



2008-2009 2nd Quarter Report



A Message from the Acting Director



My Fellow Kentuckians,

During the second quarter of this fiscal year, we have witnessed some great accomplishments and faced one of the toughest budgetary challenges in the history of KECSAC. In fact, this time last year we were sharing the great news with our colleagues that KECSAC was included, for the first time in our history, as one of the top five policy and budgetary priorities of the Kentucky State Board of Education. At that time the State Board recommended a budget increase that would fully meet the financial needs of our programs. Although the commitment from the State Board has not changed, the financial outlook for our great Commonwealth has changed dramatically. As all citizens in our state are aware, we are facing an estimated \$456 million dollar deficit in this budget cycle. The Governor has outlined his expectations and requested each department to reduce their current budgets and return funds to the state. During this quarter, KECSAC presented to the State Board and shared with them our continuing needs and accomplishments. We were well received and they reconfirmed

their commitment to state agency children. At this time, we are awaiting news of how much our current year's budget will be impacted. As the next quarter develops we will have a much clearer picture of the action we must take to address this serious financial crisis as it relates to state agency children.

In contrast to the stark financial outlook we are facing, KECSAC has continued to make wide strides in our efforts to increase student achievement in our programs. During this quarter, KECSAC has refined the Levels of Intervention policy which provides a formal support system for programs. In addition, KECSAC has been working to revise our program improvement tool, the tool used when evaluating our programs, and, after attending the Scholastic Audit Training provided by KDE, has fully aligned our tool with the Kentucky Standards and Indicators for School Improvement. In order to help our teachers and administrators excel in the classroom, KECSAC offered several professional development activities, including, for the first time, an on-line collaboration with the Kentucky Department of Education. The skill building seminars were also provided on the campus of Eastern Kentucky University and focused our attention on constructive classroom management and culturally responsive teaching. Certainly, over the last few months KECSAC has been busy meeting the needs of our state agency programs.

These accomplishments, and many others, are highlighted in this second 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 from our state agency partners, our local school districts and the teachers and administrators working on behalf of state agency children. Also, the State Board of Education has continued to be a supportive, collaborative partner as we work to address the many challenges faced by 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 stylized and cursive.

Ronnie Nolan, Ed.D.
Acting Director, Kentucky Educational Collaborative for State Agency Children



“The school is the last expenditure upon which America should be willing to economize.”

~Franklin D. Roosevelt

Skill Building Series

KECSAC, in collaboration with the College of Education at Eastern Kentucky University, is sponsoring four Skill Building Series Workshops for KECSAC educators and education students on the campus of Eastern Kentucky University throughout the 2008-2009 school year. The first two of the series were "Classroom Behavioral Management" on October 16th and "Culturally Responsive Teaching" on November 12th.



Mary Beth Hewitt does a role play exercise with an educator during her presentation, "Power Struggles: Successful Prevention and Intervention Strategies," on October 16, 2008.

One hundred sixteen educators and students attended "Classroom Behavioral Management" on October 16, 2008. The keynote speaker, Mary Beth Hewitt presented "Power Struggles: Successful Prevention and Intervention Strategies." Mary Beth Hewitt has been in the field of education for the past 30 years. She has worked with students from grades K-12 in public, special, and day treatment settings as both a teacher and administrator. An active supporter of mainstreaming and inclusion, Ms. Hewitt has developed and implemented a series of training programs for both special and regular education staff members. Over the past twelve years, she has trained over 20,000 teachers, para-professionals, mental health and support personnel in strategies and techniques to address the needs of children with challenging behaviors.

Dr. Norman Powell, Director of Teacher Education Services at Eastern Kentucky University, presented "The Conflict Cycle." Jason Gibson, the founder of Systems of Support, an education consultation group, presented "Minimizing Inappropriate Behavior: Maximizing Success."

One hundred twenty-three educators and students attended "Culturally Responsive Teaching" on November 12, 2008. The keynote speaker was Dr. Lee Jones, Executive Director of the InSpire ILEAD Institute. Prior to taking the reigns at

the InSpire ILEAD Institute, he served as the Dean of the School of Graduate Studies and Professor of Educational Foundations at The University of Wisconsin at Whitewater.

Dr. Jones' research interests include Leadership, Organizational Development and Environmental Cultural issues for underrepresented groups in higher education. He has completed

four edited books and two single authored books--three of which are used in over 50 universities throughout the country. He will soon release his seventh and eighth books: **Who Shall Tell Our Story, The Relevance of Historically and Predominately Black Colleges and Universities** and **If You Are Not On The Way, Then You Are In The Way!** His motto is, "The Bottom Line is Results, Anything Else is Rhetoric!"



Dr. Lee Jones, Executive Director of InSpire ILEAD Institute, presents "Culturally Responsive Teaching" on November 12, 2008 at the Perkins Conference Center on the campus of Eastern Kentucky University.

Dr. Marta Miranda, Director of the Office of Multicultural Student Affairs and Women and Gender Studies at Eastern



Jason Gibson presents "Minimizing Inappropriate Behavior: Maximizing Success" on October 16th.

Kentucky University, presented "Cross Cultural Awareness," Professor Miranda values the responsibility of caregivers, organizers and activists to be directly involved in self care and quality of life issues. She remarked, "I believe

in an open and collaborative classroom atmosphere, in the value of questioning authority, reviewing evidence and applying critical and creative thought to practice."

Ann Lyttle-Burns, Principal of Fayette County Juvenile Detention Center and the coordinator of Special Programs for the Fayette County School District, presented "Multicultural Education Strategies." An African American who grew up in Appalachia, she provided a unique multicultural perspective to working with at-risk students.



Participants collaborate on a classroom exercise at the October 16, 2008 installment "Classroom Behavioral Management."

As a teacher and coach in Fayette County, Ms. Lyttle-Burns has served on and chaired committees for equity, school climate and budget as well as the Site Based Decision Making Council. While serving as coordinator of Special Programs, she has coordinated educational services provided to students in hospitals, homebound settings, spouse abuse settings, and mental health facilities.

For the past decade she has worked with alternative education programs and is deeply committed to providing quality educational opportunities to the incarcerated youth at the detention center.

The second half of the Skill Building Series will commence in the Spring Semester with "Differentiated Instruction" on February 18, 2009 and "Formative Assessment" on March 25, 2009. In order to register contact Katie Helton (katie.helton@eku.edu or 859-622-8538) or visit our website, www.kecsac.eku.edu.

Reflections

Reflecting on the October 16th installment, "Classroom Behavioral Management," an educator remarked: *"I gained a lot of new ideas for how to deal with classroom management and classroom behaviors. The real-life connections made it easy to relate the information to my own personal situations. The information that I am taking away from this seminar will benefit me greatly in my classroom and in the future."*

A participant at the November 12th installment, "Culturally Responsive Teaching" commented: *"Today's workshop topic and presentation have been my favorite so far! It was so interesting and I have learned a lot of great and useful information!! The three presenters were so great and unique in their own ways-very interesting to watch and listen to-also their activities used during presentations were great ice breakers and fun working with new people and learning about others and their backgrounds."*

E-Learning Opportunities

In order to find new and innovative ways to provide professional development opportunities for our educators, KECSAC teamed up with E Learning Kentucky from the Department of Education to share online courses on a range of educational topics including: Differentiating Instruction to Accommodate Learning Styles (24 hours); Sexual Assault, Domestic Abuse and Child Abuse: Awareness and Intervention (12 hours); Adolescent Literacy: Supporting Student Understanding in Content Areas (24 hours); Integrating Reading and Writing (12 hours); Science 2.0: Using Web Tools to Promote Inquiry Based Science (24 hours).

Courses typically cost \$95 per person, but for educators in A6 programs (KECSAC educational programs), the fee was waived. The fall course offerings ran from October 1 – November 19, 2008. Courses are facilitated by knowledgeable educators, interactive via the Blackboard online format, easily accessed through the internet, and rely upon the latest research in the fields they represent. KECSAC is always striving to find new methods of professional development delivery and communication outlets in order to blaze a new path in 21st Century educational leadership.

SCHOLASTIC AUDIT

In October, Acting Director, Dr. Ronnie Nolan, Interim Associate Director, Kaye Parker, and Program Improvement Specialists Russell Behanan, Roy Chapman and Lue Cole attended the scholastic audit training provided by the Kentucky Department of Education. This two day training introduced recent revisions to the Standards and Indicators for School Improvement (SISI) document on which the KECSAC program improvement tool is based. Information gained at the scholastic audit training will be used to update the KECSAC program improvement tool as well as the Standards Indicators Descriptors and Evidence (SIDE) document to ensure KECSAC’s monitoring tools are fully aligned with Kentucky’s SISI.

Since 1999, KECSAC has monitored the educational component of all KECSAC funded programs in an ongoing effort to comply with state regulations, ensure the quality of the programs, provide technical assistance, and increase the quality of education for State Agency Children.

POLICY

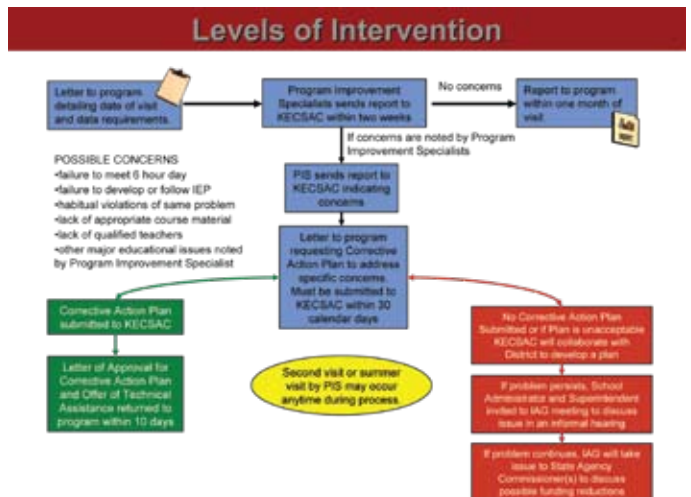
Well defined policies and procedures are invaluable for setting direction, providing oversight and insuring compliance with state statutes and regulations. In an effort to clearly communicate policies that impact the day to day operation of KECSAC programs, KECSAC is currently developing written policies that will inform programs of statute and regulatory requirements in accordance with regulatory authority granted to KECSAC by 504 KAR 1:080.

Last quarter KECSAC staff developed two draft policies. The Levels of Intervention policy provides a clearly defined program improvement process and a method to address programs that fail to provide adequate educational services or fail to meet the requirements established by statute, regulation or the KECSAC Memorandum of Agreement. District reimbursement of state agency children funds (SACF) is addressed in the other draft policy developed this quarter. This draft provides a definition of state agency children and details how SACF funds may be used, according to KRS 158.135. SACF funds may be used to reimburse districts for elementary or secondary school services provided to state agency children. Reimbursements may be used to cover all expenditures in excess of the amount generated by SEEK funding necessary to provide smaller classroom size, additional school days and related services identified on an individual education plan. These draft policies are currently being reviewed by the KECSAC Policy Committee and will be presented to the Interagency Advisory Group in February for final approval.

LEVELS OF INTERVENTION

KECSAC implemented a pilot of the Levels of Intervention policy during the second quarter to address issues identified by our program improvement specialist during a routine site visit. The program, identified for the pilot, failed to meet the requirements of the MOA, including teacher to student ratio, allowing classrooms to be supervised by treatment personnel instead of certified teachers and failure to assess students during the first thirty days of placement. As noted in the Levels of Intervention policy, a letter was forwarded to the school administrator requesting a corrective action plan. The program submitted the plan within the required thirty days. A follow up site visit was conducted by Dr. Ronnie Nolan and Kaye Parker to ensure the corrective action plan was implemented as planned. This pilot phase of the Levels of Intervention policy will be used to inform our discussion as we move forward.

The Levels of Intervention system will provide a formalized process for helping programs meet the academic needs of state agency children. It will rely heavily on the current monitoring process while incorporating a hearing process with the IAG for programs failing to provide adequate educational services. The Levels of Intervention system is being developed collaboratively with input from our state and community partners. The finalized written draft of the policy will be presented to the IAG on February 10, 2009 for adoption.



Achieve3000

The Achieve3000 pilot program is off to a great start. Some of the early data shows that active students demonstrated an average gain of 16 points on multiple-choice formative assessments in reading. Reading content is based on current events in the news and is delivered at each student's specific reading level. Achieve3000 also delivers a set of comprehension questions and writing assignments with the daily reading materials. Students receive immediate feedback when answering the questions.

From September 21, 2008 to November 22, 2008, KECSAC students completed a total of 6,756 sessions. A recent study of 28,000 KidBiz and TeenBiz users across the nation showed that students who completed one session per week, for a total of 40 activities, made Lexile gains more than double expected growth norms.

Fifty-eight percent (58%) of the programs using Achieve3000 have students using the program after school with an average usage of thirty-three percent (33%) among their students. Fifty-eight percent (58%) of the time devoted to Achieve3000 activities involves the language arts programs with nine percent (9%) of the time devoted to the mock stock market program that teaches students about economics and investing.

The Achieve3000 pilot is funded in part by a \$50,000 grant from the Kentucky Department of Education and matching funds from KECSAC.

Programs participating in the year long pilot are:

1. Barren County Day Treatment, Barren County
2. Bluegrass Youth Development, Fayette County
3. Breathitt Regional Juvenile Detention Center, Breathitt County
4. Calloway County Day Treatment, Calloway County
5. Foothills Academy, Clinton County
6. Florence Crittenton, Fayette County
7. Gateway Children's Services, Montgomery County
8. Hillcrest Hall, Montgomery County
9. Hope Hill, Montgomery County
10. Lexington Day Treatment, Fayette County
11. Morehead Youth Development Center, Rowan County
12. Mayfield Youth Development Center, Graves County
13. New Pathways for Children, Graves County
14. Northern Kentucky Youth Development Center, Kenton County
15. Sunrise Children's Services-Morehead Center, Rowan County

16. Sunrise Children's Services-Woodlawn Center, Danville Independent
17. The Life Connection, LaRue County
18. Valley School, Daviess County
19. Whitley County Day Treatment, Corbin Independent
20. Wilkinson Street, Frankfort Independent

Kentucky Youth At-Risk Transitions: A Report to the Commonwealth

Over the past year, KECSAC, in collaboration with the Occupational Therapy Department at Eastern Kentucky University, conducted a mixed methods research study to identify and describe key components of successful transition of students in state agency programs. The report detailing the findings of the year-long research study will be presented on January 28, 2009 as part of the College of Education Dean's Speaker Series on Transition at Eastern Kentucky University.

During the coming year, KECSAC will once again partner with the OT Department to expand the previous study and develop "best practice" models for transition services. The evolving study will provide on-site technical assistance to KECSAC funded programs and help them to develop effective models for the various stages of transition. The selected sites will serve as training sites for other programs interested in developing successful transition programs for state agency children. Funding for phase II of the transition study was provided by the Kentucky Department of Education (\$11,000), the Department of Juvenile Justice (\$10,000), and the College of Education at Eastern Kentucky University (\$10,000).

Virtual SACSAA Meeting in Spring 2009

KECSAC is exploring the possibility of hosting a virtual SACSAA (State Agency Children School Administrators Association) Meeting in March of 2009. Several avenues are being explored, including the use of an interactive video conferencing format at five to seven universities across the state with one in-person facilitator at each location. With the budget cuts and travel restrictions due to the national economic downturn, this move will save money and put KECSAC on the cutting edge of conferencing and professional development technology. Contingent upon the success of the Spring SACSAA meeting in the virtual format, SACSAA may move toward hosting one statewide meeting annually, with one or more virtual meetings throughout the year, in place of the two statewide meetings annually.



KECSAC

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“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 of Mental Health, Developmental Disabilities, and Addiction Services
State Agency Children School Administrator Association
Local Education Agencies
Eastern Kentucky University/College of Education

