

# ***Kentucky Interagency Transition Council For Persons with Disabilities***

**Quarterly Meeting  
July 31, 2020**



## **Agenda/Minutes**

**9:30 – 9:45      Welcome and Introductions**

**9:45 – 10:00    Presentation – Employment First**

**Katie Wolf-Whaley, Director of the Supported  
Employment Training Project at the University of  
Kentucky Human Development Institute**

<https://youtu.be/xhZZ1t4cZtI>

- Provides training for those who will be providing any portion of direct support in Supported Employment in Kentucky.
- Three years ago, Bevin started a Work Matters Task Force which led to Employment First which is the philosophy that everyone, including people with significant disabilities, can work in integrated employment.
- Employment rates are low for people with disabilities. We want to change expectations. Employment First started as a philosophy, but it's also a movement and eventually a policy direction and all of these must come together.
- We're working on capacity building, provider transformation, and cross agency collaboration.
- Students with disabilities and their families must believe that they can join the workforce and we must start educating when students are young. Early messaging is very important. How do we reach families so that they know what's possible? Employment stories are available at <https://www.youtube.com/channel/UCXtURikHL6kSonbWvavI9Xw>
- Employment First council members will be announced soon. For the full executive order please reference <https://www.employmentfirstky.org/>. Council meetings are open to anyone. The next meeting will most likely be virtual. The hope is that activities will be aligned, and internal barriers removed. It's necessary for stakeholders to speak the same language.

- It's a myth that people receiving SSI will lose benefits if they get a job. <https://www.kentuckyworks.org/> provides modules to educate teachers and parents.
- Legislation has been proposed to eliminate minimum wage workshops.
- Employment First council members should include the following: OVR, Workforce Innovation Board, Department of Education, CTE, Department for Medicaid Services, DDID, CCDD, P&A, Disability Determination Services, Division of Behavioral Health, Autism Training Center, HDI/UK, as well as people with disabilities and their families.

**10:00 – 11:00      Presentation – Pre-ETS and Transition Services for the Upcoming Year / COVID-19 Considerations for Reopening Schools: Exceptional Learners and Preschool Students**

**Veronica Sullivan and Allison Johnson, Kentucky Department of Education, Office of Special Education and Early Learning**

[https://youtu.be/\\_I93eXuXi4w](https://youtu.be/_I93eXuXi4w)

- Guidance has been released on Work Based Learning: [https://education.ky.gov/CTE/endofprog/Documents/20-07-23\\_COVID\\_Guidance-Work\\_Based\\_Learning\\_July\\_2020\\_FINAL.pdf](https://education.ky.gov/CTE/endofprog/Documents/20-07-23_COVID_Guidance-Work_Based_Learning_July_2020_FINAL.pdf)
- Exceptional Learners and Preschool Students are students with an IEP and 504 Plan as well as gifted/talented students.
- The document 'Guidance on Safety Expectations and Best Practices for KY Schools K-12 #HealthyAtSchool' discusses reopening considerations, special education questions/answers, preschool questions and answers, and resources. [https://education.ky.gov/comm/Documents/Safety%20Expectations\\_FINAL%20DOC.pdf](https://education.ky.gov/comm/Documents/Safety%20Expectations_FINAL%20DOC.pdf)
- The social distancing section is where we wanted to help staff working with students with disabilities: ways to teach social distancing and providing scenarios for staff that work with students in proximity. The section also reviews PPE.
- Districts have been given the ability to create their own re-opening plans. Governor Beshear suggested that schools not open until the third week of August. Most schools are opting to open with a virtual setting. Before announcement we had districts considering full in person or hybrid, etc.
- Instructional experiences in the community are based off the #HealthyAtSchool document, which is our flagship document. Recommendation to suspend field trips (community-based instruction, not work-based). Want to minimize

exposure of students to the public. Guidance discusses procedure for students leaving campus and returning. Temperature checks will need to be done. Asking districts to consider temporary virtual options. Will vary where we are in the pandemic and where we are as far as numbers. Every community will be different.

- Most students with disabilities will be able to wear a mask. Some students may have adverse effects to wearing a mask. Medical waivers will comprise a very small percentage of students. If student has a medical waiver and does not wear a mask everyone else should take precautions such as additional PPE.
- Students leaving campus will potentially need multiple temperature checks. Must consider plans for students who can't tolerate long waits. If working in a community is part of a student's plan, make sure you're thinking everything through. Materials touched by multiple students – we provide guidance on this and how to clean/air things out.
- Contact tracing – scheduling and documentation. We need to document for contact tracers. If you're with a group of students, you must be mindful of where you have been and who you've been with. Who and what have you touched? If you'll be moving between different buildings, you must have time for temperature checks.
- Contact information – Allison Johnson, [Allison.johnson@education.ky.gov](mailto:Allison.johnson@education.ky.gov), 502-564-4970 x 4507 and Veronica Sullivan, [veronica.sullivan@education.ky.gov](mailto:veronica.sullivan@education.ky.gov), 502-564-4970 x 4414.

**10:00 – 11:00      Presentation – Pre-Employment Transition Services (Pre-ETS) and Transition Services for the 2020-2021 School Year**

**Cora McNabb, Janelle Turner, Dorothy Jenkins, Sandy Conder, Office of Vocational Rehabilitation**

<https://youtu.be/gHJm8toiiQg>

- We're promoting remote services and looking at everything case by case and what's best for the individual. We recognize how challenging this is for everyone. Important to be flexible as things are changing every day.
- OVR wants to ensure that consumers continue to receive the best possible services from all providers. These are unique times. Schools are still deciding on how and when to open. We must be flexible. One requirement is to make sure that everyone is as safe as possible while still providing the best services to consumers. Great resource from WINTAC (Workforce Innovation Technical Assistance Center): <http://www.wintac.org/content/resources-distance-service-delivery#tech>.

- For services to be billable they must be beneficial and substantive. Must gain some type of knowledge/skill.
- To the best of their ability, providers should determine if an alternate delivery method is needed and whether students can participate in a virtual service.
- For providers located outside of the school system - prior to providing services remotely you are required to submit a plan for how you're going to provide those services. The plan must be approved, and documentation is needed from OVR. If a provider is housed in school this will look a little different.
- For Pre-ETS services, we know that work-based learning is restricted to the community but there are things providers can do virtually.
- There are expectations for online resources such as making sure it's beneficial to the student and that a value is gained. We must find a different format for students without access to technology so that they don't miss out.
- Transition services are for eligible OVR consumers. The counselor must collaborate on all services and there's a process for getting them. Services must be approved by an OVR counselor and used to help the student obtain and maintain employment.
- The general expectation is that we want to make sure that billable services are correct and that interaction, discussion, etc. is occurring. These need to be authentic/quality experiences. Don't just show a movie. You must verify the activity and continue to document. Materials must be accessible, and accommodations must be made when a student needs it. Payments should only be made for time spent implementing direct services to students.
- Do take into consideration the student's disability when providing services. Some students need a consistent schedule. Adapt the curriculum as needed to meet student's needs. Let students explore as many careers as possible. Peer mentors can be powerful. Not every student may need the same services. Stay within your area of expertise. Don't just lecture – make services as interactive as possible. Be mindful of lesson length. Two hours may be too long for students. Don't pigeonhole students based on job/training options they've already been exposed to.
- Great resources for Pre-ETS: (WINTAC) <http://www.wintac.org/topic-areas/pre-employment-transition-services>, National Technical Assistance Center on Transition (NTACT) <https://www.transitionta.org/>, Vocational Rehabilitation Youth Technical Assistance Center (Y-TAC) <https://y-tac.org/>. All these resources provide recorded webinars.
- There are several curriculums that can be done virtually. WINTAC has several curriculums on their website: <https://explore-work.com/> (Explore-Work),

<https://www.mynextmove.org/> (My Next Move), <https://www.onetonline.org/> (O\*NET)

- “Skills to Pay the Bills” – many people are familiar with this program. These programs are not just for Pre-ETS providers, they can also be used for educators.
- In March, providers already working with students and providing Pre-ETS had to shift their thinking. Some programs already planned/scheduled were able to turn into virtual experience. We have time now to continue to explore options.
- Additional WINTAC resources: <http://www.wintac.org/content/resources-distance-service-delivery> - information about actual programs and why OVR has to operate the way they do as it relates to Pre-ETS services. Keep in mind that there are several disabilities that a person may have and there are different programs for each type of disability. Make sure everything is accommodated for actual students receiving the services.
- Must first make sure these are appropriate for your audience. Some of the resources listed are for other states and their Pre-ETS services. Continue to research and look for other programs. Just because we list these doesn't mean you have to use them. Still must be approved by OVR. Example: <http://www.pathwayswv.org/>.
- Useful document for educators and parents who have students that may be exiting school but for some reason did not get a chance to go through Pre-ETS or any programs with OVR: [https://www.parentcenterhub.org/wp-content/uploads/repo\\_items/guiding-questions-exiting-ntact.pdf](https://www.parentcenterhub.org/wp-content/uploads/repo_items/guiding-questions-exiting-ntact.pdf) (NTACT).
- Other COVID-19 Resources: <http://www.wintac.org/content/covid-19-resources>.
- An exploration tool using Kentucky LMI data developed by the Kentucky Center for Statistics: <https://kystats.ky.gov/careerexplorer?searchunitkeywords=careerexplorer>.
- Pre-ETS may be easier to do remotely than transition services. Pre-ETS is all about exploration within a small group. Transition services involve job development and coaching.
- Pre-ETS providers providing remote services must send a plan of action to the administrator for approval.
- Each district will need to follow the guidelines from their district. OVR will still need to follow the executive order.
- Anything that could be provided remotely should be.

- At this time, we believe that COOPS (transition specialists) should follow guidance from their district.
- Guidance from Office of Career and Technical Education on Work-Based Learning: We don't want to remove opportunities for students. We want them to have opportunities but only if the student/district/employer/parent (if student is under the age of 18) are all comfortable with the situation. We don't want to force face-to-face so we're working on guidance around flexibility with other types of work-based learning opportunities. Every county in the state is a little different when it comes to COVID-19.
- Students receiving in-person transition services (and their family/employer) should be aware of risks prior to.

### **11:00-12:00      KITC and Agency Updates**

- **KDE, Division of School & Program Improvement, Homeless Education (Melissa and Elise)** – Must be considerate of equitable access when discussing digital/remote learning and different populations. Let's ensure we aren't overlooking kids in rural areas or homeless populations and work on making connections. Some students are having to travel to get to hot spots. Interesting that geography can prevent remote access that we desperately need. Some living situations also put up additional barriers. When online, must still remove barriers. Also encouraging districts to identify kids who are homeless and keep an eye on them.
- **KVEC (Denny)** - Developing RITT and working with them to get virtual meetings squared away for this upcoming year.
- **OVEC (Carrie)** - In process of contacting districts to find out what they'd like us to do this coming year. Some are starting virtually and some in-person. Presented the districts with a variety of options.
- **GLEC (Katie)** – Summer meeting to discuss RITT (which is still in the process) and to gather an advisory board. In process of hiring another OVR consultant, in addition to Kelly Dockery-Brooks. We held a virtual June conference that went well. Trying to figure out what everything will look like this coming school year.
- **BHDID (Janice)** – No updates currently but wondering if there's an updated RITT list. Lou-Ann will get with transition consultants and work on compiling this.
- **BHDID and KentuckyWorks (Jeff)** – In September KentuckyWorks enters the last year of funding from the partnership and employment grant, so our focus is on sustainability. We have created several tools, training elements, and curricula. The reality is that we have dedicated programs in most of the areas where we're operating who can utilize these tools. We're trying to identify who we might provide that content to. A lot of our activity is in the area of transition.

We have a lot of tools on the impact of wages on disability that will probably transition to Katie Whaley with SETP. We have several tools for early childhood education that would transition. KentuckyWorks as an entity at UK will cease to exist September 2021. The name KentuckyWorks will go on as the KentuckyWorks Collaborative. This is part of the implementation and strategic plan for workforce innovation and we need to give them our support because people with disabilities are being considered as a viable part of the workforce. Many of us are involved in the subcommittees that are doing work in that area. A different project is the voice grant which Katie Whaley, Lori Norton, and I are working on. This is a grant received from ODEP to help build some capacity for community and employment services in KY. We have a subject matter expert from Maryland, and she's had tremendous success in transitioning her agency from a site based to a community-based organization. We're in the process of recruiting agencies to be a part of that capacity building program. Goal was to recruit 6 agencies that want to transition to community-based organizations. We have 6 at this point and another 5 considering making the transition. We have an agency that formerly operated sheltered workshops, so we're very pleased about assisting them to obtain a community focus. We have representation in areas from all over the state –providers in Morehead, Somerset, Henderson, Lexington, and Louisville. Will begin that work in August and will conclude in December.

- **HDI (Johnny)** - KentuckyWorks as a project is in its last year and will not live on as a project after that last year. We've been thinking about how we want to continue to support schools most effectively and how we will sustain the work that's happened over the last 4 years (with 1 year left). How can we enhance other projects aimed at increasing employment outcomes for students with disabilities? The community work transition program will be a key connection for us as well as other projects. Must prioritize those efforts and think about what might have the best leverage after the KentuckyWorks grant ends. We're working on a state-wide webinar series that would think about delivering on the promise of Employment First. Will hear more from us on this in the future and how to engage.
- **KVEC (Julia)** - Trying to figure out the best way to deliver/meet needs of students. Districts are all doing something different. We're very diverse in population and levels of available technology. We have many rural areas. Want best platforms available to get those services to our students this year.
- **HDI – Supported Employment Training Project (Katie)** – Many people are still working. People with disabilities are known as essential workers and are working if they want to safely and well.
- **KDE, Office of Career and Technical Ed (Kiley)**- We've released documents on guidance around work-based learning, returning to finish up dual credit labs, and bringing kids in for industry certifications and end of program assessment testing. We've finished the CTE summer program which took place virtually. We have a virtual training website on the CTE home page:

[https://education.ky.gov/CTE/Pages/Virtual\\_Training.aspx](https://education.ky.gov/CTE/Pages/Virtual_Training.aspx). A lot has changed going into this year due to legislation and COVID-19.

- **GRREC (Marisa)** - We've reached out to teachers and surveyed them asking what their school year will look like (if they know) and the level and delivery of services they will provide. We've also dedicated a website to information on transition and will be updating this on regular basis. We're providing this information to teachers and other constituents.
- **WKEC (Melinda)** - Like everyone else, Pre-ETS providers are trying to figure out what school will look like and how we can best provide services and impact students. We've been meeting with directors and coordinators and getting our workshops/lessons lined up.
- **KY-SPIN (Michaela)** - Keeping families updated related to guidance with going back to school. On August 4<sup>th</sup> at 11am ET we'll be educating students with disabilities during a COVID-19 update. This is guidance issued from KDE and resources we've found for parents/professionals to help them navigate the process. We'll also have a webinar on August 19<sup>th</sup> at 1pm ET discussing standard transition to adulthood.
- **P&A (Robbin)** – On the children and youth team we've been reviewing guidance documents from KDE. Providing guidance to parents/guardians when they call in with education issues which is consuming a lot of time.
- **KYPSO (Tony)** – We're in the heart of YOYO season – the Youth One Year Out former student interview. We've extended the YOYO to August 31<sup>st</sup>. We were optimistic that the pandemic would help the response rate due to having a more captive audience, but we're struggling to get a better response rate. As of July 30<sup>th</sup>, the response rate is at 49.5%. So far approximately 2,200 people have agreed to be interviewed. Sometimes people refuse interviews. We have several districts with zero or very few responses. One reason for this may be due to turnover for staff and DOSE's. Emailed DOSE's and transition consultants July 30<sup>th</sup> and updated our list with new DOSE contact information. Some new DOSE's are not familiar with the YOYO. We've asked many of the COOPS for help. We have got a month left to get people on board and help them. Please bring it up and remind them.

We have great resources on our website and Chelsea is doing a great job helping people with their accounts. We have not yet analyzed the data coming in, but don't think we'll see a massive downturn in terms of competitive employment this year due to the pandemic, because the definition (mandated by I14) states that a person had to be employed for at least 90 days since they exited high school. The pandemic didn't start affecting things until March. The bad news may come next year. We posted our narrative report (annual report) online for the 2019 YOYO: <https://www.kypso.org/recent-presentations/> which looks at our 2017-18 HS exiters. Our reporting is getting impressive and includes more in-depth ways of looking at some of the data. There are open ended questions, recommendations, and conclusions.



Also, an update from HDI: please view our Facebook posts celebrating 30 Years of the ADA. One post from July 30<sup>th</sup> shares stories from HDI staff on what the ADA means to them; please share:

<https://www.facebook.com/ukhdi/videos/714801112692879/>. Discusses value of ADA but also what we hope the future will bring. Most of us are at an age when we remember the ADA being signed and what it was like before the ADA. We're working with transition-age youth that don't have that perspective.

- **KYPSO (Lou-Ann)** – If possible, the YOYO really needs to get closer to 60%. We appreciate all COOP consultants who are passing this information along to DOSE's. I really enjoy digging into data and drawing different conclusions that can guide instruction and district policy. For example, analyzing post school outcomes of students who exit HS with an alternate diploma or by aging out and identifying how low their employment outcomes are and the fact that it has not improved over the years. It seems that we should start seeing un-engagement drop and employment rise. Analyzing the data can guide a district's instruction. Obtaining this information is one way to encourage the districts to complete interviews.
- **CWTP (Jill)** – Jill is representing Trina Hewlett for the Community Work Transition Program. They are migrating all the beginning of the year trainings from face-to-face into the HDI online trainings center. We will have a CWTP course, with a variety of lessons within that course. The employment specialists, and persons out in the districts or with OVR if they choose to participate, will have a seven-day window to complete the course. Then they will have to participate in an online Q&A session with CWTP staff via zoom.

CWTP is busy updating the procedure's manual and forms. We have an abbreviated version, due to COVID-19, of the compliance and review going on, reviewing 10 districts on the 2019-20 school year. We have 102 school districts that have their applications in, and MOU's are going from OVR. We are happy to be working with Sandy Conder from OVR and Allison Johnson who will join the team from KDE.

#### **2020 Meeting Dates:**

October 30, 2020 (virtual)

#### **2021 Meeting Dates:**

The 2021 meeting dates will be tentatively scheduled on the 5<sup>th</sup> Friday of each month: January 29, April 30, July 30, and October 29. The dates will be confirmed at the next quarterly meeting.

**Attendees:**

Allison Johnson – KDE  
Amanda Waldroup – KDE  
Carrie Stith-Webster – OVEC  
Chelsea Bocard - KYPSO  
Cora McNabb - OVR  
Dennis Horn - OVEC  
Denny May - KVEC  
Dorothy Jenkins - OVR  
Elise Crisp – Division of School & Program Improvement  
Holly Hendricks - OVR  
Janell Turner - OVR  
Janice Johnston - BHDID  
Jeffrey White – BHDID and KentuckyWorks  
Jenny Hogg - KEDC  
Jill Griffiths - CWTP  
Johnny Collett - HDI  
Jonathan White - OVR  
Julia Staton - KEDC  
Katie Cooper - GLEC  
Katie Wolf Whaley - HDI  
Kelly Dockery-Brooks - GLEC  
Kiley Whitaker – KDE Office of Career and Technical Education  
Lou-Ann Land - KYPSO  
Marisa Duarte - GRREC  
Melinda Poole - WKEC  
Melissa Ferrell – KDE  
Michaela Evans – KY-SPIN  
Robbin Richie – P&A  
Ron O'Hair - OVR  
Sallie Bolton - DJJ  
Sandy Conder - OVR  
Thomas Simmons – University of Louisville  
Tony LoBianco - KYPSO  
Tony Peavler - KSD  
Veronica Sullivan - KDE