

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

## **Quarterly Meeting October 30, 2020**



### **Meeting Minutes**

**9:30 – 9:40**      **Welcome and Introductions**

**9:40 – 10:00**      **Presentation - SOKY Unified Champion Schools and Transition**  
***Karen Michalak-Parsley and Samantha Stephenson***  
[https://youtu.be/8iHoA44\\_45w](https://youtu.be/8iHoA44_45w)

- Special Olympics of Kentucky (SOKY) does a lot of work with education cooperatives throughout the state. Special Olympics (SO) was founded by Eunice Kennedy Shriver and the first event was in Chicago in 1968. Since then, SO has morphed into a global organization. In Kentucky SO offers opportunities in 15 sports.
- Inequities caused SO to expand beyond sports and health. Healthy Athletes is the world's largest public healthcare program for individuals with intellectual disabilities (ID). The focus today will be on Unified Champion Schools (UCS).
- Healthy Athlete Initiatives is a holistic approach going all the way from physical health attributes to "strong minds". Healthy Athletes are health screenings conducted for free. Includes health screenings from physicians at the University of Louisville (UofL) at MedFest events. Also includes keeping a quality health database on our athletes that are required to have screenings in order to participate in our sports programs.
- UCS is our school-based program aimed at improving inclusion in the school environment. UCS engages students with and without intellectual disabilities to participate in activities together. This spans from the elementary to college level. The programs are evaluated annually by the Center for Social Development & Education at UMass Boston.
- UCS is a 3-component model made up of inclusive youth leadership, SO Unified Sports, and whole school engagement. Research shows that schools who engage in all 3 components have the greatest impact on creating inclusive environments. Students interact in a variety of ways outside of classrooms which often results in lasting friendships among students with and without disabilities.
- Inclusive youth leadership is central to the UCS strategy and is based on our belief that anyone can be a leader. Implementing UCS earlier than high school could improve later participation as well as making the transition to high school smoother.
- SO offers a Youth Leadership Summit primarily for middle and high school levels. Require that they come in unified pairs to be sure we're getting individuals with and without ID at those events.

- Students have health and fitness opportunities throughout each step of Unified Sports. Elementary through college programming.
- Jason Wheatley – an interest in transition and post-school outcomes for students with disabilities naturally lead to an interest in SOKY. Is a former MSD high school teacher and served as a Special Olympic Unified basketball coach. Currently serves in a special education administrator role. Has served on the SOKY planning team and has seen SOKY really take off. As a coach, got to see the systemic impact on the entire school community.
- MedFest is centered on partnership with medical providers, SO, and the school district. In 2018, had over 350 students in the Jefferson Co. district come to the Cardinal Stadium. These students received free pre-participation physicals. Transportation was provided by the district to students if they needed a physical. It's very meaningful and look forward to doing it again when we can. Physical exams may identify underlying conditions that may not have been otherwise identified. Healthcare providers can sometimes assist in providing free glasses.
- School-based Unified Sports happen at every level from elementary to collegiate and adult. Community-based opportunities span age 8 to adulthood. Can start participating in SO starting at age 8.
- UCS has grown every year with more school participation. As of our last full school year over 80 schools participated. Approaching 8,000 schools nationwide. There are also schools throughout the world participating in UCS; it's a global program.

<https://www.generationunified.org/>  
<http://soky.org/unified-champion-schools/>

### **SOKY Q&A**

- **Q.** (Tony Lobianco) – Is it difficult to get buy-in from schools and what are the major challenges getting a school to sign on?  
  
**A.** The program is meant to be led by students, but we need buy-in from adult leadership as well. I have liaison at each school. Many are special education teachers, and some are administrators, and occasionally a general education student or teacher. It depends on the school. Many schools are doing great things within inclusion already. If we can get them to participate in UCS then we can do a better job of supporting them in their efforts. There's a lot of interest and we hope that schools and students are benefiting. SOKY is a small staff so it's a challenge to hit everywhere in KY. We're supported by the U.S. Department of Special Education and they send us grant funding to apply for each year. We have startup funds available for schools that may want to buy sports equipment, etc.
- **Q.** (Lee Gordon) – What kind of screenings were done and how were they funded? Did someone donate time to do this and did they take the athletes health insurance?  
  
**A.** Health care providers that we partner with donate their time. Screenings occur at the annual MedFest events which are every other year in Louisville and Lexington. We've done one in Northern KY. We partner with health care providers in the area. A

lot is organized by SO clinical directors and partnerships. No insurance or payments are involved. There is a MedFest sign-up sheet for students identified as having developmental or intellectual disabilities from school districts. Parents give permission for the screening. SO reaches out to local health care providers to donate their time/resources. Screenings include general sports physicals and hearing screenings, as well as vision and dental. Adult athletes and community-based programs offer the same types of screenings at state-level events.

- **Q.** (Tom Simmons) – Biggest concern was that SO didn't have integration for practices including people without disabilities. Glad to see the change in SO and had no idea this was going on. Appreciate what you're doing.

**A.** SO recognized chance to have impact on overall inclusion fueled by Unified Sports. UCS is now in its 13<sup>th</sup> year, but Unified Sports has been around much longer than that. Thanks for comment!

## **10:00 – 11:00      Presentation – Inclusive Higher Education in KY & Q&A**

***Johnny Collett***

<https://youtu.be/v3yEVFqYnuM>

- Lou-Ann – Johnny Collett is the new Deputy Director at HDI. Johnny brings a variety of experience and expertise at a local, state, and national level. Prior to HDI, Johnny served as the Assistant U.S. Education Secretary to the Office of Special Education & Rehabilitative Services (OSERS). Johnny has also served as Program Director at the Council of Chief State School Officers (CCSSO), the State Special Education Director at KDE, and as a classroom instructor at Scott County.
- Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) is funded by the U.S. Department of Education Office of Postsecondary Education. Kentucky had a TPSID grant in 2010-2015. We've applied again but there is lots of interest across the country. Largely because of partnerships on this call, Kentucky has continued to make progress.
- Comprehensive Transition and Postsecondary Programs (CTP's) are programs at colleges or universities. They're designed to support students with ID who want to continue academic, career and technical, and independent living instruction at an institution of higher education (IHE) in order to prepare for employment. CTP's have been through an approval process and can offer access to federal financial aid.
- CTP's were created when the Higher Ed act was reauthorized in 2008. Many of us have tracked this for several years. Putting a focus on students with I/DD was a welcome thing. These programs are designed to support these students as they continue their academic and employment training.
- CTP's are designed for students with an ID. Students must have a documented disability and a documented need for financial aid. Students will still complete a FAFSA to determine their level of financial aid. The program allows students with ID who may have left high school without a diploma (or left with an alternate diploma) to be eligible for federal and state financial aid. There are allowances made and barriers are removed for this population of students.

- CTP's should be meaningful and challenging. This is about providing opportunities for students whether for credit or not and with their non-disabled peers. A key hallmark of CTP's is a focus on individualized person-centered planning.
- If in an approved CTP, at the federal level they may be eligible for federal Pell grant. At the state level they may be eligible for KEES in Kentucky even if they didn't have the necessary credits and GPA. A lot of great work has been done to ensure that students in these programs have access to state funding.
- Currently there are 3 approved CTP's in Kentucky: Murray State University, Northern Kentucky University, and BCTC. The University of Kentucky is currently in the application process to establish a CTP. There are other IHE's in the state that have established interest.
- According to Youth One Year Out (YOYO) data, 17% of students with disabilities are enrolled at a college or university. Only 7% of students with ID are enrolled at a college or university.
- These numbers are low because of lack of funding, knowledge, and programs. Thinking about the work ahead at HDI we want to continue to make progress in addressing these barriers. We want to increase higher education opportunities and success for students with ID – opportunities to be successful in inclusive higher education programs while still in high school (dual enrollment) and after leaving high school.
- In 2020, the KY General Assembly appropriated \$500,000 to HDI to support this work. Has enabled us to provide targeted technical assistance (TA) to exiting CTP's and to those who wish to establish new CTP's.
- Resources:
  - [Program brief](#) for IHE's interested in establishing a CTP
  - [KentuckyWorks Postsecondary Education](#)
  - [ThinkCollege](#)

### **Q&A on Transition**

[https://youtu.be/0extz\\_Ezb5I](https://youtu.be/0extz_Ezb5I)

- **Q.** (Martin Monson) - Can students participate in the program even if they wouldn't qualify for financial aid?
 

**A.** Yes, a student without a disability could go to college without demonstrating a need for financial assistance.
- **Q.** (Julia Staton) - Do students come out with a degree or if they're auditing the courses for non-credits will they get certification for that?
 

**A.** These IHE's, when they apply for status as a CTP, those are the kinds of things they must talk about. One of the hall marks is that the student will engage in a course of study that will lead to a meaningful credential. That is a requirement. Will look different with different institutions and it's all part of their application.
- **Q.** (Kylie Whitaker) – In addition to being a director at CTE, I'm in charge of dual credit for the state for KDE. I'm part of a task force with KCTCS and CPE. One of the charges

we've been given for the year is looking at how to provide more equity and opportunity for students who are not participating in dual credit as much as they should. Special education is one of these. Would love to talk to you about strategies and opportunities on how to engage students in dual credit while in high school. Many of these opportunities are free right now or very discounted. In need of thought partners.

**A.** Sign me up. The U.S. Department of Education released a Q&A last year in September that really focused on dual-enrollment and these types of programs. If you need help accessing this, I'm happy to send it.

- **Q.** (Angel Stevens) – I know there's 3 institutions currently and you said UK was applying. Are there any other colleges applying other than UK to provide this program?

**A.** Not aware of any currently applying. There are a few that have expressed interest and we are in conversation with them. I've talked to some local districts and coops who are interested in this. Happy to talk to regional folks about this.

- **Q.** (Tony Lobianco) – Am I right in saying that sometimes the interest of the IHE in doing this has been driven by the students or the families desire to go? One of the schools didn't really know about it until the student wanted to go and they thought well I want to do that so it can come from the other direction as well right?

**A.** Individual voices calling for increased options and opportunities is a great thing. My experience has been that a lot of people really are not aware of these opportunities and its part of what we're trying to address.

- **Q.** How can students, parents, educators, and others find out more about attending college and the supports that can be provided, including Comprehensive Transition and Postsecondary programs (CTPs) for students with intellectual disabilities?

**A.** A barrier to enrolling in higher education for students with ID is a lack of knowledge. Encourage students and families to talk to a teacher, counselor, or principal. The Admissions and Release Committee (ARC) may want to discuss whether enrollment into a CTP or other post-secondary program would be appropriate. Review resources on the [KentuckyWorks Post-Secondary](#) site. The [ThinkCollege](#) website also has a wealth of information under the resources tab including specific information for families. Existing CTP's – MSU, NKU, BCTC are also a good source of information. In a lot of high schools, counselors are ARC chairpersons and wearing lots of hats. Sharing information is essential.

- **Q.** Over the last three years, Kentucky Post-School Outcome (KYPSO) data has consistently indicated that 30% of students with an IEP who exit high school are unengaged in employment and education one year after leaving high school. When those data are disaggregated by certain disability categories or for students exiting by alternate diploma (or aging out), those numbers get worse, going all the way up to 70%. Why are we consistently seeing such poor post-school outcomes for some students with disabilities and what can we do?

**A.** From broader systems perspective, we are getting the results we're getting because our systems are designed to get exactly those results. If you're not getting results you want, then something in the system needs attention. We've got to be more focused on preparing individual students than we are on preserving systems. Existing systems can

be resistant to change so it requires an honest evaluation and courage. Committing to working harder won't get us where we need to be. These are complex issues and addressing them will call for innovative solutions and transformational change. We need to work differently/collaboratively within and across systems and appropriately question approaches that don't improve outcomes. Analyze data and make good data-based decisions.

- **Q.** As a state, we collect a variety of data on post-school outcomes and transition. For Example: Indicators 8/13/14, Pre-ETS, CTE, LRE. How do we move from merely reporting the data, to using the data to inform and shape practices that are truly aimed at improving postsecondary outcomes?

**A.** Acknowledge and accept that we're getting results we're getting because our system is designed to get them. This is what our data is consistently telling us. Until we do this, we'll keep spinning. Recognize that collecting and reporting data is merely a compliance activity unless you do something with it to improve outcomes for kids. Use the data to expand what's working well and address what's not working well and make necessary changes. Remember that we don't serve the data, we serve the students. Data doesn't improve outcomes. We can be data rich and information poor.

- **Q.** We know that there are strong, evidence-based indicators of positive post-school outcomes, such as: Inclusion, high expectations, paid work experience, self-determination and self-advocacy (person-centered decision-making). Why are these such a struggle to utilize effectively?

**A.** Improving post school outcomes doesn't just happen. A significant danger for professionals serving individuals with disabilities is a tendency to view achievement of compliance alone as success. Compliance is critical but it's not enough to improve outcomes. We are each part of systems that serve individuals but at the heart of our work is individualized person-centered decision making. If we believe our job is to improve outcomes for individuals with disabilities and that part of what equity means is providing each student with what they need when they need it then a one-size fits all business approach will not work. Working on improving systems for the sake of those we serve is difficult and takes longer, but we're talking about the lives/futures of individuals entrusted to our care.

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

- **KDE (Allison Johnson)** - Continuing to provide supports for NTI and in-person learning during COVID and gearing up for monitoring season
- **CTE (Sherri Craig)** - The Employability Skills Attainment Record (ESAR) and Career Work Experience Certification (CWEC) administration guides and other resources are available on the KDE website under [Working with Exceptional Children in CTE](#) web page. ESAR training for the Qualified ESAR Administrator has been posted and the quiz opens Monday November 2<sup>nd</sup> in the Online Training System (OTS) at Kentucky Alternative Assessment Program (KAAP). The CWEC quiz is scheduled to open November 13<sup>th</sup>. Also, additional supplemental guidance related to Work-Based Learning (WBL) for CWEC will be released soon.

The Career Readiness Database (CRD) officially opens February 15<sup>th</sup>, 2021. The CRD is used for score entry for the ESAR and status of completion entry for the CWEC.

The ESAR and CWEC are 2 of 4 components of the Kentucky Alternate Assessment and were designed to provide a career readiness measure within the Transition Readiness indicator of Kentucky's accountability system. The ESAR and CWEC were developed for students with significant cognitive disabilities in an alternate course of study and working toward the alternative high school diploma.

- **OVR (Dorothy Jenkins)** – Excited to announce that OVR has established a transition branch. The agency will be hiring Pre-ETS specialists/counselors that will be working throughout regions starting with 1 in each region and 2 in the east central region. Counselors will work closely with KDE and Pre-ETS providers to coordinate with students. Next week we're interviewing for a branch manager. We have a great pool of applicants and it will be a huge relief for our OVR staff.
- **OVR (Jonathan White)** – Also excited about new transition branch and should take a lot of work off current field staff because the specialist will primarily be accepting referrals for Pre-ETS and putting into a database and tracking received Pre-ETS. Once they've received all Pre-ETS if they decide they're ready to apply for services the specialists will refer them on to VR counselors. Looking forward to that branch. Developing as we go.
- **KYPSO (Tony Lobianco)** – The YOYO has been completed and analyzed. Hopefully within the next week or two results will be made available. For those in the education world, you'll have access to your data at the district/coop level. For those of you outside the education world you can still use our [public use data](#). You can disaggregate by disability type, gender, race and ethnicity, and manner of exit. There are all kinds of ways you can look at the data even if you're doing so as the general public; you don't need a password. Higher education appears to have gone up a little bit and competitive employment appears to have gone down a little. Don't know if that's all due to COVID, but we can have further discussion on that. Please utilize Lou-Ann to help you look at your data and make informed decisions about how to successfully transition.
- **KYPSO (Chelsea Bocard)** – KYPSO is working with a graphic designer at HDI to develop a new KYPSO logo and would like to get feedback from KITC. The draft logos were presented, and a poll was conducted. Split between style #2 and #3 which represents growth and blossoming.
- **KYPSO (Lou-Ann)** – We have a video on how to access the data. You can find this on our website under [Trainings & Reports](#). This video is useful regardless of what year's data you are looking at. Next week we'll have a video on how to analyze your data. This will help us figure out how to analyze the data to start questioning our system and the things we need to change to help improve instruction. Again, this is based on last year's data but how you analyze the data hasn't changed. It's the data itself that changes. You may come up with different results.
- **BHDID and KentuckyWorks (Jeffery White)** – We're in last year of the grant and much of our focus is on sustainability. How do we make sure materials/tools/trainings that we've created and the tools we've gathered are available after the grant ends? We're also focused on working with the Community Work Transition Program (CWTP) to try and provide an updated approach for school districts for transition. Johnny Collett is very involved in that. We have a series of webinars because of COVID coming

up in the spring to provide opportunities for districts to receive access to innovative tools. Also continuing work on family engagement and advocacy and have released checklists for different age groups. Our work continues as we plan for transition. If you have any questions, please get in touch.

- **HDI (Teresa Belluscio)** – the Summer Leadership Experience Camp took place virtually in July (instead of the UK campus). It was a challenge having a 3 day zoom camp with HS juniors and seniors with disabilities. It turned out well thanks to special education coops who were a great help. We had 15 online campers and the kids hung in there all 3 days. We had exciting transition sessions and a college panel where different colleges talked about career readiness. A big thank you to special education coops. Summer camp is funded by OVR.

Also working on a joint research study with Virginia Commonwealth University. They've established a transition youth Pre-ETS study. In KY part of what UK HDI is doing is interviewing OVR counselors, Pre-ETS providers, families and students receiving services to see how Pre-ETS is going. Excited to hear about the new OVR division. Hope to get finished with interviews. Interviewing 10 OVR counselor families and providers. That's phase 1. Goal of study is to develop a toolkit for OVR pre employment counselors to help them more effectively produce services for Pre-ETS.

- **HDI (Jill Griffiths)** - Report from Trina Hewlett-Jenkins (CWTP Director) – we have 99 school districts participating now. Some are just able to provide virtual services, and some do in person and virtual. Sandy Conder with OVR wrote guidelines this summer which was very helpful to districts. We went completely online with trainings. We developed 4 modules which are on the HDI Learning Management System: Intro to CWTP, Pre ETS, Overview to CWTP Transition Services, and How to Work with the Electronic Forms. Sandy also provided training for VR counselors. There's been some slight changes to the program trying to clarify and get more understanding about Pre-ETS and going into transition services this year. Been conducting new employment specialist training. Modules were followed up with a zoom Q&A session and the new employment specialist training has been 2 days of zoom and has been focused on understanding all components of CWTP transition services. Overall, we've trained 409 people: 94 OVR counselors, 128 Directors of Special Education, 130 employment specialist, 47 new employment specialists. We'll probably have another new specialist training coming up. At least 4 districts are still trying to hire.
- **OVR (Sandy Conder)** – Jill Griffiths was the main person who worked on trainings and was very instrumental. We appreciate her and all her hard work. Everyone at HDI is amazing and we appreciate working with them. It's been a busy summer and we're getting ready for fall. Excited about the CWTP program and we're making sure students transition from Pre-ETS to actual transition services where they'll get help getting job before leaving high school.
- **WKEC (Melinda Poole)** – Pre-ETS workshops are being provided in many districts. We're allowed into buildings so that's good. Adjusting as districts make decisions.
- **GRREC (Marisa Duarte)** – Providing Pre-ETS in person and virtually to districts. The numbers aren't what we like but we're excited to have the opportunity to keep providing services to students.

- **OVEC (Carrie Stith-Webster)** – Several districts are going back and forth between in person and virtual services. Numbers are not what we want like other coops but I'm getting good participation from students that I'm working with. Pleased and hopeful that we'll bring on some more kids.
- **KEDC (Julia Staton)** - In-between Lexington and Ashland. Special education is more toward the Ashland area. We have not been inside a school. Most districts are not in person right now. Several who went back last week have already called off in-person for next week.
- **GLEC (Kelly Dockery-Brooks)** – Providing virtual Pre-ETS lessons to students. We're hopeful and we'll keep pushing through.
- **SESC (Angel Stevens)** – Like others we understand troubles teachers are having; trying to do what they do virtually. There are a lot of hybrid schedules. We've put together a lot of self-paced modules so that we can communicate back and forth with students and teachers. We've been utilizing a google classroom for our teachers. Came together in our state task group meeting to discuss and learn from each other and to look at new ways for teachers to adapt and provide lessons/instructions. Numbers are low like other coops.
- **KVEC (Danny May)** – RIT is up and running and we've had a lot of partners join us for first meeting. Looking forward to the next to get things rolling. Dealing with virtual instructions/settings. Doing the best we can.
- **KY-SPIN (Michaela Evans)** – Lou-Ann sent out some flyers; KY-SPIN continues to have some nice trainings. Every Tuesday/Thursday we're doing weekly webinars. Tuesday is tips (strategies to target common challenges that families are facing). Thursday is great information with regular lunch and dinner shops. There is a COVID section on our website with the latest information related to education and COVID. This is a great resource for parents/professionals. There is a tab on our website with COVID information all in one place: <https://www.kyspin.com/coronavirus-covid-19/>. We're creating a state-wide database so that parents they can get the latest information and see if they're virtual or in-person. Hearing about a lot of parents who are not being contacted. Not everyone has a phone number updated with the school.
- **P&A (Robin Richie)** – No updates but for new folks in the meeting today I'll put our web address in the chat and I'll encourage you to visit that and learn more: <http://www.kypa.net/>
- **OCSHCN (Lee Gordon)** – The Office for Children with Special Health Care Needs has been having some in-patient visits and still doing virtual telehealth visits with patients. Family to Family Health Information program recently received a small grant where we'll be planning to get information out to families about benefits of utilizing telehealth. Over the next 6-7 months we'll be getting information out to families and doing training with families about the benefits of telehealth.
- **KSD (Tony Peavler)** – in December and March we're offering some virtual SAT training sessions for deaf/hard hearing students. If you know anyone who can help with trainings, please spread the word.

## **2021 Meeting Dates:**

January 29, 2021  
April 30, 2021  
July 30, 2021  
October 29, 2021  
(5<sup>th</sup> Friday of the month)

## **Attendees:**

Allison Johnson – KDE  
Angel Stevens - SESC  
April Brock - SESC  
Carrie Stith-Webster – OVEC  
Charlotte McCoy - SESC  
Chelsea Bocard – KYPSO  
Christina Krantz – CKEC  
Dennis Horn – OVEC  
Denny May – KVEC  
Dorothy Jenkins – OVR  
Jason Wheatley – Jefferson County Public Schools  
Jeff White – BHDID and KentuckyWorks  
Jill Griffiths – HDI  
Johnny Collett – HDI  
Jonathan White – OVR  
Julia Staton – KEDC  
Karen Michalak-Parsley – SOKY  
Katie Cooper – GLEC  
Kelly Dockery-Brooks – GLEC  
Kiley Whitaker – CTE  
Lauren Dorris – KCTCS  
Lee Gordon - OCSHCN  
Lou-Ann Land – KYPSO  
Marisa Duarte – GREC  
Martin Monson – KSB  
Melinda Poole – WKEC  
Robin Richie – P&A  
Samantha Stephenson – SOKY  
Sandy Conder – OVR  
Sherri Craig – CTE  
Teresa Belluscio – HDI  
Tom Simmons – University of Louisville  
Tony Lobianco – KYPSO  
Tony Peavler – KSD