Kentucky Educational Collaborative for State Agency Children (KECSAC)

Everything You Ever Wanted to Know and More!

August 30, 2017
Working Together to Educate all of Kentucky’s Children

• Department of Education
• Department of Juvenile Justice
• Department for Community Based Services
• Department for Behavioral Health, Developmental and Intellectual Disabilities
KECSAC Mission

To ensure that all SAC receive a quality education by establishing and maintaining collaborative partnerships with public and private agencies throughout the Commonwealth.
History of KECSAC

1990 – Kentucky Education Reform Act (KERA). Mandated changes in funding and delivery of elementary and secondary education.

1992 – SB 260
KECSAC established to address the needs of State Agency Children.
History of KECSAC

1994 – HB 826

- Definition of SAC expanded to include:
  - Youth in private program placements and
  - Intermediate services for developmentally disabled youth.
History of KECSAC

1996 – HB 117

- DJJ Established
- Definition of SAC expanded again to include:
  - Youth in therapeutic foster care and
  - Youth in DJJ detention settings
History of KECSAC

2017-HB 522

- GED Option Introduced
  - State Agency Children age 17 years old may take the high school equivalency test while being dually enrolled in a diploma program.
“State Agency Child” means

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 intellectually disabled; 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.
Children served in alternative placements that do not meet the definition of a state agency child may include, but are not limited to:

- Students referred directly by the local school district.
- Students referred by the Administrative Office of the Courts, without an official court order defined herewithin.
- Students who are referred to the program by a local, state, or regional judge without an official court order.
- Students who have a court designated worker or case worker, but do not have a court order identifying location of placement, terms of placement, length of placement, commitment or custody of the child.
- Any student who is in a private placement within a Cabinet contracted or operated program who is not being funded by the Cabinet, or is not committed or in the custody of the Cabinet (i.e. children who are placed in a facility by a legal guardian who is paying for the services privately either directly or through private insurance or by some other non-Cabinet means).
- Students who are out-of-state residents are not State Agency Children, even if the services are being provided by an instate agency.
- A child being served in a Mental Health Day Treatment center who is not being financed by the Cabinet through Medicaid Services or another Cabinet fund would not be eligible for KECSAC funding.
KECSAC Serves…

• 52 School Districts
• 86 State Agency Children Programs
• $10,096,500 Budget
• 11,500 SAC Annually
Alternative or State Agency
What’s the Difference?

**Alternative Programs**
A district-operated and district-controlled facility

*Students are placed in alternative educational programs by the school district*

**State Agency Programs**
School-district teachers assigned to a facility operated by a private child care organization

*Youth are placed in state agency programs by state agencies (DJJ, DCBS, DBHDID)*
KECSAC Administrative Staff

Dr. Sherry Powers
College of Education
Dean

Dr. Ronnie Nolan
KECSAC, Director

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Budget Specialist

Russell Behanan
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Katie Helton
Assistant Director, KECSAC Conferencing and Events

Cindy Held
Assistant Director, Development and Communications
In accordance with 505 KAR 1:080, KECSAC is governed by an interagency advisory group (IAG) composed of representatives from the Kentucky Departments of Education; Juvenile Justice; Community Based Services; Behavioral Health, Developmental and Intellectual Disabilities; the State Agency Children School Administrator Association, at least one superintendent representing a local education agency, and a youth representative.
Interagency Advisory Group

The IAG meets six times per year and has an annual end-of-year meeting to evaluate the progress of KECSAC and to set future initiatives that need to be addressed. The role of the IAG includes but is not limited to the following:

• Providing advice and recommendations for policy and procedure development for KECSAC
• Providing technical support for KECSAC and State Agency programs
• Fostering collaboration among the represented departments and community partners
State Agency
Children Programs

- Residential Treatment
- Group Homes
- Mental Health Day Treatment Programs
- Hospital-Based Programs
- DJJ Day Treatment Programs
- Therapeutic Foster Care
- Regional Detention Programs
- Community-Based Shelter Programs
- Partial Hospitalization Programs
- Youth Development Centers
- Intermediate Care Facilities
KECSAC Projects

• Professional Development Calendar
• Statewide Monitoring of SAC Programs
• Distribution of Funding for SAC – SACF
• Regulations Review and Revisions
• Annual Directory of SAC Programs
• Technical Support for SAC Programs
• Maintain Website (www.kecsac.eku.edu)

• Quarterly Newsletter
• Annual Census Report
• Quarterly Reports
• Annual Report
Understanding SACF and How School Districts are Funded
State Agency Children’s Fund Funding Process

2016-2018 General Assembly Allocation $10,096,500

Kentucky Department of Education

$9,420,637 (93%) To Local School Districts

$675,863 (7%) To DJJ For KECSAC Operational Budget

EKU $675,863 $50,064 or 7.4% of Total Direct Costs retained by EKU

KECSAC $625,799 (Salaries, Support Services, Operating Expenses, PD, Travel)
Why receive supplemental support from SACF?

• Smaller teacher/pupil ratios
• Extended school year
• Supplemental funds
Understanding SACF

• MOA established with school district
• SACF to be spent for educational needs of SAC
Understanding SACF

$3,714 per child for 2017-2018 SY
Understanding SACF

• Students must meet SAC definition
• SACF is intended to be spent after SEEK
• SACF to be spent for extended program (210 days) and smaller teacher to student ratio
Student Demographics

Census 2016
Census Overview
December 1, 2016

- 2,150 students
- 52 school districts
- 11,364 different youth served during 12 month period
State Agency Children by Agency

- DCBS: 63%
- DJJ - Contracted: 15%
- DJJ - Owned/Operated: 20%
- MHDT: 2%
Change in Percent of SAC Served by State Agency

![Graph showing the change in percent of SAC served by state agency from 2006 to 2016. DCBS, DJJ, and MHDT are represented by different lines. The y-axis represents the percent, ranging from 0% to 70%, and the x-axis represents the years from 2006 to 2016. The data points are as follows:

- 2006: DCBS 5%, DJJ 45%, MHDT 1%
- 2007: DCBS 4%, DJJ 47%, MHDT 2%
- 2008: DCBS 4%, DJJ 45%, MHDT 3%
- 2009: DCBS 5%, DJJ 40%, MHDT 3%
- 2010: DCBS 4%, DJJ 42%, MHDT 3%
- 2011: DCBS 3%, DJJ 41%, MHDT 1%
- 2012: DCBS 3%, DJJ 40%, MHDT 1%
- 2013: DCBS 2%, DJJ 42%, MHDT 2%
- 2014: DCBS 2%, DJJ 34%, MHDT 1%
- 2015: DCBS 3%, DJJ 35%, MHDT 1%
- 2016: DCBS 5%, DJJ 65%, MHDT 2%]
**Without Disability**
- SAC Disabilities: 59%
- Kentucky Student Disabilities: 87%

**With Disability**
- SAC Disabilities: 41%
- Kentucky Student Disabilities: 13%

**Incidence Category**
- Low Incidence
  - Without Disability: 55%
  - With Disability: 55%
- Moderate Incidence
  - Without Disability: 42%
- High Incidence
  - Without Disability: 3%
  - With Disability: 36%

**Kentucky Student Disabilities by Incidence Category**
- High Incidence: 36%
- Moderate Incidence: 47%
- Low Incidence: 17%
State Agency Children by Race

- White: 69% (1476)
- Black or African American: 22% (408)
- Hispanic/Latino: 3.9% (83)
- Native Hawaiian or other Pacific Islander: 0% (1)
- Two or more races: 4.8% (103)
- American Indian or Alaska Native: 0.2% (4)
- Asian: 0.1% (3)
Count of Age Level and Percent of Age Level with Disability

![Graph showing count and percentage of age levels with disability]
Count of Grade Level and Percent of Grade Level with Disability

- Grade K: Count 11, Percent 64%
- Grade 1: Count 24, Percent 50%
- Grade 2: Count 34, Percent 47%
- Grade 3: Count 57, Percent 65%
- Grade 4: Count 51, Percent 59%
- Grade 5: Count 56, Percent 57%
- Grade 6: Count 75, Percent 59%
- Grade 7: Count 126, Percent 51%
- Grade 8: Count 442, Percent 49%
- Grade 9: Count 487, Percent 37%
- Grade 10: Count 386, Percent 36%
- Grade 11: Count 173, Percent 33%
- Grade 12: Count 100, Percent 35%
- Grade 14: Count 6, Percent 14%
- Grade G: Count 14, Percent 0%
Gender

December 1, 2016

Male 67.4%
Female 32.6%

Percentage of Gender With Disability

Male
48%
Female
29%

For Comparison:
17. % of entire male population KY public schools
9% of entire female population in KY public schools
have an educational disability
Education Accountability

- State agency children education programs are monitored annually using monitoring tool combining AdvancED Standards and Indicators with KECSAC requirements, and best practices in alternative education (Non-KECSAC education programs are not monitored annually).

- Students receiving educational services from a SAC program take the same assessments administered to other public school students as specified by 703 KAR 5:240, including the state required assessments in grades 3-8, the college readiness tests, the writing on demand tests, and end-of-course examinations.

- SAC educational programs receive annual report cards based on the tested students.
Academic Outcomes - Reading

- Collected From Title I Federal Report July 1, 2013-June 30, 2014
- 752 long-term students completed both the pre and post assessment in reading
  - Long-term is at least 90 consecutive calendar days
Reading Performance Data Based on Pre/Post Test Data (based on 90 days continuous stay)

- Negative change or no change: 37.37%
- Up one full grade level: 22.34%
- Up more than one full grade level: 40.29%
Academic Outcomes - Math

- Collected From Title I Federal Report July 1, 2013-June 30, 2014
- 748 long-term students completed both the pre and post assessment in math
Math Performance Data Based on Pre/Post Test Data
(based on 90 days continuous stay)

- 39% Negative change or no change
- 22% Up one full grade level
- 39% Up more than one full grade level
Challenges

- Frequent Transitions
  - Records Transfer
  - Scarlet Letter
- Funding Gap
- Academic Preparation
  - Typically 4 grades behind in Math and Reading
KECSAC

Working Together to Educate all of Kentucky’s Children

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