



The Kentucky Educational Collaborative for State Agency Children

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Each Year in Kentucky Nearly 11,000 Children and Youth Enter the DJJ and DCBS System. Of those, More Than 6,500 Enter KECSAC Programs.



Department for Community Based Services

Serves Approximately 65% of those students in programs like residential group homes, hospitals, drug and alcohol treatment centers.



Department for Juvenile Justice

Serves approximately 33% of those students in youth development centers, detention centers, group homes, and day treatment programs.



Department for Behavioral Health, Developmental and Intellectual Disabilities

Two programs in Kentucky serving 2% of this population. These programs are mental health day treatment programs.

Why Are Children and Youth Placed in State Care?

Physical Abuse
Sexual Abuse
Sexual Exploitation
Negligent Treatment or
Maltreatment
Abandonment
Public Offense
Status Offense

Who is Involved?





Kentucky Educational Collaborative for State Agency Children (KECSAC)

- To ensure that all [state agency children \(defined at link\)](#) receive a quality education by establishing and maintaining collaborative partnerships with public and private agencies throughout the Commonwealth.
 - Partnering with 48 Kentucky School Districts
 - Serving Students in 74 State Agency Programs
 - Supporting Districts with \$11M Annually for FY23 and \$12.5M Annually for FY24
- State Agency Children attend school 210 days per year and have smaller classroom ratios (1:10 or 1+1:15)

Why Do We Invest In Education?

Data Tells The Story!

Casey Family Foundation



Children and Youth in Out-Of-Home Care are at a higher-risk of dropping out of school



Less than 50% graduate from high school before “aging out”



Have higher rates of suicide attempts and completion, homelessness, unemployment and teen pregnancy



Are less likely to attend and graduate from college or post-secondary institutions



Experience 1-2 placement changes per year and are typically 16-20 percentile points behind their peers on state assessments

What We Know About State Agency Children



Disproportionate Racial and Ethnic Representation

Largest racial and ethnic disproportions in our most secure, most restrictive programs, including DJJ residential youth development programs.



Predominately Male

Male students make up approximately 67% of the students who are placed in out of home care within the state agency programs.



Significant Academic Opportunity Gaps

Students are typically behind grade level for their age.

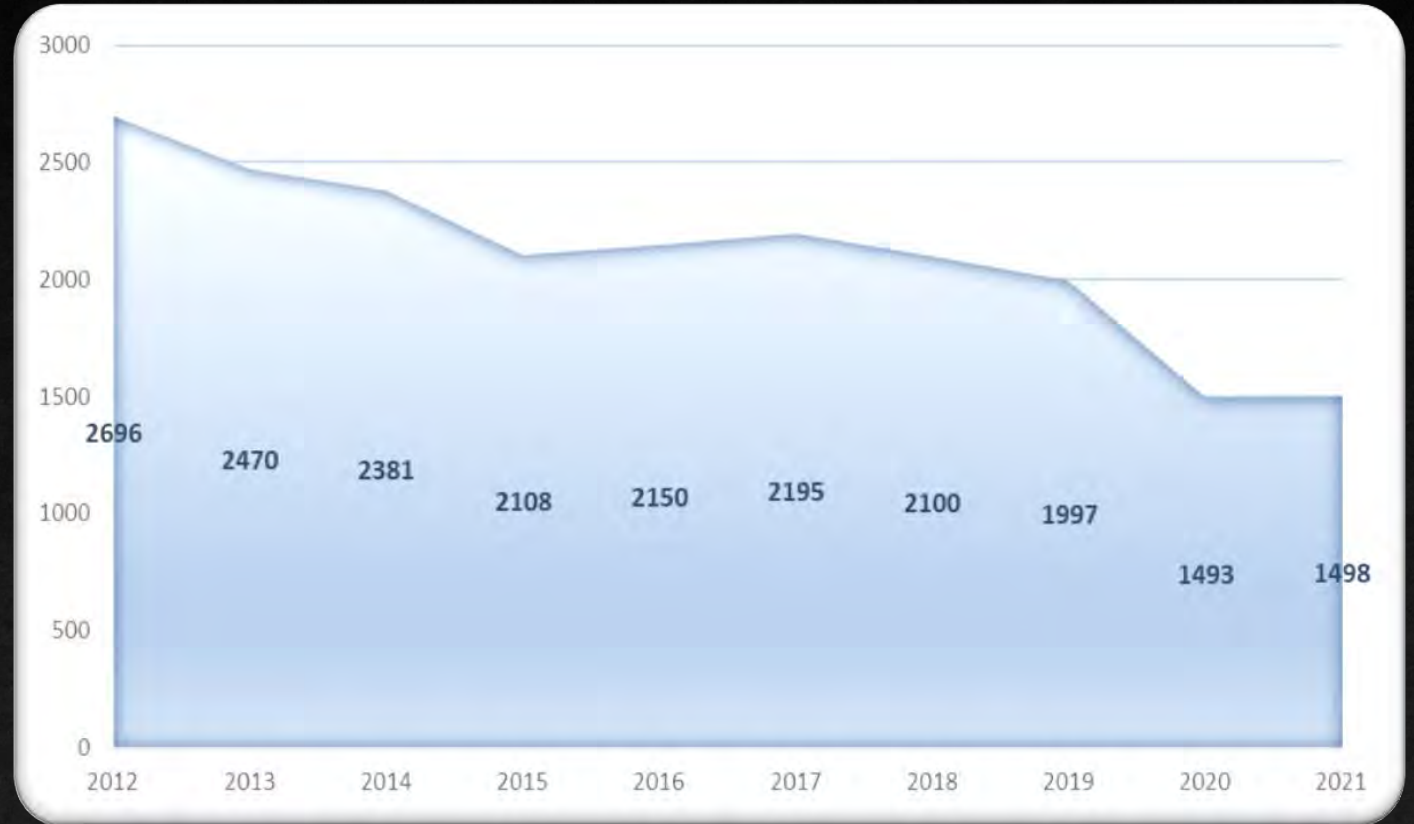
Students are More Likely to Have an Identified Educational Disability

KECSAC 2021 Census of State Agency Children



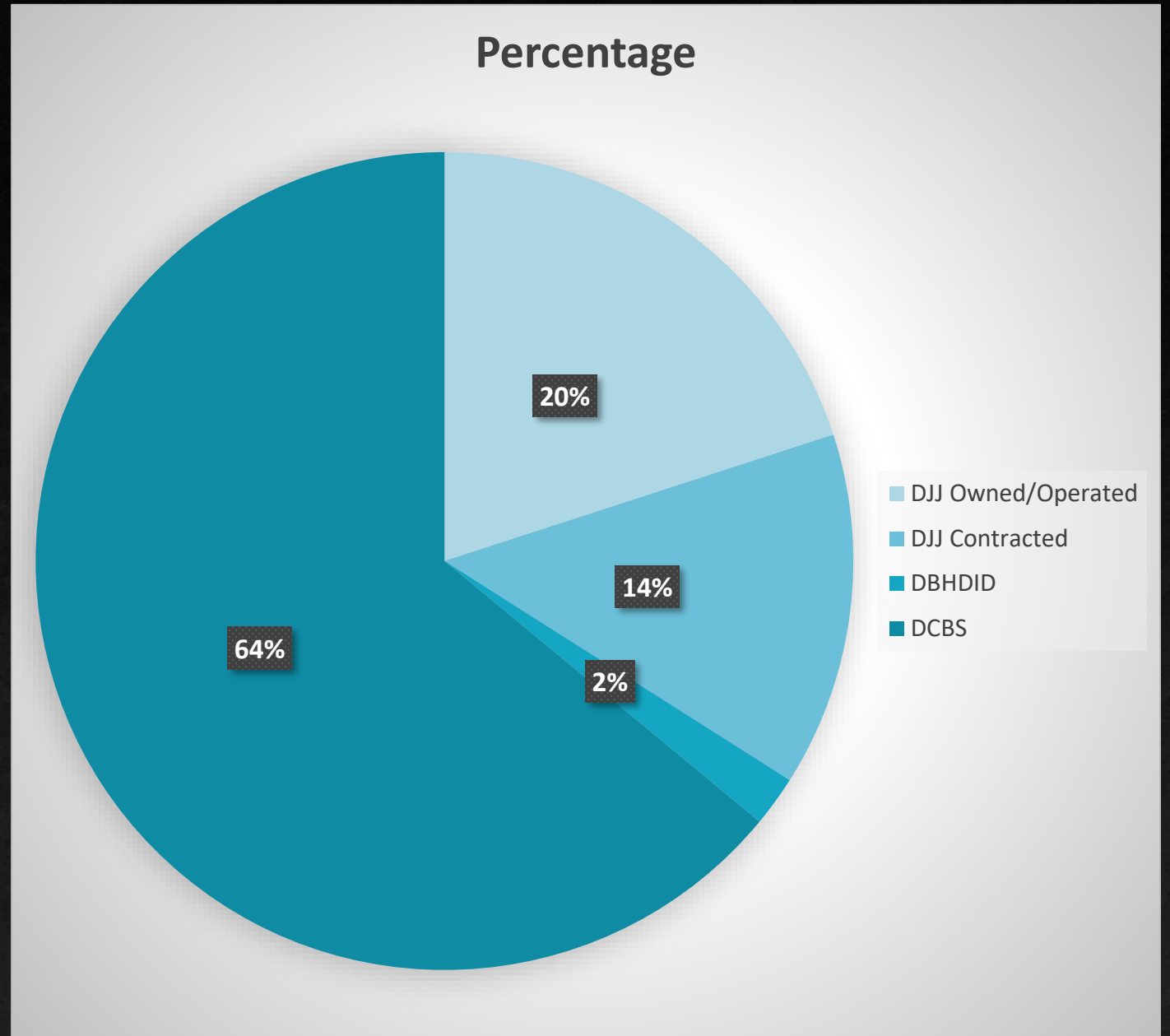
Number of
State Agency
Children (SAC)
Served during
Year 2012-
2021

Number of State Agency Children on December 1, 2012-2021

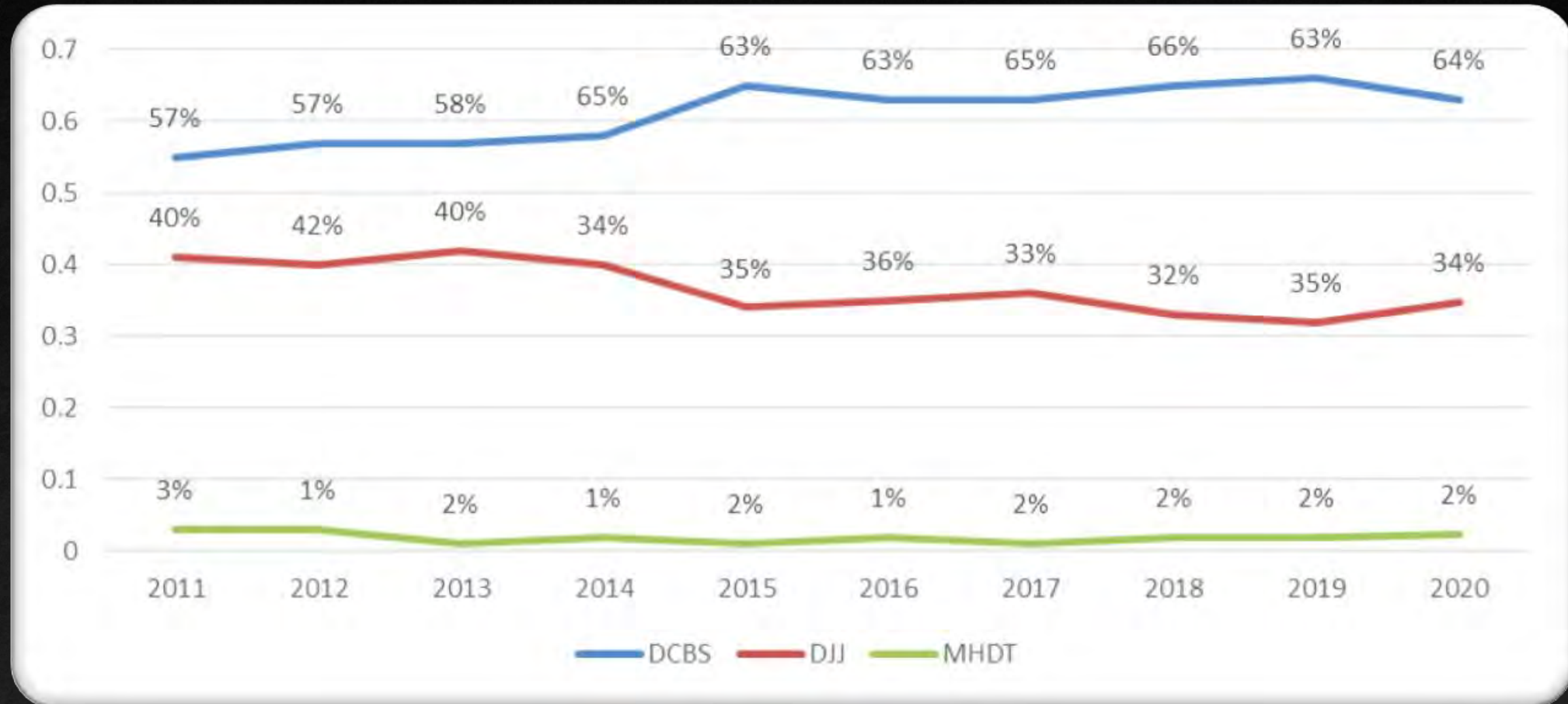


Agencies Serving State Agency Children (SAC)

- Department for Behavioral Health, Developmental and Intellectual Disabilities (BHDID)
- Department for Community Based Services (DCBS)
- Department of Juvenile Justice (DJJ):
 - Contracted
 - Owned/Operated

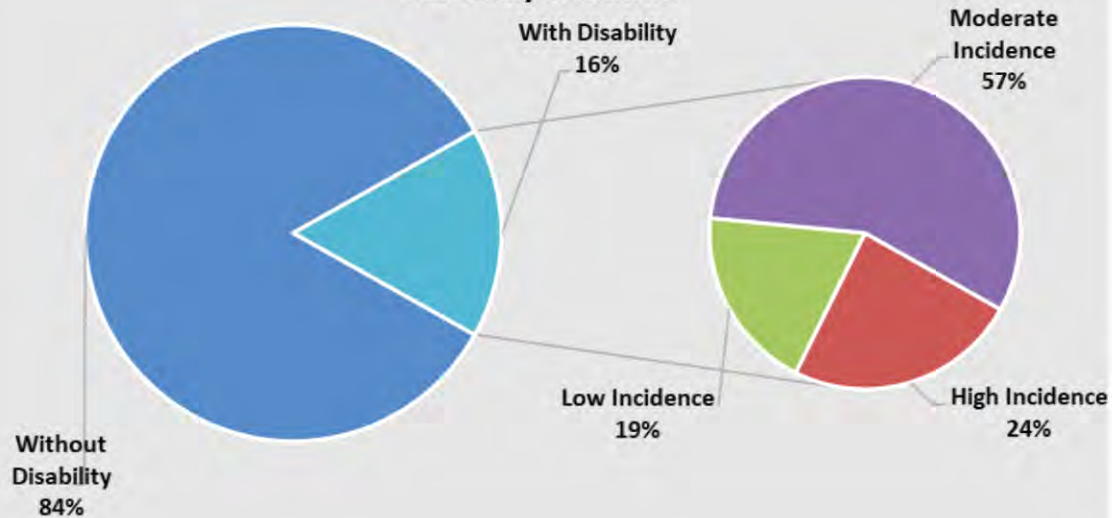


Change in Percentage Over Time

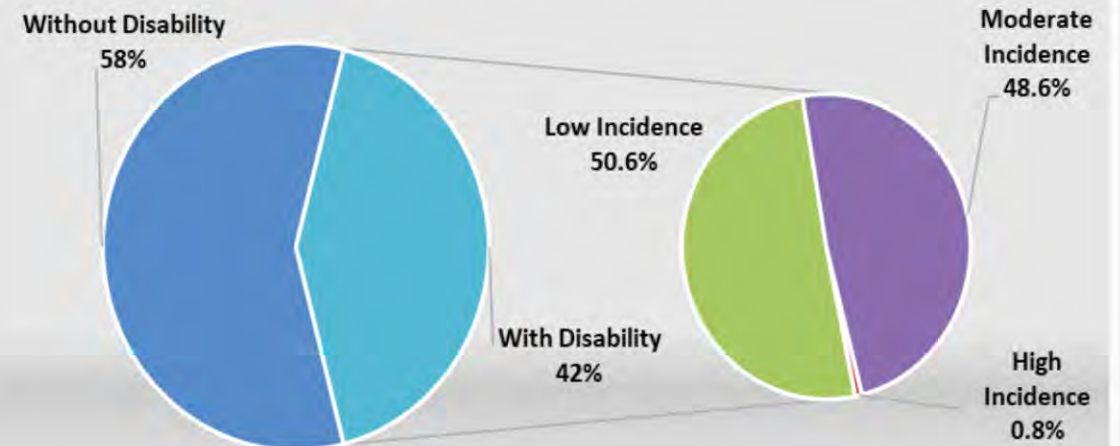


Students' w/Disability by Incidence Category

Kentucky Students



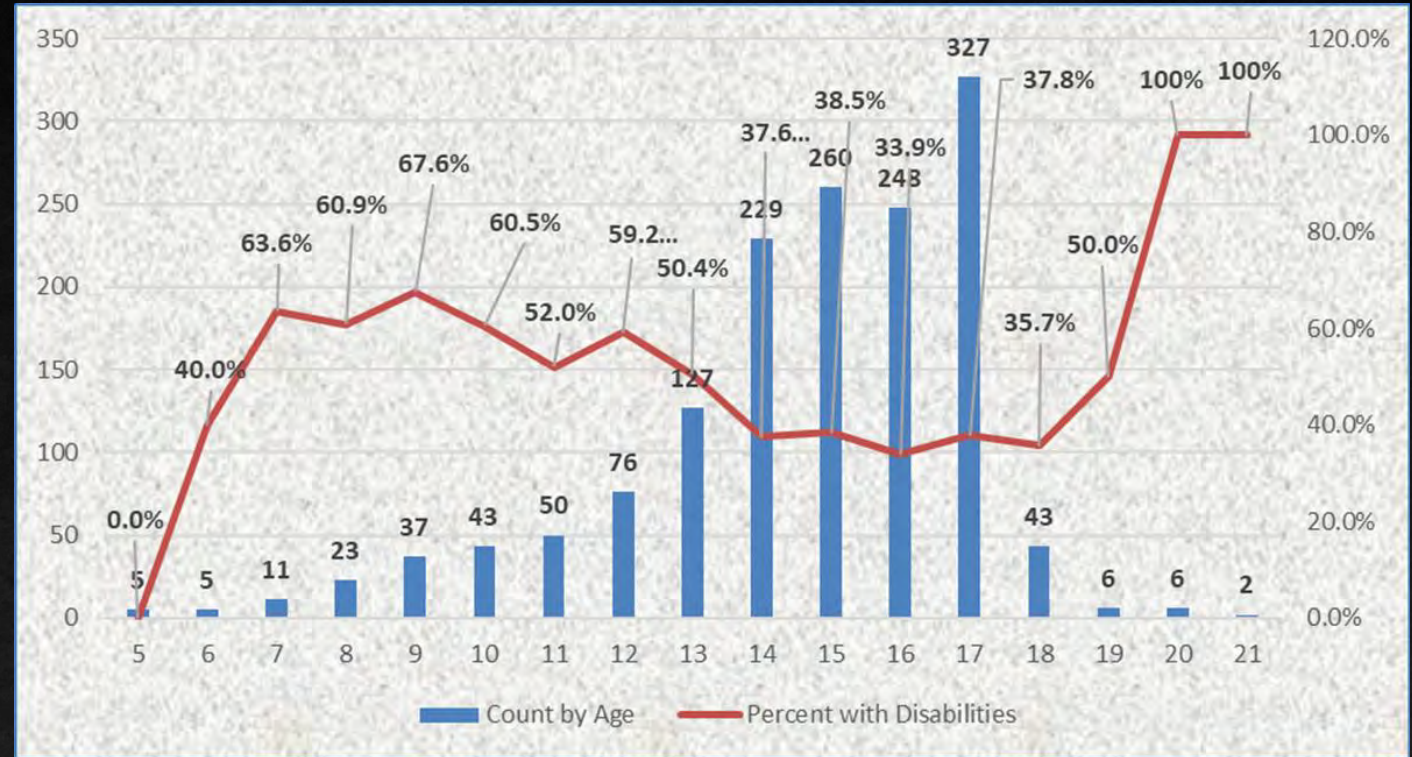
State Agency Children



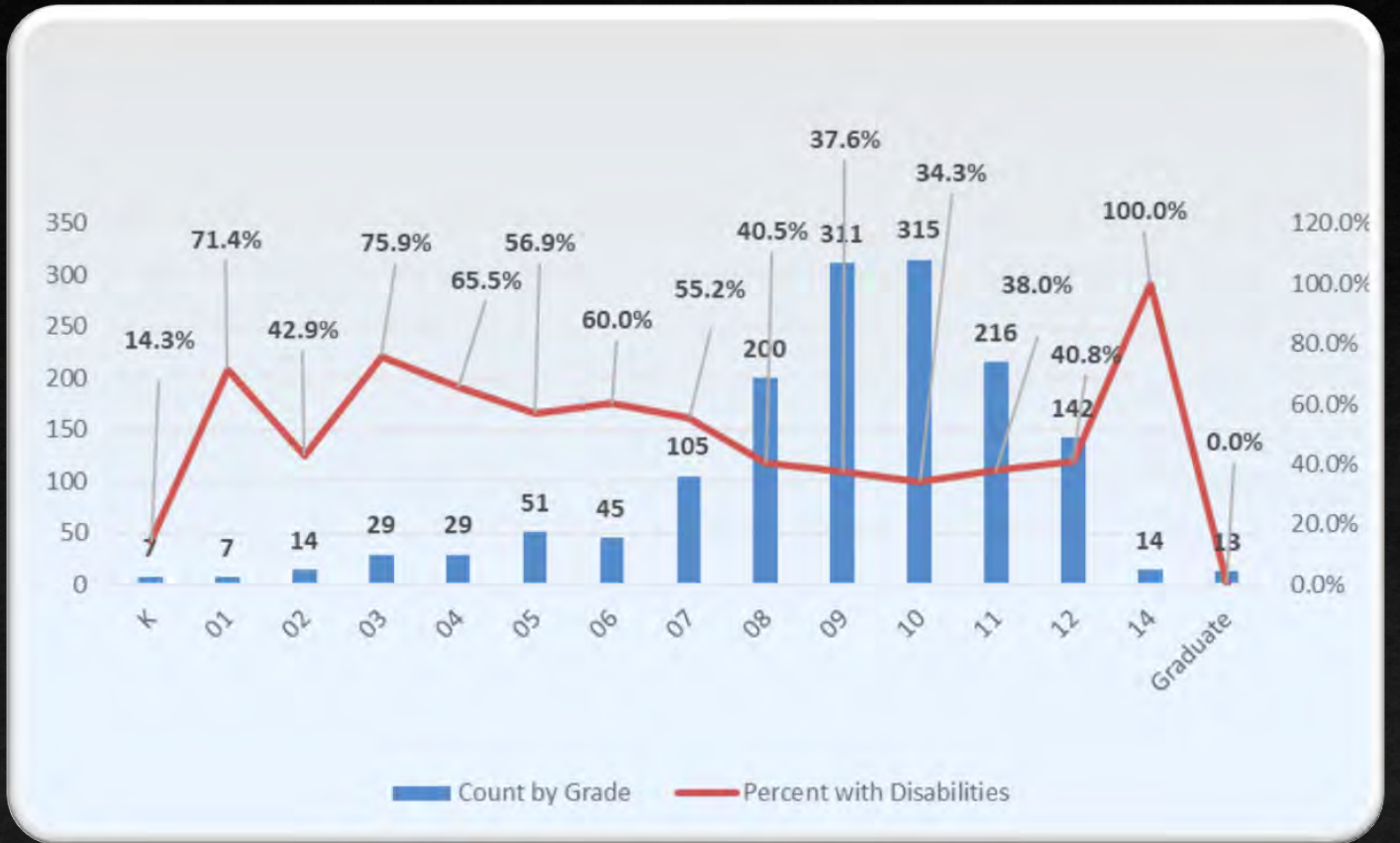
Educational Disabilities of SAC

Educational Disabilities of State Agency Children	Count	Percent
Autism	39	6.2
Developmentally Delayed	9	1.4
Emotional-Behavioral Disability	223	35.6
Functional Mental Disability	25	4.0
Mild Mental Disability	85	13.6
Multiple Disabilities	22	3.5
Other Health Impaired	157	25.0
Specific Learning Disability	54	8.6
Speech Language Impairment	5	0.8
Traumatic Brain Injury	8	1.3
Total	627	100.0

Age and Percent of SAC with and Educational Disability

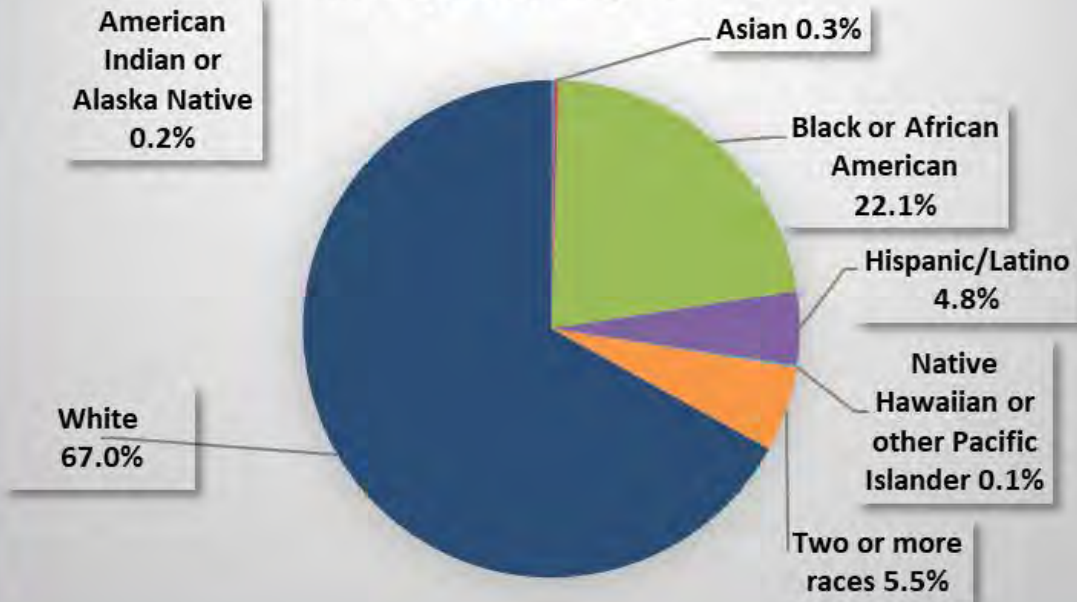


Grade and Percent of SAC with an Educational Disability

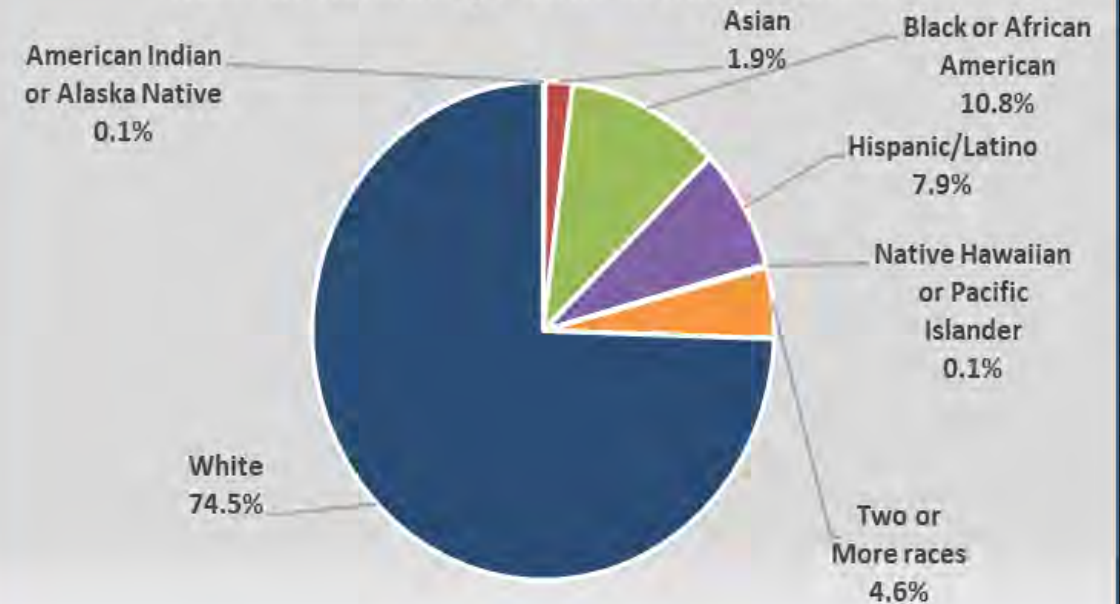


Race of Students In State Agency Programs

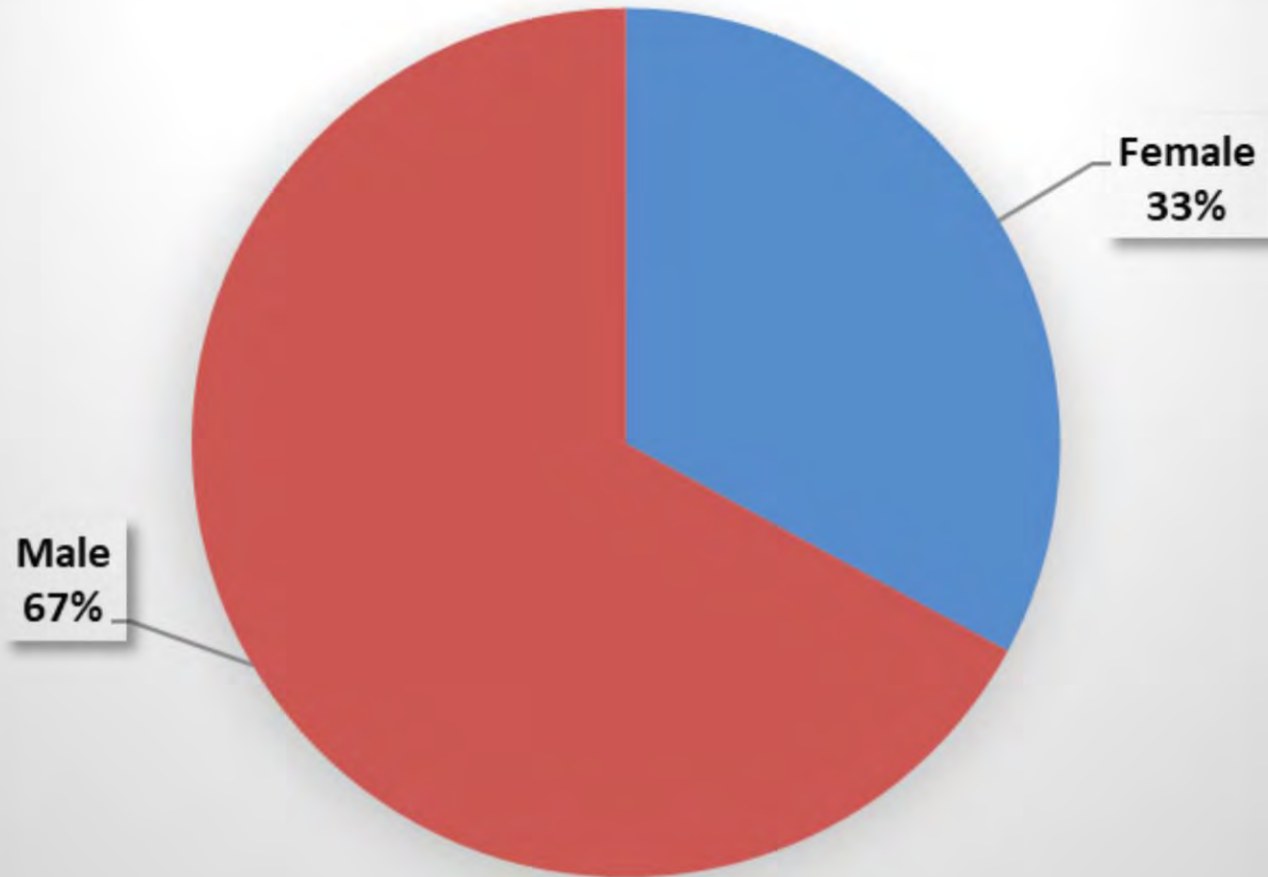
Race/Ethnicity of SAC



Race of Kentucky Public School Students



Identified Gender of SAC





What We Do?

- How We Address Academic Needs
 - Small Classes (10:1 or 15:1+1)
 - Individualized instruction
 - Technology Assisted
 - Project Based Learning
 - Performance Based
 - Certified Teachers
 - Trauma Responsive Practices
 - Treatment Centered Wrap-around



Educational Interventions

- Forty-Two Percent of Students Have and Identified Educational Disability
- Sixty-One Percent of Teachers are Certified in Special Education
- 305 Certified Teachers (of which, 15 hold emergency certification via EPSB)

Educational Interventions

- Programs receive program improvement services by KECSAC
 - Annual site visits with full evaluation of programs by certified education leaders
 - [Program Assessment Information](#)
 - On-Site Technical Assistance/Interventions
 - Targeted Professional Development
 - Supplemental Financial Support



Educational Interventions

- Monitored by:
 - KECSAC
 - KDE Consolidated Monitoring
 - KDE Office of Special Education and Early Learning
 - [KDE Monitoring of KECSAC Programs](#)
 - DJJ Education Branch
 - Special Education Monitoring
 - Title I Monitoring
 - Program Monitoring
 - Medicaid Monitoring

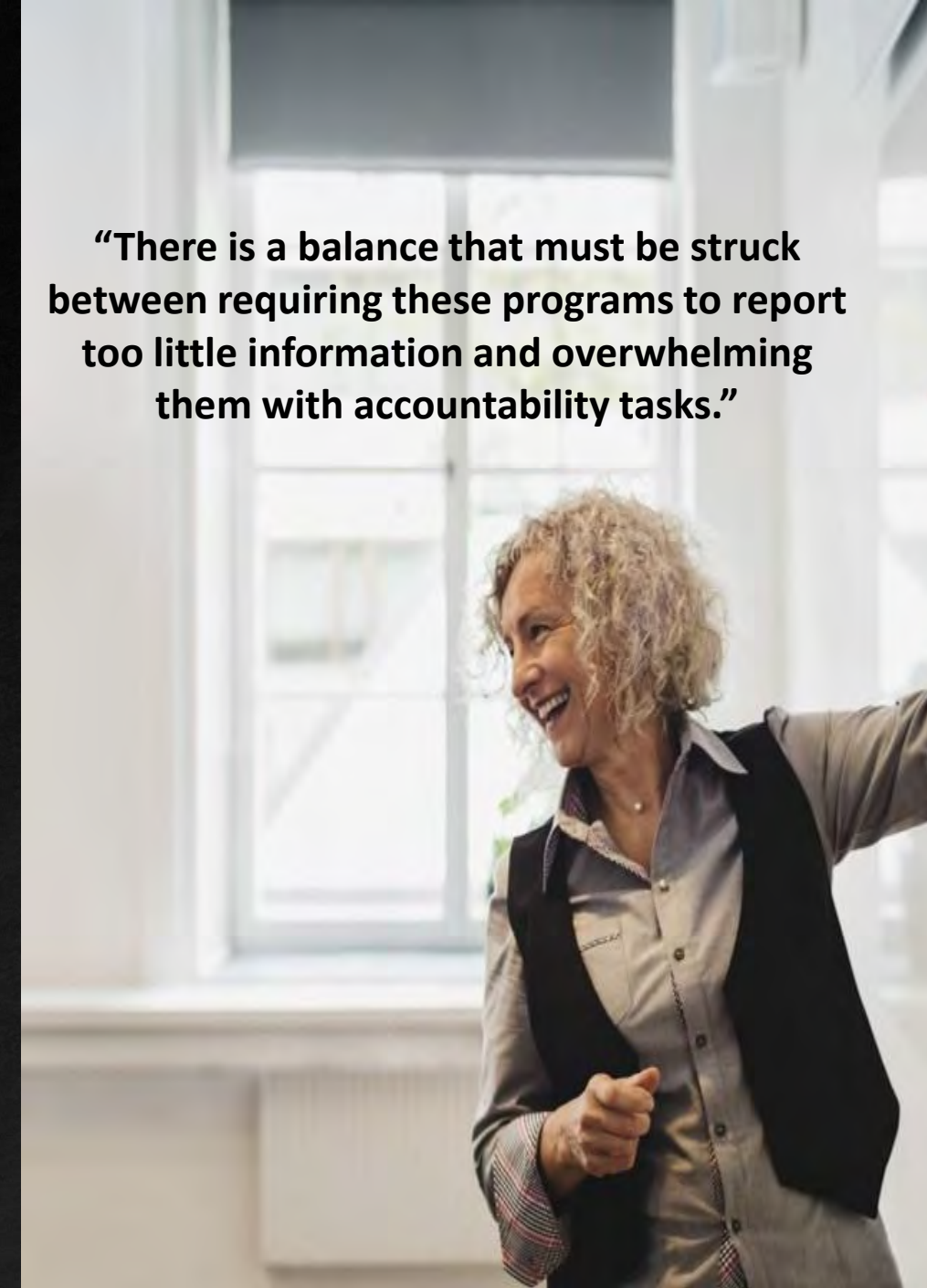


Educational Interventions

- Bellwether Education, [Double Punished 2022](#)

“In many states, the SEA is just one of several government agencies that require juvenile justice education programs to comply with accountability requirements. **For example, in Kentucky these programs are required to submit accountability data to multiple government agencies.** Kentucky’s Department of Juvenile Justice schools are held accountable by the Department of Education under the state’s traditional public school accountability system. However, the Kentucky Education Collaborative for State Agency Children also conducts annual monitoring visits to programs using an evaluation tool and, when necessary, develops a comprehensive program improvement plan for schools. Furthermore, education programs in Kentucky also receive an annual evaluation from the Kentucky Department of Juvenile Justice’s education branch, which conducts a financial review, and the Kentucky Office of Special Education Services to ensure that special education students’ needs are being met.” *Note: OSEEL Does not monitor all programs annually, but, rather on rotation

“There is a balance that must be struck between requiring these programs to report too little information and overwhelming them with accountability tasks.”



Treatment Services

Individual and Group Counseling

- Certified Mental Health Professionals

Trauma Informed and Responsive Approach to Learning

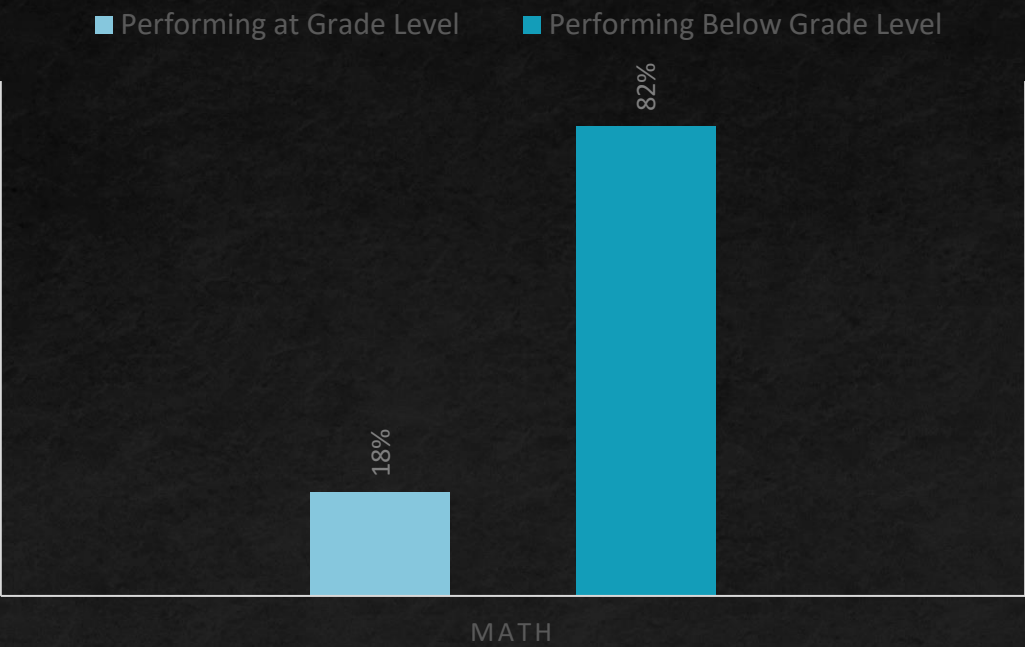
- Partnership with the KY Department of Behavioral Health, Developmental and Intellectual Disabilities



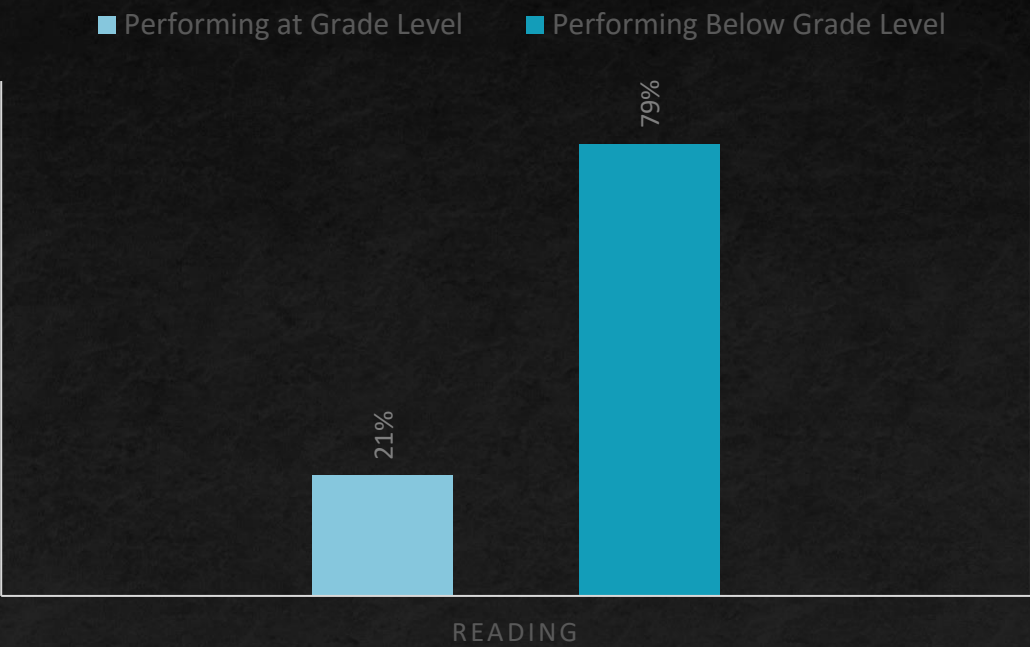
Outcomes

Students in KECSAC Programs for 90 Days Show Significant Increases in Academic Performance, Title I-D Subpart 1 and 2 Neglected and Delinquent Report 2022. (1005 Students took a pre-test in Math and 840 took the post-test after 90 days; 1008 students took a pre-test in Reading and 850 took the post-test after 90 days)

PRE-TEST MATH



PRE-TEST READING

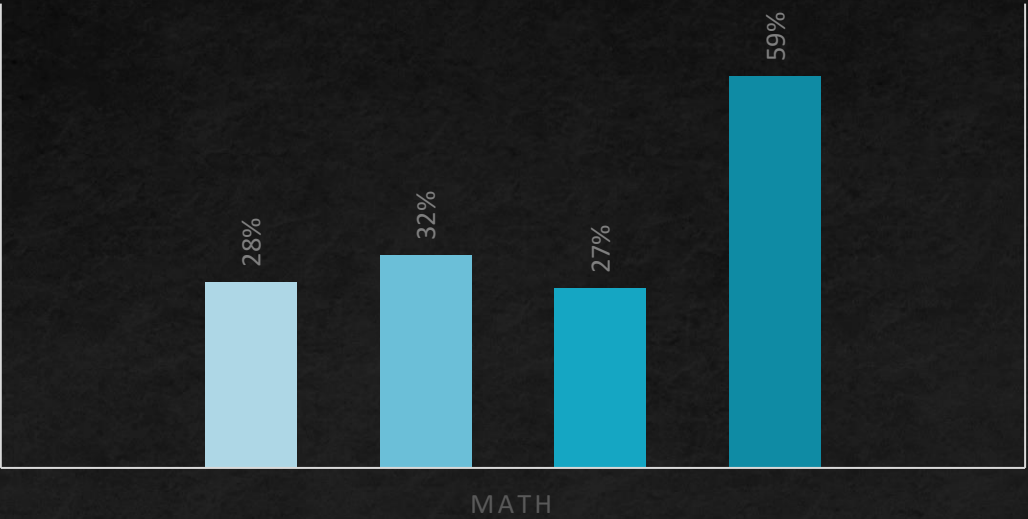


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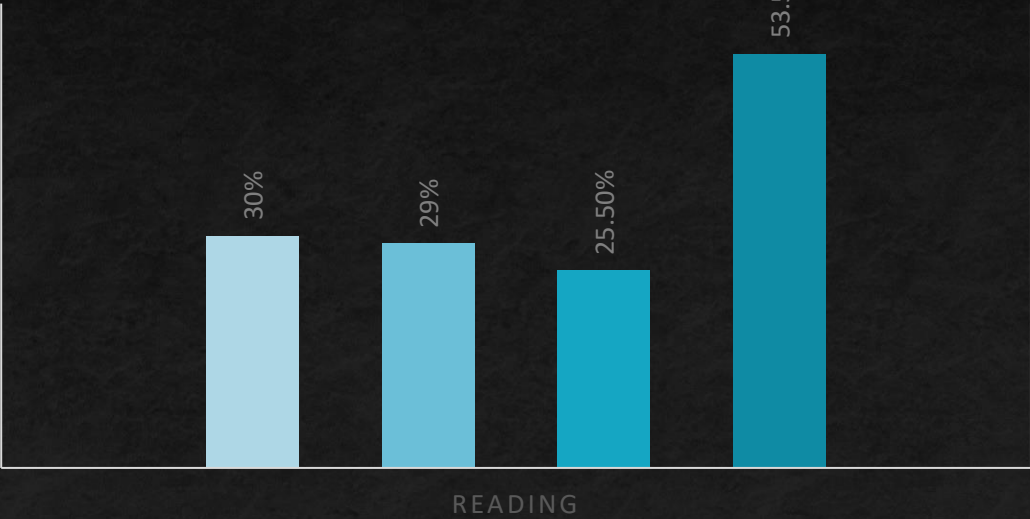
ACADEMIC GROWTH IN MATH

■ No Change ■ Up to 1 Full Grade Level
■ More than 1 Full Grade Level ■ Overall Growth



ACADEMIC GROWTH IN READING

■ No Change ■ Up to 1 Full Grade Level
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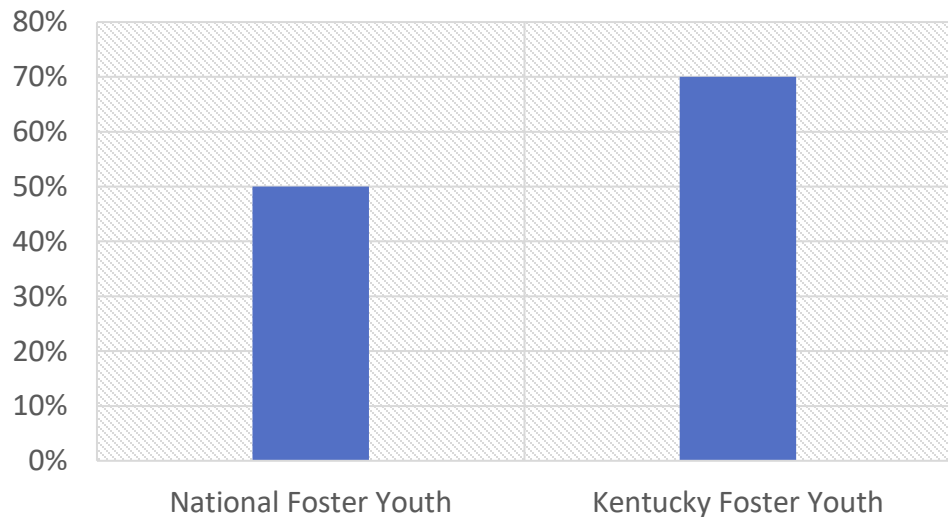


Outcomes

Nationally Fifty-percent of All Foster Youth Graduate High School ([National Foster Youth Initiative](#))

In Kentucky, our graduation rate for All Foster Youth is 40% Higher than the National Average (Kentucky Department of Education, SRC Data Set 2021)

Graduation Rate





Ongoing Challenges

- Frequent Transitions
 - Records Transfers-Loss of Credit for Completed Work
 - Academic Achievement-Exacerbating the Opportunity Gap
 - 2-4 Grade Level Gap Upon Entry
 - Special Education Services
 - Our programs are often not involved in pre-placement services
 - Change in placements happen without notice, some placements are very brief, especially in hospital settings
- Funding
 - School Districts are Supplementing Educational Needs with Local Tax Revenue



Ongoing Challenges

- Returning to Home Environment
 - Students are often transitioned back to their home community without collaboration with education team
 - Students return to the same environment, often without root causes of issues being addressed at home
 - Home schools often do not have the same interventions that supported student success in the treatment program



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