



## ***Kentucky Transition News: Moving to Success!***

*Information about moving from high  
school to postschool environments*

Spring - 2013

Volume 7, Number 1

**W**elcome to ***Kentucky Transition News: Moving to Success!*** quarterly electronic newsletter. We provide information on transition from high school for students with disabilities, professionals, and parents. If you have transition news you would like to share in the newsletter, contact Kathy Eversole, at [kathy.eversole@kedc.org](mailto:kathy.eversole@kedc.org).

***For more transition information, visit [www.transitiononestop.org](http://www.transitiononestop.org)***

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**Visit Arc of Kentucky's  
new website!**

Go to:

<http://www.arcofky.org/>

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## Transition in Kentucky – *Operation Preparation*

### College and Career Advising – Operation Preparation



College/Career Readiness Advising Month  
March 2013

Operation Preparation is a joint effort of the Kentucky Department of Education and the Department of Workforce Development and provides a powerful opportunity for schools, students, parents and communities to collaborate in the process of effective advising and focus attention on the importance of planning for college and/or career.

During March 2013, trained volunteer community advisors met one-on-one with every 8th- and 10th-grade student. The community advisors utilized students' Individual Learning Plans or ILPs (including career interest inventory and EXPLORE/PLAN results) to discuss each student's:

- career aspirations, required education/training and workforce skills
- whether the student is on target to meet their goals
- whether the student is taking the courses recommended to prepare them for a successful future

For more information and district/school examples of this year's Operation Preparation activities, you may want to read Kentucky Teacher's article at <http://www.kentuckyteacher.org/features/2013/03/schools-put-their-own-spin-on-operation-preparation/>

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## Transition in Kentucky – *Individual Learning Plan Update*

### Individual Learning Plan Update

*(From ISN Newsletter February 2013)*

Kentucky is in the seventh year of statewide ILP usage for all students in grades 6-12. In that time, thousands of students have benefitted from identifying personal strengths and career-specific affinities through career, learning style and skill assessments. The class of 2013 graduates will be the first group of students to have the opportunity to use the ILP every year since the 6th grade. This is a major milestone in Kentucky's ILP implementation efforts.

Career Cruising (the ILP vendor) has decided to launch a re-design of the site with an updated look that is reflective of today's digital experts in our schools. The new look has retained all of the features but has better functionality that is faster and easier to navigate, with a "Facebook" feel that students have come to expect.

In addition to the new look, KDE soon will launch a new component to the ILP that will add another component to guide students in setting and reaching goals for adulthood. Career Cruising's online Ability Profiler assessment helps students identify their strengths and understand how their aptitudes and abilities match up with those of individuals in careers that interest them. The Ability Profiler measures six key abilities: arithmetic reasoning, verbal ability, computation, clerical perception and form perception. This new function is for students 16 and older and will be available Spring 2013.

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## **Transition in Kentucky – *Standards Implementation and Shifts in Practice***

### **Standards Implementation and Shifts in Practice**

*(From ISN Newsletter February 2013)*

The adoption and early implementation of the Common Core State Standards for Mathematics and English/Language Arts requires instructional practices for students to reach the intended learning set forth in these standards. The following characterize the instructional practices that should be observed as teachers make these necessary shifts in practice.

In Mathematics classrooms:

- Teaching Less/Learning More: Focusing on the KEY CONCEPTS and going deep by employing a number of techniques to ensure that you know what the kids know and don't know, and teachers adjusting instruction to meet student needs
- Emphasizing on the following 3 aspects:
  - Fluency – speed and memorization around the core ideas/skills
  - Application – make sure students always see the RELEVANCE of the mathematical practices
  - Understanding – know which “tools” apply to which problems; look at problems through multiple “lenses”
- Identifying what may have been happening typically before the new standards and then backing off of those things NO LONGER THERE
- Focusing on MASTERY OF THE CORE CONCEPTS at each grade level: Spending time and resources to ensure mastery
- Focusing REMEDIATION or INTERVENTIONS on the core conceptual understandings

In English/Language Arts classrooms:

- Bringing down the “wall” of reading – particularly in middle school: Making sure all students are reading/comprehending challenging text vs. substituting “easier” text or bypassing reading altogether (for example, by substituting taped books, etc.). This is what keeps students from attaining high levels of achievement in ALL content areas.

- Focusing more on informational texts, especially in elementary: Balancing the reading of informational and literary texts and varying the topics, making sure they are developmentally appropriate
- Working on content area literacy: Ensuring all teachers understand their role in helping students understand the discourse, genre and structure of texts in science, history and other disciplines
- Attending to TEXT COMPLEXITY: Discerning ideas of more and more complex texts; “We should not be so dependent on leveled readers especially with struggling students,” says Common Core author David Coleman. Students should have adequate exposure to complex, grade-appropriate texts with opportunities for support in reading those texts.
- Focusing on TEXT-DEPENDENT QUESTIONS: Across the grades - focus on questions that REQUIRE careful reading of the text (vs. “text-free” – which rely on prior knowledge instead of the actual text)
- Focusing on WRITING: Supporting arguments with evidence and narrative writing (to inform) and not just “practicing on-demand”
- Emphasizing ACADEMIC VOCABULARY – across the grades and subjects. This helps students understand language better and is especially important for diverse learners (ELs, students in gap populations)
- Observing students that “read like detectives and write like reporters” – Students should be used to interrogating texts. This may be possible through questioning the author’s intent, understanding the purpose and audience, and then debating opposing sides to a position taken in a text.

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## **Transition across the Nation – *Career Readiness – Achieve***

### **Career Readiness – Achieve**

*(From ISN Newsletter February 2013)*



The economic projections are clear: the majority of jobs – and the vast majority of “good” jobs that pay a solid wage and offer pathways to advancement – require education and training beyond high school. Achieve has a number of reports that further explore the link between a strong K-12 academic foundation – as articulated by college- and career-ready standards or expectations – and students’ ability to access and succeed in the careers of their choice.

- Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness
- The Future of the U.S. Workforce: Middle Skills Jobs and the Growing Importance of Postsecondary Education
- The Future of the U.S. Workforce: The Limited Career Prospects for High School Graduates Without Additional Education and Training

- The Future of the U.S. Workforce: A Survey of Hiring Practices Across Industries
- Skills and the Common Core: An Analysis of the Skills Reflected in the Common Core State Standards

A single pathway approach will not be sufficient. Students need opportunities to engage in career preparation while working toward college readiness. This means core courses must be applied and applied courses must be rigorous and incorporate the Kentucky Core Academic Standards. Students need varied entry points – from awareness of careers, to exploration of careers, to career readiness.

To learn more about the work Achieve is doing around career readiness, please use the link below. The Future of the U.S. Workforce series published by Achieve can be found at [www.achieve.org/career-readiness](http://www.achieve.org/career-readiness)

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## **New Publication – *Guideposts for Success***

### **Guideposts for Success**



The transition from youth to adulthood is challenging for almost every young person. This is particularly true for young people with disabilities. Yet, it is in those crucial transition-age years that a young person's future can be determined.

An extensive literature review of research, demonstration projects and effective practices -- including lessons from youth development, quality education, and workforce development programs -- suggests that all youth need:

- Access to high quality standards-based education regardless of the setting;
- Information about career options and exposure to the world of work; including structured internships;
- Opportunities to develop social, civic, and leadership skills;
- Strong connections to caring adults;
- Access to safe places to interact with their peers; and,
- Support services and specific accommodations to allow them to become independent adults.

The Guideposts can help steer families, institutions and youth themselves through the transition processes. Go to <http://www.ncwd-youth.info/guideposts>

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## REFERENCE POINTS – *Substance Abuse and Mental Health Services Administration's Cool Tools*

### Substance Abuse and Mental Health Services Administration's Cool Tools



The Substance Abuse and Mental Health Services Administration's (SAMHSA) has provided an online list of Cool Tool resources for people who use mental health services & service providers and helpers. Tools include a list of common medication side effects, tips on starting difficult conversations with your mental health service provider, a Wellness and Recovery Activities Journal and Planner, checklists with questions to ask about medications, Alternative Medicine, and your current or new provider or program, and more.

SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities. SAMHSA provides leadership and devotes its resources - programs, policies, information and data, contracts and grants - toward helping the nation act on the knowledge that behavioral health is essential for health, prevention works, treatment is effective, and people recover from mental and substance use disorders.

To review and/or download SAMHSA's Cool Tool resources, visit their website at: [http://www.samhsa.gov/consumersurvivor/sdm/CoolTools\\_AccessiblePDFs.html](http://www.samhsa.gov/consumersurvivor/sdm/CoolTools_AccessiblePDFs.html).

*Note: REFERENCE POINTS, transition updates from the TATRA Project, features resources and information to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families. Administered by the TATRA Project at PACER Center [www.pacer.org](http://www.pacer.org), REFERENCE POINTS was launched with the initial support from the National Center on Secondary Education and Transition [www.ncset.org](http://www.ncset.org). TATRA is funded by the U.S. Department of Education, Rehabilitation Services Administration.*

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## Parent Resources – *ParentInfo*

### ParentInfo



The Kentucky Department of Education produces a newsletter especially for parents of children of all ages. To read or download the March/April 2013 newsletter, go to: <http://education.ky.gov/comm/Documents/March-April%20Parent%20Info.pdf>.

## **Student Resources – *Top 5 Reasons to Stay in School***

### **Top 5 Reasons to Stay in School**



According to the National Dropout Prevention Center/Network:

1. High school dropouts are four times as likely to be unemployed as those who have completed four or more years of college;
2. Graduating from high school will determine how well you live for the next 50 years of your life. High school graduates earn \$143 more per week than high school dropouts. College graduates earn \$336 more per week than high school graduates (\$479 more per week than high school dropouts);
3. Dropouts are more likely to apply for and receive public assistance than graduates of high school;
4. Dropouts comprise a disproportionate percentage of the nation's prison and death row inmates. 82% of prisoners in America are high school dropouts;
5. School districts all over the country provide alternative programs for students who are not successful in the usual school setting. The best programs in the country are featured in our Model Programs Database.

For more information about persistence to graduation, visit the Center's website at [www.dropoutprevention.org](http://www.dropoutprevention.org) or visit the National Dropout Prevention Center for Students with Disabilities at <http://www.ndpc-sd.org/>.

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## **Legal Requirements – *Use of the IEP Development Guidance to Support Students with Disabilities in Achieving Grade-level Standards***

### **Use of the IEP Development Guidance to Support Students with Disabilities in Achieving Grade-level Standards**



The 2012 Guidance Document for Individual Education Program (IEP) Development provides clear instructions and examples for Admission and Release Committee



(ARC) members, including chairpersons, teachers, related service providers and parents, on writing standards-based IEPs in Kentucky.

Teachers across the state have been trained to use the document to assist them in writing detailed present levels of educational performance and annual goals that meet student needs. The 2012 Guidance Document for Individual Education Program (IEP) Development is to be used in conjunction with local policy and procedure; federal and state law and regulation, including IDEA; the Kentucky Administrative Regulations (KAR); and the Special Education Compliance Record Review Document.

Beginning with the 2012-2013 school year, the Kentucky Department of Education (KDE) expects full implementation of this guidance in IEP development. To download a copy of the IEP Guidance Document and to view the IEP Guidance Document Webinar, go to <http://education.ky.gov/specialed/excep/Pages/IEP-Guidance-and-Documents.aspx>.

For additional information, contact your Regional Special Education Director (Co-op) or Denise Bailey, KDE Diverse Learners branch manager, at (502) 564-4970 or [denise.bailey@education.ky.gov](mailto:denise.bailey@education.ky.gov) or to read or download the document, go to <http://education.ky.gov/specialed/excep/Pages/IEP-Guidance-and-Documents.aspx>

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## **Kentucky Special Education Cooperative Network**

### **What is the Kentucky Special Education Cooperative Network?**

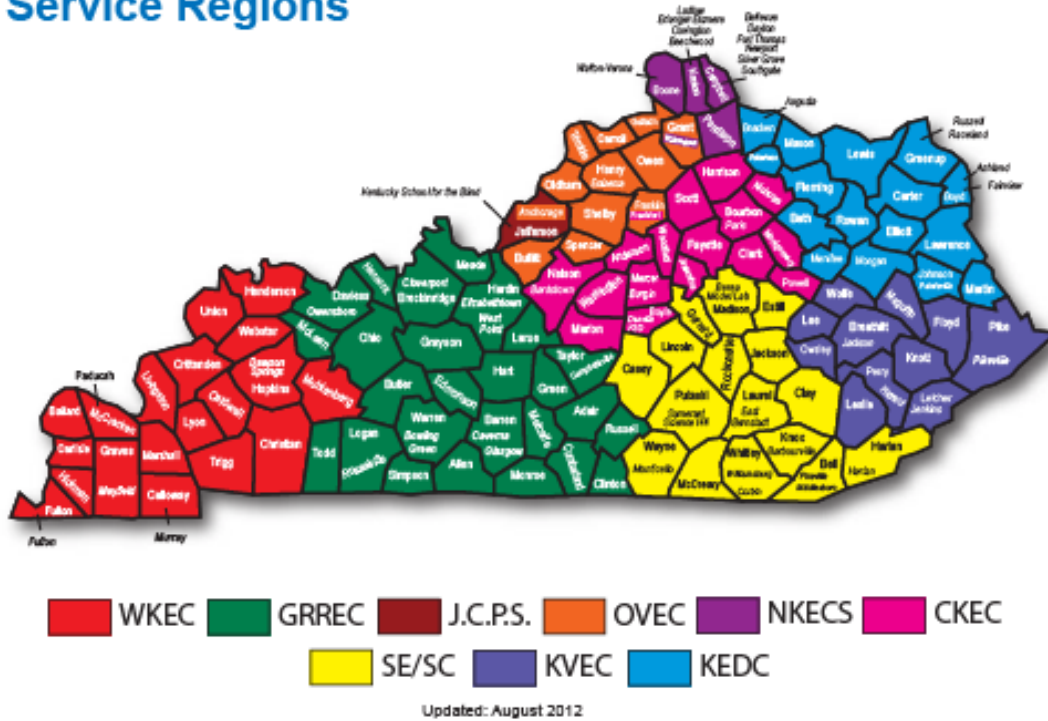
*Note: To aid in everyone getting the news that the Kentucky Special Education Cooperatives have been aligned with the nine (9) Educational Cooperatives in the state, we are repeating this highlight of their service and geographic locations.*

The Kentucky Special Education Service Regions consist of nine (9) Special Education Cooperatives located across the state. This reflects a reorganization of the former Cooperative regions. See Map below.

All 176 local school districts, and the Kentucky Schools for the Blind and Deaf are members of a special education cooperative. Funding is provided using federal dollars awarded to Kentucky under Part B, Section 611, of the Individuals with Disabilities Education Act Amendments of 1997.



## Special Education Service Regions



### What services does the Special Education Cooperative Network offer?

The Special Education Cooperative Network is intended to assist local school districts in meeting the needs of its member districts. Services range from technical assistance, trainings, professional development, specialized services, research, and other needs identified by member districts and the Kentucky Department of Education.

Each Cooperative employs a Transition Consultant that can provide services in the area of transition. Contact information for the Transition Consultants is as follows:

Cooperative	Contact
Kentucky Educational Development Corporation (KEDC)	Sheila Anderson <a href="mailto:sheila.anderson@kedc.org">sheila.anderson@kedc.org</a>
Green River Regional Educational Cooperative (GRREC)	LeAnn Marksberry <a href="mailto:leann.marksberry@grrec.ky.gov">leann.marksberry@grrec.ky.gov</a>  Beth Carter <a href="mailto:beth.carter@grrec.ky.gov">beth.carter@grrec.ky.gov</a>

Central Kentucky Education Cooperative (CKEC)	Christina Krantz <a href="mailto:christina@cksec.org">christina@cksec.org</a>
Jefferson County Public Schools (JCPS)	Norm Terry <a href="mailto:norm.terry@jefferson.kyschools.us">norm.terry@jefferson.kyschools.us</a>
Kentucky Valley Educational Cooperative (KVEC)	Brenda Combs <a href="mailto:brenda.combs@hazard.kyschools.us">brenda.combs@hazard.kyschools.us</a>
Northern Kentucky Cooperative for Educational Services (NKCES)	Vanessa Groneck <a href="mailto:vanessa.groneck@nkces.org">vanessa.groneck@nkces.org</a>
Ohio Valley Educational Cooperative (OVEC)	Sharon Dawson <a href="mailto:sdawson@ovec.org">sdawson@ovec.org</a>
Southeast Education Cooperative (SEC)	Renee Leach <a href="mailto:renee.leach@kedc.org">renee.leach@kedc.org</a>
West Kentucky Educational Cooperative	Tiffany Sanders <a href="mailto:mtsanders@brtc.net">mtsanders@brtc.net</a>  Carla Adams <a href="mailto:cadamswkec@gmail.com">cadamswkec@gmail.com</a>

### How can I learn more?

For more information about the Kentucky Special Education Cooperative Network, go to <http://education.ky.gov/specialed/excep/Pages/Kentucky-Special-Education-Cooperative-Network.aspx>

## What's Happening!? *Upcoming Events in Kentucky*

### **Kentucky State Advisory Panel for Exceptional Children**

The Kentucky State Advisory Panel for Exceptional Children (SAPEC) provides policy guidance with respect to special education and related services for children with disabilities in Kentucky as defined by special education regulations and applicable state and federal law.

The Panel advises and assists the Department of Education regarding the provision of appropriate services for children aged birth through twenty. The authority for the Panel is mandated under the Individuals with Disabilities Act (20 U.S.C. 1400 et seq. as amended). The Panel conducts public forums as a part of their meetings. The public is encouraged to comment via e-mail or by coming to a meeting.

Parents, children and families are invited to attend this open forum to discuss topics related to services for exceptional children. Please attend to share your views on these issues so the panel can appropriately advise the Kentucky Department of Education on policy initiatives.

Feel free to email comments to Vickie Nicholson, SAPEC Chair at [Vickie.Nicholson@eku.edu](mailto:Vickie.Nicholson@eku.edu).

**Friday, April 26, 2013**

**1:15 pm ET**

**Crowne Plaza Hotel (During the Arc of Kentucky Annual Conference)  
Louisville, KY**

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### **The Future Is Now Project Trainings**



What Will "The Future Is Now" Project Trainings Offer Toward Creating a Safe And Secure Future for a Loved One With a Developmental Disability?

- Information and guidance on how to create a support plan for the future
- Description of a Special Needs Trust
- Information about publicly funded resources and their limitations
- Critical questions to be addressed before meeting with an Attorney
- Resources for referrals of Attorneys who can assist with planning
- Team approach – encouraged to invite family members and/or friends to attend

Learn more by going to <http://www.arcofky.org/projects/the-future-is-now/>.

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**2013 Annual Conference  
The Arc of Kentucky  
"Navigating the Road Ahead"  
Best Practices for People with Intellectual  
and/or Developmental Disabilities**

**WHO SHOULD ATTEND?**

Individuals with disabilities, family members, friends, the elderly, service providers, caregivers, community leaders, businesses, advocacy organizations, education professionals, policymakers, etc.

**CONFERENCE SITE:** Crowne Plaza Louisville Airport  
830 Phillips Lane, Louisville, KY  
(888) 233-9527

Online reservation system:

[https://resweb.passkey.com/Resweb.do?mode=welcome\\_gi\\_new&groupID=16815555](https://resweb.passkey.com/Resweb.do?mode=welcome_gi_new&groupID=16815555)

**CONFERENCE OVERVIEW:**

**Friday, April 26, 2013**

- Morning & Afternoon Concurrent Breakout Sessions
- Luncheon/Speakers - Dr. Terry Holliday, Commissioner, Kentucky Department of Education  
Dr. David Beach, Executive Director, Office of Vocational Rehabilitation
- Kentucky Department of Education State Advisory Panel for Exceptional Children Open Public Forum
- Annual Membership and Board Meeting
- Share Fair Poster Session
- Awards Banquet (Clayton Carroll - "Dear Dad")  
& Music/Entertainment (Music by Exit 99)  
(Derby Hat Contest)  
(Awards given for prettiest, funniest, and most creative hat.)

**Saturday, April 27, 2013**

- Morning Plenary Session Speaker: **James Conroy, Ph.D.**, Center for Outcome Analysis, Inc., Havertown, Pennsylvania
- Morning Concurrent Breakout Sessions
- Luncheon/Speaker - **Dr. Stephen Hall**, Commissioner  
Dept. for Behavioral Health, Developmental & Intellectual Disabilities
- Afternoon Plenary Session Speaker - **Barbara Ransom**, Disability Rights Attorney, California

**Both Days will include an Exhibit Information Extravaganza.**

**CEUs:** The Arc of Kentucky is applying for Continuing Education Units (CEUs) for Social Workers and Certified Rehabilitation Counselors.

**STIPENDS:** Parents with school age children from the Louisville area can apply through the Jefferson Co. Parent Resource Center for a scholarship-contact Marsha Wiseman or Mary Brauner at (502) 485-3807.

**Be An Exhibitor**

Approximately 350 potential customers composed of parents and family members, self-advocates, service providers, professionals, government organizations and advocates can be reached when you become a conference exhibitor. For additional information call The Arc office (800) 281-1272 or (502) 875-5225; or [www.arcofky.org](http://www.arcofky.org)



Apr. 25-26, 2013  
Crowne Plaza –Louisville Airport  
Louisville, KY



**A In-depth Preparedness Conference that Fosters Relationships  
Between Emergency Management, Public Health and Disability Communities**

### What You Will Learn

- Meeting FEMA Functional Needs Support Services Sheltering Guidelines
- Providing Accessible Services in Sheltering Situations
- Greater Understanding of Disability and Emergency Management Communities
- Accessible Communications and Outreach Capabilities
- Responding to Citizens with Mental Health and Developmental Disabilities
- Cost-effective Temporary Accessible Modifications to Shelters

### Speakers Include:

Richard Devylder, Special Advisor for Accessible Transportation, U.S. Department of Transportation

Mike Houston, Disability Integration Specialist, FEMA Region V

Brigadier General John Heltzel, Director, Kentucky Division of Emergency Management

Jody Dickhaut, Disaster Response Coordinator, 7th Day Adventist Disaster Service

Karin Ford, Disability Consultant, Iowa Department of Public Health

Sherry Buresh, Director of Disaster Relief, Christian Appalachian Project

And Others...

Keynote Speeches • Interactive Panel Discussions • Facilitated Audience Discussion Sessions • Breakfast  
• Lunch • Accessible Technology Demonstrations • Networking Opportunities • Exhibitor Booths

**Registration is Limited to 150 Attendees**

**Registration Fee: Complimentary**

For more information visit the conference website [www.enableus.org](http://www.enableus.org)

Brian Lake 703-894-7414

