

Kentucky Interagency Transition Council For Persons with Disabilities

**Quarterly Meeting
July 30, 2021**



Meeting Minutes

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

9:45 – 10:45 **NTACT Capacity Building Institute**

Allison Johnson (OSEEL/KDE)

<https://www.youtube.com/watch?v=tNp6N7zehq8>

- The NTACT Capacity Building Institute helps states develop an annual transition plan to improve transition outcomes.
- Ten members of the KITC team attended the virtual NTACT:C Capacity Building Institute the week of May 3rd along with an NTACT:C facilitator. There was broad representation from the Department of Juvenile Justice, OVR, KDE, HDI, educational cooperatives, and higher education.
- **NTACT:C** is co-funded by the U.S. Department of Education Office for Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA).
- Across the state there are lots of data being gathered and shared, but we are not sure if it's being done in an effective and coordinated way. We want to explore common identifiers and compare data across the systems to identify gaps/needs.
- The KY NTACT team created two annual goals with tasks and outputs:
 1. Goal #1: We will better align policies and procedures across agencies to better address gaps and reduce duplication of transition services. We will develop protocols to address transitions across educational levels (preschool – high school) and relevant systems (e.g., mental health, vocational rehabilitation).
 - Goal #1 Tasks: Complete an environmental scan and review of existing models of transition including: NTACT taxonomy and other states' models. Complete an environmental scan and review across agencies of existing transition guidance. Consider how to best assess needs (needs survey?).
 - Goal #1 Outputs: Crosswalk/reference guide, tool kit of existing KY resources, needs assessment tool.
 2. Goal #2: We will improve the capacity of systems serving transition age youth to gather, share, and use relevant service and outcome data. We will improve the ability of systems serving transition age youth to evaluate the effectiveness of their services through coordinated data gathering, sharing, and usage.
 - Goal #2 Tasks: Explore the use of common identifiers. Complete an interagency environmental scan of current data gathering and sharing procedures. Based on the environmental scan, conduct an analysis to identify gaps in data gathering, sharing, and usage. Based on the gap analysis, construct a set of recommendations for improving interagency data gathering, sharing, and usage.
 - Goal #2 Outputs: Reference of current data gathering practices (results of environmental scan). Comprehensive list of agencies and data sources. Written

report detailing findings from environmental scan and analysis. Written recommendations on cross-agency data sharing practices.

9:45 – 10:45 NTACT Capacity Building Institute Goal #1 Q&A

- **Veronica Dale (OVR):** Not seeing uniform outcomes across the state and this is a concern. Trying to explain to people that pre-ETS is just the start. You can have more than one services provider working with a student and the student should have a choice of who they want to work with. If students work with an OVR counselor, they may qualify for additional services to accomplish their end goal. Pre-ETS specialists can call me when they get to the self-advocacy component, and I can explain what vocational rehabilitation is. The student must learn how to advocate and speak to a counselor and make phone calls. We don't want the student to leave HS and not have something in place. Some students don't have parental support.
- **Angel Stephens (SESC):** Previously worked as a pre-ETS provider at the coop level. Some districts had pre-ETS services with CWTP, the coop, and maybe KCTCS. You may go to a different district, and no one is providing pre-ETS. If we're all providing pre-ETS, we are overlapping services. New coop position involves training teachers to understand what pre-ETS and transition services are. Pre-ETS providers are limited to only working with students and didn't have time to form communication with teachers. We've been able to implement coop cadres with teacher teams across the district in our region so that they can get a better understanding. There was a lot of confusion when moving to the coop level. The teacher automatically thought we were the OVR counselor and invited us to senior meetings.
- **Jill Griffiths (CWTP/HDI):** When you use word transition services, you're talking about an umbrella term. For example, there's WIOA and IDEA and districts get these two mixed up. CWTP tries to implement transition services defined by WIOA. We want them to understand that pre-ETS is an OVR service.
- **Allison Johnson (OSEEL/KDE):** When we wrote the goals at NTACT:C, we thought about how we could clarify the difference between transition and pre-ETS.
- **Carrie Stith-Webster (OVEC):** There are different people from different organizations trying to provide pre-ETS. We haven't figured out how to tap into unserved students and how can we all work collaboratively. Pre-ETS is an important service that should be required. Must get parents involved.
- **Marisa Duarte (GRREC):** Students are not being referred to OVR because of lack of communication on when and how the referral process should take place. We have been talking a lot in our coop about systems. I think that developing a system that can be shared with all stakeholders would help.
- **Lou-Ann Land (KYP SO/HDI):** How can you bring your experience and expertise to help us address these goals? Everyone needs to think about this. We will be setting up committees to help work on these issues.

9:45 – 10:45 NTACT Capacity Building Institute Goal #2 Q&A

- **Lou-Ann Land (KYP SO/HDI):** There are services at schools, but it is not always clear who is doing what or where. Teachers are confused about who's who (in terms of providers). Data sharing can help resolve some of this. An example I noticed when analyzing YOYO data is that kids are saying CTE courses (vocational courses), OVR services, and CWTP are most helpful. Those students were employed or pursuing further education. In disaggregating the data further, kids who exit with an alternate diploma have the worst outcomes. In analyzing who spoke about transition services, not a single student that exited with an alternate diploma mentioned CTE, vocational school, or OVR. For those that mentioned CWTP, less than half exited with an alternate diploma. Initial reaction – these kids may not be engaging in pre-employment or job opportunities, but this may not be accurate. Being able to see CTE data and verifying if a student who exited by alternate diploma is involved with OVR (for example) would be helpful.
- **Tony LoBianco (KYP SO/HDI):** We've talked about it being at a systematic level of sharing aggregate data between systems to see what's going on at that level. OVR is going through changes in their data collection process. As this gears up that will help us quite a bit. How to share individual level data so that we can see what students are getting and how effective that is and being able to link that with our outcome data would be helpful. If we can pull this off, we can do a lot of great things. We might find out that it's a lack of access to courses or those programs need to be reconfigured to service students better.
- **Veronica Dale (OVR):** OVR needs student ID numbers and grades. It's difficult to get that from school systems.
- **Marisa Duarte (GRREC):** I saw data indicating that the number of students with disabilities in CTE courses was low, so it is possible that your data (Lou-Ann) is close to being accurate.
- **Tony Peavler (KSD):** KCTCS provides pre-ETS for KSD. Heard that KCTCS may do a year of follow up with pre-ETS students a year after they leave the program. Curious about what kind of data they collect. Have idea of conducting an annual survey with students starting in HS and continuing that up to 10 years after HS. We would touch base annually and over time we would get an understanding of what's preventing them from gaining employment, etc. This would enable us to target those skills earlier and discover how student attitudes changes over time. Based on the 2015 census, the [National Deaf Center \(NDC\)](#) put out a summary of results for Deaf/Hard of Hearing (DHOH) individuals. The summary showed that KY was 51st in the nation. Puerto Rico was the only territory that performed worse than KY as far as DHOH students going on to employment or higher education. Doesn't feel reflective of what we've seen.
 - [NDC State Rankings of Postsecondary Achievement for Deaf People: 2012-2016](#)
 - [NDC Deaf People and Educational Attainment in the U.S.: 2019](#)

10:45-11:00 **Break**

11:00-12:00 **Agency Updates**

KYP SO/HDI (Lou-Ann Land)

- Will be emailing people asking for help with NTA CT:C goals/tasks.
- Recently set up a KITC list serv. Keep an eye out for an invite.

- Ongoing discussion around finding student representation for KITC. Looking for students who can provide input and experience.
 - Carrie Stith-Webster (GLEC): The GLEC RIT has a college student representative and they're a great addition.
 - Marisa Duarte (GRREC): Suggested having one former and one current student representative. If targeting a current student, let the school know that it's a great opportunity for the student to get leadership experience and that it's only quarterly.
 - Lee Gordon (OCSHCN): Make sure that student gets permission from their school system to participate and that the meetings don't interfere with classes.

GREEC (Marisa Duarte)

- Coronavirus Response and Relief Supplemental Appropriations Act ([CRRSAA](#)) – a newly formed team to support services for the school. Provide NCL, learning accelerator, etc. Just got back from first statewide meeting and hashing out details of how it will roll out. Funding came from KDE for the coops to help districts with learning acceleration and SCL in the school system.

OSEEL/KDE (Allison Johnson)

- OSEP is in the process of organizing monthly online information sharing presentations (OSEEL Monthly Series). The first presentation is August 25th from 3:30-4pm. More information to come.
- OSEEL has recently posted two memorandum agreement positions: KY Post-Secondary Transition Specialist. Positions are funded by the American Rescue Plan and will focus on improving learning outcomes for students disproportionately impacted by the COVID pandemic. If you know teachers who would make great specialists, please let me know.

Veronica Dale (OVR)

- OVR is going through a Rehabilitation Services Administration (RSA) audit.
- Staying busy in the transition branch. Starting to gear up for getting in student preauthorization information. There is an opportunity to look at the information and patterns to see where students are.

KYPSO/HDI (Tony LoBianco)

- One month left to complete YOYO interviews. Fayette County is the second largest district, and they have a great response rate - up to 96% completed interviews. This is a testament to what can be accomplished at a large district. Would like to find out what they're doing and share with other districts that may be struggling.

SESC (Angel Stephens)

- SESC has a [google site](#) with several resources.

OVEC (Carrie Stith-Webster)

- Down to one pre-ETS provider. Dennis Horn took another position within OVEC.

CKSES (Christina Krantz)

- Getting back into the swing of things with in-person trainings.

Dee Anna Albright (KEDC)

- Just got back from first CRRSAA state meeting. Amazing movement to support education/students across KY. All regions come together with common practices and goals.

CWTP/HDI (Jill Griffiths)

- Completing our training content. All forms and policy/procedure manuals are updated/edited for this year. Start trainings mid-August. There are 87 applications in for districts that will participate.

GREC (Marisa Duarte)

- Continuing pre-ETS work with Karen and Tamara. They are not in schools yet but are scheduling meetings with schools to see what that will look like. In new role with CRRSAA, transition focus will be on all levels of transition (elementary – HS) and what transition opportunities look like for all students.

KY-SPIN (Kellie Smith)

Please share the following with students and families.

- [Beyond COVID: Supporting Families of Students with Disabilities](#) – virtual conference on August 4th from 9am-4pm ET.
- [Overview of the IEP Process Webinar – Military Families](#) - August 19th
- [Parent/Participant Advocacy Leadership Series \(PALS\)](#) - September 16th and 17th
PALS is a series of trainings providing leadership skills and learning opportunities to youth/adults with disabilities, their parents, caregivers, and family.

OCSHCN (Lee Gordon)

- Received small grant to educate parents/families about telehealth. Sandra Gilbert is the Parent Director for the Family-to-Family program. She held four trainings with families and youth about how to access telehealth. The grant ended June 30th, but Sandra is still available if you have families that are interested.
- When patients become appropriate age (in HS), we refer them to OVR. OVR has money to help kids while they want to go to school. This is important to remind everyone.

KCTCS (Lauren Chamberlain)

- Have seen a push for getting more pre-ETS students referred to OVR. I have been with this program since it started four years ago and there's never been a training on this. We're all ready and understand the need for that. More clarity would be good.

Office of Continuous Improvement and Support/KDE (Melissa Ferrell)

- We are conducting a lot of audits and monitoring.
- Management of additional federal funds.
- Homeless education program – finished RFA process and in process of awarding 14 districts with McKinney Vento grant money. Received additional federal funds for the homeless program through the American Rescue Plan. Processing first round of funds and beginning to plan for round two.
- In the Kentucky homeless population, kids are identified based on the McKinney Vento act definition. Typically, in KY we have approximately 4% of the student population that experience some form of homelessness each year. Of that, 19-20% also have an IEP.

KSD (Tony Peavler)

- Within KSD outreach we are establishing more of a physical presence on the campus. We'll house the KY Educational Resource Center. Place for resources and to come for transition assistance/resources as we build that up.

NEXT MEETING DATE: October 29, 2021

Set 2022 Meeting dates in October.

(Possible dates: January 28, 2022, April 29, 2022, July 29, 2022, October 28, 2022)

Attendees:

Abby Laber – Raceland-Worthington Independent School District

Allison Johnson – OSEEL/KDE

Angel Stephens – SESC

Carrie Stith-Webster – OVEC

Chelsea Bocard – KYPSO/HDI

Christina Krantz – CKEC

Dee Anna Albright – KEDC

Jenny Hogg - KEDC

Jill Griffiths – CWTP/HDI

Julia Staton – KEDC

Kellie Smith – KY-SPIN

Kimberly Sparkman - KEDC

Lauren Chamberlain – KCTCS

Lee Gordon – OCSHCN

Lou-Ann Land – KYPSO/HDI

Marisa Duarte – GRREC

Melissa Ferrell – Homeless Education/KDE

Rachel Holbrook - KEDC

Shasta Hensley – OSEEL/KDE

Teresa Belluscio – HDI

Tony Peavler - KSD

Tony Lobianco – KYPSO/HDI

Veronica Dale – OVR

Veronica Sullivan - OSEEL/KDE

Whitney Hayse – P&A