

Kentucky Interagency Transition Council For Persons with Disabilities

**Quarterly Meeting
October 28, 2022**

Minutes



Welcome & Introductions

Agency Spotlight – Department of Juvenile Justice

- The DJJ agency spotlight will be rescheduled.

Presentation - KY Educational Collaborative for State Agency Children (KECSAC)

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<https://youtu.be/otNZIUKlrOA>

- The latest data shows that 11,000 children enter Department for Juvenile Justice (DJJ) or Department for Community Based Services (DCBS) programs each year. Of those, 6,500 enter KECSAC programs.
 - DCBS serves approximately 65% of those students (residential group homes, hospitals, and drug/alcohol treatment centers).
 - DJJ services approximately 33% (detention centers, group homes, and day treatment programs).
 - Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) serves 2% (mental health day treatment programs).
- KECSAC was created in 1992 and is made up of a board of directors from KDE, DJJ, Community Based Services, behavioral health services, local school districts, school administrators, and a student advisory group.
- KECSAC is not in every school district.
- We partner with 48 Kentucky school districts and serve students in 74 state agency programs. We support these programs annually with additional funding because we know our students have significant education gaps (based on our pre-assessments) and need extra support.
- Our students have a school calendar of 210 days, putting our kids in year-round school.
- We have no more than ten students per teacher in our classrooms. Last year we had 305 teachers in our programs.
 - 61% are certified in special education
 - 15 instructors hold emergency certification via EPSB.
- Nationally we know that youth in out-of-home care have higher rates of dropping out of school.
 - Less than 50% graduate high school and have higher suicide attempts, unemployment, homelessness, and teen pregnancy rates.
- In KY, our students have a 40% higher graduation rate compared to nationally.
- KECSAC students are predominantly male (67%), have significant academic opportunity gaps, and have disproportionate racial/ethnic representation (a growing number of Hispanic students). [View KECSAC 2021 Census of State Agency Children.](#)

- Most of our kids are 15-17 years old and are in 9-10th grade.
- 82% of our students perform below grade level in reading/math. We see dramatic academic growth within 90 days. It could be small class size, targeted interventions, and treatment services.
- Many students are placed with relatives or siblings. Others are placed into traditional foster homes.
- The number of [State Agency Children \(SAC\)](#) served since 2012 (12,995) has significantly decreased to 6,510 in 2021.
 - Part of this may be due to the 2015 Senate Bill 200, which looked for other ways to address students' behaviors outside of the juvenile justice system.
 - We saw another drop in 2019-2020 due to Covid.
- Each year on December 1, we do a child count that coincides with the national child count data. There are significant transition issues.
 - Students move in and out of our system pretty quickly.
 - We are working on additional community supports for these kids and their families.
- A breakdown from KDE:
 - 16% of Kentucky students have an identified disability.
 - 42% of SAC have an identified disability.
 - Of these SAC with an identified disability, 35.6% have an emotional/behavioral disorder, and 25% have other health impairment.
- Most KECSAC students have a disability in the low-incidence category (*KECSAC low-incidence category is different from KDE low-incidence category. See Q&A for clarification*)
- KECSAC doesn't place kids. We respond to and educate students who are placed nearby.
- Most SAC have emotional/behavioral disorders (35.6%). The second highest is other health impairment, which includes ADHD (25%).
- KECSAC provides program improvement services including annual site visits, [program assessment](#), onsite technical assistance, professional development, financial support. [We are monitored by KDE/OSEEL](#) and DJJ.
- An ongoing challenge is the quality of data in a student's record. We are with the student for a short period, and if there isn't a lot of good data on that student, that can be challenging.

Presentation Q&A

- Beth M. - Have you encountered many KECSAC kids who have been labeled as “bad” when they actually have a disability?
 - Ronnie – Yes. When I became director in 2008, I started best practice sites. We must talk about success stories and what we're doing to get there. We got KDE involved. Every year the majority of programs recognized are KECSAC programs. Not surprising because we have ongoing monitoring. There's no KECSAC for alternative schools. We're working hard to change the perception that our kids are bad. They've had significant trauma. We want to make sure that kids with educational disabilities are identified.
- Veronica – Do students ever ask to stay in your program?
 - Ronnie – Yes, and they're usually in DJJ day treatment programs. They may not do well in a classroom with 30 kids.
- Tony – How do students get out of the program?
 - Ronnie – In a DJJ residential facility, the teaching/education staff are not involved in a placement decision. A judge etc., decides. In DCBS, it's the same but without judicial involvement. They recognize a kid needs out-of-home placement, and they look for LRE or foster homes or will go to their providers and enter into a placement agreement. Students

may stay until they're reunited with family or become eligible for placement in a foster home. Group homes can also make placement decisions. They can request a 2-week notice to move a kid. The education program is not involved. An education program is involved if it's a DJJ day treatment program. DJJ has a contract with the local school district to operate that program. Services are all provided by the district, including treatment services.

- Veronica – How do these students get caught up educationally?
 - Ronnie – It's a huge challenge. Have a large number of kids who will not graduate on time and probably drop out. We went to the general assembly three years ago to ask for additional tools. We asked to dually enroll kids who are 17 in a diploma track program. We wanted them to work on their GED if that wasn't possible. They agreed to KECSAC programs, and 60 kids a year took advantage. This past year we went back to the general assembly to expand on this - any kid in an alternative program who is 17 can be dually enrolled. Many kids come in at age 17 and have no credits. Where have they been? We don't have the resources/ability to get them to graduate in one year. If they're in DJJ until age 18, they'll be released unless they're moved to an adult facility. If they haven't earned a diploma, the odds of them returning to an A1 school and re-enrolling are slim.
- Lou-Ann - When a kid turns 18 and exits out of your system, is there a plan to connect with OVR?
 - Ronnie – It's the same planning process that would happen for any other child.
- Tony – You cited a high percentage with low-incidence disabilities which I'm surprised to see. I'm not sure we're defining low incidence in the same way. I think of autism, FMD, and multiple disabilities.
 - Ronnie – From the 2021 KECSAC [Census Report](#): Low Incidence disabilities include the following:
 - Functional Mental Disability
 - Hearing Impairment
 - Visually Impaired
 - Emotional Behavioral Disability
 - Deaf-Blind
 - Multiple Disabilities
 - Autism
 - Traumatic Brain Injury
 - Moderate Incidence disabilities include:
 - Mild Mental Disability
 - Orthopedic Impairment
 - Other Health Impaired
 - Specific Learning Disability
 - Developmentally Delayed (students aged 9 or younger)

Update from Subcommittee on Youth Representation

- Please provide feedback on the flyer if you haven't done so. Refer to the email from Lou-Ann on 10/24/22.
 - Beth M. - When it comes to a student attending a meeting during the school day, I don't know if it would be enough for there to be a letter. Attendance of our meetings should be in the student's IEP/504.
 - Kelly – How long is the commitment for a student?

- Lou-Ann – That is one of the decision points KITC needs to make. It's up for discussion.
 - Jonathan – Would it be good to have someone on for longer than a year?
 - Beth M. – I can't see a student agreeing to a commitment beyond one year.
 - Jenny – Could we have two student representatives? One currently attending high school, one post-school?
 - Amber and Carrie agree with this idea and the subcommittee has also considered this.
 - Amber – Could consider reassigning the same student for a 2nd year if they agree to it.
 - Jenny – You could choose one from a rural area and one from an urban area. Transition experience could be very different.
 - Beth – Consider pilot for one year. One from rural, one from urban.
 - Amber – Could have a facilitator in the building, so the child doesn't feel as responsible.
 - Beth M. – Could we have a school rep (teacher, etc.) of the student's choice? They may not be open about problems if their transition coordinator is sitting there with them.
 - Jonathan – Good point. Like the idea of a student having a support (buddy) system.
 - Kelly - How about a student with a 504 plan and a student with an IEP?
- Lou-Ann- We'll gather these recommendations and take them to NTACTION. Once we get their stamp of approval, we'll go from there.

Agency Updates

- OVR (Jonathan)
 - We're working to shift mindsets regarding transition services. OVR provides pre-ETS and transition services. The first two years of HS are pre-ETS. We then want them to open cases and move on to transition services with much more targeted services. We help with clothes, transportation, etc. Pre-ETS is exploratory. During transition services, we can help the student find employment.
- OSEEL/KDE (Shasta)
 - The State Advisory Panel for Exceptional Children (SAPEC) will meet on November 19 and 20, 2022, in the Sampson Room at the Galt House, Louisville, KY. The meeting on November 19, 2022, will begin at 9:00 am ET. The meeting on November 20, 2022, will start at 9:00 am ET, with an open forum beginning at 11:00 am ET.
 - The Kentucky Profile of Transition Practices (KPTP) is a resource designed to guide district teams in reviewing, assessing, and, when appropriate, making changes and improvements to postsecondary transition practices and programs for students with disabilities. [The KPTP overview video](#) is designed to increase awareness and understanding of the main components included in the KPTP.
- SESC (Amber)
 - We continue to provide teachers training, coaching, and support/resources. We continue to meet as a RITT team and Transition Cadre. Received exciting news this morning that we have received our transition grant, so we're ready to plan more supports for our teachers and students.
- KYPSO (Tony)
 - Encourage everyone to [register for the HDI Seminar Series on December 2](#): Countdown to a Successful Launch: An Exploration of Secondary Transition Data, Planning and Outcomes.

- P&A (Beth M.)
 - P&A is hosting Employment Rights training at sheltered workshops starting next year. Six trainings for over 200 individuals.
- GRREC (Katrinka)
 - Offering virtual Indicator 13 trainings in fall and spring semesters. RITT meetings are ongoing. Like SESC, we received notification this morning that we got the transition grant.
- OSEEL/CTE (Bill)
 - Related to Career Readiness Alternate Assessment, the Career Readiness Database (CRD) is scheduled to open on November 14 for districts/schools to report the Career Work Experience Certification (CWEC) and Employability Skills Attainment Record (ESAR) data entry. The CRD is scheduled to close on June 2, 2023.

Next Meeting Date:

January 27, 2023

9:30am-12:00pm Eastern time

Attendees

Amber Absher - SESC
 Beth McDaniel - OVR
 Beth Metzger – P&A
 Bill Bates – OSEEL/KDE
 Carrie Stith-Webster - OVEC
 Chelsea Bocard – KYPSO/HDI
 Dorothy Jenkins - OVR
 Emily Borchers - NKCES
 Jeff White - BHDID
 Jenny Hogg - KEDC
 Jill Griffiths – CWTP/HDI
 Jonathan White - OVR
 Katrinka Wagoner - GRREC
 Kelly Dockery-Brooks - GLEC
 Lou-Ann Land – KYPSO/HDI
 Nick Carpenter – KY-SPIN
 Ronnie Nolan - KECSAC
 Scott U'Sellis – CTE/KDE
 Shasta Hensley – OSEEL/KDE
 Teresa Belluscio – SHEP/HDI
 Tony LoBianco – KYPSO/HDI
 Veronica Dale - OVR
 Will Kayatin - KVEC