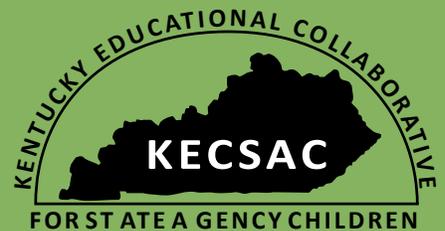




Working Together to Educate All of Kentucky's Children



2009-2010

3rd Quarter Report

A Message from the Director



My Fellow Kentuckians,

This past week I met with a school district superintendent concerning a program in her district and the needs of the children being served in her program. She was adamant that her kids needed and deserved the very best education possible—quite possibly even more so than any other group of kids in her district. Furthermore, she had a plan; a plan to build a quality program that provides varied instructional strategies, equitable resources, technology and teachers who are committed to the state agency children being served. She saw her program as a service to the larger community, an opportunity to address social ills in her neighborhoods, and a chance to give her students a new life; one filled with potential and promise. As we talked, I listened, beaming with pride as she described her kids and her passion for making their lives better for generations to come. It represented a transformative moment in how we view education for state agency children. The message we have collectively been sharing across the Commonwealth was evident in that meeting and confirmed that our work does make a difference for our kids. I am honored to work on behalf of state agency children and am thrilled that our school district leaders are equally committed to providing the best possible services for state agency children.

This transformative conversation came at a time when our state is addressing one of the largest financial challenges of our lifetimes. The Commonwealth, as you are keenly aware, is in the throes of an economic downturn and our state leaders are working diligently to preserve the educational services our children need and deserve. However, the economic picture is bleak and promises potential reductions in the amount of funds provided to our districts as they work to serve this special population of students. Even in the face of an economic crisis, our leaders are doing what is right for our kids.

In our pursuit of educational excellence for state agency children, KECSAC has continued to make improvements in the quality of services provided to our state agency children. Program Improvement Specialists continue to provide monitoring and support to our local school districts and our programs through a comprehensive annual review process. KECSAC has also provided on-site technical support when requested to programs needing additional guidance in key academic, social and behavioral management areas. KECSAC continues to offer professional development opportunities for teachers and administrators who work with state agency children. A full review of those activities is included within the pages of this report. These accomplishments, and many others, are highlighted in this third quarterly report. You will find enclosed a summary of our work and accomplishments, as well as details related to our ongoing initiatives. The ambitious action agenda we are highlighting here could not happen without the broad base of support we have formed with our state agency partners, our local school districts and the teachers and administrators working on behalf of state agency children. We appreciate your continued support as we work to enhance the educational services provided to our students.

Sincerely,

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

Ronnie Nolan, Ed.D.



On-Going Initiatives

Best Practice Site Update

To formally recognize the provision of high quality educational services in alternative education programs, KECSAC and the Kentucky Department of Education has continued an opportunity for superintendents to nominate their exemplary alternative education programs for selection as Best Practice Sites in the third quarter. Each alternative education program selected as a Best Practice Site will receive \$1,000 for instructional support and be recognized at an upcoming meeting of the Kentucky Board of Education (KBE). Some of the programs selected as Best Practice Sites may serve as locations for the KECSAC Teaching in Action Series in the 2010-2011 school year.

Extended School Days Make-Up Policy

The Winter of 2009-2010 created havoc with the school calendar for many Kentucky school districts. Days lost due to illness and inclement weather have forced many districts to extend their school calendar well beyond the normal school closing date making it difficult to complete the KECSAC required number of extended days. KECSAC has worked with the Kentucky Departments Juvenile Justice and Education to develop a policy to address this issue that both protects the classroom instructional time and provides districts some flexibility in scheduling to meet the KECSAC required 210 instructional days. Dr. Ronnie Nolan and Kaye Parker met with an attorney from DJJ to discuss acceptable ways to fulfill the required extended days and stay within the requirements of the law. Education Commissioner, Dr. Terry Holliday, had already released a statement indicating districts would not be issued a waiver unless they missed more than 20 days during the school year. Officials from DJJ were equally concerned about ensuring student instructional time is preserved. After much discussion it was agreed that programs who have utilized all possible make-up days, including scheduled breaks and other district approved days, could add time to each extended day to equal the amount of days the program needs to complete the required 210 instructional days. Adding time to extended days to make up lost instructional days will only be allowed with prior KECSAC approval when inclement weather or other circumstances prevent the completion of the 210 instructional day calendar.

KECSAC Outside Evaluation of Operations

The Kentucky Educational Collaborative for State Agency Children recently entered into a contract with REACH of Louisville, Inc., to complete a full administrative evaluation

of the organization. REACH will be conducting a primarily qualitative evaluation that assesses: (a) KECSAC's impact on state agency children programs, (b) the structure of KECSAC, and (c) the quality of administration (including how to improve KECSAC services). In order to facilitate the study, REACH will be reviewing internal operations, meeting with the Interagency Advisory Group, interviewing central office staff and program improvement specialists and conducting site visits to several programs. During the site visits, REACH will discuss communication, operations, planning, responsiveness, and general goal attainment of the KECSAC program. In addition to the site visits and focus groups, REACH will be conducting an online survey to provide all programs an opportunity to participate in the evaluation process.

Online Policy Manual

KECSAC policies are available online. Written policies will standardize processes, thus ensuring consistency, transparency, and accountability while providing guidance to KECSAC staff, state agency partners, school districts, and state agency children programs. Policies are current and will be updated as needed. Policies may be viewed at www.kecsac.eku.edu

Special Allocation

Current KECSAC programs have the opportunity to apply for additional State Agency Children Funds (SACF) through a competitive RFP process. These funds are available due to unforeseen program closures during the 09-10 school year leaving unspent allocated funds. This initiative is intended to help meet the significant academic achievement needs for state agency children in KECSAC funded programs. The project/initiative should be designed to serve the child in the least restrictive educational setting possible, provide the child with a therapeutic atmosphere and allow educators to address educational issues as they occur in the classroom setting. Selected proposals will receive additional SACF for SFY 2009-2010 to fund the project. Programs with selected proposals will be reimbursed through the SACF quarterly reimbursement process. Districts must expend the award amount by June 30, 2010 and include the amount on the final quarterly reimbursement MUNIS report. Past special allocation funds have been used to fund projects that enhance student learning and community involvement, including media centers, lab equipment, an aquaculture center, Smart Boards, art supplies, etc.

Professional Development



KECSAC staff strives to provide quality and relevant professional development trainings for educators and administrators who work with Kentucky's state agency children (SAC). Over the third quarter of 2009-2010, KECSAC provided three workshops, *Teaching in Action* and *Critical Issues: "Downtown to Down Home"* and hosted one professional association meeting, the SACSAA meeting. All the professional development opportunities offered are designed with the special needs of the students we serve in mind.

SACSAA



Gareth Wells took over the duties of SACSAA President on March 5, 2010.

Eighty school administrators attended the video conference SACSAA (State Agency Children School Administrator Association) meeting on March 5, 2010 at eight different satellite locations across the Commonwealth during the third quarter. Donna Buckley, SACSAA President discussed the new KECSAC Outstanding Student of the Year Award and introduced the candidates

for President-Elect, who each gave a brief campaign speech. KECSAC Director, Dr. Ronnie Nolan led the business meeting which covered a wide range of issues, including: the budget update, the Universal Tool for Assessment RFP, Best Practice Sites, deadlines for new programs/capacity increases, the 2010-2011 PD Calendar, the up-coming *Alternative Strategies for Educating Students At-Risk Conference*, the BEST Study update, KECSAC Mini Grants and SAC Definition update and impact. Associate Director, Kaye Parker reviewed policy updates and results from the Annual Census. Gareth Wells, presented out-going SACSAA President Donna Buckley with a plaque thanking her for her service to the School Administrators Association and upon taking up the mantle of President, remarked: "There is not a group that cares more about making a difference in the lives of youth than SACSAA so it is an honor and privilege to begin my term as president of this organization. The issues ahead for us and education in general are numerous, however the skills and talents of this administrative group are more than capable of meeting these challenges." This was the second year that the Spring SACSAA meeting was held in a video conferencing format, which saves KECSAC school districts money and School Administrators time by reducing travel time and costs.

Critical Issues: "From Downtown to Downhome"

KECSAC, in collaboration with the College of Education at Eastern Kentucky University, sponsored two *Critical Issues Series Workshops* for KECSAC educators and education students during the third quarter. Two-hundred sixty-nine KECSAC educators and students attended the back-to-back sessions, *Downtown to Down Home* in Bowling Green (March 16th) and at the Perkins Conference Center on the campus of Eastern Kentucky University (March 17th).



Dr. Woods presents Youth Gangs & Violence: Effective Program Approaches on March 18, 2010 at the Perkins Conference Center on the campus of EKV.

Dr. Eddie L. Woods led both sessions presenting "Youth Gangs & Violence: Effective Program Approaches." As co-founder of a youth outreach organization called the LIFE Institute and Operation Hope in Louisville, Woods is deeply involved in preventing gang violence among the youth he mentors.

According to a LeoWeekly profile published in December of 2008, Dr. Woods grew up in the California neighborhood of Louisville, an area known for youth violence and gang activities, but his strict parents kept him from getting into trouble. "Back then — in the 1960s — gang activity consisted mainly of fistfights and petty theft. It wasn't unusual to scuffle with a rival gang one day, then play basketball with them the next... but that began to change as illegal guns poured into inner-city neighborhoods."

"There are shootings in the inner city here I dare say every night," says Woods, who relies on "street captains" to inform him of any mounting tension or violence. Street Captains

Professional Development

of Operation Hope communicate what is unfolding on the streets, alerting him when something is about to happen. Dr. Woods' organization has helped sixty-two young people go on to college and become successful adults. Woods earned his bachelor's in Art from Eastern Kentucky University, his master's and doctorate from the criminal justice program at the University of Louisville.

Currently, Dr. Woods estimates the Life Institute serves about one-hundred eighty young people. They reach their youngest members through after-school tutoring, offer strategic family planning classes to parents, life skills training such as developing and maintaining a household budget, navigating the court system and career services.

Dr. Woods' presentation focused on communicating with youth using relevant terms and street language, gang prevention programming through community involvement and best practices to help at-risk youth recover from gang culture. Dr. Woods' presented "Youth Gangs & Violence: Effective Program Approaches" in two distinct venues: the Bowling Green installment was a more intimate setting composed primarily of seasoned KECSAC educators and the larger installment at Eastern Kentucky University was attended by both current educators in the field and a large number of EKU education majors. Dr. Woods was able to capture the attention and the imagination of both audiences, drawing in both the small and large crowds to participate in hands-on activities and speaker interactions.

Teaching In Action

On March 25, 2010, KECSAC staff was joined by teachers, administrators and DJJ personnel at the Calloway County Day Treatment Center (CCDTC) for the third installment of the **Teaching in Action Professional Development Series**. CCDTC staff welcomed their colleagues from as far as Northern Kentucky and Frankfort in order to share the successful strategies that helped them earn the distinction of being

Amy Futrell sharing math lessons with Deanna Jenkins and Jim Green.



named a Kentucky Department of Education Best Practice Site for Alternative Education in 2009.

Susan Bucy, the Director of CCDTC and Stephanie Wyatt, the Supervisor of Instruction for Calloway County Schools, began the day by describing the vision and mission of the district. The focus on creating successful learners with bright futures is evident by the commitment of the center's staff to sharing with and learning from their colleagues.



Dr. Ronnie Nolan talks to a CCDTC student about Achieve3000, the web-based reading curriculum that allows students to work on their own level and progress at their own rate.

Participants toured the facility and observed the enthusiasm with which teachers conduct their classes. Some of the attendees were even tempted to join the hip hop dance class Mr. Steve Saunders was holding with some of the center's young men. Various staff shared strategies on credit recovery, parental involvement and lesson planning. Of particular note was the extent to which transition and follow-up is valued at CCDTC. Center staff makes sure that their students have opportunities to explore career and educational options as well as continuing contact after the youth transition back into A1 schools.

One of the most poignant aspects of the training was Missy Jenkins Smith, a counselor at the center, sharing her story of survival and forgiveness. Missy was the victim of a school shooting in Paducah, Kentucky in 1997. Now Missy serves the at-risk population with a perspective and insight that few will ever have. Paralyzed from the shooting, proud wife, mother, author and youth advocate travels to schools to share her message encouraging youth in pain to reach out for help and share with adults if they are concerned for their safety. Missy's story touched everyone present.

Now that the Kentucky Department of Education is in the process of visiting finalists for 2010 Best Practice Sites, KECSAC looks forward to more Teaching in Action events in the upcoming year.

Census

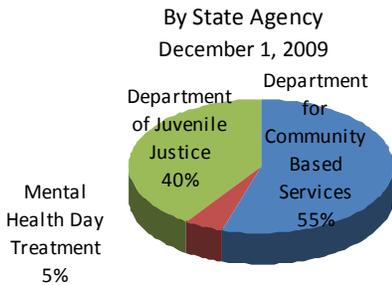
On December 1, 2009, the annual census of state agency children (SAC) being served in KECSAC funded programs was completed. It is important to note that the annual census provides a one-day “snapshot” of the children in this unique population of students. On this day, 2,815 state agency children received 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.

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, Department of Juvenile Justice and the Department for Behavioral Health, Developmental and Intellectual Disabilities.



Percentage of State Agency Children



Source: KECSAC Annual Census

On December 1, 2009, fifty-five percent of all state agency children received services through the Department for Community Based Services (DCBS) in one of 49 programs. 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

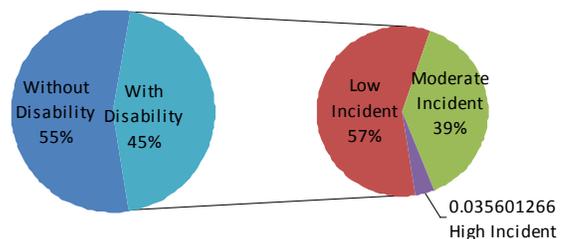
programs, one DJJ operated treatment center and twenty-two contracted day treatment programs. Five percent of youth receiving services in state agency children programs on December 1, 2009 were served in one of seven mental health day treatment (MHDT) programs. These youth receive extensive mental health treatment as part of their educational day and are usually referred to the program by physicians or school counselors.

According to the annual December 1st census, forty-five percent 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 – 21 has 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 disability.

Disability by Incident Category

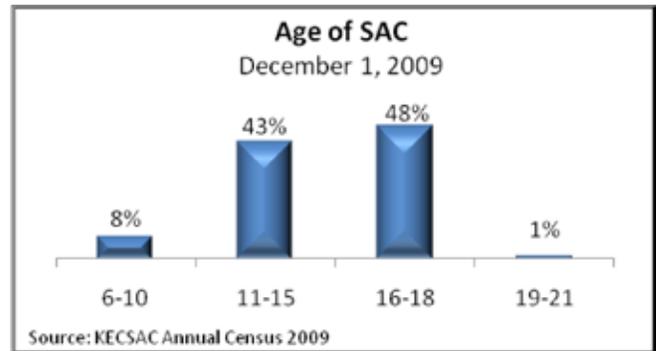
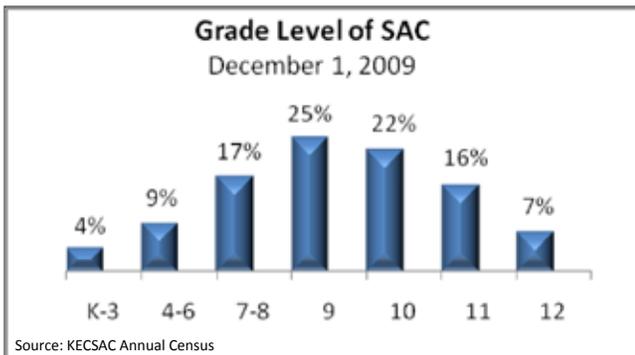
December 1, 2009



Source: KECSAC Annual Census

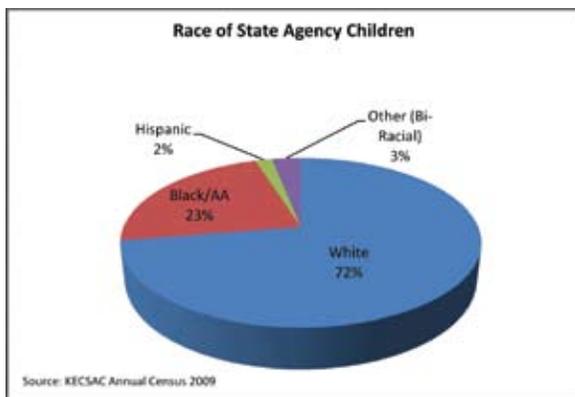
Thirty-nine percent of students identified with a disability have a Moderate Incident disability which includes Mild Mental Disabilities, Other Health Impairments and Specific Learning Disabilities. Only 4% of all SAC identified with a disability have been identified with a High Incident disability,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

The largest percentage of SAC are in the 9th and 10th grade, representing 47% 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 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.

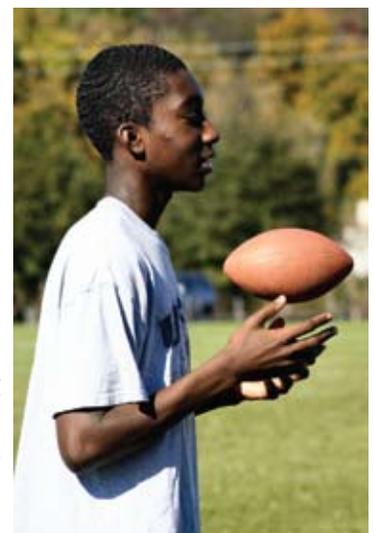
Seventy-two percent of all students receiving educational services in state agency children's programs are White. Black/African-American represent 23% of all state agency students compared to 10.6% in the general Kentucky school population. Almost 48% of all Black/African-American youth in state agency children's programs have been identified with a disability while 45% of all White youth have been identified with a disability.



Seventy-one percent of all state agency children are male and 29% are female. The average length of stay in a SAC program is 140 days, down from 170 days in 2008. 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-eight percent of all youth in KECSAC funded program receive their education in classrooms located at or near their living facilities. Only 12% of all SAC receive their education in a traditional classroom.





KECSAC

104 Case Annex
Eastern Kentucky University
521 Lancaster Avenue
Richmond, Kentucky 40475
www.kecsac.eku.edu

452018

"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

