



SHEPKY

SUPPORTED HIGHER EDUCATION PROJECT

Supported Higher Education Project



Spalding University is the state's 3rd CTP

Spalding University in Louisville was approved by the U.S. Department of Education as Kentucky's third Comprehensive Transition Program (CTP). Spalding is a private, accredited, 4 year liberal studies university offering bachelor's, master's and doctoral programs.

The College to Career Certificate (CCC) offered by Spalding provides a balanced, inclusive program of study in the area of interest to students accepted into the program. The CCC provides academic advising and a structured curriculum that includes participation in fully integrated classrooms with students without disabilities.

Students also participate in practicum opportunities as part of the program. These practicums will provide experience in the CCC student's program of study.

Barry Whaley, SHEP project director, says the Spalding CTP is an important component in an ongoing drive to improve access to education for adults with disabilities throughout Kentucky.

"The indisputable fact is that supported higher education works," Whaley said. "The expansion of the Kentucky CTP network enables our students to make new friends, pursue their interests in the classroom and gain valuable work

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Spotlight

Supported Higher Education is Permanent Service for VR Consumers

by Teresa Brandenburg

On July 1, 2014 the Supported Higher Education Project Pilot was made a permanent service by the Office of Vocational Rehabilitation and renamed the Post Secondary Transition Program. This Program is geared towards creating opportunities for consumers with intellectual or developmental disabilities to facilitate growth in employment related skills. The goal is to offer consumers be

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STUDENT TESTIMONY IMPRESSES LEGISLATORS

On August 11th, Dr. Harold Kleinert, HDI Executive Director and Barry Whaley, the Supported Higher Education Project Director, presented to the Kentucky State Legislature's Interim Joint Committee on Education on the progress of the Supported Higher Education Project as well as the use of KEES money for students in the program. In April of 2013 innovative legislation was unanimously passed in HB45 to allow students with intellectual disabilities to receive Kentucky Educational Excellence Scholarships (KEES) money to further their post-secondary education. With three Comprehensive Transition Programs (CTPs) now operating in the state, the use of this funding is crucial to students in these programs.

Murray State University student, Alexis Cane, said in video testimony, that she has

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Dr. Kleinert and Claire Myneer

Photo submitted by J. Myneer, Taken by Bud Craft

Three New Students at NKU!

Submitted by Dr. Missy Jones

This Fall Northern Kentucky University welcomed three new students to the Supported Higher Education Project. These students come to NKU with specific goals in mind and have hit the ground running. All three take an Orientation to College and Beyond, an elective course designed with freshman in mind to help all students get acclimated to the college culture. Each has chosen a second course as well, based on her/his interests.

Colleen Dixon is a nineteen-year-old graduate of Conner High School in Boone County Kentucky. While Colleen is a film, drama, and music enthusiast, her true passion is advocating for peace and social justice in the world. She enjoys being challenged and hopes to work in an office job one day (if she's not singing on the red carpet!). She also wants to continue her work volunteering in a local soup kitchen through her church, where she is very active.

In addition to the introduction to college course, Colleen has started her higher education experience by taking an acting class titled Creative Expression and is already proving herself to be a dedicated and serious student. She is doing her first volunteer internship at the campus recreation center.

Brody Flynn is also nineteen years old, and graduated from Scott High School in Kenton County, Kentucky. Brody's dreams are to be living on his own, hanging out with friends, coaching and working with high school students, and maybe being a famous D.J. for a radio station. He has a passion for basketball and would like to pursue opportunities for managing and/or coaching a basketball team.

As someone very interested in sports, Brody's second college course choice is Karate. He is volunteering at the student recreation center for his first unpaid internship, and hopes to make connections with the teams and coaches on campus.

Gracie Tate is nineteen years old as well, and is a recent graduate of Highland High School in the Fort Thomas School District. Gracie is a very outgoing young woman who is friends to everyone. She is multi-talented and enjoys listening to music, movies, singing, dancing, and drawing.

This semester Gracie is taking Jazz Dance I as her second college course, capitalizing on her interests and talents in the arts. This semester promises to be a busy one for Gracie because she is not only participating in an unpaid internship at the campus recreation center, but she has also acquired a paid position at the campus bookstore.

She will begin her new job in mid-September and is looking forward to receiving her first paycheck!

The object of education is to prepare the young to educate themselves throughout their lives. ~Robert Maynard Hutchins

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tween the ages of 18-25 who are not traditionally exposed to higher education, the opportunity to engage in vocationally relevant services and activities on a college campus as a form of job readiness training. The mission is to enhance the individuals' ability to become successfully employed through job readiness services and exposure to an integrated social setting that encourages social growth. These are services outside of the classroom and related to the consumers employment goal and job readiness. It is 2 year program and will be available for students in Post-Secondary Institutions that have successfully gained approval to be a Comprehensive Transition Program (CTP). This endorsement verifies that the Post-Secondary Institution has internally developed a plan as outlined and approved by Department Of Education to facilitate, to coordinate, plan and provide services for the individuals enrolled into Post- Secondary Transition employment readiness program.

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experiences. We welcome Spalding as a partner in our efforts to expand supported higher education across the Commonwealth.”

Changes to the Higher Education Opportunity Act of 2008, allowed for students with intellectual disability who wish to continue their education beyond high school to do so. Students enrolled in a CTP may also apply for federal financial aid and have access to state financial aid opportunities including KEES money. Students receive addition support from peer mentors in roles as in-class supports, tutors or social mentors.

Spalding University currently has one student in its CCC program. For further information on Spalding’s CTP program, contact Kelly Cogar at kcogar@spalding.edu

Murray State Welcomes Third CCE Student

Murray State University is happy to welcome their third SHEP/CTP student to campus. Jacob Cox will be joining us in January. Jacob comes to us from Marshall Co. where he was a team manager for the High School girls basketball team and participated in Special Olympics. He has already made contact with the Baptist Christian Ministry and the Wellness Center at MSU. He hopes to assist with the MSU women’s basketball team in some capacity. He is an avid reader and is very personable. You can’t miss his smile - It lights up his whole face and quickly brings a smile to yours.

Jacob will join Alexis Cain and Blake Hopkins here at MSU.

Blake is starting his second year at Murray State. He has completed his first internship with the Murray Calloway County Hospital Wellness Center and The Family Fitness Center. He is a member of FFA and participated in a Bible Study Session. This semester Blake will complete his second 100 hour internship. He will work at the MSU Wellness Center where he will be responsible for cleaning and providing equipment to the facility clients, greeting and scanning membership cards as the members enter the center and making sure that members are taking proper care of the equipment and themselves. He hopes to get certified in CPR and learn some about what it takes to be a personal trainer. He is already looking forward to what next semester holds. Blake presented at the State CEC convention last November on being the first SHEP/CTP student in Kentucky and at MSU.

Alexis is in her second semester on campus. Alexis, enjoys reading and eating out at different restaurants. She will start

her first 100 hour internship this semester. She will be assisting at the Playhouse in the Park doing some acting, and helping with the after school theater program. She was the first SHEP/CTP student to use KEES money. Alexis has presented via video to the State Legislators about her experiences on the Murray State campus and thanked them for making the KEES money available.

.This year the students will once again meet and have lunch with Alpha Sigma Alpha Sorority and friends. A class in the Special Ed Department is teaming with our SHEP students to provide tutoring, job coaching for internships, and social interactions. It will assist all the students involved to meet the goals for their programs. Each student is encouraged to join a club and participate in everything on campus. The students are gaining much independence and are an asset to campus life. They are so happy to be at Murray State! Each of them will tell you "I love being a Racer!"



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enjoyed her experiences as a student at Murray State University and thanked the legislators for making KEES funds available for students with intellectual disabilities.

Claire Mynear, a student at Bluegrass Community and Technical Colle, said the CTP has been a great opportunity for her. This program has given her the opportunity to take classes at a post-secondary institution, work on assignments, make friends, and

follow her dreams of working with children.

Currently KEES funding for students enrolled in 6 or more hours is \$250 per semester. Representative Wilson Stone asked what would be needed to increase KEES funding for the students. Dr. Kleinert said House Bill 45 (2013) set the amount at \$250 for a part-time student per semester and that amount needs to be increased to \$500 to reflect the exceptional students involved with the SHEP program. No action was taken at this time



Words from Barry Whaley, SHEP Director

Welcome back everybody! Another academic year has begun and the Supported Higher Education Project has the largest number of students enrolled in our history! Additionally, with three Comprehensive Transition Programs in operation, we can offer more choice than ever before for students seeking a college experience.

Before summer slips away, I would like to draw your attention to a significant event that occurred in July. After years of debate and political posturing, the President signed The Workforce Innovation and Opportunities Act (WIOA) (PL 113-128) into law. WIOA replaces the Workforce Investment Act of 1998 and makes important changes to three key pieces of legislation: The Adult Education and Family Literacy Act, The Wagner-Peyser Act and the Rehabilitation Act of 1973. So, you may ask, what does this have to do with Supported Higher Education?

The cultural expectation for students graduating high school is that they will go on to some form of higher education. The emerging 21st century economy requires that much of our workforce have specialized skills best attained through post-secondary education. According to the Bureau of Labor Statistics, sixty-six percent of 2013 high school graduates last year enrolled at a US college or university. Included in this group are a growing number of students labeled as having intellectual disabilities. The Higher Education Opportunity Act (HEOA) (PL 110-315) of 2008 has opened the doors of higher education to students who previously had not been afforded the same opportunities as their peers. Students want to be a part of Supported Higher Education because they want “something better”. Our students expect better jobs with higher wages and benefits that reflect their investment of time and financial resources in attaining a meaningful college credential.

WIOA includes important provisions for Supported Higher Education. Inclusion in WIOA signifies that Supported Higher Education is a movement that is “here to stay”. A key feature of WIOA is the requirement that Vocational Rehabilitation will take on a greater role in post-secondary transition. WIOA requires that 15% of VR public funds must be devoted to transition from school to adult life services. Among these services is counseling on post-secondary educational opportunities such as Supported Higher Education. WIOA also mandates that the Rehabilitation Services Administration (RSA), the branch of government that oversees VR services, fund technical assistance “to better enable individuals with intellectual disability and other individuals with disability to participate in post-secondary educational experiences and to obtain and retain competitive integrated employment”.

Consider that according to the Georgetown University Center on Education and the Workforce, “in the next decade the United States workforce will have a deficit of nearly 11 million workers who have obtained a post-secondary education. Of this number, the workforce will lack nearly 4 million workers with a post-secondary certificate or associate’s degree.” The meaningful credential offered by CTP programs and other Supported Higher Education opportunities can help in closing this gap.

