

Annual Census
December 1, 2009

State Agency Children in Kentucky
A social and demographic profile

Distributed by the
Kentucky Educational Collaborative for State Agency Children
Dr. Ronnie Nolan, Director

Written and Prepared by
Kaye Parker, Associate Director



Dear KECSAC Partners and Friends,

This document presents the results of the 2009 annual census of State Agency Children for your review and consideration. As a critical component of our work, these results reflect the wide diversity of both programs and students being served in our 101 education programs in 55 school districts across the Commonwealth.

We continue to serve a large number of students in our programs through the course of a year, with almost 16,000 students being served during the preceding year. The data also reflects the significant numbers of students who have an identified disability, making our work even more pertinent at this critical time in our history. In presenting this data, we hope it will be beneficial to state policy makers, school officials, program directors and other professionals in their efforts to develop educational plans for State Agency Children.

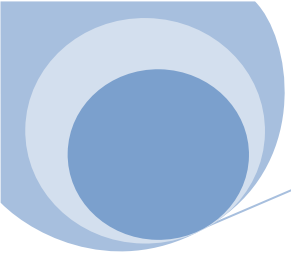
Armed with this data and other data collected over the previous year, we are making steady progress in communicating the needs of our students to our stakeholders. We are working collaboratively with our state partners to address those needs and will continue to do so as we move forward. It is critical that we recognize the needs of our students and that each one of us work for the best interest of our children. The great work we have accomplished is only possible with the tremendous support of our partners and friends. The Kentucky Board of Education, the Departments of Education, Juvenile Justice, Community Based Services and Mental Health, as well, as our local education agencies, have all championed the cause of state agency children.

The data presented in this report was collected, analyzed and presented by a wonderful team of professionals, led by Ms. Kaye Parker, Associate Director of KECSAC. I am grateful to them for the wonderful contributions they continue to make on behalf of the children we serve. We hope you enjoy the report and find the information useful in your work.

Sincerely,



Ronnie Nolan, Ed.D.
Director



If we want to work more effectively with difficult students, we must be willing to change ourselves. Although we rarely appreciate our most difficult students because of the time they take and the frustration they cause, their presence can lead to professional growth if we learn from the obstacles they throw in our way. Nothing new has been invented by people who are satisfied with the status quo. Dissatisfaction and tension caused by misbehavior can lead us to invent new approaches that could benefit all our students.

Mendler and Curwin





Executive Summary

On December 1, 2009, the annual census of state agency children (SAC) being served in KECSAC funded programs was completed. It is important to note that the annual census provides a one-day “snapshot” of the children in this population of students. Over the past year KECSAC, our Interagency Advisory Group and legal advisors carefully reviewed KECSAC governing legislation which uniquely identifies and defines state agency children¹. After much consideration and discussion, KECSAC was legally compelled to strictly enforce the current legislatively provided definition of state agency children. One result of this strict enforcement, as the following summary will show, is the number of children meeting the legal definition of a state agency child and receiving educational services from a KECSAC funded program has declined from the previous year.

Perhaps the most significant information this decline provides to KECSAC and our stakeholders is the number of youth in Kentucky who need additional support services like those KECSAC provides to state agency children. Although it is apparent that many students other than state agency children would benefit from smaller classrooms and an extended school year, KECSAC funds are designated for a very specific group of children and it is the duty of KECSAC to ensure this unique population of youth receives the legislative approved funding necessary to provide the educational support they need.

On census day, 2,815 state agency children received educational services in one of 101 programs located in 55 public school districts across Kentucky. During the twelve month period between December 1, 2008 and December 1, 2009, school administrators reported that almost 16,000 different youth received educational services for some part of the school year in a KECSAC program.

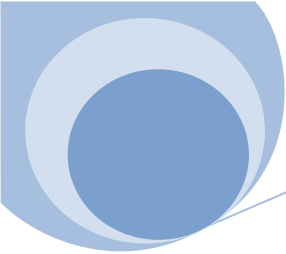
According to the annual December 1st census, 45% of all students receiving educational services in a KECSAC funded program have been identified with a disability. Fifty-seven percent of students identified with a disability have been identified with a Low Incident disability. Low Incident disabilities include Autism, Multiple Disabilities, Emotional/Behavioral Disabilities and Functional Mental Disabilities and are the most severe types of disabilities. Nearly 44% of all SAC identified with a disability have been identified with Emotional/Behavioral Disability compared to only 6% of the general population of Kentucky school students identified with a disability².

Thirty-nine percent of students identified with a disability have a Moderate Incident disability which includes Mild Mental Disabilities, Other Health Impairments and Specific Learning Disabilities. Only 4% of all SAC identified with a disability have been identified with a High Incident disability which includes Speech Communication and Developmental Delay compared to 32% of Kentucky’s general population of students identified with a disability³. High Incident disabilities are the least severe disabilities.

¹ Kentucky Revised Statute 158.135. (2005) and 505 KAR 1:080 Kentucky Educational Collaborative for State Agency Children (1999).

² Kentucky Department of Education. (2010) *Report of Children and Youth with Disabilities Receiving Special Education and Related Services*. Kentucky Statewide Child Count. 12/1/2009. Accessed 4/1/2010.

³ KDE. *Report of Children and Youth with Receiving Special Education and Related Services*.



The largest percentages of SAC are in the 9th and 10th grade, representing 46% of the entire population. Thirty-nine percent of the entire population of 9th and 10th graders has been identified with a disability. Students in grades 7-8 represent 17% of the population of SAC. Over 52% of SAC in grades 7 and 8 have been identified with a disability. Youth in 11th grade represent 16% of all SAC with 36% 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 67% 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.

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 10.7% in the general Kentucky school population⁴. Almost 48% of all Black/African-American youth in state agency children's programs have been identified with a disability while 45% of all White youth have been identified with a disability.

Teaching staff in state agency children's programs include 354 full-time certified teachers, of which 182 are special education certified. In addition, 162 full-time teaching assistants and 135 educational support staff provide educational services to children in state agency programs.

State agency children receive their educational services in a variety of locations, including residential programs and day treatment programs. Eighty-seven percent of all youth in KECSAC funded programs receive their education in classrooms located at or near their living facilities. Only 12% of all SAC receive their education in a traditional 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.

⁴ Kentucky Department of Education. (2010) *Kentucky Education Facts*.

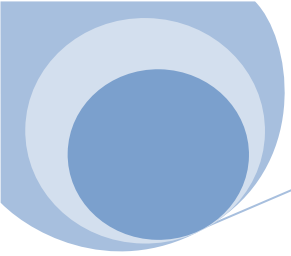
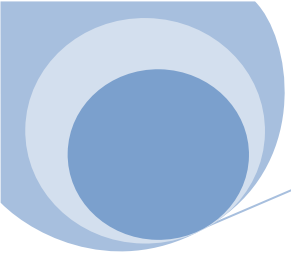


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Introduction

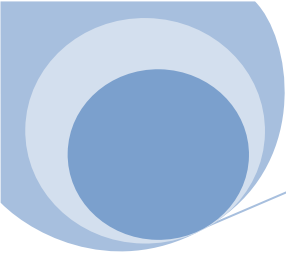
State agency children are one of Kentucky's most needy and unique populations of students. These students are in the custody or under the supervision of one of Kentucky's state agencies and are usually educated in non-traditional settings, such as group homes, juvenile justice detention centers, mental health day treatments, residential treatment programs, community based shelter programs or hospital settings. Other characteristics of state agency children include a history of low school performance, a history of substance abuse in the family, a history of abuse and neglect, behavioral and emotional issues, and poverty.

Before 1992, this population of students often did not receive the same educational resources or opportunities as students in regular schools. Kentucky legislators recognized this inequality and established legislation that would mandate local education agencies provide these students the same quality education afforded other students in Kentucky. In 1992, legislators passed Senate Bill (SB) 260 which established the Kentucky Educational Collaborative for State Agency Children (KECSAC). Because the local school district where state agency children live has the responsibility of providing educational services, legislators also mandated a special fund be established to provide additional funding to school districts that educate state agency children. One of the primary duties of KECSAC is to oversee this funding, commonly referred to as the state agency children funds (SACF).

To be eligible to receive KECSAC funding to help offset the cost of providing educational services to state agency children, each local school district must sign a Memorandum of Agreement (MOA) with KECSAC. The MOA establishes specific requirements that must be followed, including:

- provide a 210-day instructional school year.
- maintain a teacher to student ratio of no more than ten students to one teacher without a classroom aide; and no more than fifteen students to one teacher with a classroom aide.
- provide a comprehensive annual budget for the program.
- prepare an interagency agreement between the school district and treatment provider at the program.
- develop a Program Improvement Plan that coordinates with the District Improvement Plan.
- develop a Student Transition Plan for each student.

Some of these items are legislatively required, such as the extended school days and the student to teacher ratio, while others are required under the Individuals with Disabilities Education Act (IDEA) or requested by the Kentucky Board of Education. Some are best practices for alternative education.



KECSAC appears to be a one-of-a-kind organization: a collaboration between state agencies established to ensure all children in Kentucky receive equitable resources. Mandated by state legislation and included as part of the Kentucky Department of Education's biennial budget, KECSAC brings state agencies together to ensure quality educational services are provided to this vulnerable population of students.

Many state agency children have emotional or behavioral problems while others have suffered physical abuse. These youth may have been abandoned by their parents. Some have committed crimes and have been committed to the juvenile justice system by the courts. Many have identified disabilities and special education needs. With such significant needs, providing educational services to state agency children is truly a collaborative effort. KECSAC partners include: the Kentucky Department of Education (KDE); Department of Juvenile Justice (DJJ); Department for Community Based Services (DCBS); Department for Behavioral Health, Developmental and Intellectual Disabilities (BHDID); Local Education Agencies; State Agency Children School Administrator Association (SACSAA); and the Eastern Kentucky University (EKU) College of Education.

Census Description

Each year as part of the Department of Education's Child Count, KECSAC staff develops a census survey to gather demographic information about the students served in KECSAC funded programs. This survey is distributed to each program in November with instructions to complete the survey by providing the demographic makeup of students served by the program on December 1. The information received from the survey provides a one-day snapshot of the students educated in KECSAC funded programs, including but not limited to age, grade level, race, gender, identified disability, the number of students in the program on that particular day and the total number of children served during the previous twelve-month period.

The annual census is used to inform state agency partners of the number of students served by KECSAC. It is also used to inform and guide policy and activities for the next year's projects, including professional development trainings, research projects and grant development. Census data will inform legislators and the Kentucky Board of Education about the financial need of districts with KECSAC programs. The information is also useful to the EKU College of Education in developing curricula for teacher education/training, particularly the area of Special Education.

Census Analysis

State Agency Children Definition

Every year on December 1st, KECSAC conducts a census of state agency children in Kentucky being served in KECSAC funded programs. KRS 158.135 (1) (a) defines a state agency child as:

1. a. Those children of school age committed to or in custody of the Cabinet for Health and Family Services and placed, or financed by the cabinet, in a Cabinet for Health and Family Services operated or contracted institution, treatment center, facility, including those for therapeutic foster care and excluding those for nontherapeutic foster care; or
b. Those children placed or financed by the Cabinet for Health and Family Services in a private facility pursuant to child care agreements including those for therapeutic foster care and excluding those for nontherapeutic foster care;
2. Those children of school age in home and community-based services provided as an alternative to intermediate care facility services for the mentally retarded; and
3. Those children committed to or in custody of the Department of Juvenile Justice and placed in a department operated or contracted facility or program.

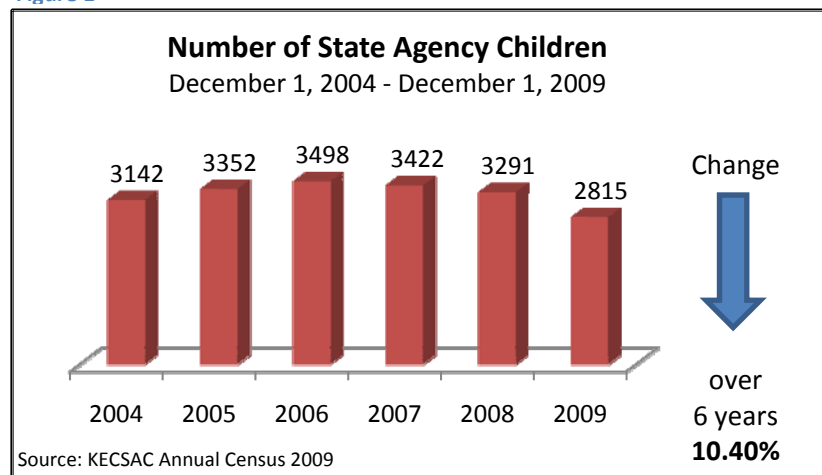
December 1, 2009 “Snapshot”

On December 1, 2009, the annual census of state agency children being served in KECSAC programs was completed. The annual census is conducted as part of the Department of Education Child Find program which requires states to identify and evaluate all children with disabilities and in need of special education services.

It is important to note that the annual census provides a one-

day “snapshot” of the children in this unique population of students. On census day, 2,815 state agency children received educational services in one of 101 programs located in 55 public school districts across Kentucky. As shown in Figure 1, this number is a decrease of 476 students from December 1, 2008 and represents a six-year decrease of 10.40% in the number of state agency children receiving educational services in KECSAC funded programs⁵.

Figure 1



⁵ Decline in number of state agency children receiving educational services in a KECSAC funded program on December 1, 2009 is the result of KECSAC strictly enforcing the legal definition of state agency children as provided in KRS 158.135.

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 (BHDID).

As shown in Figure 2, 55% of all state agency children receive services through the Department for Community Based Services. These children may live in group homes, treatment centers, temporary shelters, psychiatric residential treatment centers or hospital settings in programs that are operated by or contracted with the Cabinet for Health and Family Services or financed by the Cabinet in a private facility pursuant to a child care agreement. On December 1, 2009, 49 KECSAC funded programs contracted with or held child care agreements with DCBS and provided services to 55%, or 1,541, state agency children. Although the number of DCBS programs decreased by four from 2008, the percentage of state agency children in DCBS programs increased 5% from the 2008 census date.

Forty percent of all state agency children received services provided by the Department of Juvenile Justice (DJJ) in seven DJJ operated regional detention centers, ten DJJ operated youth development centers, five DJJ operated day treatment programs, one DJJ operated treatment center and twenty-two contracted day treatment programs. This represents a 6% decrease in the number of SAC receiving educational services in DJJ programs from census year 2008.

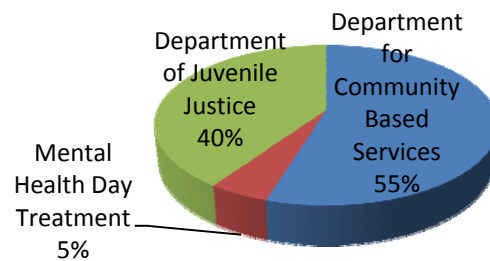
Twenty-five percent of the total population of state agency children receiving services from DJJ is located in Department operated residential facilities. These youth are either in pre-trial detention awaiting trial or have been adjudicated by the court system and placed in a department operated facility for a specific period of time. Fifteen percent of the total youth receiving services from DJJ on December 1, 2009 were located in district contracted day treatment programs. Contracted day treatment programs are local school district programs that contract with DJJ to provide counseling/treatment services to youth from the local and surrounding districts. Day treatment programs often serve as a last ditch effort to stabilize a youth before placement in detention or youth development residential facilities.

Five percent of youth receiving services in state agency children programs on December 1, 2009 were served in mental health day treatment (MHDT) programs (Figure 2), up 1% from the census conducted in December 2008. Mental health day treatment programs are local school district operated programs that contract with approved Department BHDID service providers to provide mental health services to youth in the program. These youth receive extensive mental health treatment as part of their educational day and are usually referred to the program by physicians or school counselors.

Figure 2

Percentage of State Agency Children By State Agency

December 1, 2009



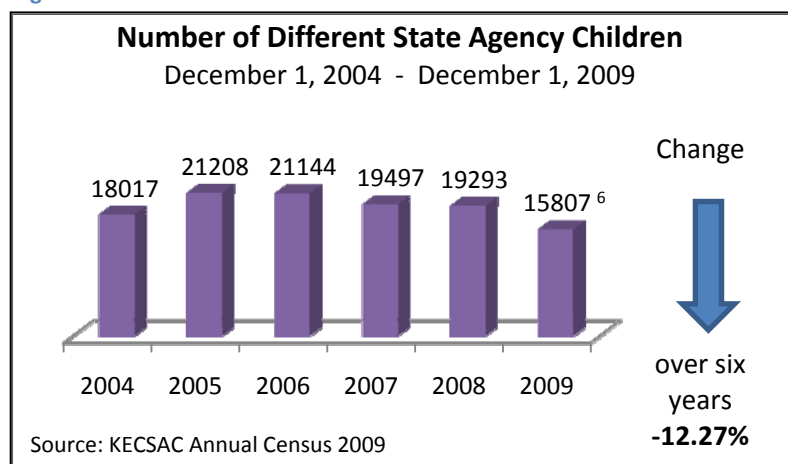
Source: KECSAC Annual Census 2009

Although state agency children programs are operated by different state agencies, the educational component of all KECSAC funded programs is provided by the local school district in which the program is physically located. The local district is responsible for hiring and oversight of teachers as well as ensuring that the educational component of the program conforms to Kentucky Standards and Indicators and KECSAC legal requirements.

The one-day snapshot provided by the annual census represents just a portion of the total number of Kentucky students who are served in KECSAC funded programs through the entire year. The annual census also collects data on the total number of different students who receive educational services in a KECSAC program for any part of the year.

During the twelve month period between December 1, 2008 and December 1, 2009, school administrators reported that almost 16,000 different youth received educational services in KECSAC funded programs (Figure 3). As illustrated in Figure 3, the total number of youth receiving educational services in state agency children programs has decreased by approximately 3,500 or 18.07% since the previous census taken on December 1, 2008⁶. Over the six year period between December 1, 2004 and December 1, 2009, the number of state agency children receiving educational services in state agency programs has declined over 12 percent.

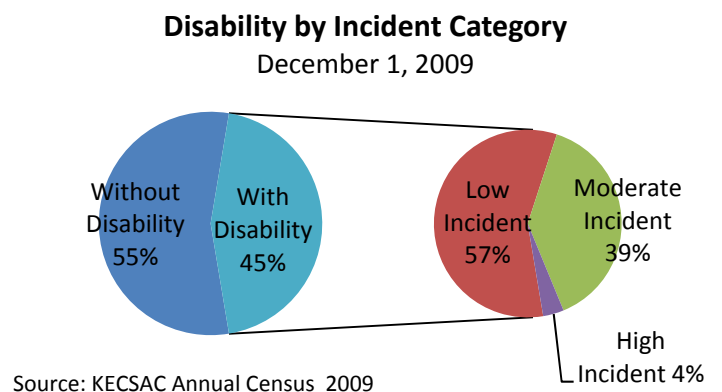
Figure 3



Disabilities

According to the annual December 1st census, 45% of all students receiving educational services in a KECSAC funded program have been identified with a disability, representing a 2% increase from 2008. In comparison, only 13% of the general population of Kentucky school students age 6 through 21 has been identified with a disability.

Figure 4



⁶ Decline in number of state agency children receiving educational services in a KECSAC funded program between December 1, 2008 and December 1, 2009 is the result of KECSAC strictly enforcing the legal definition of state agency children as provided in KRS 158.135.

As illustrated in Figure 4, 57% of students identified with a disability have been identified with a Low Incident disability. Low Incident disabilities include Autism, Multiple Disabilities, Emotional/Behavioral Disabilities and Functional Mental Disabilities and are the most severe types of disabilities.

Thirty-nine percent of all students identified with a disability have a Moderate Incident disability which includes Mild Mental Disabilities, Other Health Impairments and Specific Learning Disabilities. Other Health Impairments includes chronic health problems such as asthma, attention deficit disorder and attention deficit hyperactivity disorder as well as other problems.

Table 1

Disability Category	Percentage of SAC with Type of Disability
Low Incident	
Emotional /Behavioral	43.45
Multiple Disabilities	9.54
Autism	1.97
Functional Mental	2.13
Moderate Incident	
Other Health Impairments	18.61
Mild Mental	11.12
Specific Learning	6.86
Orthopedic	0.08
Traumatic Brain	1.50
Hearing	0.08
Vision	0.16
High Incident	
Speech	1.58
Development Delay	1.97
Other Disability under Section 504	0.95

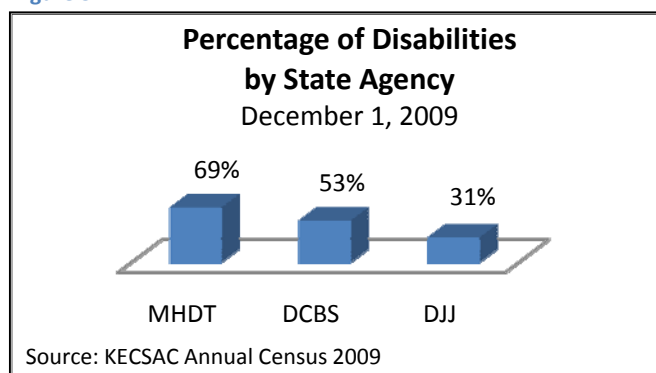
Only 4% of all SAC identified with a disability have been identified with a High Incident disability compared to 32% of Kentucky’s general population of students identified with a disability. Disabilities in the High Incident category are the least severe types of disabilities and include Speech Communication and Developmental Delay.

As Table 1 illustrates, nearly 44% of all SAC identified with a disability have been identified with an Emotional/Behavioral Disability, a Low Incident disability, compared to only 6% of the general population of Kentucky

school students identified with a disability (KY December 1 Child Count Data). Youth with Multiple Disabilities account for almost 10% of SAC with a Low Incident disability while Autism and Functional Mental disabilities account for approximately 2% each.

Over eighteen percent of SAC identified with a Moderate Incident disability have been identified with Other Health Impairments while over 11% have been identified with a Mild Mental Disability and nearly 7% with a Specific Learning Disability.

Figure 5



The percentage of youth with an identified disability varies significantly between the three different child caring state agencies. As illustrated in Figure 5, sixty-nine percent of all youth receiving educational services in a mental health day treatment program have an identified disability while 53% of youth in DCBS and 31% of youth in DJJ programs have been identified with a disability.

Educational Site

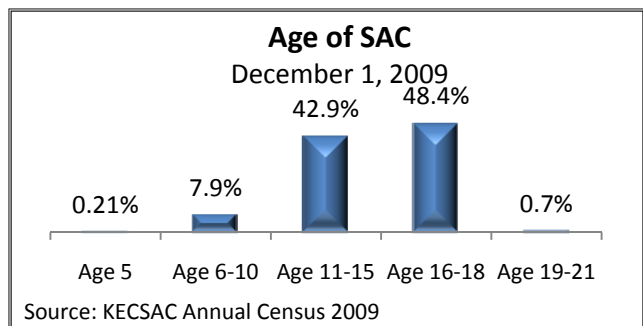
State agency children receive their educational services in a variety of non-traditional settings, including group homes, day treatment programs, hospital settings, treatment facilities, and DJJ residential confinement facilities. These on-site classrooms are located in or near the same building in which the student lives. According to the December 1 census, over 87% of all state agency children receive their educational services in on-site classrooms by district employed teachers. Only 11% of state agency children attend a regular public school. Nearly 2% of state agency children split their classroom time between the on-site classroom and a regular public school classroom.

Age

State agency children are defined as school age youth between the age of 5 and 21. According to the December 1 census, 48% of all SAC are between the ages of 16 and 18 (Figure 6), a decrease in this age category of 7% from December 1, 2008.

Forty-three percent of all SAC are between the ages of 11 and 15 years old, an increase of 8% from the previous year's census count. Eight percent of all SAC are between the ages of 6 and 10 years old, representing an increase of 13% in the number of SAC in this age category from the previous year. Only 1% of all SAC are between the ages of 19 and 21 and less than .25% is age 5.

Figure 6



Since 2004, youth in the 6-10 year age group has increased nearly 17% with an 11% increase in the percentage of this age group with an identified disability, clearly demonstrating that children are coming into state's custody at a younger age and with more disabilities.

Table 2

Age of SAC	Percentage of SAC in Age Level	Percentage of Age Level with Disabilities
Age 5	0.21%	50.00%
Ages 6-10	7.9%	66.52%
Ages 11-15	42.9%	49.00%
Ages 16-18	48.4%	37.49%
Ages 19-21	0.7%	68.97%

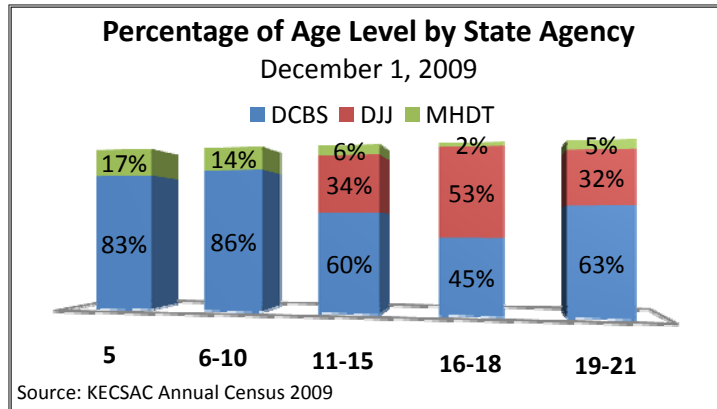
Source: KECSAC Annual Census 2009

Table 2 shows the percentage of disabilities within each of the age categories. While only 8% of all SAC are between the ages of 6 and 10, nearly 67% of students in this age category have an identified disability. Almost half of all state agency children ages 11 to 15 have an identified disability while 37% of all youth between the ages of 16

and 18 have an identified disability. Although only 1% of all SAC are in the 19-21 year old age category; 69% of these youth have a disability while 50% of all 5 year olds have a disability.

As previously noted, 48% of all SAC are between the ages of 16 and 18. Of this age group, 53% receive their educational services in DJJ programs and 45% are in DCBS programs, with 2% in MHDT programs (Figure 7). This age category is the only age category that does not clearly demonstrate that the majority of SAC are in DCBS programs.

Figure 7



Grade

On December 1, 2009, youth in grades 9 and 10 represented 46% of the total population of state agency children: 24% in 9th grade and 22% in 10th grade (Table 3). Seventeen percent of the entire SAC population is in grades 7 and 8 while 16% is in 11th grade. The percentage of youth in grades 4-6 on census day is 9%, up 1% from the previous year. Students in grade 12 account for 7% of all SAC and children in grades K-3 represent 4% of the total population. One-half a percent of all SAC are enrolled only in a GED/Vocational Education program.

The percentage of state agency children in each grade level identified with a disability varies significantly between grade levels. Approximately 67% of all SAC in grades K-6 have an identified disability while 52% of SAC in grades 7-8 have been identified with a disability (Table 3). The number of SAC in the high school grades 9 through 12 identified with a disability varies from 36% of all 11th grade students to 42% of all 12th grade students.

Table 3

Grade Level	Percentage of Total SAC in Grade Level	Percentage of SAC in Grade Level with a Disability
K-3	4.4%	66.67%
4-6	8.7%	67.35%
7-8	17.2%	52.16%
9	24.3%	37.43%
10	22.1%	41.32%
11	15.6%	36.45%
12	7.2%	42.36%
GED/Voc. Ed.	.5	57.14%

Source: KECSAC Annual Census 2009

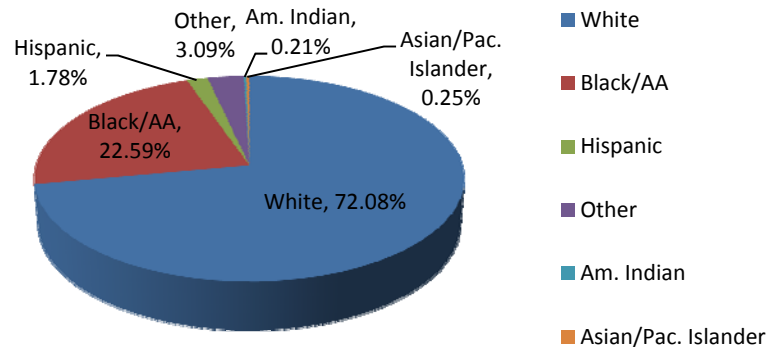
According to the census, 29 state agency children are dual enrolled in both regular school and a district operated vocational/technical school or a GED preparation class.

Race

The annual census provides valuable information about the race distribution of state agency children. Seventy-two percent of all students receiving educational services in a state agency children program are White. Nearly 23% of all youth in a state agency program are Black/African-American, compared to 10.7% in the overall population of Kentucky public school students⁷. Three percent of all SAC are categorized as Other (most often identified as bi-racial) while almost 2% are identified as Hispanic.

Figure 8

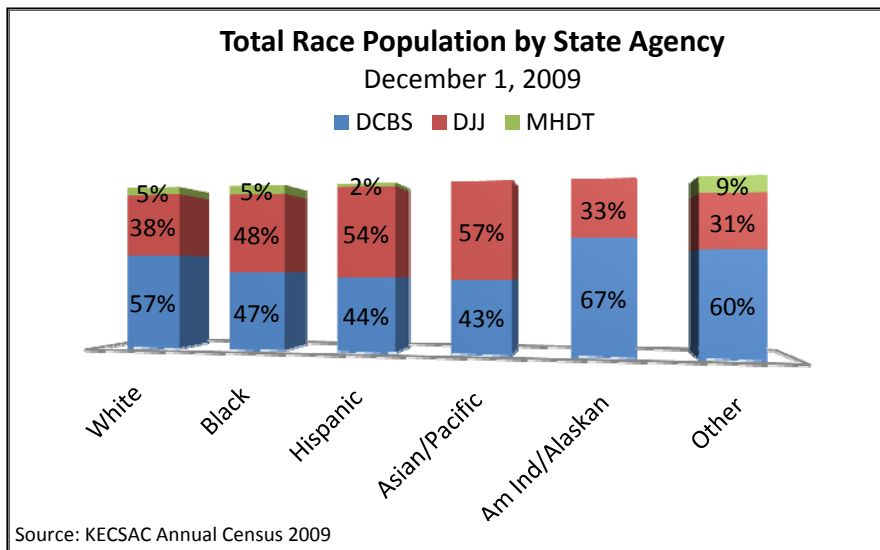
Race of State Agency Children
December 1, 2009



Source: KECSAC Annual Census 2009

Almost 48% of all Black/African-American youth in state agency children's programs have been identified with a disability while 45% of all White youth have been identified with a disability. Over 48% of youth categorized as Other and 42% of Asian/Pacific Islanders have an identified disability, followed by 24% of the Hispanic population and 17% of the SAC population of American Indians. Only 13% of the overall population of Kentucky public school students have been identified with a disability⁸.

Figure 9



Source: KECSAC Annual Census 2009

Over half of the total population of White youth in the care of the state is in DCBS programs (57%) while 38% are in Department of Juvenile Justice programs and 5% are in MHDT programs. The population of Black/African-American youth is split closely between DCBS programs (47%) and DJJ programs (48%) with 5% in MHDT programs.

The percentage of Black/African-American youth receiving educational services in SAC programs has increased 2% since December 1, 2008, with an increase of almost 8% since 2004. In contrast, the

⁷ KDE. *Kentucky Education Facts*.

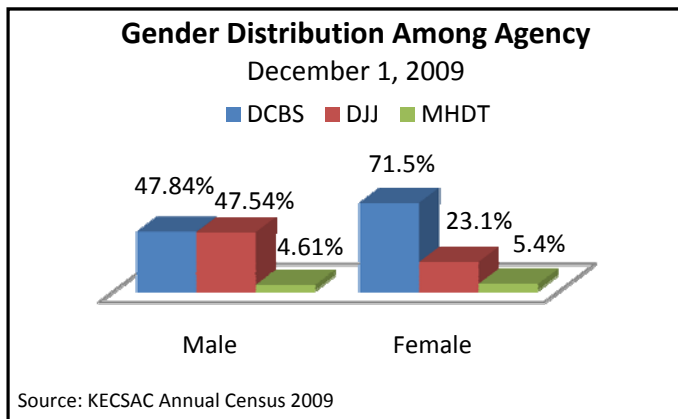
⁸ KDE. *Kentucky Education Facts*.

percentage of White youth receiving educational services in SAC programs has decreased 14% since 2004. Although the percentage of Hispanic youth in SAC programs has decreased 7% since last year, this population has increased over 28% since 2004. As noted in Figure 8, 54% of Hispanic SAC are in DJJ programs, 44% in DCBS programs and 2% in MHDT programs.

Gender

According to the December 1 census, 71% of all SAC are male and 29% are female. In comparison, 51% of the general population of Kentucky public school students is male while 49% is female.

Figure 10



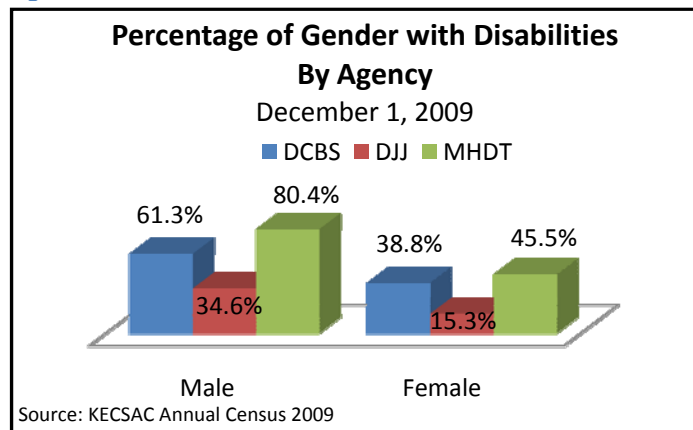
Males in SAC programs are almost equally distributed between DJJ and DCBS programs with less than 5% in MHDT programs (Figure 10). Over 71% of all females SAC are in DCBS programs with 23% in DJJ programs and just over 5% in MHDT programs.

Almost 50% of all males in state agency children programs have been identified with a disability. However, the percentage of males with a disability varies

between agencies. Over 61% of males in DCBS programs have an identified disability while 35% of males in DJJ programs and over 80% of males in MHDT programs have an identified disability (Figure 11).

Significantly less females than males in SAC programs have been identified with a disability. Approximately 35% of all females in SAC program have an identified disability. While nearly 39% of females in DCBS programs have an identified disability, only 15% of females in DJJ programs have been identified. Yet over 45% of females in MHDT have been identified with a disability.

Figure 11



Teaching Staff

According to the December 1, 2009 census, over 354 full time certified educators teach in KECSAC programs across the state (Table 4). These teachers generally teach in classrooms located at the program and may teach several grade levels in one classroom. Over 51% of these teachers hold a special education teaching certification. Special education teachers have training in adapting and modifying instruction to meet the individual needs of each student, which can help the student advance academically as well as socially and emotionally. Additionally, special education teachers can provide appropriate intervention assistance students need to make curriculum connections.

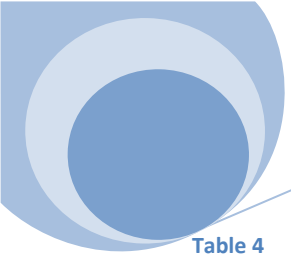


Table 4

Education Staff	Number	Percentage
FTE Educators On-Site	354	
FTE Special Education Certified	181	51.30%
FTE with Emergency Certification	19	5.25%
FTE of Full-Time Administrators	61	
FTE of Teaching Aides	162	
FTE Educational Support Staff	135	

Source: KECSAC Annual Census 2009

Over 5% of teachers in KECSAC programs are teaching with an emergency certification. Teachers with emergency certification generally do not have training in special education or core content areas, but because there are no certified teachers available are allowed to teach.

Sixty-one KECSAC programs employ a full-time administrator to oversee the educational component of the program. KECSAC programs employ 162 teaching aides and 135 other support staff.


Length of Stay

The length of time a student continues to receive educational services from a state agency program varies significantly between types of programs. Youth in a juvenile justice operated detention center, a state facility that provides pre-trial detention for alleged juvenile offenders, generally stay around 10 days. For example, Warren Regional Juvenile Detention Center reported having 24 students on census day. Yet, for the twelve month period between December 1, 2008 and December 1, 2009, the school administrator reported that 1,250 different youth received services at the facility with an average length of stay of five days. Boyd Regional Juvenile Detention Center reported 22 youth at the facility on census day, but reported serving 394 different youth during the year with an average length of stay of twelve days.

According to census data submitted on December 1, youth in a juvenile justice operated youth development center stay an average of six months. Morehead Youth Development Center, a treatment facility serving females ages 15 – 17, reported 27 youth at the facility on census day. Over the twelve month period, the program served 62 different girls with an average stay of 225 days. Another long-term treatment facility, Owensboro Treatment Center, reported 23 youth in the facility on census day while 45 different youth received services during the year with an average length of stay of 220 days.

Administrators reported that youth receiving educational services in a DJJ contracted day treatment program stay an average of 122 days, although the actual reported length of stay varies between programs. Laurel County Day Treatment reported that students stay an average of 53 days while Hopkins County Day Treatment reported an average of 210 days. Day treatment programs serve as a last chance attempt to stabilize a youth before placement in a juvenile justice confinement facility or as a transitional placement for youth leaving a DJJ residential program.

The length of stay for youth receiving educational services from DCBS programs varies between programs in patterns similar to DJJ. Youth in an emergency shelter program such as LifeSkills Children's



Crisis Stabilization Unit in the Bowling Green school district stay in the program an average of three days. With a capacity of eight, the LifeSkills Children’s Crisis Stabilization Unit served a total of 239 different youth during the twelve month period. Youth in the New Pathways group home program in McCracken County stay an average of one and a half years. Youth receiving educational services at Rockcastle Hospital Respiratory Care Center, where all students are ventilator dependent, may stay as long as five years.

Students receiving services from a mental health day treatment stay an average of 117 days. Breathitt County Mental Health Day Treatment, an emergency placement and crisis center for boys and girls, reported an average length of 14 days. With six youth receiving services on census day, this program reported serving 300 different youth between December 1, 2008 and December 1, 2009. On the opposite end of the spectrum is Western Mental Health Day Treatment located in the Jefferson County School district. Western reported serving 22 students on census day, each staying an average of 365 days.

Graduation and GED

The census taken on December 1st also gathers information on how many state agency children earned a high school diploma or their GED while in a KECSAC funded program during the twelve month period between December 1, 2008 and December 1, 2009. According to information reported by school administrators, 272 state agency children earned a high school diploma while in a KECSAC funded program. Another 289 SAC earned a GED while receiving educational services from a state agency program. In addition, fifteen state agency children earned a certificate of completion over the twelve month period.

According to the census data, 128 state agency children receiving educational services in KECSAC funded programs were admitted to colleges or universities.

Conclusion

Since its inception in 1992, KECSAC has strived to improve the quality of education provided to one of the neediest population of Kentucky school students. We do so in a variety of ways including: ensure the state agency children funds are used to provide smaller classrooms and extended school days; ensure the education provided conforms to Kentucky Program of Studies and Kentucky Standards and Indicators for School Improvement; and strengthen collaborative relationships between state agency partners. Each of these components are equally important in our mission to provide a quality education to “all of Kentucky’s children.”

Although the names and numbers of state agency children have changed over the years, the tremendous needs of this population have not. Policymakers and other stakeholders must continue to focus on meeting the educational needs of these children. Only through continued collaboration can these students achieve their full potential and become productive members of our Commonwealth.

Number of Programs and State Agency Children served by each District
 Ranked by Number of SAC Served on December 1, 2009

	School District	Number of Programs	Number of SAC on 12/1/09	Percentage of all SAC	Number of SAC with IEP	Percentage of all SAC with IEP
1	Jefferson	14	769	27.3%	452	35.8%
2	Boyd	1	163	5.8%	59	4.7%
3	Daviess	4	133	4.7%	79	6.3%
4	Campbell	5	108	3.8%	61	4.8%
5	Hardin	5	90	3.2%	36	2.8%
6	Fayette	3	90	3.2%	16	1.3%
7	Pulaski	3	79	2.8%	44	3.5%
8	Montgomery	3	77	2.7%	19	1.5%
9	Breathitt	3	61	2.2%	12	0.9%
10	Graves	3	56	2.0%	21	1.7%
11	Clinton	1	53	1.9%	28	2.2%
12	Raceland-Worthington Ind.	2	52	1.8%	9	0.7%
13	Christian	3	51	1.8%	21	1.7%
14	Corbin Ind.	2	49	1.7%	9	0.7%
15	Kenton	2	47	1.7%	14	1.1%
16	Pike	2	45	1.6%	12	0.9%
17	Covington Ind.	2	43	1.5%	28	2.2%
18	McCracken	2	43	1.5%	12	0.9%
19	Adair	1	41	1.5%	14	1.1%
20	Knox	1	39	1.4%	11	0.9%
21	Wayne	1	39	1.4%	17	1.3%
22	Morgan	1	38	1.3%	8	0.6%
23	Bullitt	2	37	1.3%	15	1.2%
24	Rowan	2	36	1.3%	12	0.9%
25	Butler	1	36	1.3%	15	1.2%
26	LaRue	1	33	1.2%	32	2.5%
27	Beechwood Ind.	1	32	1.1%	20	1.6%
28	Warren	1	31	1.1%	12	0.9%
29	Bowling Green Ind.	2	30	1.1%	10	0.8%
30	Ohio	1	30	1.1%	12	0.9%
31	Wolfe	1	28	1.0%	11	0.9%
32	Laurel	1	26	0.9%	5	0.4%
33	Mercer	1	25	0.9%	3	0.2%
34	Frankfort Ind.	1	23	0.8%	5	0.4%
35	Woodford	1	22	0.8%	9	0.7%
36	Barren	1	21	0.7%	5	0.4%
37	Owensboro Ind.	2	20	0.7%	11	0.9%
38	Clark	1	19	0.7%	6	0.5%
39	Jackson	1	19	0.7%	10	0.8%
40	Elizabethtown Ind.	1	17	0.6%	6	0.5%
41	Perry	1	17	0.6%	14	1.1%
42	Calloway	1	16	0.6%	4	0.3%
43	Campbellsville Ind.	1	15	0.5%	11	0.9%
44	Danville Ind.	1	15	0.5%	10	0.8%
45	Taylor	1	14	0.5%	12	0.9%
46	Shelby	1	12	0.4%	3	0.2%
47	Madison	1	11	0.4%	3	0.2%
48	Bell	1	10	0.4%	2	0.2%
49	Boyle	1	9	0.3%	3	0.2%
50	Webster	1	9	0.3%	3	0.2%
51	Middlesboro Ind.	1	8	0.3%	2	0.2%
52	Hopkins	1	7	0.2%	6	0.5%
53	Jessamine	1	7	0.2%	1	0.1%
54	Menifee	1	7	0.2%	2	0.2%
55	Rockcastle	1	7	0.2%	7	0.6%
	Totals	101	2815	100%	1264	100%

Grade Level and Age Level of State Agency Children in each School District
December 1, 2009

School District		Grade Level					Age				
		PK-6	7-8	9-12	GED	Voc/ Tec	Age 5	6-10	11-15	16-18	19-21
1	Adair	1	2	36	0	2	0	0	4	37	0
2	Barren	0	0	21	0	0	0	0	2	19	0
3	Beechwood Ind.	23	9	0	0	0	0	14	18	0	0
4	Bell	0	4	6	0	0	0	0	6	4	0
5	Bowling Green Ind.	2	1	27	0	0	0	2	2	26	0
6	Boyd	1	21	141	0	0	0	0	69	94	0
7	Boyle	0	0	9	0	0	0	0	4	5	0
8	Breathitt	2	6	53	0	0	0	2	19	40	0
9	Bullitt	3	5	28	0	0	0	0	13	24	0
10	Butler	0	0	35	1	0	0	0	7	29	0
11	Calloway	0	7	9	0	0	0	0	13	3	0
12	Campbell	23	16	69	0	0	0	12	58	38	0
13	Campbellsville Ind.	0	6	9	0	0	0	0	9	6	0
14	Christian	1	13	34	0	0	0	0	32	19	0
15	Clark	1	5	13	0	0	0	0	11	8	0
16	Clinton	0	8	45	0	0	0	0	23	30	0
17	Corbin Ind.	2	21	26	0	0	0	0	12	35	2
18	Covington Ind.	13	11	17	2	0	0	9	23	4	8
19	Danville Ind.	15	0	0	0	0	0	9	6	0	0
20	Daviess	39	19	75	0	0	3	28	52	47	3
21	Elizabethtown Ind.	0	1	16	0	0	0	0	6	11	0
22	Fayette	0	11	79	0	0	0	0	45	45	0
23	Frankfort Ind.	2	4	17	0	0	0	0	10	13	0
24	Graves	0	8	48	0	0	0	0	21	35	0
25	Hardin	0	15	75	0	0	0	0	26	64	0
26	Hopkins	0	2	5	0	0	0	0	4	3	0
27	Jackson	0	2	17	0	0	0	0	9	10	0
28	Jefferson	207	151	404	7	0	3	138	372	252	3
29	Jessamine	0	0	7	0	0	0	0	0	7	0
30	Kenton	13	5	29	0	0	0	7	15	25	0
31	Knox	2	9	28	0	0	0	0	20	19	0
32	LaRue	1	8	24	0	0	0	0	17	16	0
33	Laurel	0	9	17	0	0	0	0	16	10	0
34	Madison	0	3	8	0	0	0	0	6	5	0
35	McCracken	0	8	38	0	0	0	0	5	38	0
36	Menifee	0	1	6	0	0	0	0	4	3	0
37	Mercer	0	8	17	0	0	0	0	9	16	0
38	Middlesboro Ind.	0	1	7	0	0	0	0	4	4	0
39	Montgomery	3	5	69	0	0	0	0	28	49	0
40	Morgan	0	1	37	0	0	0	0	16	22	0
41	Ohio	3	4	23	0	0	0	0	17	13	0
42	Owensboro Ind.	1	8	11	0	0	0	0	13	7	0
43	Perry	0	5	12	0	0	0	0	7	10	0
44	Pike	5	23	17	0	0	0	0	37	8	0
45	Pulaski	0	13	66	0	0	0	0	29	50	0
46	Raceland-Worthington Ind.	1	5	49	0	0	0	0	21	31	0
47	Rockcastle	0	3	4	0	0	0	0	4	2	1
48	Rowan	0	4	32	0	0	0	0	12	23	1
49	Shelby	0	1	11	0	0	0	0	5	7	0
50	Taylor	3	3	8	0	0	0	0	9	4	1
51	Warren	0	3	28	6	0	0	0	7	24	0
52	Wayne	0	0	39	6	14	0	0	3	36	0
53	Webster	1	3	5	0	0	0	0	8	1	0
54	Wolfe	1	2	25	0	0	0	0	8	20	0
55	Woodford	0	5	16	1	0	0	0	10	12	0

Gender and Race of State Agency Children in each School District
December 1, 2009

School District		Gender		Race					
		Female	Male	White	Black/ African American	Hispanic	Asian/ Pacific Islander	Am.Ind. / Alaskan Native	Other
1	Adair	8	33	26	14	1	0	0	0
2	Barren	8	13	17	4	0	0	0	0
3	Beechwood Ind.	14	18	29	3	0	0	0	0
4	Bell	4	6	9	1	0	0	0	0
5	Bowling Green Ind.	4	26	21	8	1	0	0	0
6	Boyd	57	106	120	31	2	0	1	9
7	Boyle	1	8	6	3	0	0	0	0
8	Breathitt	10	51	46	9	2	0	0	4
9	Bullitt	6	31	32	3	1	1	0	0
10	Butler	0	36	16	19	0	0	0	1
11	Calloway	5	11	13	2	1	0	0	0
12	Campbell	31	77	78	23	0	0	0	7
13	Campbellsville Ind.	6	9	12	3	0	0	0	0
14	Christian	10	41	27	23	1	0	0	0
15	Clark	1	18	18	1	0	0	0	0
16	Clinton	0	53	35	16	0	0	0	2
17	Corbin Ind.	18	31	48	0	1	0	0	0
18	Covington Ind.	5	38	32	6	3	0	0	2
19	Danville Ind.	0	15	13	0	0	0	0	2
20	Daviess	32	101	103	20	1	0	0	9
21	Elizabethtown Ind.	17	0	10	4	1	0	0	2
22	Fayette	33	57	46	35	4	0	0	5
23	Frankfort Ind.	2	21	16	6	1	0	0	0
24	Graves	14	42	40	12	0	0	0	4
25	Hardin	11	79	53	27	3	2	0	5
26	Hopkins	1	6	6	1	0	0	0	0
27	Jackson	0	19	16	2	1	0	0	0
28	Jefferson	296	473	519	219	8	0	2	21
29	Jessamine	7	0	5	1	1	0	0	0
30	Kenton	4	43	32	13	2	0	0	0
31	Knox	10	29	38	1	0	0	0	0
32	LaRue	0	33	27	5	0	0	0	0
33	Laurel	5	21	22	4	0	0	0	0
34	Madison	3	8	7	4	0	0	0	0
35	McCracken	12	31	24	18	1	0	0	0
36	Menifee	0	7	6	1	0	0	0	0
37	Mercer	7	18	24	1	0	0	0	0
38	Middlesboro Ind.	0	8	6	2	0	0	0	0
39	Montgomery	51	26	65	10	1	0	0	1
40	Morgan	0	38	25	8	3	0	0	2
41	Ohio	7	23	28	1	1	0	0	0
42	Owensboro Ind.	11	9	17	2	0	0	0	1
43	Perry	5	12	16	1	0	0	0	0
44	Pike	10	35	45	0	0	0	0	0
45	Pulaski	7	72	64	10	2	1	0	2
46	Raceland-Worthington Ind.	7	45	47	3	0	0	1	1
47	Rockcastle	4	3	5	1	0	1	0	0
48	Rowan	36	0	27	6	1	0	0	2
49	Shelby	4	8	6	4	2	0	0	0
50	Taylor	2	12	11	2	1	0	0	0
51	Warren	6	25	14	11	2	2	1	1
52	Wayne	0	39	20	17	1	0	0	1
53	Webster	9	0	7	2	0	0	0	0
54	Wolfe	12	16	19	7	0	0	1	1
55	Woodford	8	14	15	6	0	0	0	1

Disability Incident Category by School District

December 1, 2009

School District	Low Incident	Moderate Incident	High Incident
1 Adair	9	5	0
2 Barren	3	2	0
3 Beechwood Ind.	14	6	0
4 Bell	0	2	0
5 Bowling Green Ind.	7	3	0
6 Boyd	40	19	0
7 Boyle	0	3	0
8 Breathitt	7	4	1
9 Bullitt	9	5	1
10 Butler	8	7	0
11 Calloway	1	3	0
12 Campbell	36	25	0
13 Campbellsville Ind.	7	4	0
14 Christian	6	15	0
15 Clark	5	1	0
16 Clinton	16	12	0
17 Corbin Ind.	1	8	0
18 Covington Ind.	17	11	0
19 Danville Ind.	4	6	2
20 Daviess	39	36	4
21 Elizabethtown Ind.	5	1	0
22 Fayette	4	12	1
23 Frankfort Ind.	4	1	0
24 Graves	9	11	1
25 Hardin	23	12	1
26 Hopkins	3	3	0
27 Jackson	5	4	1
28 Jefferson	289	146	17
29 Jessamine	0	1	0
30 Kenton	11	3	0
31 Knox	6	5	0
32 LaRue	22	10	0
33 Laurel	0	5	0
34 Madison	0	3	0
35 McCracken	4	8	0
36 Menifee	1	1	0
37 Mercer	1	1	1
38 Middlesboro Ind.	2	0	0
39 Montgomery	8	11	0
40 Morgan	5	3	0
41 Ohio	6	6	0
42 Owensboro Ind.	9	2	0
43 Perry	12	2	0
44 Pike	3	9	0
45 Pulaski	24	19	1
46 Raceland-Worthington Ind.	7	2	0
47 Rockcastle	6	1	0
48 Rowan	7	5	0
49 Shelby	1	2	0
50 Taylor	7	5	0
51 Warren	7	5	0
52 Wayne	7	10	0
53 Webster	3	0	0
54 Wolfe	10	1	0
55 Woodford	6	3	1



For additional free copies, contact:

The Kentucky Educational Collaborative for State Agency Children

521 Lancaster Avenue

104 Case Annex

Richmond, KY 40475

(859) 622-6552

www.kecsac.eku.edu



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