Connecting the Cubicles: Making Post-School Outcomes Connections

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Presenters

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Participant Outcomes

• Identify connections between Indicators 1, 2, and 13 that influence Indicator 14
• Identify strategies used to improve Indicator 14 data
• Learn strategies that a state used to improve Indicator 14 data based on collaborative work within the agency
• Identify resources to support collaboration to improve Indicator 14 data
Agenda

- Cubicles and data connections
- Tree of Influence—Connections between indicators
- Part B Secondary Transition indicator connections
- State panel discussion: Pennsylvania Part B
- Strategies and resources to support cross-indicator collaboration
Cubicles and Data Connections
With the constant turnover of state directors, data managers, and program staff, there is a need for a basic understanding of the theoretical connection across all of the SPP/APR indicators. Additionally, in larger states, especially, there can be a disconnect between the staff managing the data and those who are using the data for programs and services.

Efforts to break down silos and build connections require intentional communication between SEA staff or contractors who collect and report the data and SEA staff responsible for professional development and data-related procedures. These efforts help enable staff to consider relationships among SPP/APR indicators, which can result in longer-term outcomes.
Discussion

• In response to these statements, how have you been able to share data across “cubicles” or between data and program staff managing the data in your agency?

• Who or what was the driver for building these connections?
Tree of Influence—Connections Between Indicators
Tree of Influence

Model for seeing relationships between indicators leading to the ultimate outcome: **further education and employment for youth with disabilities**

Tree of Influence Poll

In your agency, how have you communicated the influence of each indicator on the ultimate outcome of further education and employment for youth with disabilities?

1. We have communicated the influence of each indicator across the agency.

2. We have communicated the influence of some indicators across the agency.

3. We have communicated the influence of each indicator within our own division.

4. We have communicated the influence of some indicators within our own division.
Part B Secondary Transition Indicator Connections
Part B Secondary Transition Indicators

→ Indicator 1: Percent of youth who graduate (result)
→ Indicator 2: Percent of youth who drop out (result)
→ Indicator 13: Percent of youth with required transition components in the IEP (compliance)
→ Indicator 14: Percent of youth who achieve positive post-school outcomes (result)
Breakout Room: Using Transition Indicators to Improve Practice and Outcomes

Activity

• In the Indicator 1 room, discuss how graduation influences Indicator 14

• In the Indicator 2 room, discuss how drop out influences Indicator 14

• In the Indicator 13 room, discuss how transition services influences Indicator 14

• Designate a scribe from your room to enter responses on the Jamboard page

https://tinyurl.com/CubiclesPSO
Breakout Room 1

Using Transition Indicators to Improve Practice and Outcomes:
Breakout Room # 1
How does graduation influence Indicator 14?

A student needs to earn a diploma in order to attain many of the possible post-school outcomes.

Source: Third-party application (Jamboard).
Breakout Room 2

Using Transition Indicators to Improve Practice and Outcomes:
Breakout Room # 2
How does dropout influence Indicator 14?

Drop outs would be a barrier to obtaining Indicator 14 data

Depends on how drop outs are being tracked. What are the implications for post school outcomes.

Influences that data you can collect

Work with truancy programs to identify ways to re-engage the students

Collaborate with indicator 2 staff and with rehab and other pieces connected to indicator 2

Source: Third-party application (Jamboard).
Breakout Room 3

Using Transition Indicators to Improve Practice and Outcomes:
Breakout Room # 3
How do transition services influence Indicator 14?

A meaningful transition planning process supports a student in attaining their desired PSO

Source: Third-party application (Jamboard).
Using Transition Indicators to Improve Practice and Outcomes

Post-School Outcomes
—Indicator 14—
- Higher education
- Employment
- Postsecondary education and/or training

Graduation
—Indicator 1—
- Requirements, definitions, standards
- Pathways to school completion
- Connection to post-school environments

Drop Out
—Indicator 2—
- Why? Pushed out? Pulled out? Slid out?
- Recovery and re-engagement programs
- Address causes & student/family needs

Transition Component of the IEP
—Indicator 13—
- What is the quality of the IEP?
- Measurable post-school and annual goals
- Transition-related assessments
- Course of study, services, and activities
- Coordination of services

Why or Why Not?

Not so good?

Good?
State Panel Discussion: Pennsylvania Part B
Pennsylvania Team

- Barbara Mozina, State Performance Plan/Annual Performance Report State Lead
- Jodi Rissinger, Education Specialist
- John Cica, Research and Evaluation Consultant
Connecting the Indicators to Improve Post-School Outcomes

State team panel discussion questions

• How did Pennsylvania communicate these connections between indicators?
• What barriers did you have to address?
• What has been the impact of making these connections?
• How has making these connections influenced policy decisions and local school programming?
• How has this collaboration improved post-school outcomes for students?
Questions for Pennsylvania?
Strategies and Resources to Support Cross-Indicator Collaboration
Strategies to Support Cross-Indicator Collaboration to Improve Post-School Outcomes

• Who should be on the team?
• Who else in your state agency do you need to talk to as you seek to improve post-school outcomes for students with disabilities?
  − Write your table responses on the Jamboard
• https://tinyurl.com/CubiclesPSO
Resources

• IDC resources for data discussions
  – *Data Meeting Toolkit*
  – *SEA Data Processes Toolkit*
  – *LEA Data Processes Toolkit*

• NTACT:C resources and supports for Indicators 1, 2, 13, and 14
  – *NTACT:C Core Data Tools for Dropout Prevention*
  – *Transition Gradebook*
  – *Indicator B13 Data Collection Toolkit*
  – *B14 Data Display Templates*
  – *The Predictor Self Assessment*
  – *State Toolkit for Examining Post-School Success (STEPSS)*
  – *Additional PSO Resources*
Contact Us

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What actions will you take to commit to being a Data Quality Influencer?
For More Information

Visit the IDC website
http://ideadata.org/

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