frenchburg Group Home	\$25,515.44	DJJ
Mercer County	\$28,704.87	Harrodsburg Day Treatment	\$28,704.87	DJJ
Middlesboro Ind.	\$25,515.44	Middlesboro Group Home	\$25,515.44	DJJ
Montgomery County	\$226,449.53	Gateway Children's Services	\$54,220.31	DCBS
		Hillcrest Hall/Pathways, Inc.	\$44,652.02	DCBS
		Hope Hill Children's Home	\$127,577.20	DCBS
Morgan County	\$127,577.20	Woodsbend Youth Development Center	\$127,577.20	DJJ
Ohio County	\$92,493.47	Ohio County Day Treatment	\$92,493.47	DJJ
Owensboro Ind.	\$63,788.60	9th Street PRTF	\$25,515.44	DCBS
		Mary Kendall Home	\$38,273.16	DCBS
Perry County	\$47,841.45	Buckhorn Children's Center	\$47,841.45	DCBS
Pike County	\$140,334.92	Phelps Day Treatment	\$60,599.17	DJJ
		Shelby Valley Day Treatment	\$79,735.75	DJJ
Pulaski County	\$255,154.40	Pulaski County/Somerset Day Treatment	\$70,167.46	DJJ
		Shoreline Group Home (Adanta)	\$15,947.15	DCBS
		Sunrise Children's Services - Wilderness Program	\$169,039.79	DCBS
Raceland-Worthington Ind.	\$194,555.23	Ashland Day Treatment	\$79,735.75	DJJ
		Boyd Regional Juvenile Detention Center	\$114,819.48	DJJ
Rowan County	\$165,850.36	Morehead Youth Development Center	\$127,577.20	DJJ
		Sunrise Children's Services - Morehead Center	\$38,273.16	DCBS
Shelby County	\$35,083.73	Shelby County Education Center at Cropper	\$35,083.73	DJJ
Taylor County	\$38,273.16	Taylor County Mental Health Day Treatment	\$42,716.55	MHDT
Warren County	\$95,682.90	Warren County Day Treatment	\$95,682.90	DJJ
Wayne County	\$280,669.84	Lake Cumberland Youth Development Center	\$127,577.20	DJJ
		Otter Creek Academy	\$153,092.64	DCBS
Webster County	\$28,704.87	Sunrise Children Services - Dixon Center	\$28,704.87	DCBS
Wolfe County	\$89,304.04	Dessie Scott Children's Home	\$89,304.04	DCBS
Woodford County	\$63,788.60	Safe Harbor Academy	\$63,788.60	DCBS
<b>TOTAL</b>	<b>\$9,791,558.00</b>		<b>\$9,791,558.00</b>	

# Who We Are: KECSAC Staff



**Dr. Ronnie Nolan**  
Director



**Kaye Parker**  
Associate Director



**Heather Nan Carpenter**  
Communications and  
Development Coordinator



**Kristine Estill**  
Budget Specialist



**Katie Helton**  
Training Coordinator



**Kendra Bailey**  
Student Employee

## KECSAC Program Improvement Specialists



**Lue Cole**



**Roy Chapman**



**Russell Behanan**

# KECSAC Administrative Budget

**\$633, 142**

**Personnel**  
\$444,267.32  
70.2%

**Consultants**  
\$3,850.00  
.6%

**Operating Expenses**  
\$28,052.08  
4.4%

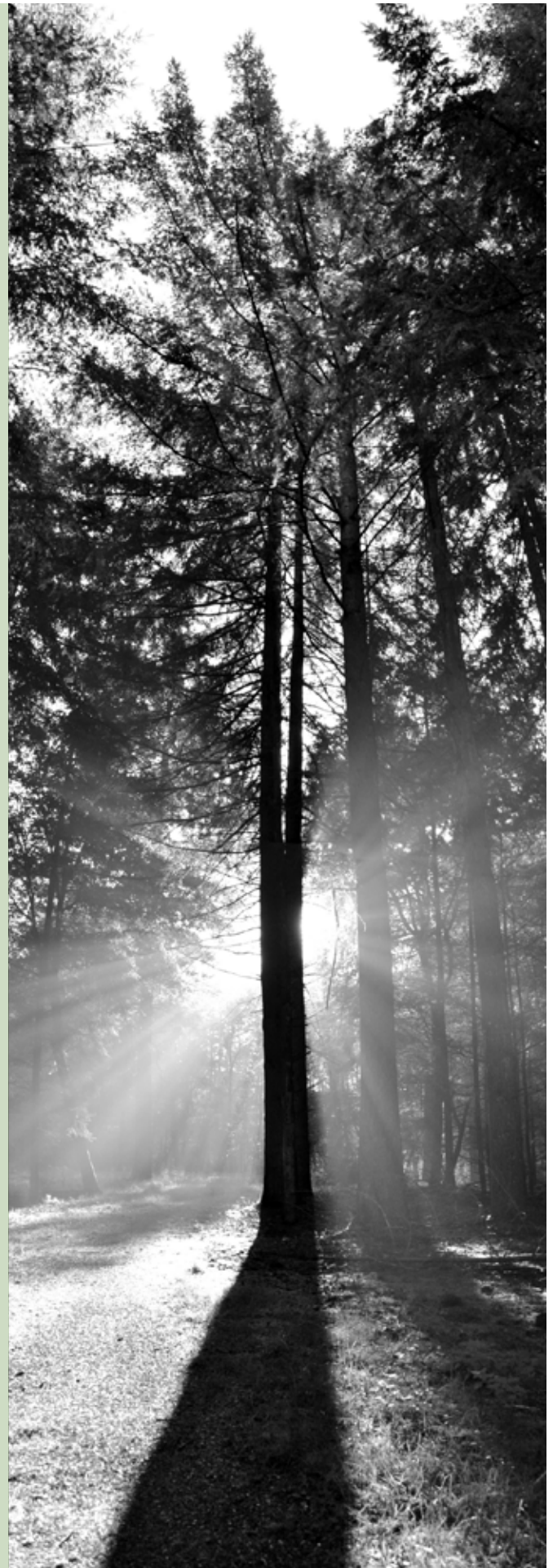
**Professional Development**  
\$63,124.38  
10%

**Special Allocation for Meeting Achievement  
Needs of State Agency Children**  
\$17,619.52  
2.8%

**Travel**  
\$27,521.74  
4.3%

**Indirect**  
\$46,899.00  
7.4%

**Funds Returned to KDE**  
\$1,807.96  
.3%





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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

