# Kentucky’s System to Enhance Early Childhood Development (KY SEED)

**Kentucky**

## Year Cooperative Agreement Awarded from SAMHSA

FY2009

### Is this your first system of care cooperative agreement?

No

**If no, please indicate previous grant awards and ages served:**

- 1998-2004 Bridges Project—Preschool through 18
- 2004-2010 KEYS—Birth through 18

## Lead Agency

Kentucky Department of Behavioral Health, Developmental, and Intellectual Disabilities

## Service Area

### Geographic Boundaries

Kentucky

### Geographic Description

Urban, Suburban and Rural

## Service Population Demographics

<table>
<thead>
<tr>
<th>Age Range:</th>
<th>Birth through 5</th>
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<tbody>
<tr>
<td>Gender (n=82)</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>70.7%</td>
</tr>
<tr>
<td>Female</td>
<td>29.3%</td>
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<tr>
<td>Average Age (n=82)</td>
<td>3.9 years</td>
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<tr>
<td>Age Group (n=82)</td>
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<tr>
<td>Birth to 3 years</td>
<td>34.1%</td>
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<tr>
<td>4 to 6 years</td>
<td>65.9%</td>
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</tbody>
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### Racial and Ethnic Groups (prevalence)

- American Indian or Alaska Native: 0.0%
- Asian: 1.2%
- Black or African American: 15.9%
- Native Hawaiian or Other Pacific Islander: 0.0%
- White: 68.3%
- Hispanic/Latino: 4.9%
- Multi-Racial: 9.8%

## Enrollment Criteria

- 0-5 years
- Children who have social, emotional, and behavioral needs and their families
### Key Partners
- **Formal/Subcontracted Partners**
  - Eastern Kentucky University, Kentucky Partnership for Families and Children (KPFC), Community Mental Health; REACH of Louisville

### Informal Partners
- University of Louisville, Department of Juvenile Justice, University of Kentucky, Department for Public Health, Department for Community Based Services, Division of Developmental and Intellectual Disabilities, Division Family Resource and Youth Service Centers, KY Department of Education, Early Childhood Regional Training Centers, Department of Public Advocacy, Division of Child Care, KY College Access Network, KY Chapter of the American Academy of Pediatrics, Children’s Alliance, Department for Medicaid Services, Administrative Office of the Courts, Commission for Children with Special Health Care Needs

### Organizational Chart/Staffing Structure

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
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| Principal Investigator    | - Responsible for the fiscal and administrative oversight of the cooperative agreement  
                           | - Responsible and accountable to the funded community for the proper conduct of the cooperative agreement  
                           | - Accountable to the Federal Government for the performance and financial aspects of activities supported through the cooperative agreement  
                           | - Responsible for, or may designate someone for liaison with State officials and agencies  |
| Project Director          | - Support the philosophy of the system of care for children with severe emotional disabilities, including values and principles of the Child and Adolescent Service System Program  
                           | - Manage and monitor all aspects of the regional project including the development of the six year strategic plan, establishment of the organizational structure, the implementation of the service delivery system and creation of community collaboration  
                           | - Provide leadership in the local communities, creating strong alliances with parents and providers and to implement system change in service approach and evaluation activities  
                           | - Oversee hiring of staff  
                           | - Demonstrate in practice cultural sensitivity and competence  |
| Lead Family Contact       | - Collaborate with existing family support organizations to provide services to parents of children with severe emotional disabilities  
                           | - Serve on the Implementation Team and participate in the development of the six year strategic plan  
                           | - Establish a family support network with local volunteer bases  |
to provide peer-to-peer support
• Establish network of family members trained in advocacy strategies
• Link family advocacy network with state and national human service advocacy groups
• Assist in identification of family members to serve on local and state councils and governance bodies
• Participate on Core Evaluation Team to ensure family and youth participation in all aspects of the evaluation
• Attend all training sessions and become knowledgeable on the system of care, care planning, wraparound, cultural competency, and evidence based practices in mental health and adolescent substance abuse
• Demonstrate in practice sensitivity to cultural issues and cultural competence

**Evaluation Director**
• Serve on State and Local Implementation Teams and participate in the development of the six year strategic plan
• Establish and chair the Core Evaluation Team responsible for the design, implementation, analysis, interpretation, and dissemination of national and local evaluation studies
• Create system for ongoing data-based decision making and quality assurance/improvement processes
• Generate child-specific and aggregate-level evaluation reports to guide practice refinement, program planning and improvement and policymaking in an ongoing manner
• Train service providers and family members in data collection methods and in use of child- and family-specific data reports for treatment planning
• Analyze, interpret and report results
• Present research and evaluation papers at conferences
• Write and publish in peer-reviewed journals
• Design publications targeted for public audiences, including family members, policy makers and agency professionals
• Ensure the participation of youth and families in evaluation activities
• Ensure evaluation activities are culturally and linguistically sensitive

**National and Local Evaluation Coordinator**
• Serves on Core Evaluation Team which holds responsibility for the design, implementation, analysis, and dissemination of evaluation studies
• Purchases and sets up computer hardware and software for evaluation efforts
• Coordinates data collection efforts, including the provision of technical assistance and coaching in collection of data
• Trains and coaches families and youth in evaluation processes and procedures
• Enters, stores, manages, analyzes, and transmits data
• Coordinates feedback of evaluation results to communities in culturally and linguistically appropriate ways
• Provides oversight of data quality and storage

Social Marketing
• Develop the social marketing plan including public education and outreach efforts to engage families and providers in the service delivery system
• Ensure that all publications and awareness and outreach efforts are culturally appropriate for the target population.
• Provide presentations to stakeholders, community civic organizations, churches, agencies, family groups and schools regarding project
• Participate in community events such as school or health fairs
• Develop and publish written brochures and/or newsletters for the general public and/or families and staff
• Develop a website for the project
• Promote the project statewide by providing data, information, and resources to child-serving agencies at state and regional levels
• Serve on the state-level implementation team and participate in the development of the six year strategic plan
• Establish and chair a social marketing/communications committee that incorporates the key staff; families and youth; and stakeholders from other agencies, and includes information on culturally competent outreach and engagement strategies

Training and Cultural Competency Specialist
• Responsible for assisting leadership, management staff, families, youth, contractors and all other system partners in ensuring culturally and linguistically competent practices
• Conduct assessment of training and technical assistance needs for all aspects of the project
• Serve on the Implementation Team and participate in the development of the six year strategic plan
• Take lead in developing, coordinating, and facilitating the implementation of the Cultural Competency Plan including a Training and Education Program
• Provide guidance to project director in achieving and maintaining cultural and linguistic competence in policies, procedures, and service delivery
• Assist in the development of culturally and linguistically sensitive literature and educational materials
• Maintain professional contact with a variety of individuals and organizations at the local, state, and national level
• Establish and provide leadership to an interagency team to guide the assessment, planning and implementation of training and technical assistance activities on an ongoing basis
• Arrange and organize training events for project staff in system of care, care planning, wraparound and evidence based
practices in mental health and adolescent substance abuse
• Ensure that training and technical assistance is culturally appropriate.
• Obtain a full knowledge of all aspects of the project including philosophy of system of care, clinical evidence based practices in both mental health and adolescent substance abuse, school-based services, involvement of family members and youth, three tiered model of intervention, cultural competency in practice, evaluation activities and grant requirements

**Early Childhood Mental Health Clinical Consultant**

- Serve on Family Care Team in designated community that involves working collaboratively with community partners to establish a System of Care team
- Facilitate the wrap-around teaming and planning process for families on designated caseload
- Conduct service team meetings
- Assist RIACs in monitoring all services in individualized service plan
- Meet with child and family to establish rapport, perform needed assessments/evaluations, and educate family about available services/resources
- Maintain contact with the child and family according to Medicaid, Dept. of Mental Health, and SOC guidelines
- Prepare reports and other documentation as required by the grant, local resource coordinator, director, center and/or Department for Mental Health/Mental Retardation

**Governance Structure**

The State Interagency Council for Services to Children with an Emotional Disability (SIAC) serves as the governing body for KY SEED. While the initial intent was to add an early childhood content expert to the SIAC, the SIAC members, after much discussion, chose to create an ongoing early childhood advisory board (the KY SEED State Implementation Team) to make recommendations to the SIAC specific to improving Kentucky’s Early Childhood System of Care. This State Implementation Team (SIT) is made of up of early childhood program experts from each of the SIAC member agencies, the statewide family network agency, and other state and local entities that provide services and/or supports to young children and their families. Membership lists for SIAC and SIT are in Appendix 1. For day-to-day oversight and operations, KY SEED has established a small administrative team to review and triage development, implementation, finance, evaluation, and other issues as they arise, make small decisions, and present larger issues to the appropriate entity (e.g., SIT, SIAC, EKU, DBH, etc.). At the regional level, the RIACs are responsible for local decisions. RIAC membership mirrors that of the SIAC, with
the addition of an early childhood program representative and an early childhood family representative. (See Attachment)

**Service Delivery Model Description**

See attached flowchart

**Evidence-Based Practices Used**

Based on a survey conducted by our clinical consultant, the following evidence-based practices including screening, assessment, and treatment are used by at least one service provider in KY.

**Screening:**
- Assessment, Evaluation & Programming System, interactive (AEPSi)
- Ages & Stages Questionnaire, 3 (ASQ-3)
- Ages & Stages Questionnaire, SE (ASQ-SE)
- AIMS
- Autism Diagnostic Observation Scale (ADOS)
- BASC-II, Behavioral & Emotional Screening System
- Battelle Developmental Inventory, 2nd ed.
- Bracken School Readiness Assessment, 3rd ed.
- Carolina Developmental Profile (CDP)
- Crowell Play Evaluation Assessment
- DECA (Devereux Early Childhood Assessment)
- DECA-C (clinical)
- DECA-I/T (infant/toddler)
- Developmental Assessment of Young Children (DAYC)
- Early Screening Inventory, K (ESI-K)
- Early Screening Inventory, P (ESI-P)
- Early Screening Profiles
- Edinburgh Depression Questionnaire
- First Step: Screening Test for Evaluation Preschoolers
- Fluharty Speech & Language Screening Test, II
- Greenspan Social-Emotional Growth Chart
- Hawaii Early Learning Profile (HELP)
- Kaufman Survey of Early Academic & Language Skills (K-SEALS)
- Learning Accomplishment Profile (LAP)
- Learning Accomplishment Profile-Diagnostic (LAP-D)
- North Carolina Family Assessment Scale
- Parents’ Observation of Infant & Toddlers (POINT)
- Pervasive Developmental Disorders Screening Test – II (PDDST-II)

**Assessment:**
- Bayley Scales of Infant & Toddler Development
- Beery-Buktenica Developmental Test of Visual-Motor Integration
- Child Behavior Check List (CBCL)
• DC:0-3R
• Denver Developmental Screening Test (DDST)
• Developmental Indicators for the Assessment of Learning (DIAL-3)
• Infant/Toddler Sensory Profile
• Parenting Stress Index
• Peabody Picture Vocabulary Test, 4th ed. (PPVT-4)
• Receptive Expressive Emergent Language Scale (REEL)
• Sequenced Inventory of Communication Development (SICD)
• Test of Language Development (TOLD)
• Vineland Adaptive Behavior Scales, Interview Edition, Survey Form
• Vineland Adaptive Behavior Scales, Interview Edition, Expanded Form
• Vineland Social-Emotional Early Childhood Scales (Vineland SEEC)

Service Coordination:
• Targeted Case Management
• Positive Behavior Interventions & Supports (PBIS)
• Wraparound
• Individualized Family Service Plans (IFSPs)

Interventions:
• Applied Behavioral Analysis (ABA)
• Assessment-Based Treatment for Traumatized Children: Trauma Assessment Pathway (TAP)
• Child-Parent Psychotherapy (CPP)
• DARE to be You
• DIR Floortime (Greenspan)
• Incredible Years (IY)
• Integrative Treatment of Complex Trauma (ITCT)
• PALS
• Parent-Child Interaction Therapy (PCIT)
• Parent-Infant Psychotherapy
• Parents as Teachers
• Partners with Families & Children
• Project CARE
• Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

Continuing Care:
• Community Transition Plan (CTP)
• Regional Family Support Group

Local Evaluation Measures Used
(beyond those required by the National Evaluation)
• Community Readiness Assessment Scale (SCRAS) – in partnership with Lenore Behar and Marty Hydaker
• Community Needs and Resource Assessments – subcontract with REACH of Louisville
• Getting to Outcomes Learning Collaborative – Core KY SEED
Assessment of Wraparound Fidelity and Wraparound Supports in the Community

In collaboration with other ECMH SOC communities funded prior to KY SEED, we are adding several local measures to the CMHS longitudinal and outcomes survey to help create a national ECMH Data Repository for CMHS-SAMHSA Funded Early Childhood Mental Health Systems of Care.

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<tr>
<th>Funding Sources</th>
<th>Current</th>
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<tr>
<td></td>
<td>SAMHSA, Mental Health Block Grant, Medicaid, Tobacco Settlement Dollars, private foundations, statewide family network grant</td>
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<tr>
<td></td>
<td>Planned/Long-Term for Sustainability after Grant Award Expires</td>
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<tr>
<td></td>
<td>See above minus SAMHSA</td>
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Lessons Learned/Recommendations to Share with Other Communities Developing Early Childhood Systems of Care

Year One for KY SEED was a year of reflection, revising, and planning. As the third funded SOC community in KY, much consideration was given to lessons learned from previous endeavors when the application for KY SEED was originally written.

Recruit and hire staff members that possess qualities/characteristics that support the core values of systems of care.

Use the Planning Year to PLAN: Painful planning in the beginning beats poor programming later. Based on experiences with previous system of care communities in Kentucky, the KY SEED administrative team took full advantage of the planning year. A thorough review of the original application was completed, along with the facilitated development of a state-level theory of change/logic model to guide implementation. In addition, prior to requesting applications from the RIACs to receive KY SEED funds, the implementation team created the KY SEED request for proposals through an implementation-informed process, using the implementation drivers delineated by Dr. Dean Fixsen and his colleagues. This result of this process was a RFA that required applicants to not only say what they would do if selected, but how they would utilize existing and new resources to accomplish their goals.

Don’t Recreate the Wheel (or anything else for that matter). The current SOC governance infrastructure in Kentucky (SIAC) has been in place and functioning for almost 20 years. Although the SIAC was identified as the governing body for Kentucky’s two previous SOC communities, it served primarily as a body to whom periodic updates were provided; not as a potential forum...
through which to advance policy recommendations. As a result, it is felt that opportunities to further SOC efforts may not have been as successful as possible. Thus, the KY SEED administrative team worked closely with the SIAC membership and staff administrator to clarify the role of the SIAC as KY SEED progresses into statewide implementation. Involving the SIAC members up front and in an ongoing basis should increase the likelihood of maintaining their buy-in and support as KY SEED develops policy recommendations, etc.

**Thoughtful planning and implementing with fidelity IS sustainability.** One of the opportunities afforded to Kentucky through its receipt of three SOC cooperative agreements is that of attempting various means by which to sustain efforts beyond funding. A lesson revisited in KY SEED Year One is “if sustainability is the last thing you do, it is the LAST thing you do.” Building upon this assumption, the KY SEED administrative team and SIT have focused on utilizing not only fiscal opportunities, but program, planning, personnel, and evaluation opportunities that can be integrated with, or used alongside KY SEED efforts to further the early childhood system of care in Kentucky. As previously mentioned, the Kentucky team firmly believes that sustainability is more than money. Through the use of an implementation-guided planning process paired with teaching, monitoring, coaching, and evaluating the fidelity of program and practice implementation, KY SEED will have a well-thought out, reality-based sustainability plan in place well before Year Six.

### Particular Areas Where Your Community Can Provide Expertise/Peer Mentoring

- Interagency collaboration at state, regional, and local levels amongst education, mental health, juvenile justice, child welfare, courts, parents, and public health.
- Previous experience implementing local and national evaluation efforts in prior cooperative agreements.
- Previous experience planning, implementing, and evaluating CMHIs. KY SEED is the state’s third CMHI.
- A 20-year history of statewide implementation of the system of care philosophy, including infrastructure and service delivery.
- In partnership with Public Health, a funding mechanism is in place that supports the employment of regional early childhood mental health specialists through community mental health. These specialists provide: individual, group, and program-level consultation for child care providers; training and professional development for child care providers, behavioral health clinicians, families, and other agency partners; and assessment and clinical services for identified children age birth to 5.
- A strong partnership with the statewide family organization which has expanded its focus to include families of young children.
<table>
<thead>
<tr>
<th>Key Contact for More Information on Your System of Care</th>
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<tbody>
<tr>
<td>Beth Potter</td>
</tr>
<tr>
<td>Training and Cultural Competency Specialist</td>
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<td>KY SEED</td>
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<td>229 Mattox, 521 Lancaster Avenue</td>
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<td>Richmond, KY 40475</td>
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<td>859-622-7236</td>
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<tr>
<td><a href="mailto:Beth.Potter@eku.edu">Beth.Potter@eku.edu</a></td>
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