

KITC

Connecting Stories and Data

Objectives

1. Identify aspects of an Envable Life
2. Learn how “best practices” in transition compare with Kentucky data and the lived experiences of people with disabilities and their supporters
3. Engage in discussion about how to use this information to improve transition experiences

Our Goal: Enviably Lives



Emotional Well-Being

- Contentment
- Self-Concept



Material Well-Being

- Financial Status
- Housing
- Employment



Physical Well-Being

- Health
- Activities of Daily Living
- Leisure

Enviably Lives (Factors & Domains)



Social Inclusion

- Community Integration & Participation
- Community Roles
- Social Supports



Rights

- Human
- Legal

Enviably Lives



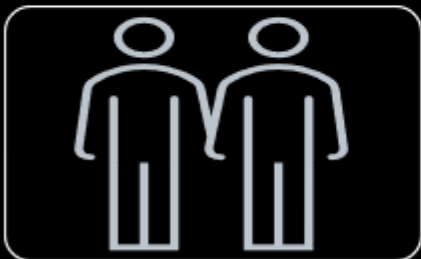
Personal Development

- Education
- Personal Skill
- Competence and Performance



Self-Determination

- Autonomy & Personal Control
- Goals & Personal Values
- Choice



Interpersonal Relations

- Interactions
- Relationships
- Supports

Enviably Lives

- Family
- Home
- Good health
- Belonging
- Friends
- Work
- Safety and security
- Intimacy
- Respect, honesty & fairness
- Contributing
- Being treated as an individual
- Having a say
- Access to community places
- Ordinary social life
- Opportunities to develop one's abilities

Adapted from Dr. Wolf Wolfensberger and principles of normalization/Social Role Valorization theory

Enviably Lives Begin with a Vision



Examples of Envable Lives

Sara –
College & Career Ready
Program at University
of Kentucky



Transition Dreams

WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?

Visions = Goals

- What are the most effective ways our programs help students build their visions of life after high school?

Indicator 14: Postschool outcomes

- 14A: Higher education
- 14B Higher education OR competitively employed
- 14C: Higher education or some other postsecondary training program, or competitively employed, or some other employment

Indicator 14

Post-school outcomes are reported to the Federal Government one year post-graduation.

1 year

14A

Enrolled in higher education within one year of leaving high school.



14B

Enrolled in higher education or competitively employed within one year of leaving high school.

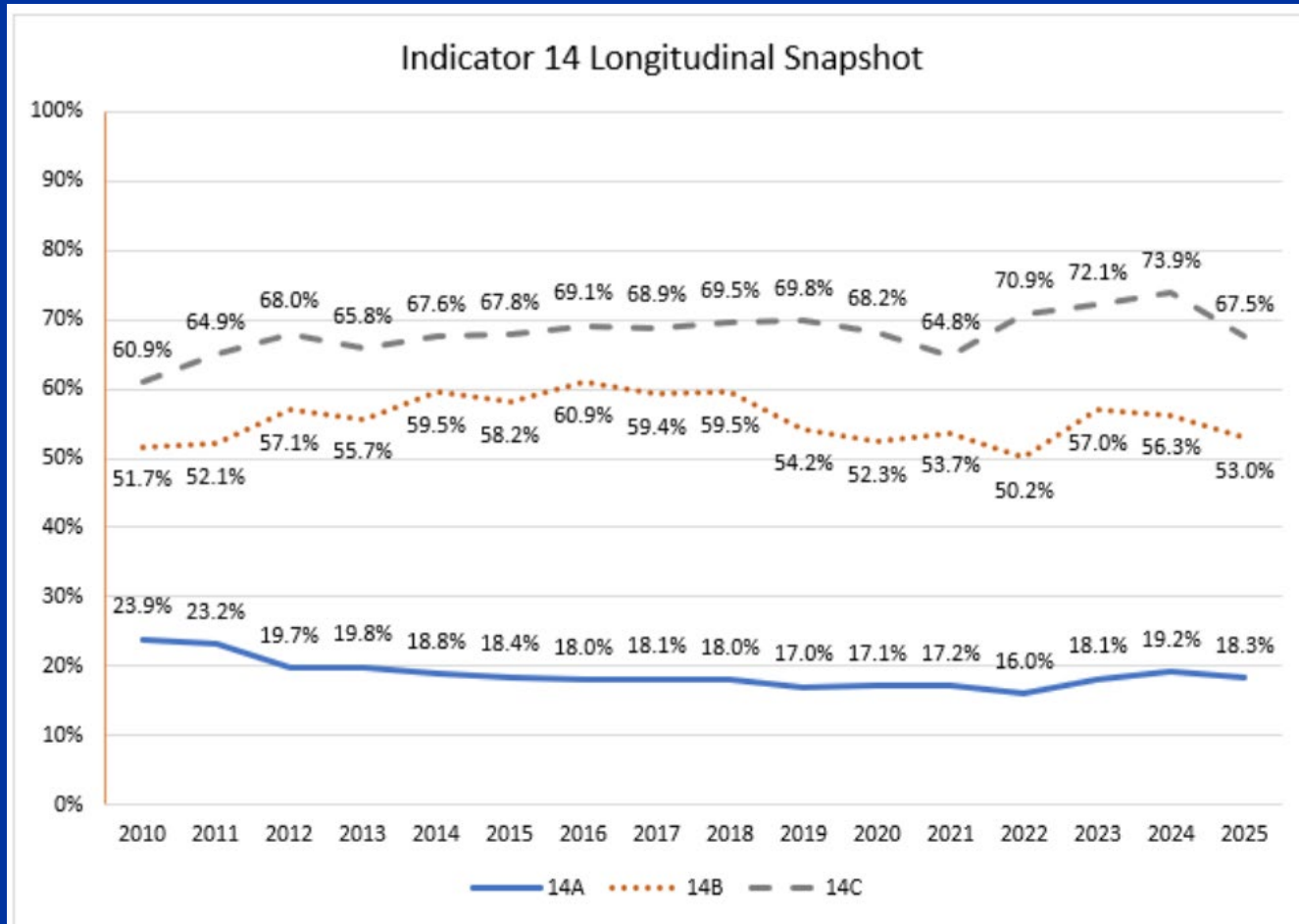


14C

Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.



How is Kentucky Doing?



- What do you notice?
- What questions do you have?

Are we succeeding
in creating enviable
lives?

By Gender & Race

Are we creating
enviable lives for all
groups of students?

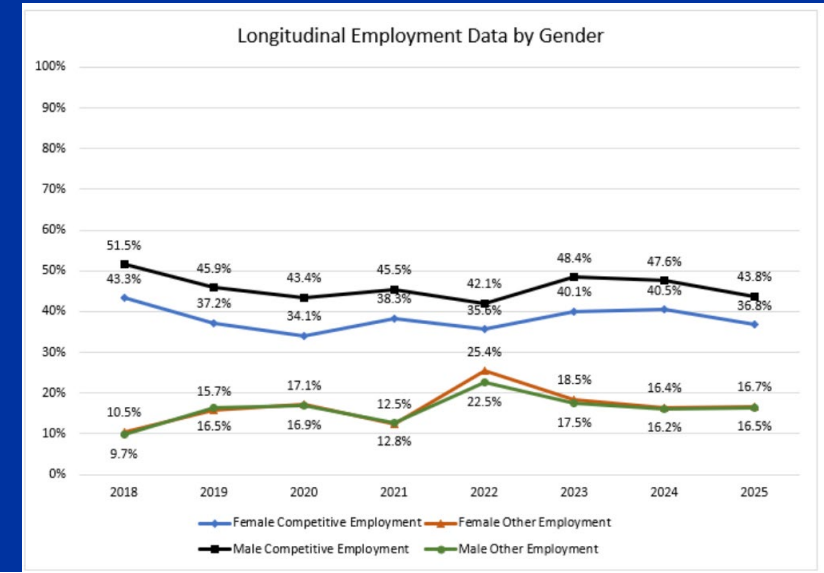
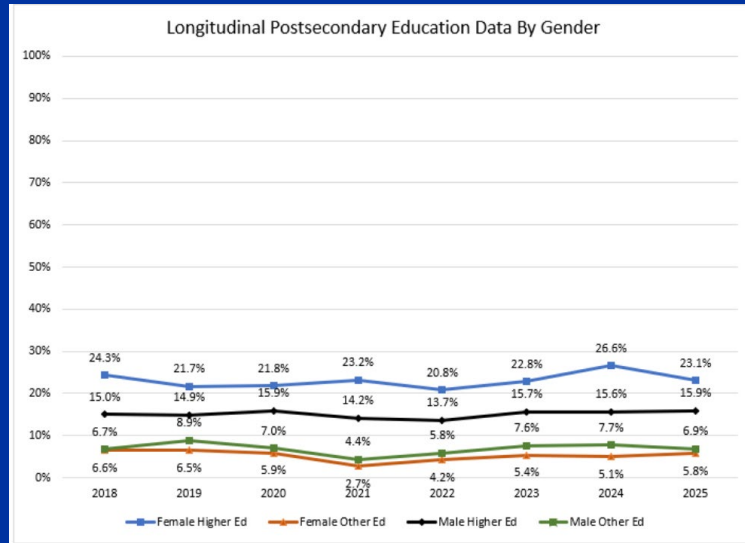


Table 4: Disaggregated outcomes by race/ethnicity
Race/Ethnicity Outcomes

Race/Ethnicity	Higher Ed.	Other Ed.	Competitive Employment	Other Employment	Not Engaged	Total (3,109)
White	18.3%	7.1%	41.7%*	15.7%	33.0%	2,450
African American/Black	19.6%	3.8%	42.3%	18.6%	29.9%*	291
Hispanic and/or Latino	17.1%*	4.8%	40.1%*	21.4%	28.9%*	187
Two or more races	20.5%*	4.7%	43.3%	23.6%*	26.0%	127

* Indicates a decrease of 3 percent or more

Disaggregated by Disability Label

Table 5: Disaggregated outcomes by disability category

Disability Category	Higher Education	Other Education	Competitive Employment	Other Employment	Not Engaged	Total (3,109)
Autism	18.2%	7.4%	15.1%*	15.1%	54.3%	352
EBD	14.1%	6.8%	40.0%*	18.0%**	34.1%	205
FMD	0.0%	4.6%	7.2%	8.8%	81.4%	194
Hearing or Vision	39.1%*	4.3%	32.6%*	17.4%	30.4%**	46
MMD	10.7%	5.0%	43.2%	14.8%	35.9%*	535
Multiple Disability	7.0%	5.8%	12.8%	3.5%*	72.1%	86
OHI	19.7%	6.3%	49.5%*	19.1%	22.0%	776
SLD	25.5%	8.2%	55.8%*	18.6%	15.7%	869
Speech/Language	71.4%**	0%	42.9%*	19.0%*	9.5%**	21

One asterisk (*) = 3% or more percentage points worse than last year.

Two asterisks (**) = 3% or more percentage points better than last year.

Are we creating enviable lives for all groups of students?

The High School Experience

HIGH

Amanda Raymond & Olivia - One Size Does Not Fit All



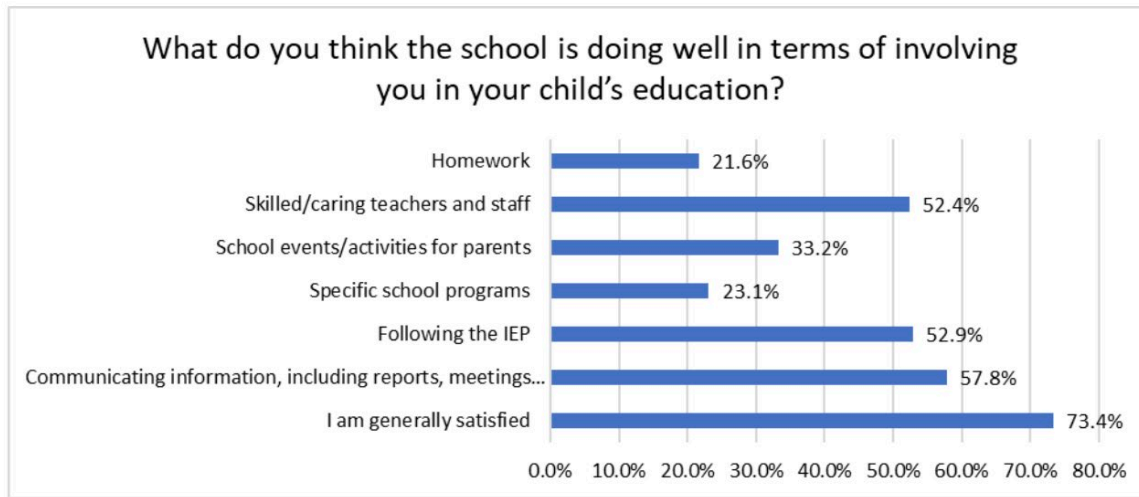
What Works for Building Enviably Lives?

- Career awareness
- Paid employment/work experiences
- Community experiences
- Career technical education
- Inclusion in general education
- Work study
- What are we doing well?
- Where could we see growth?

  		Education	Employment	Independent Living
• Career Awareness		Promising	Promising	
• Career Technical Education (was Vocational Education)		Research-based	Evidence-based	
• Community Experiences			Promising	
• Exit Exam Requirements/High School Diploma Status			Promising	
• Goal-Setting		Research-based	Research-based	Research-based
• Inclusion in General Education		Research-based	Research-based	Research-based
• Interagency Collaboration		Promising	Promising	
• Occupational Courses		Promising	Promising	
• Paid Employment/Work Experience		Research-based	Research-based	Promising
• Parent Expectations		Promising	Research-based	
• Parental Involvement			Promising	
• Program of Study		Research-based	Research-based	
• Psychological Empowerment (new)		Promising	Promising	Promising
• Self-Advocacy/Self-Determination		Research-based	Research-based	Promising
• Self-Care/Independent Living		Promising	Promising	Research-based
• Self-Realization (new)			Promising	Promising
• Social Skills		Promising	Promising	
• Student Support		Promising	Research-based	Promising
• Technology Skills (new)			Promising	
• Transition Program		Research-based	Promising	
• Travel Skills			Promising	
• Work Study			Research-based	
• Youth Autonomy/Decision-Making		Research-based	Research-based	Promising

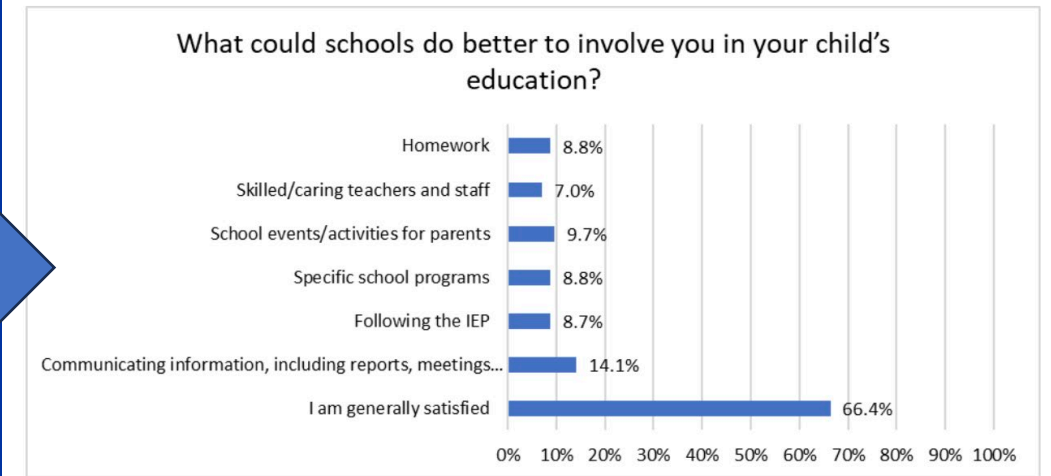
Parents' Thoughts

Figure 4: What parents think schools do well to involve them in their child's education



What schools do well

Figure 5: What parents think schools could do better to involve them in their child's education

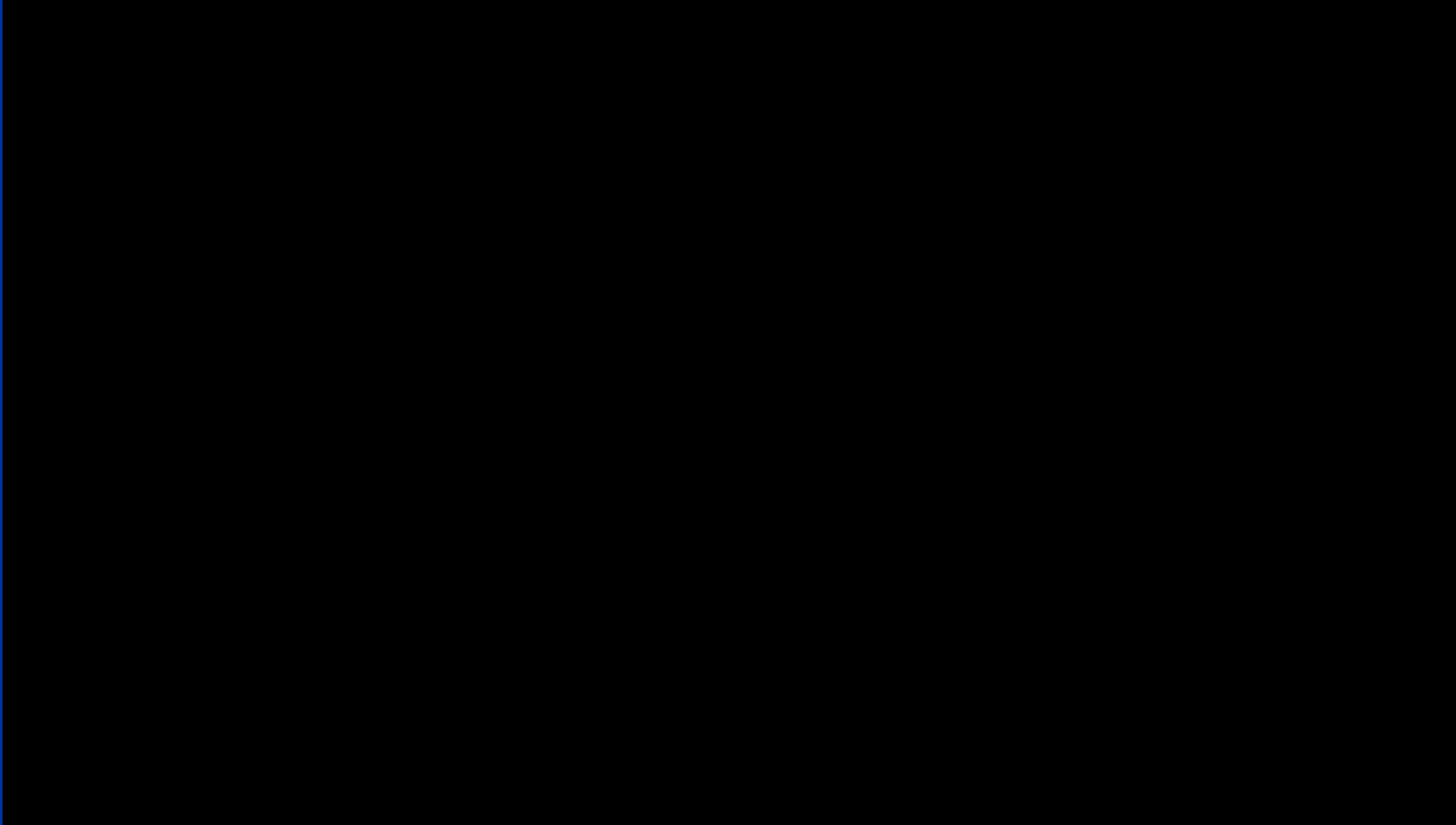


What could schools do better?

Accessing Pre-ETS

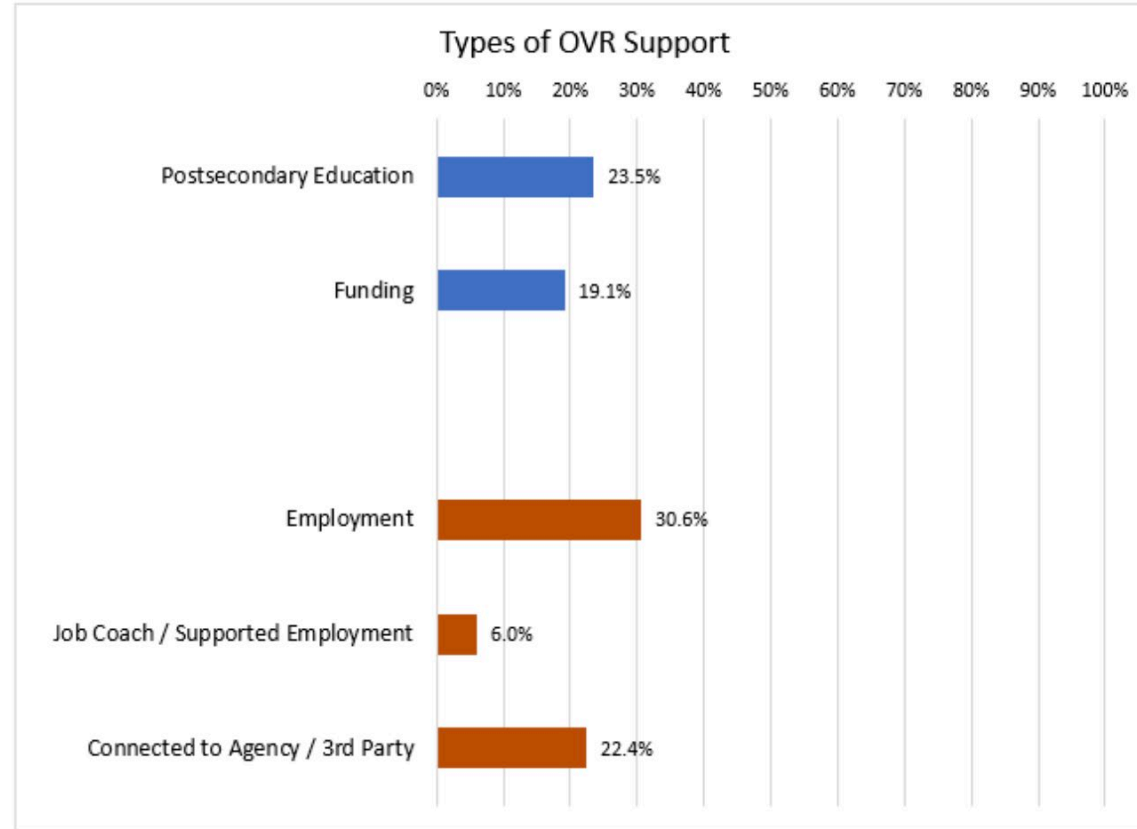
- It depends upon your district
 - Community Work Transition Program – CWTP (school employees)
 - Jobs for American Graduates – JAG
 - Community Rehabilitation Program – CRP (agencies)
 - Special Ed Regional Technical Assistance Centers – some of them
- During the school day
- Outside school hours
- Summer Programs
 - HDI Summer Leadership Experience Camp at UK: interested in college
 - INSIGHT –DeafBlind focus at Morehead State: interested in college
 - PATH Program – at UK: college for work
 - PATH Program – Spring & Fall weekends at other locations: college or work
 - ECC Week – DeafBlind camp: work and other living skills

Transition Planning & OVR



Types of OVR Support (YOYO 2025)

Figure 21: Types of OVR support received by respondents



Parental Reporting

- School helped prepare my child for future employment through vocational training.
 - 74.9% 2024
 - 73.5% 2025
 - 61.6% parents of students with multiple races
 - 76.5% parents of students who are white
 - 86.0% parents of students with mild mental disabilities
 - 72.4% parents of males

Reality Check

- Do all students have access?
- What do they look like? Where can they be found?
- What can we do to collaborate, promote, increase info & access?

Building Self-Advocacy & Self- Efficacy

Goals give us direction, believing we can make a difference moves us forward.

Possible data sources

- text answers from YOYO
 - Reasons for not employed full time
 - Reasons for not enrolled in postsecondary education
- Voter registration rates

What the Data Tells Us

	N	Registered to Vote	Competitively Employed	Enrolled in Higher Education
Kentucky	2116	63.8%	48.0%	21.2%
Correlation w/ Voter Registration	2116	1.0	0.18	0.20

Research to Practice

Summary Comparison: Predictors to Practice

Predictor	Most Disabilities	Intellectual Disabilities
Career Awareness	★ ★ ★	● ★ ★ ○
Career Technical Education	★ ★ ★	● ★ ★ ●
Community Experiences	★ ★	● ★ ★ ●
Exit Exam Requirements/HS Diploma	★ ★ ★	● ★ ○
Goal-Setting	★ ★ ★	● ★ ★ ★ ●
Inclusion in General Education	★ ★ ★	● ★ ●
Interagency Collaboration	★ ★	● ★ ●
Occupational courses	★ ★ ★	● ★ ●
Paid Employment/Work Experiences	★ ★	● ★ ●
Parent Expectations	★ ★	● ★ ★ ●
Parental Involvement	★ ★	● ★ ★ ●
Program of Study	★ ★ ★	●
Psychological Empowerment		
Self-Advocacy/Self-Determination	★	● ★ ★ ●
Self-Care/Independent Living		★ ★ ●
Self-Realization		
Social Skills	★ ★ ★	● ★ ★ ★ ●
Student Support		
Technology Skills	★ ★	● ★ ★ ○
Travel Skills	★ ★	● ★ ★ ●
Work Study	★ ★	● ★ ★ ○
Youth Autonomy/Decision Making	★ ★	● ★ ●

Key:

Effectiveness
★
★ ★
★ ★ ★
★ ★ ★ ★
★ ★ ★ ★ ★

Mentioned
Never
○ Rarely
● Sometimes
● Often

- Where have we made progress?
- Where do we still have gaps?
- What are our next steps?