



To: Mr. Middleton, Superintendent
Ms. Malone, Chairperson of the Board
Members of Newport Board of Education

February 23, 2018- March 23, 2018

Transition Services and Post-Secondary Outcomes
(Exceptional Children Dept. Focus for March 2018 School Board Meeting)

Met w/Ms. Phillip Miller, Office of Vocational Rehabilitation (OVR) Coordinator to discuss post-secondary transition services that OVR is providing to junior and seniors. Work skill inventories and evaluations are being conducted to inform Ms. Miller's decisions of how to support students and their families during the transitioning phase from high school to post-secondary settings (education, employment, & living). Newport Independent Schools begins the transition planning process when a student with special needs reaches 14-16 years of age. Transition services are a component of the transition planning process and is outlined in the student's IEP. Transition services are a coordinated set of activities for a child with a disability designed to be a results-oriented process, focused on improving the academic and functional achievement of the child with a disability and facilitate the child's movement from high school to post-school activities, including post-secondary education, vocational education, integrated employment and is based on the individual child's needs. The student's strengths, preferences, and interests guides ARC's decisions regarding what supports and services are needed for the student to be successful after exiting high school. An example of a transition service is informing the student of their rights as an adult (18 years of age) with a disability and the protections that are afforded them. The following are examples of topics presented in class:

- Americans with Disabilities Act (ADA)- the most comprehensive civil rights legislation adopted to prohibit discrimination against people with disabilities. Public and private businesses, state and local government agencies, private entities offering public accommodations and services, transportation and utilities are required to comply with the law
 - Disability Services Office (DSO)- Department of office within a college or university responsible for providing reasonable accommodations for students with disabilities. Accommodations are determined on an individual basis and according to specific documentation needs. Colleges are not required to waive any entrance/program requirements, but are required to provide equal access to educational opportunities; this is different from the k-12 environment. Elementary and secondary schools are obligated to ensure free and appropriate education to each student (IDEA). Under ADA colleges are required to provide access to educational opportunities; this does not mean that the student will have the same accommodations he or she had in High School. While some accommodations may be similar, some may or may not exist at the college/tech. school the student will be attending. Or they may exist in a slightly different format.
-

Examples of transition services that teacher/staff provides:

- assist student in filling out financial aid application
- contact & schedule meetings with Disabilities Service Coordinator (DSO) at various colleges/tech. schools
- Assist student w/obtaining driver's license (practice test taking)
- Checking account/financial planning
- Applying for paid work experiences & conduct mock interviews
- Union/Non-Union Employment – What's the difference?
- Offering job shadowing opportunities
- Teach self-advocacy skills
- Teach how to access Kentucky Cabinet for Health and Family Services.

For junior and senior students with moderate to severe disabilities work & job shadowing programming takes place two times per week. Currently, students work at Campbell County Library (Newport Location) and Super Bowl Bowling Alley. Work expectations: Clean tables, shelve library books, clean bowling balls, organize shoes by shoe size, and empty trash. Work experience target per student: 40 hours per year with satisfactory job completion skill set. 2018-91school year work experience targets will increase to 60 hours per year with satisfactory job completion skill set.

Six students are registered to attend Spring High School Transition Forum on April 18 at Gateway Community College. This is a yearly event that provides students will the opportunity to attend mini self-advocacy sessions.

Exceptional Children Programming – How Are We Doing?

To determine how well schools are preparing youth with disabilities for success after high school, the U.S. Department of Education's Office of Special Education Programs (OSEP) requires states to find out whether their former special education students have pursued further education or found competitive employment within one year of leaving high school. To meet this federal requirement KDE has a contractual agreement with The Kentucky Post School Outcome Center (KYPSO) to develop and oversee the administration of the Kentucky Post School Outcome Study, a longitudinal investigation of the post school outcomes of Kentucky youth with educational disabilities. Gathering information on the employment and education activities of special education students after they leave school provide families, local school districts, and state departments of education with a clear picture of how well young people with disabilities are doing within the first year of leaving school. Results from the study are sent to each district for their review and utilized to improve transition service programming.

Kentucky Post-School Outcome (KPOS) Results for Newport Independent Schools (Graphs Attached). Education & Employment information was gathered on graduating class of 2015-16 for all students identified as receiving special education services. Information was collected one year later (Spring 2016-17). Results reported during the 2017-18 school year.

Education

- Newport Ind. Schools exceeded state and regional percentage of students continuing their education or participating in a training program. KY-31% NKEC-39% NIS-69%
 - Newport Ind. Schools exceeded state and regional percentage of students completing an entire term/semester. KY-25% NKEC-34% NIS-62%
-

- Newport Ind. Schools exceeded state and regional percentage of students attending vocational school. KY-15% NKEC-25% NIS-33%
- Newport Ind. Schools exceeded state and regional percentage of students attending short-term program. KY-12% NKEC-13 NIS-22%
- Newport Ind. Schools is below state and regional percentage of students attending 4-Year college. KY-23% NKEC-10% NIS-0%
- Newport Ind. Schools is below state and regional percentage of students attending 2-Year college. KY-42% NKEC-49% NIS-33%
- Newport Ind. Schools is above state and regional percentage of students pursuing a certificate/certification. KY-21% NKEC 32% NIS 33%
- Newport Ind. Schools is below state and regional percentage of students pursuing an Associate's degree. KY-25% NKEC-17% NIS-11%
- Newport Ind. Schools is below state and regional percentage of students pursuing a Bachelor's degree. KY-29% NKEC-28% NIS-11%

Employment

- Newport Ind. Schools is above state and regional percentage of students having a paying Job. KY-66% NKEC-80% NIS-85%
- Newport Ind. Schools is above state and regional percentage of students maintaining a paying Job. KY-54% NKEC-72% NIS-85%
- Newport Ind. Schools is above state percentage of students working more than 90 days.
KY-89% NKEC-93% NIS-91%
- Newport Ind. Schools is below state and regional percentage of 20 or more hours per week worked. KY-82% NKEC-82% NIS-73%
- Newport Ind. Schools is above state and regional percentage of students earning minimum wage. KY-97% NKEC-99% NIS-100%

Although, results of post school outcome data indicate Newport is exceeding state averages for students attending vocational schools and maintaining an active employment status, we have failed to provide the students that seek a bachelor's or associate's degree the programming needed for them to feel confident and seek a bachelor or associate degree. To correct this issue, for the past two years teachers have emphasized the support and services Disabilities Service Office (DOS) can offer; sought assistance from OVR counselors; explored career choices w/students that require an associate's degree or above; arranged local campus visits and/or virtual campus visits (NKU, Thomas More College, and Gateway); and mentored students. We have reinforced the need for students to participate in after school tutoring services; intervention classes; and pressed students to seek work/volunteer opportunities to generalize academic and social skills learned in school. We have also emphasized that they should seek full-time employment (40+ hours of work per week). We have increased specially designed services in co-taught classroom setting to include the sciences and social studies. Practice "soft skill set" (getting along with peers/co-workers, being on time, attention to detail, etc.). Most students are participating more in class and have aspirations to attend college or vocational school. The impact of how well we have provided the graduating class of 2016-17 with the education & skill set needed to continue their education and/or maintain employment will be evaluated in May & June 2018. I have confidence that the shift in our programming focus, community work experiences and the hard work of the special education staff will yield the post-secondary results our students deserve. I feel that we have balanced meeting students where they are; fueled their dreams, and been responsive to their academic and/or social deficits.

Exceptional Children Operations

- Conducted one ARC First Step Meetings. Three year old students scheduled to enroll to Newport Ind. within six months.
- Chaired nine ARC meetings

Exceptional Children Programming Rates

- 504/ADA – 20 Students
- Special Education Services – 222 Students
- Phoenix Program – 6 Students
- Challenge Program – 1 Student
- Home School Students – 11 Students

Respectfully Submitted,

Lisa Swanson
