Kentucky Interagency Transition Council (KITC) Meeting Minutes

October 23, 2026 / 9:30 am – 12:00 pm ET

Welcome and Introductions

Welcome new KITC member, Rachel Victory, Kentucky Statewide Independent Living Council (KY SILC) Youth Coordinator!

Presentations

AI and Transition with Jenny Hogg - Recording

- Observed the following concerns during work with Transition Cadre:
    - Students don't know what they want to do
    - Educators are unsure how to navigate conversations about career mismatch
    - Traditional transition assessments are not always accessible (rating scales, vocabulary). An algorithm spits out potential careers, but it depends on whether the student understood the assignment
    - Opportunities in rural areas
    - Students who "just want a check"
- This prompted an idea for a dissertation - using Generative Artificial Intelligence (GenAI) for career exploration for students with intellectual disabilities.
- Worked through the University of Louisville grant program called Project SPIDERS.
- The study took place from June 2025 – April 2026. The Institutional Review Board (IRB) process took five months.
- After the IRB process was complete and consent was obtained:
    - The instrument was validated (a custom GPT, Pathfinder GPT, was created),
    - students were randomly assigned to tiers,
    - social validity was assessed,
    - and students explored careers and used graphic organizers to record their findings.
- All students had low, stable baselines, and on the other side of the intervention, there was a significant increase.
- Looked at prompt quality and the types of prompts students were writing before and after the study. We saw an increase in students' ability to write effective prompts.
- Social validity was positive. Three students rated high and remained high. Other students improved after the intervention. The teachers reflected favorably as well.

- This could be replicated in Google if needed (Gemini). Exploring that currently in some districts.
- Trained Pathfinder GPT to:
    - Be robust in career availability (fed it several resources, including national and Kentucky-level employment statistics; resources from KITC and OVR; resources on individuals with disabilities gaining employment; resources on transportation; and O*NET data). Important to present all options and have the student narrow them down.
    - Be an uplifting and motivating career counselor focusing on students with intellectual disabilities.
    - Be accessible (reading level, screen reader accessible, visually appealing, etc.).
    - Not engage in inappropriate prompts from students and redirect.
- A graphic organizer gave students a way to capture and process careers they were exploring, and it created a permanent product and portfolio over the course of the study.
- Students also received a form to help them fine-tune their GPT prompts.
- Students were taught about GenAI through a series of 3 30-minute lessons (an introduction, prompting basics, and applying GenAI). With instruction, students can learn how to use these tools. Students were also taught to omit personally identifiable information.
- These practices can be embedded into self-determination instruction, student-led ARCs, etc.
- Discovered bias through the validation process – GPT was putting a ceiling on what students could do. For example, regular GPT said "you can be a teacher," and Pathfinder GPT said, "you can be a teacher's aide." This required intentional training of the model.

KATS, Project CARAT, and KATLC with Carol Weber - Recording

Kentucky Assistive Technology Services (KATS)

- The KATS Network uses the Assistive Technology (AT) definition from the AT Act of 1998.
- Is one of 56 statewide AT programs that are federally funded under the AT Act of 1998 (reauthorized in 2022).
- Has five AT Resource Centers (Easterseals Redwood in Fort Mitchell, Human Development (HDI) CATS in Lexington, CALTech in Louisville, Wendell Foster in Owensboro, and Appalachian Center for AT (ACAT) in Hazard.

- KATS is housed within Kentucky OVR Field Services, AT Branch.
- Common types of AT include ergonomics, independent living, and driver rehabilitation.
- AT is collaborative, and individuals with disabilities play a key role. Other team members may include family/caregivers, Vocational Rehabilitation staff, employers, educators, vendors, etc.
- We want AT to work across the lifespan. A wheelchair can meet health needs; for example, it could be a task chair, a leisure seat at home, or a briefcase.
- AT needs change. New school/new job, aging, medical changes, etc.
- There are many types of built-in AT in technology (Immersive Reader, OneNote, Google Keep, reading mode, voice typing, etc.)
- There are many levels of AT. For example, there is a big difference between a standing wheelchair and the jazzy wheelchair as seen on television.
- Check out the Kentucky Assistive Technology Locator to see what is available.
- The KATS Network provides resources on Accessible Information & Communication Technology (ICT) (for example, learn how to make a Word document accessible).

Coordinating & Assisting the Reuse of Assistive Technology (Project CARAT)

- Project CARAT started with a federal grant from the Health Resources and Services Administration in 2012.
- Used equipment and AT are cleaned, repaired, refurbished, and given away.
- Part of our work with the Carl D. Perkins Vocational Training Center focuses on individuals with disabilities participating in Project CARAT. They learn skills such as showing up on time and getting along with coworkers.
- In Hazard, physical therapy students work on the equipment and learn about how wheelchairs work and how to take them apart, clean them up, and put them back together.
- In fiscal year 2026, we gave away almost 2,000 items across the state, which resulted in savings of $70,0000 to 678 individuals. We gave away over $ 3 million worth of equipment.
- The most common pieces of equipment we give away are walkers, wheelchairs, shower chairs/bedside commodes/toilet safety rails, and elevated toilet seats.

Kentucky Assistive Technology Loan Corporation (KATLC)

- Established by state statute in 1996 and governed by a seven-member board of directors; four must have disabilities. They review all loan applications.
- Made its first loan in summer 2000.
- Combination of public and state funding.

- Over $10 million in loans have been granted.
- New bank partner is First Federal and will allow loans from $500 to $50,000 with up to five years to repay; may extend to 10.
- The Appalachian Assistive Technology Fund (AATLF) is a community development financial institution that focuses on providing loans to individuals with disabilities in Kentucky to allow purchase of AT. Mini loans are provided up to $7,000 with $0 fees/interest. Last year, 122 loans were made totaling $641,488 (115 of those were for hearing aids).
- Email Carolsweber@ky.gov with questions.

KYPSO 2026 YOYO Updates

- You can now view Youth One Year Out (YOYO) 2026 data on our public reporting page. Numbers were stable or increased slightly from last year:
    - Higher education stayed at 18.4%
    - Competitive employment increased to 43.2% (up from 41.5% in 2025).
    - Non-engagement decreased slightly (32.0% in 2026 and 32.3% in 2025).
- Data can be disaggregated by year, gender, manner of high school exit, ethnicity, or disability category.
- We also provide an Indicator 14 trends chart from 2022-2025.
- The Kentucky Post School Outcomes Center (KYPSO) has submitted a request to the Kentucky Department of Education: Office of Special Education and Early Learning (OSEEL) to showcase information from our detailed reporting system that may be useful to the public as well. Stay tuned.
- Our more detailed reporting system requires an account/approval, is accessed through KYPSO's Data Collection & Reporting site, and provides data at the state, SERTAC, or district level.
- It digs deeper into data quality, response rate, education, employment, community, and accommodations (which included several new items this year).
- The new accommodations item asked former students if they told their employer about their disability. This question was only asked of former students who indicated they were employed.
    - Statewide, 29.5% of former students with disabilities who were employed disclosed their disability to their employer.
- 12% said they received supports or accommodations, the two largest categories being a flexible schedule and having coworker support (natural supports).
- We also asked why they did not disclose if they chose not to, and most students said they didn't think they needed accommodations. Much smaller numbers

mentioned they were unsure about how to disclose their disability, or had concerns such as losing their job.
- We are limited in how far out we can look (the YOYO only looks at one year out of high school). However, we can see whether they remain employed throughout the year. Will analyze this in the future.
- Next year we will be able to report on another accommodation item (unable to this year due to a glitch in the data collection process) which asks if they received supports; how did they get them? Did they advocate for themselves? Did they learn how to advocate from a teacher or counselor? Is it something their boss offered to them specifically?
- Contact KYPSO if you want this disaggregated by disability type.
- Look for a write-up this spring (KYPSO annual report).

Comments

- Recommendation to add detailed definitions about the types of AT to ensure individuals have a good understanding of what it is.
- They may not be disclosing their disability for lack of knowing what assistance would benefit them in the workplace.

Agency Updates

Northern Kentucky Cooperative for Educational Services (NKCES)

Emily Borchers –

- Held transition fair last night for our regional stakeholders.
- Looking forward to our reverse career fair in April.
- Starting district transition assessments in the Community-Based Instruction (CBI) facility to help inform post-school education goals.
- NKCES will speak Thursday morning about working with CBI at the Council for Exceptional Children (CEC) Exceptional Children's Conference November 22nd-24th in Louisville.

Kentucky Valley Educational Cooperative (KVEC)

Will Kayatin -

- Hosting the KVEC/Special Education Regional Technical Assistance Center (SERTAC) fall conference today.

- KVEC started reverse career fairs in the spring thanks to colleagues at GRREC. Partnering with the workforce investment board. Business solutions consultants work with our teachers to lead these fairs and bring employers to those events.
- The fall region-wide transition conference is complete. This year, we had over 18 high schools and 1,800 students over two Fridays.
- Busy most days coaching teachers.
- Multiple projects with the peer mentor tutor program and the transition teacher leader initiative, which is a byproduct of American Rescue Plan (ARP) transition work.
- Thanks to Dr. Hutchison and Dr. Bell for empowering me to lead the Autism and Low Incidence Classroom Observation Tool (ALCOT) initiative in Eastern Kentucky. 40+ school visits this year.

Kentucky Educational Development Corporation (KEDC)

Jenny Hogg -

- Keep putting in conference proposals to speak about reverse career fairs. Excited to see that it is spreading across Kentucky. Shared at the CEC Division on Career Development and Transition (DCDT) conference and the Rural Innovation Conference. Will share at the upcoming CEC National conference.
- Training on Indicator 13 next week. Our teachers need to learn about these transition compliance pieces.
- Meeting with transition cadre to start planning reverse career fairs in the spring and continuing learning. A guest speaker from Morehead University will discuss how disability services look during K-12 compared to postsecondary.

Green River Regional Educational Cooperative (GRREC)

Stacie Hutcison -

- Presented on Person-Centered Planning and Charting the Life Course in August with Aetna.
- First RIIT meeting in September focusing on predictors for postsecondary outcomes/psychological empowerment. December's RITT meeting will focus on community experience and paid/unpaid work experiences to predict post-school outcomes for our students.
- Presented with Megan Best at the DCDT conference last week and took the exam to become a nationally certified transition specialist.
    - Excited about potential partnerships with NTACT:C and the Ohio Department of Education – they reached out after our session to discuss ways to make

information about predictors of post-school outcomes more accessible to the people out in the field.

- This week, I presented on the Career Work Experience Certification (CWEC) at GRREC and talked about ways to provide students with extensive support needs opportunities to learn about career-ready skills.
- Over the next couple of months at GRREC, we will do some Indicator 13 work. Focus on marrying compliance pieces with meaningful experiences to bring transition services to life for the individuals we serve.
- Presenting next month at the CEC national conference on community mapping.
- Working with Speech-Language Pathologists (SLPs) and AT Consultants on a shared book study this summer. Hope to draw special educators, SLPs, and folks interested in AT and transition to share real outcomes and what we can do to change our students' trajectories.

Kentucky Department for Behavioral Health, Developmental, and Intellectual Disabilities

Janice Johnston –

- All community mental health centers have Transition-Aged Youth (TAY) Coordinators, and they are expected to help reduce gaps for young people in their communities so they can access supports more easily.
    - Great connectors for families/young people between the ages of 14-26 if they need help accessing mental health services/substance use services.
    - Some regions have Transition Age Youth Launching Realized Dreams (TAYLRD) drop-in centers, and the TAY Coordinator can connect you to those as well.
    - Several TAY Coordinators are receiving training to be Teen Mental Health First Aid Instructors. This training is for individuals who provide mental health support to young people directly. Often provided in schools or other community agencies. So far, one person is doing this in the Henderson area. Hopefully on our way to having 5 other individuals trained.
    - The first place that young people talk to about mental health issues is their friends.
- In August, the Substance Abuse and Mental Health Services Administration (SAMHSA) released a report on AI in Mental Health Services. It examines current evidence on AI use in mental health services, including opportunities and challenges. It also offers considerations for policymakers on responsibly integrating AI into mental health and substance use disorder services.

Kentucky Office of Vocational Rehabilitation (OVR)

Jonathan White -

- Still operating under Order of Selection (OOS).
    - All priority categories are closed.
    - When new individuals apply for OVR services, once their eligibility is established, they go on the waitlist for services.
    - Around 6,000 individuals are on the waitlist. However, over the last month, we removed 400 individuals from the waitlist to begin writing plans and providing services. Before that, we removed 200 from the waitlist in May.
- OVR is 80% federally funded, and this funding is received in chunks. When we receive a large chunk, we assess how many people we can serve.
- A year ago, we made changes to our priority category definitions per advisement from the Rehabilitation Services Administration (RSA). RSA recently told states they want only three priority categories, so we are working on changing that again.
- Our new case management system went live on August 1st, and there were lots of hiccups along the way.
    - There are pieces of the system that consumers can access.
    - Consumers can email and communicate directly through the system.
    - Things are taking longer right now, but we hope that as we work out the kinks, things will speed up.

Kentucky Department of Education/Office of Continuous Improvement and Support

Zachary Stumbo -

- Hosting homeless liaisons next week for a two-day training in Lexington on McKinney-Vento awareness. On the second day, 30 liaisons will stay to do adult mental health first aid.
    - Liaisons report that they don't have the skills to help families struggling with mental health while homeless or in transition.
- Traveling to Nashville next week for the National Association for the Education of Homeless Children and Youth conference.
- Working with the Human Development Institute on a program analysis of the last two years of data. Will share out at a future KITC meeting. Did this with COVID funding several years back but wanted to update it and add in special education categories.

- KDE released the score report card data. Homeless education graduation rates rose to 87.9% this year. The national average is 70%.
- Postsecondary readiness continues to improve. All areas either improved or were maintained.

KDE/Office of Special Education and Early Learning (OSEEL)

Marisa Duarte -

- Transition 360 for educators added 150 educators in September to the new cohort.
    - This expanded to 811 participating educators across 120 school districts.
    - Provides professional learning/implementation support to educators across grade levels and content areas. Teachers, administrators, instructional assistants, counselors, school psychologists, etc.
    - Focuses on strengthening evidence-based transition practices that support postsecondary education, Competitive Integrated Employment, independent living, and community participation.
- Held a Director of Special Education Institute in August:
    - District teams from across the state shared successful programs/practicing supports for students with disabilities and preschool learners.
- Supporting Postsecondary Achievement and Resources for Kentucky Students with Disabilities (SPARK) grant:
    - Christian County Public Schools hosted a postsecondary family engagement night that focused on helping students/families prepare for life after high school.
    - KY-SPIN, The Pennyroyal Center, and OVR participated and shared information about resources supporting education, employment, and independent living.
    - Participating students explored careers via Immersive Virtual Reality (IVR) technology.

Department of Early Childhood, Special Education, and Counselor Education in the College of Education at the University of Kentucky

Megan Best -

- Has Kentucky ever had a DCDT subdivision? If that's an area of interest, email me at megan.best@uky.edu.
    - Marisa - we need more DCDT members to have a subgroup.

KDE/Office of Career and Technical Education (CTE)

Sherri Craig -

- House Bill 562 amended KRS 156.160 to require three high school diploma types beginning with the 2027-28 school year:
    1. Regular
    2. Alternate
    3. Modified

Supported Employment Training Project (SETP)

Zachary Sappenfield -

- Each month, we train Supported Employment providers in Kentucky. While in OOS, people can also pursue a waiver to receive employment. We've been helping agencies navigate that process.
- Presenting with Amanda Hutchison at the CEC national conference on Universal Design for Learning/the classroom economy.
- Carolyn Wheeler has two Disability Benefits 101 webinars coming up:
    - On October 29, she'll teach how Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) can be affected by employment. Register.
    - On October 30, she'll teach how a paycheck works with a government check and will focus more on students and family members. Register.
- The SETP Job Seekers webpage contains wonderful resources for people starting to look for a job.
- The Employer Education Engagement Team (part of the Employment First Committee) has been working with Innovative Supports for Autistic Workers (ISAW) on an Autism-Informed Employers Video Series.
    - Educates managers (or anyone willing to listen) about hiring autistic workers through two-minute videos and quarterly drop-in meetings.

Kentucky Parent Special Involvement Network (KY-SPIN)

Kellie Smith -

- Our Technology=Access flyer explains how assistive and adaptive technology can reduce barriers and increase independence for people with disabilities at school, work, home, and in the community. It provides examples of helpful tools, resources for finding technology, and guidance for creating a personalized technology plan.

Kentucky Statewide Independent Living Council (KY SILC)

Rachel Victory -

- Resources to check out/share:
    - Kentucky Statewide Independent Living Council (KY SILC)
    - KY SILC Facebook
    - KY SILC Youth Advisory Council
    - Article about our first Youth Advocacy Summit (pages 8-11) published by Commonwealth Council on Developmental Disabilities
- Share information about our Youth Advisory Council with any transition-age students or young people age 14-24 who identify as having a disability or diagnosis.
- For questions, please email me at rachel@kysilc.org.

Attendees

- Carol Weber – Office of Vocational Rehabilitation
- Chelsea Bocard – Kentucky Post School Outcomes Center (KYPSO)
- Debbie Taub – Kentucky Post School Outcomes Center
- Dorothy Jenkins – Office of Vocational Rehabilitation
- Elias Hutzel – Kentucky Statewide Independent Living Council (KY SILC)
- Elizabeth Metzger – Kentucky Protection & Advocacy
- Emily Borchers - Northern Kentucky Cooperative for Educational Services (NKCES)
- Janice Jonston - Kentucky Department for Behavioral Health, Developmental, and Intellectual Disabilities
- Jenny Hogg - Kentucky Educational Development Corporation (KEDC)
- Jonathan White - Office of Vocational Rehabilitation
- Kellie Smith – Kentucky Special Parent Involvement Network (KY-SPIN)
- Marisa Duarte – Kentucky Department of Education
- Megan Best - University of Kentucky
- Rachel Victory – Kentucky Statewide Independent Living Council (KY SILC)
- Sherri Craig – Kentucky Department of Education
- Stacie Hutchison - Green River Regional Educational Cooperative (GRREC)
- Stacy Henderson – Human Development Institute
- Tony LoBianco - Kentucky Post School Outcomes Center
- Will Kayatin - Kentucky Valley Educational Cooperative (KVEC)
- Zachary Sappenfield – Supported Employment Training Project (SETP)
- Zachary Stumbo - Kentucky Department of Education