

December 1, 2008
Annual Census

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
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Dear KECSAC Partners and Friends:

This document presents the results of the 2008 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 105 education programs in 53 school districts across the Commonwealth.

We continue to serve a large number of students in our programs through the course of a year, with over 19,000 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, Interim 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,

A handwritten signature in black ink, appearing to read "Ronnie Nolan". The signature is fluid and cursive, with a large initial "R" and "N".

Ronnie Nolan, Ed.D.
Director



“Youth don’t usually change because of programs — they change because of people. Adult leaders who provide direct service need to be people who are concerned with and care about those with whom they engage. They need to be able to provide and promote new opportunities for young people. They need to be skilled communicators who are consistent, predictable, and able to provide feedback or handle confrontation in a manner that promotes trust and concern. Young people need to believe that the adults are in it for the long haul, and that these adults listen to them, care about them, and are not just seeking conformity and compliance.”

Brendtro, Brokenleg, & Van Bockem *Reclaiming youth at risk*



Executive Summary

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 across the Commonwealth of Kentucky. The annual census provides a one-day snapshot of the students served in state agency children programs.

On December 1, 2008, KECSAC funded program provided educational services to 3,291 state agency children. Over the past five years the number of programs serving state agency children has dropped from 112 in 2004 to 105 in 2008, while the total number of students served during the 12 month period has increased over 7%. Between December 2007 and December 2008, over 19,000 students received educational services for at least a portion of the year in a KECSAC funded program.

The percentage of students with identified disabilities has dropped from 46% in 2004 to 43% in 2008. While mental health day treatment programs serve the largest percentage of students identified with a disability, DCBS serves the greatest number of students with a disability. On December 1, 2008, DCBS programs served 847 students identified with a disability, or 51% of the total population of students in DCBS programs. Of the students identified with a disability on census day 43% were categorized with Emotional and Behavioral disorders. Students educated in KECSAC programs were two to three times more likely to be identified with a disability as students in regular Kentucky classrooms. Students in KECSAC programs are also significantly more likely to have a severe disability. Over 59% of the total population of children in the custody of the state and identified with a disability was categorized with a Low Incident Disability, which includes Functional Mental Disability, Behavioral/Emotional Disorder, Autism and Multiple Disabilities as well as Hearing Impairment and Deaf-Blindness.

On census day 2008, 364 teachers taught in KECSAC funded programs. Over 50% of these teachers hold a special education certification. Less than 4% of the total number of teachers in KECSAC programs holds an emergency certification. Eighty-nine percent of the total population of state agency children is educated in on-site classrooms near or in the same building where they live.

Over 68% of the entire population of state agency children was in grades 9 – 12 on December 1, 2008. Nearly 18% of the total population was in grades 7 and 8, while 8% was in grades 4 - 6. Approximately 4% of KECSAC students were in grades K-3.

On December 1, 2008, over 52% of the population was between the ages of 16 and 18 years old. Nearly 40% of all SAC was between the ages of 11 and 15 and 7% of the population was between the age of 6 and 10 years old.

Although the largest race category of state agency children is White with 72% of the entire population, African American youth receiving educational services in state agency programs is twice (22%) that of the entire Kentucky African American student population (11%). African American students receiving educational services in Department of Juvenile Justice residential facilities is three times (33%) that of the entire population of African American students in Kentucky.

Males make up over 71% of the entire population of state agency children while 29% are females. Since 2004, males in state agency programs have decreased 2% while females in state agency programs have increased 15%. On December 1, 2008, nearly 80% of males and 29% of females were identified with a disability.

Although the demographics of state agency children change from year to year the specific emotional, physical, social and mental challenges these youth face each day does not. State agency partners must continue to focus on resources and collaborative relationships designed to meet their unique educational needs so these youth may become successful members of our society.

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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 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 for Education; Department of Juvenile Justice; Department for Community Based Services; Department of Mental Health, Developmental Disabilities and Addiction Services; Local Education Agencies; State Agency Children School Administrator Association; and the Eastern Kentucky University College of Education.

Research 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 ECU College of Education in developing curricula for teacher education/training, particularly the area of Special Education.

The purpose of this research is to analyze the data gathered on December 1, 2008 and compare it to data gathered for the past five years looking for trends that may be used by KECSAC staff in developing goals and strategies.

Literature Review

State agency children are youth with many emotional, social, and educational needs that often prevent these students from being successful in regular classrooms. Although this population of students is unique in many ways, they are also very similar to other groups of students identified as at-risk and educated in alternative education settings. This literature review will focus on alternative education best practices.

Tobin and Sprague identify “alternative education” as any type of nontraditional education service that differs from public schooling and is commonly used in reference to programs designed for youth with challenging behavior (Tobin & Sprague, 1999). Districts use these programs to provide additional services to students having a difficult time adjusting to school, to isolate students with disruptive behavior, or as a special setting for youth displaying dangerous or illegal behavior (Tobin & Sprague, 1999).

Alternative education programs vary based on where the program is housed, the needs of youth served, resources provided the program, and the quality of the teachers at the programs, as well as other factors, including district support. There seems to be little consistency among programs regarding the quality of education services provided at these programs.

In January 2009, the National Alternative Education Association (NAEA) published a study they hope will be used as a model by all 50 states to “ensure quality alternative education programming is taking place” (Coles, 2009). *Exemplary Practices in Alternative Education: Indicators of Quality Programming* offers ten research based practices that, if implemented successfully, will ensure that students in alternative educational settings receive the quality education they need to prepare for future responsibilities. This study describes the exemplary practice and defines indicators that should be implemented as part of the practice.

These exemplary practices include:

1. a shared mission and purpose that embodies high expectations for academic achievement, along with the nurturing of positive social interactions between staff and students;
2. passionate and experienced leadership that engages in a collaborative approach of shared decision making, high expectations, and continuous monitoring of program quality;
3. a safe, caring and orderly climate and culture characterized by a positive rather than punitive atmosphere for behavioral management and student discipline;
4. staffing with qualified teachers trained in research based teaching methods that facilitate active student learning;
5. high expectations for students across academic, behavioral, life skill, service coordination, transitional and vocational domains;
6. student assessment processes to improve short and long term results, measure achievement and identify specific learner needs;
7. clear criteria and procedures for transitioning students from one educational setting to another or to the workforce while ensuring access to community agencies and support services;
8. parent/guardian involvement that emphasizes a non-judgmental, solution-focused approach that includes parent/guardian as a respected partner during the student's stay;
9. collaboration with community resources to promote opportunities for service learning, life skills, and career exploration for all students, and
10. program evaluation for continuous improvement (Coles, 2009).

Other research supports these best practices in alternative education. The American Institutes for Research did a study of effective alternative education programs and came to many of the same conclusions as the NAEA study. Effective programs have leaders who listen to and exhibit a caring attitude about the students, staff and parents (Guinn, 2006). Teacher attitudes towards the students is also an important aspect of an effective program.

An effective teacher in an alternative education program must be positive, encouraging, creative, flexible and willing to push the students to “achieve at their highest degree possible” (Guinn, 2006). A positive teacher-student relationship can help lay a foundation of success for these students. Another important aspect of a successful alternative education teacher is the ability to separate the behavior of the student from the individual by recognizing that the student is not a “problem individual, but an individual with a great number of problems” (Gwinn, 2006).

Classroom management and effective discipline are a must in an effective program. Clearly communicated expectations of student behavior helps the student understand what is expected of her/him and allows her/him to make positive choices. Successful alternative education programs have a small student to teacher ratio. Smaller class size allows teachers to build stronger relationships with students as well as meet the intense needs of the students (Guinn, 2006). Effective alternative education programs also provide teacher training opportunities to help build the skills necessary to succeed in an alternative education classroom.

Alternative education programs are springing up all over the country and in almost every school district in Kentucky. Over the past few years the Kentucky Board of Education (KBE) and the Kentucky Department of Education (KDE) have begun to focus more closely on alternative education programs. In a KDE Staff Note from 2006, Starr Lewis, Associate Commissioner, acknowledged an “increasing number of Kentucky students are receiving educational services in alternative education programs.” Kentucky defines the two types of alternative education programs serving the most students as A5 and A6 programs. An A5 program is defined as a “district-operated and district-controlled facility...designed to provide services to at-risk populations with unique needs” (703 KAR 5: 001). An A6 program is defined as “a district-operated instructional program in a nondistrict operated institution or school” (703 KAR 5:001). All KECSAC programs are defined as A6 programs.

With No Child Left Behind’s mandate of 100% proficiency by 2014 fast approaching, KDE recognizes the importance of ensuring that students educated in alternative education programs receive quality and equitable educational services (KDE Staff Note, 2006). To that end, KDE has created an *Action Plan for Alternative Education Programs (A5 and A6)* designed to increase program accountability for the progress of individual students; promote coordination among programs and partners; establish standards of quality and practice, and examine how programs and services are funded (KDE Action Plan, 2008). Equity in services and resources is an important part of providing a quality education program.

Census Analysis

Each year on December 1st, KECSAC takes a census count of state agency children in Kentucky. KRS 158.135 defines state agency children 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.

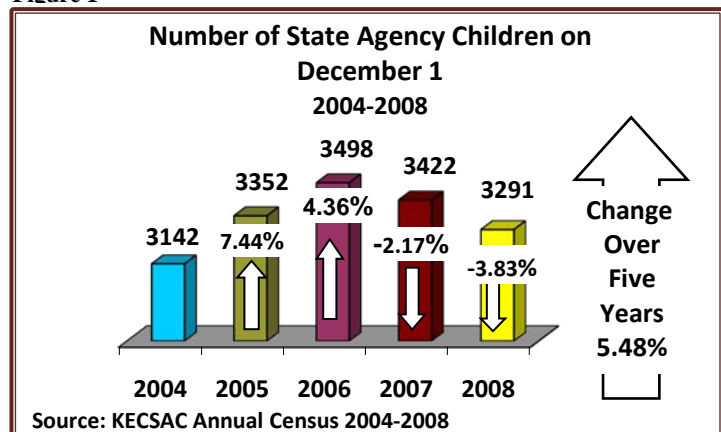
On December 1, 2008, the annual census count of state agency children (SAC) was completed. This census is part of the Department of Education's Child Count as required under the Individuals with Disabilities Education Act (IDEA) to locate children and youth with disabilities receiving special education and related services.

The KECSAC annual census provides a one day "snapshot" of this unique population of Kentucky students. On this day, 3,291 state

agency children were educated in 105 programs located in 53 Kentucky school districts. As shown in Figure 1, this represents a decrease of 131 students or 3.83% from December 2007 to December 2008. However, the number of SAC has increased by 5.48% or 171 students over the past five years.

State agency children are served by one of three state agencies: Department of Juvenile Justice, Department for Community Based Services, and the Department for Mental Health, Developmental Disabilities and Addiction Services (Figure 2). Fifty percent of the total population of SAC is served by the Department for Community Based Services (DCBS). These

Figure 1

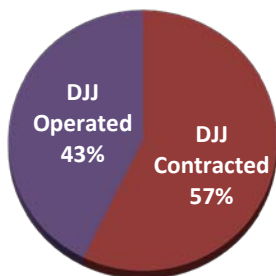


students may live in group homes, psychiatric residential treatment facilities, hospital settings, treatment centers or temporary shelters. DCBS contracts with private child care providers to provide the necessary care for these students. In 2008, fifty-three DCBS programs were contracted to provide services to state agency children.

Forty-six percent of the total population of SAC is under the care of the Department for Juvenile Justice (DJJ). Many of these students are adjudicated by the court system and are remanded to the custody of DJJ for a specific period of time. DJJ facilities fall into one of two categories: state operated or state contracted (Figure 3). DJJ operated facilities include seven residential detention centers, twelve residential youth development centers and five day treatment facilities. These programs are operated and operated by the state. Youth in these programs have been adjudicated and placed in the facility for a specific period of time. Forty-three percent of the population under the care of DJJ is housed in state operated facilities.

Figure 3

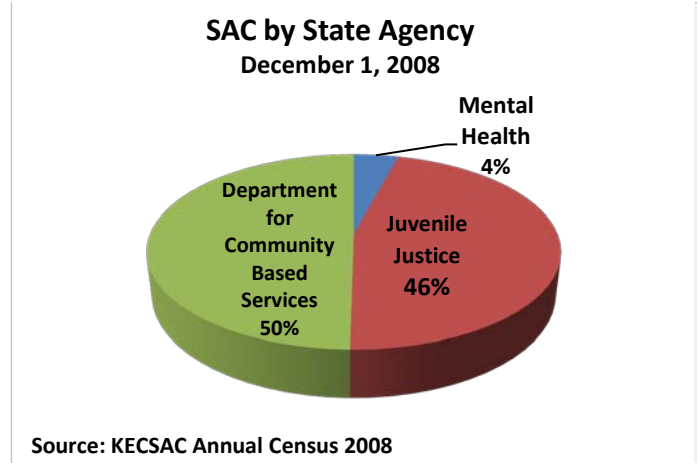
**Percentage of SAC in DJJ
Operated vs. Contracted Programs
December 1, 2008**



Source: KECSAC Annual Census 2008

The Department for Mental Health, Developmental Disabilities and Addiction Services (MHDDAS) operates six mental health day treatment programs (MHDT). Youth in these programs receive mental health services from a MHDDAS approved mental health service provider. Youth are typically referred to a MHDT by

Figure 2



DJJ contracted facilities include twenty-three day treatment programs that are operated by local school districts through a contract with DJJ. These programs serve as “last resort” attempts to stabilize a youth before placement in a detention or youth development center. Students are typically referred to the day treatment program by a judge or social worker. Contracted day treatment programs serve 57% of the DJJ population.

The Department for Mental Health,

a physician or school counselor. Four percent of the total population of SAC received services from a mental health day treatment program.

Although these KECSAC funded programs are operated by different state agencies, the educational services for every KECSAC program is provided by the local school district where the program is physically located.

The number of students served on December 1st represents just a portion of the total number of youth served for the entire year. Not only does the census form gather information on the number of students in a program on December 1st, but also the number of different students the program has served throughout the year. Administrators are asked to document the number of different students that were educated in their program for any part of the school year. As shown in Figure 4, over 19,000 different state agency children were educated in KECSAC funded programs for the twelve month period between December 2007 and December 2008. Although over 19,000 students were served throughout the year, only 3,291 were in the programs on census day, clearly representing the transient nature of this student population.

The twelve month period between December 2004 and December 2005 saw a 17.71% increase in the number of state agency children served. Each year since that time the number of SAC has decreased. The 19,293 students educated in KECSAC funded

programs on December 1, 2008 represents a decrease of 1.04% from December 2007. Although the number of SAC has decreased over the past three years, the total number of different SAC educated in KECSAC funded programs has increased 7.08% over the past five years. Figure 5 represents the total number of different SAC served by the state agencies during the past five years.

Figure 4

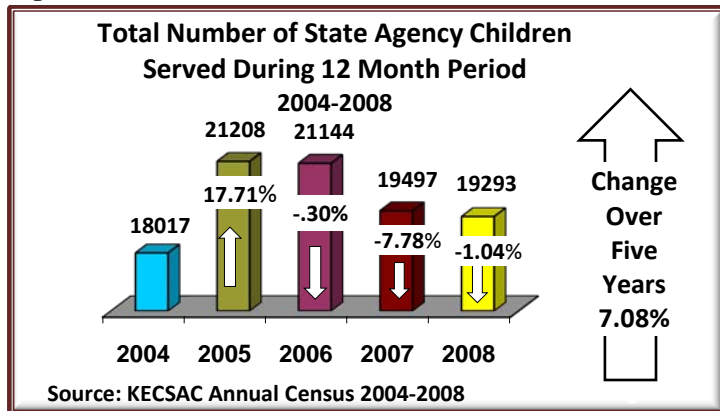
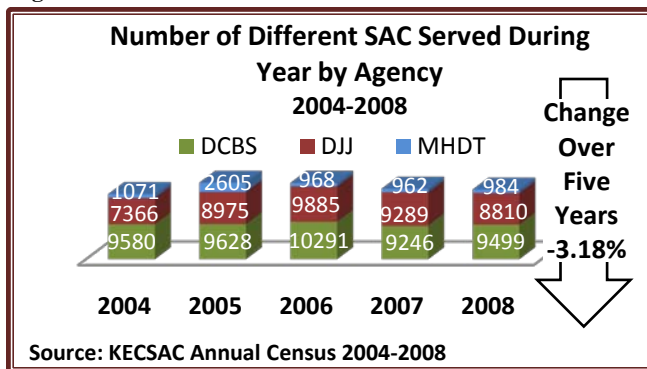


Figure 5



In 2004, KECSAC had an MOA with 53 school districts that provided educational services at 112 programs across the state. While the number of districts receiving KECSAC funding stayed consistent, the number of programs serving state agency children dropped to 105 in 2008.

Length of Stay

Student length of stay in a KECSAC funded program varies significantly between types of programs. Youth in a juvenile justice detention center, a facility that provides pre-trial detention of all alleged delinquent juveniles (DJJ Website, 2009), generally stay between six and twelve days. For example, 45 students were in the McCracken Juvenile Detention Center on census day 2008; however, the facility reported that 700 different youth were in the program throughout the previous twelve month period with an average length of stay of 7.5 days.

Students receiving services from a day treatment program usually stay one semester and can stay one full school year or more. Laurel County Day Treatment had 43 students on census day but reported they had served 150 different students during the previous twelve months with an average stay of 100 days. On the other hand, Northern Kentucky Youth Development Center, one of the most secure DJJ facilities in the state, had 36 students on census day and reported serving 81 different students throughout the year with an average stay of 221 days. The maximum number of students Northern Kentucky can house at one time is 44 students.

The length of stay for children in DCBS programs vary in similar patterns as DJJ programs. Students in the Gateway Children's Services program in Montgomery County stay an average of ten days while children in St. Joseph Children's Home in Jefferson County stay an average of 300 days. Gateway reported serving 207 different students throughout the year while St. Joseph reported serving 81 different students. Rockcastle Hospital Respiratory Care Center serves students who are on ventilators and require constant medical attention. During 2008, Rockcastle Hospital served six students during the year with four in the program on census day. Youth in this program stay an average of five years.

The stay for students in mental health day treatment programs range between 14 days at the Breathitt County Mental Health Day Treatment program and 365 days for students at the Seven Counties Mental Health Day Treatment program in Jefferson County. The average length of stay for students in a mental health day treatment is 135 days.

Disabilities

Since 2004, the percentage of the population of state agency children with an identified disability has steadily dropped. As shown in Figure 6, on census day December 2004, 46% of the population of state agency children educated in KECSAC programs were identified with a disability. On December 1, 2008 the percentage of the total population with a disability had dropped to 42.51%. This represents a decline of 3.18% over the five year period between 2004 and 2008.

Figure 6

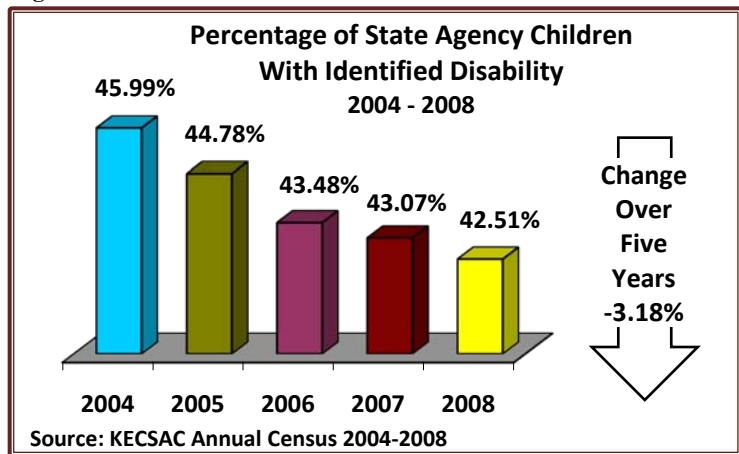
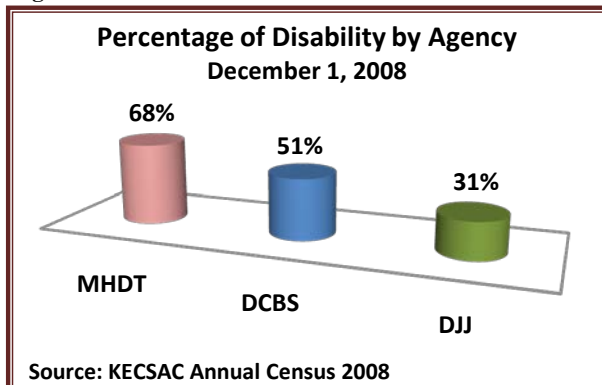


Figure 7



Over 68% of the students served in mental health day treatment programs are identified with a disability while 51% of students served in DCBS programs and 31% of students from DJJ are identified with a disability (Figure 7).

Figure 8 illustrates the types of disabilities identified in state agency children

during the past five years. Of the thirteen disability categories identified by the IDEA that can affect a student's academic performance, the Emotional Behavioral Disorder category is the category most frequently identified in state agency children. Emotional Behavioral Disorder indicates a condition exhibited over a long period of time and to a degree that it affects the child's ability to build or maintain a satisfactory relationship with teachers or peers, causes the student to exhibit fear or other physical symptoms associated with personal or school problems or exhibit inappropriate types of behaviors under normal circumstances (U.S. Department of Education). On December 1, 2008, 43% of the students identified as having a disability were categorized with Emotional/Behavioral disorders.

Figure 8

Incident Categories	2004	2005	2006	2007	2008
Low Incident					
Emotional/Behavioral Disorder	46.57%	48.90%	46.48%	46.48%	43.03%
Multiple or Severe Disabilities	11.83%	12.13%	10.85%	11.16%	12.01%
Functional Mental Disability	1.94%	1.87%	1.78%	0	2.22%
Autism	1.31%	1.47%	1.58%	1.83%	1.50%
Moderate Incident					
Other Health Impairment	11.42%	12.92%	14.92%	19.15%	18.66%
Mild Mental Disability	12.25%	11.33%	13.74%	10.35%	13.15%
Specific Learning Disability	13.01%	9.06%	8.22%	9.13%	7.93%
Orthopedic Impairment	0.07%	0	0.07%	1.29%	0.07%
Traumatic Brain Injury	0.28%	0.33%	0.39%	0	0.36%
Hearing Impairment	0.07%	0.07%	0.20%	0.27%	0.07%
Visual Impairment	0	0.07%	0.07%	0.07%	0.21%
Developmental Delay	0.90%	2%	1.38%	0	0.07%
High Incident					
Speech Communication	0.48%	0.40%	0.33%	0	0.71%

Source: KECSAC Annual Census 2004-2008

The next largest category is Other Health Impairments, which refers to chronic health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome (U.S. Department of Education). On census day 2008, over 18% of the disabilities identified in state agency children were categorized as Other Health Impairments. Other significant categories include Mild Mental Disability with 13.15% and Multiple or Severe Disabilities with 12.01%.

Students in KECSAC programs are as much as three times more likely to have an identified disability as students in regular public schools. According to Kentucky Education Facts published by the Kentucky Department of Education in 2009, the total number of Kentucky school students was 671,466 for school year 2007-2008. The December 1st Report of Children and Youth with Disabilities Receiving Special Education and Related Services for the same year identified 109,187, or 16.26%, of Kentucky students with a disability (KDE, 2009).

As shown in Figure 9, on December 1, 2007, students in KECSAC funded programs were significantly more likely to have an identified disability. Students in KECSAC classrooms grades 7-12 were over two times more likely to have an identified disability than students in a regular

Kentucky school classroom, while students in grades K-6 were over four times more likely to have an identified disability than their regular school counterparts.

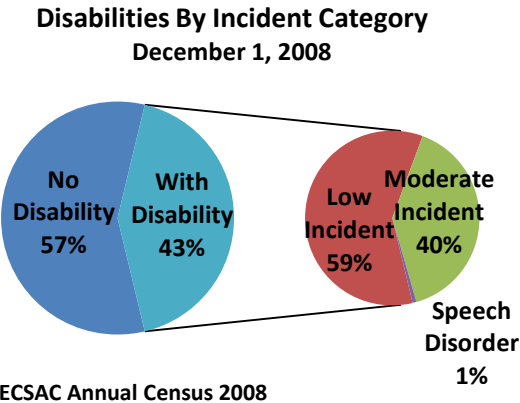
Figure 9

December 1 Percentage of Grade Level with Disabilities 2004-2008					
Grade Level	2004	2005	2006	2007	2008
Pre-K	100%	25%	0	100%	50%
K-3	57.7%	68.5%	62.3%	73.5%	65.7%
4-6	67.7%	73.8%	62.8%	69.5%	62%
7-8	48.8%	48.4%	43.6%	46%	44%
9-12	42.6%	40.2%	40.4%	38%	38.6%

Source: KECSAC Annual Census 2004-2008

Not only are students in KECSAC programs more likely to have an identified disability than students in regular school they are more likely to have a severe disability. Approximately 16% of the students in a regular school classroom with an identified disability have a Low Incident Disability while 59% of students in KECSAC programs identified with a disability have a Low Incident Disability (Figure 10). Disabilities in the Low Incident category include Functional Mental Disability, Behavioral/Emotional Disorder, Autism, and Multiple Disabilities as well as Hearing Impairment and Deaf-Blindness.

Figure 10



Approximately 56% of students in regular classrooms identified with a disability have a Moderate Incident Disability and 28% have a High Incident Speech Disorder. In KECSAC programs 40% of students identified with a disability have a Moderate Incident Disability and 1% has a High Incident Speech Disorder. Moderate Incident category includes Mild Mental Disability, Developmental Delay, Specific Learning Disability and Other Health Impairment, which includes chronic health problems such as asthma, attention deficit disorder and attention deficit hyperactivity disorder as well as other problems.

Graduation and GED

The census count taken each December also collects data on how many state agency children graduated or earned a GED while receiving educational services in a KECSAC funded program during the past twelve months. In 2004, 175 state agency children received a high school diploma while in a KECSAC program over the year (Figure 11). By 2008, the total number of students who graduated during the year rose to 276. This represents a 58% increase in the number of state agency children that graduated between 2004 and 2008.

Figure 11

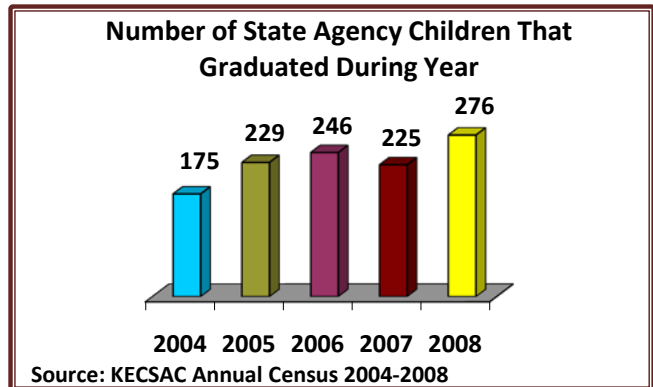
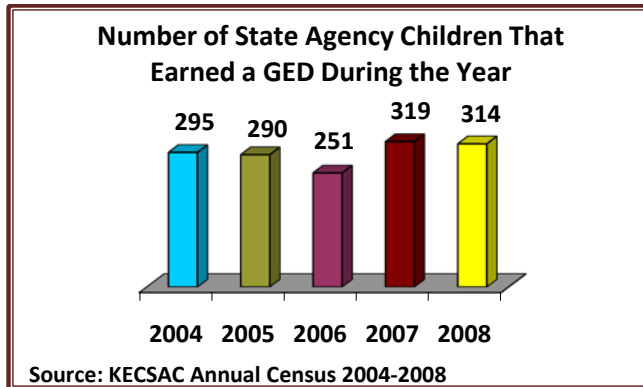


Figure 12

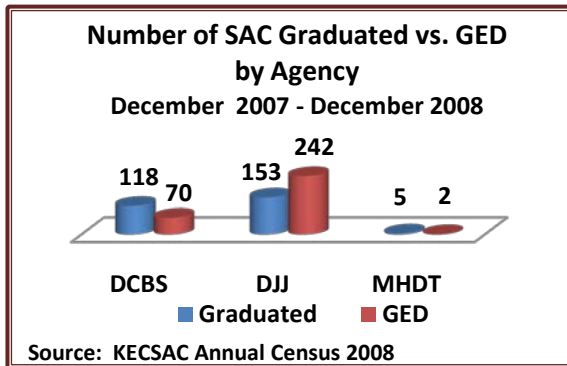


Many youth in KECSAC programs choose to complete their GED rather than work towards a graduation diploma because they are so far behind in their course work that it is impossible to earn enough credits to catch up. In 2004, 295 students enrolled during the school year earned a GED (Figure 12). The number earning a GED declined

over the next two years but rose again in 2007 and 2008. For the twelve month period between December 2007 and December 2008, 314 students in KECSAC programs earned their GED during the 2008 school year. Over the five year period, the increase in the number of students that earned a GED during the school year rose 6.44%. Because the survey instrument did not gather information on how many youth were eligible for graduation, it is not possible to determine a percentage of students that graduated or earned GED's during the year.

Graduation and GED numbers vary between the state agencies. Although DCBS programs served the greatest number of students, for the twelve month period between December 2007 and December 2008, DJJ programs had the overall best graduation and GED numbers for state agency children programs. Over the year, 153 students earn a graduation diploma and 242 earned their GED while receiving educational services at a DJJ program

Figure 13

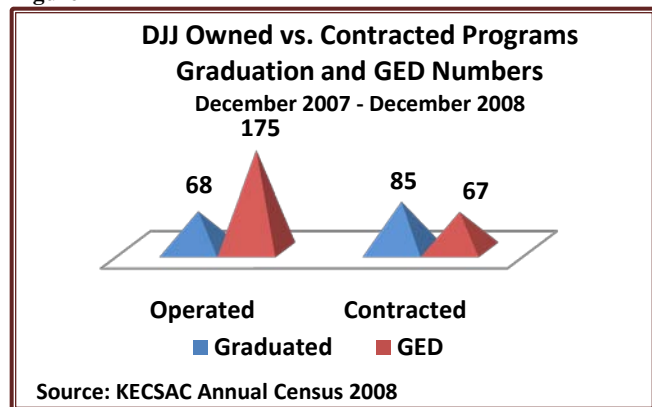


more GED's while students in contracted day treatment programs earned more diplomas. Sixty-eight students graduated during the year while receiving educational services in DJJ operated programs and 175 earned a GED while 85 students in DJJ contracted day treatment programs earned a diploma and 67 earned a GED (Figure 14).

(Figure 13). One hundred eighteen students earned a graduation diploma from DCBS programs while 70 earned a GED. Five students from MHDT programs earned a diploma and two earned a GED during the year.

Interestingly, students in DJJ operated programs, which include residential detention centers and youth development centers, earned

Figure 14



Teaching Staff

According to the December 1, 2008 census count, 364 certified teachers teach in KECSAC funded state agency children programs across the state (Figure 15). Over 50% of those teachers hold a special education teaching certification. Special education teachers have training in adapting and modifying instruction according to the specific needs of each student's Individualized Education Plan (IEP). Additionally, special education teachers can provide appropriate intervention assistance students need to make curriculum connections. Often special education teachers are dual certified in a specific content area, such as elementary education. Although special education certified teachers often do not have the same depth of knowledge as specialty teachers, their training allows them to help students advance emotionally, socially and academically.

Less than four percent of the teachers in KECSAC programs are teaching with an emergency certification. Teachers with an 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.

Figure 15

Educational Staff in KECSAC Programs	2004	2005	2006	2007	2008
Total Certified Teachers	377	394	394	376	364
Percent with Special Education Certification	44.77%	42.89%	48.62%	48.92%	50.23%
Percent with Emergency Certification	2.99%	4.82%	7.13%	4.98%	3.57%
Full Time Educational Administrators	63	53	71	66	61
Teachers Aides	158	183	180	170	168
Other Support Staff	102	102	104	100	106
Source: KECSAC Annual Census 2004-2008					

Sixty one of the 105 KECSAC programs employ a full time administrator to oversee the educational component of the program. KECSAC programs employ 168 teaching aides and over 100 other support staff. KECSAC statute mandates that programs receiving KECSAC funding maintain a teacher to student ratio of 1:10 or 1:15 with a teaching aide. According to the information provided by the programs on the census collection form, the average teacher to student ratio in KECSAC programs is one teacher to every nine student.

Educational Site

State agency children are educated in a variety of non-traditional locations, including group homes, day treatment programs, juvenile justice detention centers, mental health day treatment programs, residential treatment programs, community based shelter programs, and hospital settings. Often the children are educated in a classroom near or in the same building in which they live. These classrooms are considered on-site classrooms. Some state agency children may attend a regular classroom in a public school. On December 1, 2008, 89% of state agency children were educated in on-site classrooms with 11% attending regular district schools. Over 41% of students educated in on-site classrooms were identified with a disability.

Grade Level

State agency children can be found in every elementary and secondary grade level. Figure 16 illustrates the distribution of students across the grade levels over the past five years. This table provides the number of students in each grade level as well as the percentage of the total population. The largest population of state agency students is in the high school grade level.

On December 1, 2008, 2,253 students in grades 9-12 were educated in KECSAC programs. This represents 68% of the total population on census day. Fifty-four percent of students in grades 9-12 are in DJJ programs while 45% are in DCBS programs. Over the five year period, the rate of increase for high school students in all KECSAC programs was 8.21%.

Figure 16

December 1 SAC by Grade Level 2004-2008											
Grade Level	2004		2005		2006		2007		2008		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Pre-K	3	.10%	4	.12%	2	.06%	2	.06%	4	.12%	
K-3	142	4.52%	162	4.83%	175	5%	162	4.73%	134	4.07%	
4-6	124	3.95%	149	4.45%	242	6.92%	220	6.43%	263	7.99%	
7-8	789	25.11%	818	24.40%	633	18.10%	598	17.48%	579	17.59%	
9-12	2082	66.26%	2213	66.02%	2431	69.50%	2430	71.01%	2253	68.46%	

Source: KECSAC Annual Census 2004-2008

The number of students in grades 7-8 has decreased 26.62% over the past five years. Grades 4-6 has seen the sharpest increase in state agency children according to data reported on census day. In 2004, there were 124 students in grades 4-6. That number rose to 263 in 2008, representing a 112% increase in the number of students in this grade category. Grades K-3 increased in 2005 and 2006, but fell in 2007 and 2008, representing a decrease 5.63 % over the past five years. The number of Pre-K students has increased 33% over the past five years.

Age Level

Figure 17

December 1 Number of SAC by Age Level 2004-2008											
Age	2004		2005		2006		2007		2008		
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
3-5	.35%	11	.63%	21	.63%	22	.20%	7	.24%	8	
6-10	6.72%	21	7.31%	245	7.23%	253	8.28%	215	6.93%	228	
11-15	46.40%	22	44.60%	253	42.40%	1483	44.59%	1526	39.74%	1308	
16-18	46.40	7	47.05%	215	49.06	1526	47.87%	1638	52.23%	1719	
19-21	1.02%	8	.42%	228	.69%	1308	1.05%	36	.85%	28	

Source: KECSAC Annual Census 2004-2008

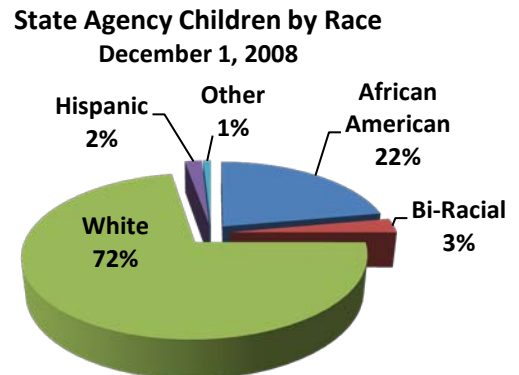
Figure 17 illustrates the distribution of age levels for students in KECSAC programs over the past five years. On December 1, 2008, 1,719 or over 52% of all state agency children were between the ages of 16-18 years old. Students in this age category increased at a rate of 12.56% between 2004 and 2008. Nine hundred twenty-nine of the 16-18 year old age group is in DJJ programs: 613 or 66% in DJJ operated facilities and 316 or 34% in DJJ contracted day treatment programs.

The next largest age category of SAC on December 1, 2008 was the 11 to 15 age group with 1,308, or nearly 40% of all SAC. Over the past five years students in this age group has declined 14.35%. Six hundred seventy-three, or over 51% of this age group are in DCBS programs while nearly 43% are in DJJ programs.

Race

The annual census count provides valuable information about the race distribution in KECSAC programs. On December 1, 2008, 72% of the entire population of state agency children was White, 22% African American, 3% Bi-Racial, 2% Hispanic, and 1% Other, which includes Asian and Native American (Figure 18).

Figure 18



Source: KECSAC Census 2008

Figure 19 shows the race distribution numbers and percentage of the total SAC population from 2004-2008. Each year the Kentucky Department of Education reports

Figure 19

December 1 SAC by Percentage of Race 2004-2008										
Race	2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%
African American	659	21%	706	21%	785	22%	799	23%	729	22%
Bi-Racial	58	2%	78	2%	85	2%	133	4%	95	3%
White	2358	76%	2520	75%	2568	73%	2416	71%	2375	72%
Hispanic	39	1%	40	1%	45	1%	60	2%	63	2%
Other (Includes Asian and Native American)	24	1%	8	0%	15	0%	14	0%	29	1%

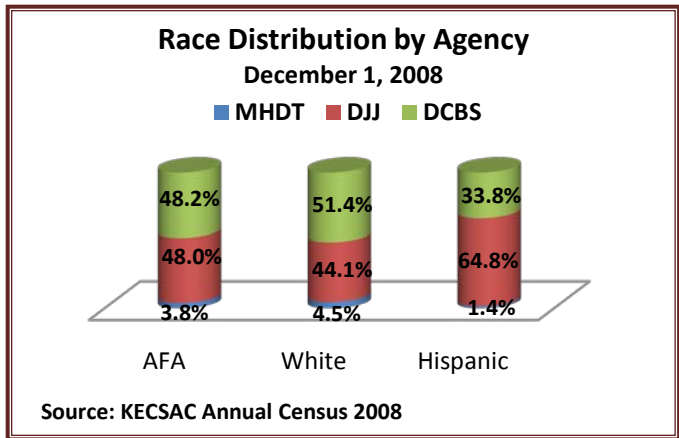
Source: KECSAC Annual Census 2004-2008

nonacademic data on Kentucky’s student population. According the Kentucky Education Facts, 84% of the entire population of Kentucky students is White while 11% is African American (KDE, 2009). This information shows that the percentage of African Americans students receiving educational services in state agency programs is twice that of the statewide percentage.

The population of African American state agency children is divided equally between Department of Juvenile Justice programs and Department for Community Based Services programs with less than 4% in mental health programs (Figure 20). African American students in the care of the state has increased 11% since 2004.

The majority of White students in the care of the state are in Department for Community Based Services programs (51.4%) while 44.1% are in the care of juvenile justice programs. Mental health programs provide services to 4.5% of White state agency children. The White population of youth in state agency programs has increased just 1% since 2004.

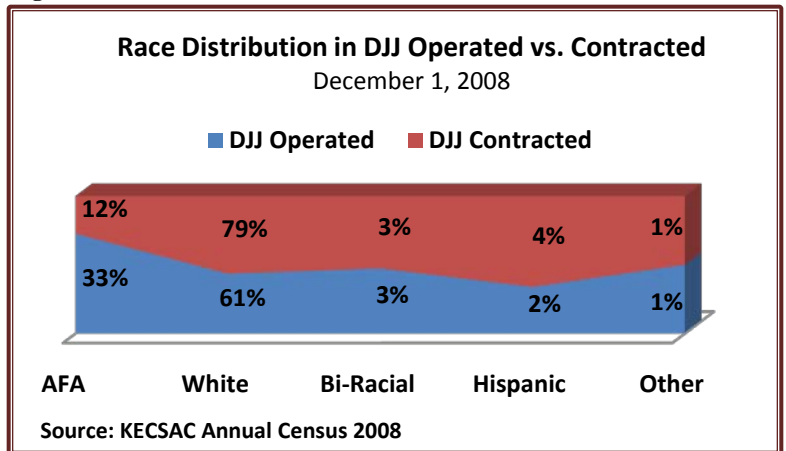
Figure 20



The Hispanic population is one of the fastest growing populations in KECSAC programs. Over the past five years the Hispanic population has increased 62%. Nearly 65% of all Hispanic students in the care of the state are in juvenile justice programs with 34% in DCBS programs and just over 1% in mental health programs.

It is interesting to note that 33% of the entire population of DJJ operated facilities, which includes detention centers and youth development centers, is African American (Figure 21), representing a clearly disproportional percentage of African American youth in juvenile correctional facilities. This is three times the percentage of African Americans in the entire population of Kentucky students (11%).

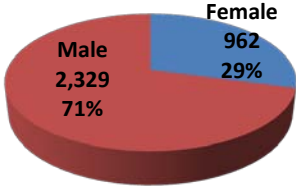
Figure 21



Gender

When the census was taken on December 1, 2008, 71% of the entire population of state agency children was male while 29% was female (Figure 22). As illustrated in Figure 23, although the male population of state agency children increased during 2005 and 2006, the population decreased in 2007 and 2008. Since 2004, males in state agency programs have had an overall decrease of .2%. The female population also increased in 2005 and 2006 before declining in 2007 and 2008. Overall, females in state agency educational programs have increased 15% since 2004. In DJJ programs

Figure 22
State Agency Children by Gender
December 1, 2008



Source: KECSAC Census 2008

Figure 23

SAC by Gender 2004-2008		
Year	Female	Male
2004	839	2334
2005	939	2413
2006	1021	2477
2007	938	2457
2008	962	2329

Source: KECSAC Annual Census 2004-2008

the female population increase just 1% over the five years while the male population increased 8% during the same time frame. In DCBS programs, females increased 24% over the same time period; however, males in DCBS programs declined 6%. On census day 2008, nearly 80% of males and 21% of females in state agency care were identified with a disability.

Conclusion

The 2008 census of state agency children serves to remind us of the important mission of KECSAC. On any given day nearly 3,300 children in the custody of the state are receiving educational services from a KECSAC funded program. Between December 2007 and December 2008 over 19,000 youth were educated in state agency programs for a portion or all of the school year. This represents nearly 3% of the entire population of Kentucky public school students. KECSAC’s mission of ensuring that all SAC receive a quality education by establishing and maintaining collaborative partnerships with public and private agencies throughout the Commonwealth is as important today as when KECSAC was first established in 1992.

Over the past five years the demographics and social profile of state agency children has changed; however, the educational needs of this population of students remain the same. Because of the emotional, physical, social and mental challenges these youth face, educational authorities must continue to focus on resources and collaborative relationships designed to meet their unique educational needs.

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