



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Connecting the Cubicles: Making Post-School Outcomes Connections

June 21–23, 2022



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



Nashville, TN - June 6–7, 2022

Catherine Fowler, IDEA Data Center

Charlotte Alverson, National Technical Assistance Center on Transition: The Collaborative

Barbara Mozina, Pennsylvania Department of Education

Jodi Rissinger, Pennsylvania Department of Education

John Cica, Sigma Management Group

Virtual - June 21–23, 2022

Silvia DeRuvo, IDEA Data Center

Charlotte Alverson, National Technical Assistance Center on Transition: The Collaborative

Barbara Mozina, Pennsylvania Department of Education

John Cica, Sigma Management Group



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

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

ii22



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

Rationale for Making Data Connections

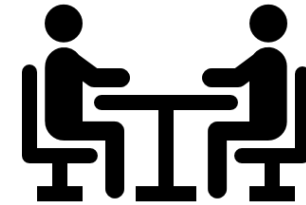
With the constant turnover of state directors, data managers, and program staff, there is a need for a basic understanding of the theoretical connection across all of the SPP/APR indicators. Additionally, in larger states, especially, there can be a disconnect between the staff managing the data and 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.

Chat Box Discussion

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



IDEA DATA
CENTER

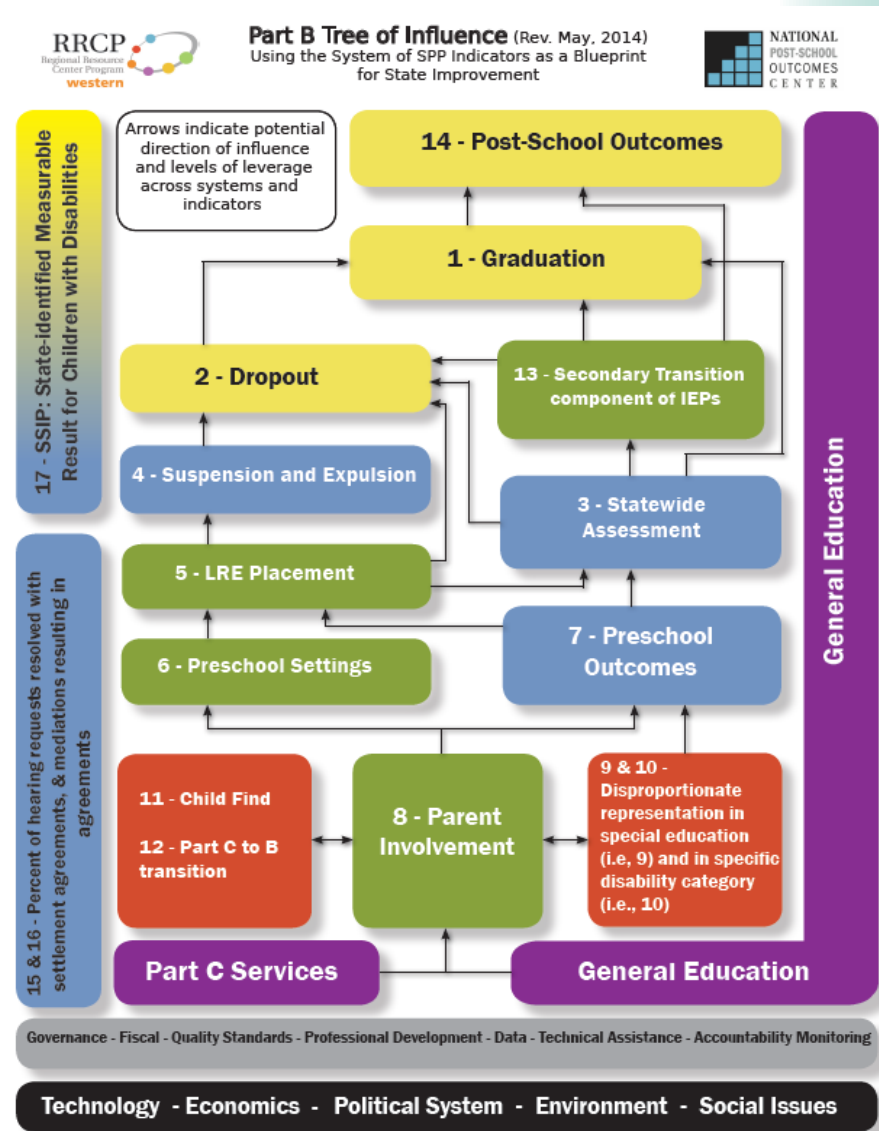
Collect, Report, Analyze, and
Use High-Quality Part B Data

ii22

Tree of Influence

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

RRCP & NPSO (2014). *Part B Tree of Influence: Using the System of SPP Indicators as a Blueprint for State Improvement.*



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



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



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).

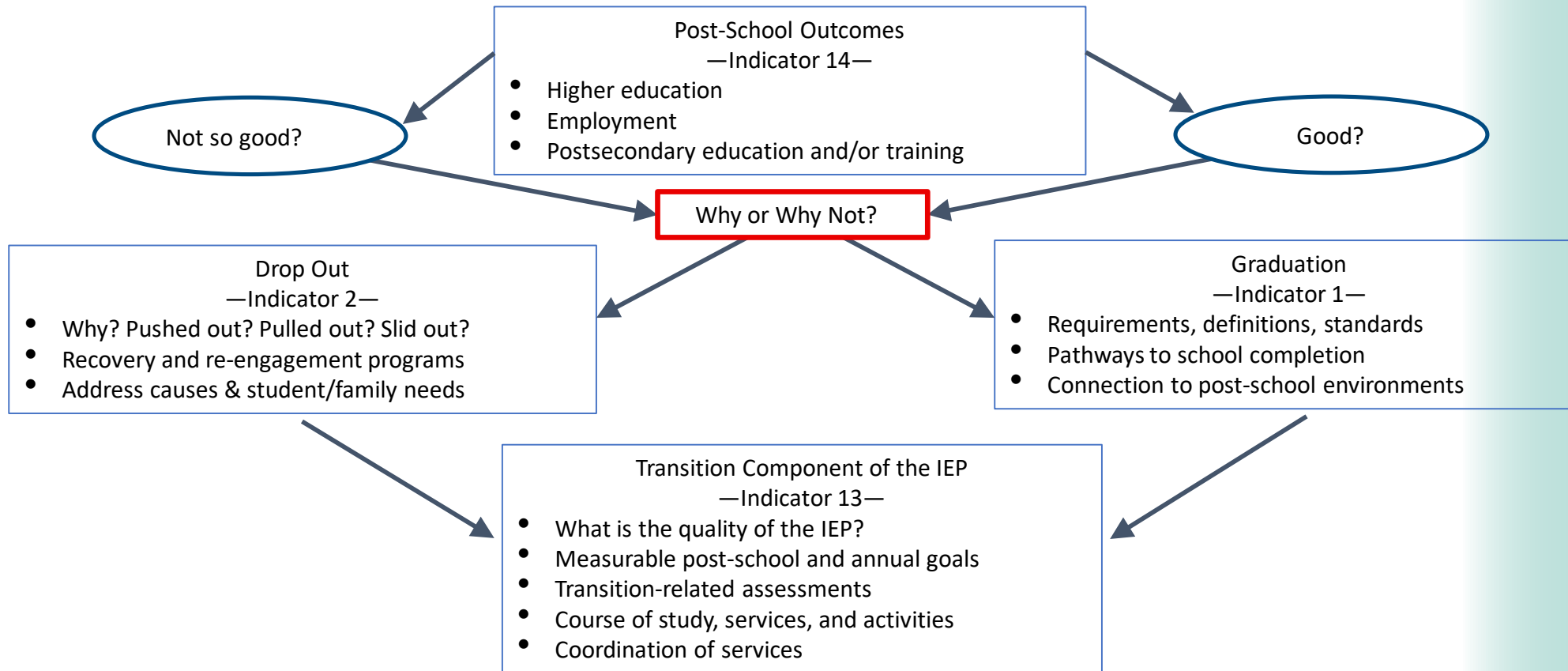
Breakout Room 3

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



State Panel Discussion: Pennsylvania Part B



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

ii22

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



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



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

- Silvia DeRuvo, sderuvo@wested.org
- Catherine Fowler, chfowler@uncc.edu
- Charlotte Alverson, calverso@uoregon.edu
- Barbara Mozina, bmozina@pa.gov
- Jodi Rissinger, jrissinger@pa.gov
- John Cica, c-jcica@pa.gov

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



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

ii22

For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatacenter>



Follow us on LinkedIn

<http://www.linkedin.com/company/idea-data-center>



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

ii22

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Rebecca Smith

