

Data-Based Decision Making: Data Sharing & Data Use Workshop

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Session Outcomes

- To provide rationale and context for using and sharing data within and across agencies
- To provide states an opportunity for cross-state sharing to learn strategies for both improving data quality, and student/youth level outcomes

Why Are Data Important?

Data can further our understanding of the needs of individuals with disabilities to achieve their goals.

To understand how best to support individuals with disabilities who want to work, we must have high-quality data. This is outlined in the [Foundation for Evidence-Based Policymaking Act of 2018](#), known as the Evidence Act, which requires federal agencies to develop and implement evidence-building learning agendas and make federal data publicly available.

It is also reflected in recent [executive orders](#) designed to advance racial equity and support for underserved communities, which require agencies to develop equity action plans and report on their progress.

What do we know?

- The unemployment rate among disabled workers is down from 8.8% a year ago, however,
- At 7.3% it remains higher than
 - the national unemployment rate of 3.6% for all workers and
 - the 3.7% rate among workers without disabilities, Social Security Beneficiary Data

FACT: Youth SSI recipients face unique challenges

- Long term dependence on SSI persists as a national concern
- 60% of youth who receive SSI as children go on to receive SSI as adults
- Positive graduation, postsecondary education and employment outcomes have been difficult to achieve
 - Uncoordinated service system
 - Lack of information and awareness
 - Limited or delayed access to services

Youth receiving SSI may not be known.

- Almost 1 million youth ages 14 to 24 receive SSI annually
- More than 200,000 youth ages 14 to 24 apply for SSI annually
- 25% youth SSI recipients are NOT on an IEP or 504
 - therefore NOT receiving services delivered through publicly funded special education
 - nor being connected to key are development services such as VR

Source: Mathematica.org

The Extra Costs of Disability

- Despite the proven connection between disability and poverty, there is a lack of acknowledgement about the cost of disability as it relates to economic needs and thus the amount of resources needed by a person with a disability are grossly underestimated which, in turn, contributes to the sustained poverty status of those individuals with disabilities (Hughes & Avoke, 2010)
- Households containing an adult with a work-disability are estimated to require, on average, 28 percent more income (or an additional \$17,690 a year for a household at the median income level) to obtain the same standard of living as a comparable household without a member with a disability** (Goodman, Morris, M., Morris, Z., McGarity, 2020)

Data Sharing and Informed Decision Making


- Data from focus groups, meetings and/or surveys with schools, parent training and information center, independent living centers, community rehabilitation programs, parents/families, and the state education agency.
- Review and evaluate data reports from the Agency's case management system, and RSA-911 data reporting.
- Educational data from state and local education agencies to including IDEA Transition Indicators.
- Review the SEA agreement and processes, including data sharing, outlined in the agreement.



What worked?

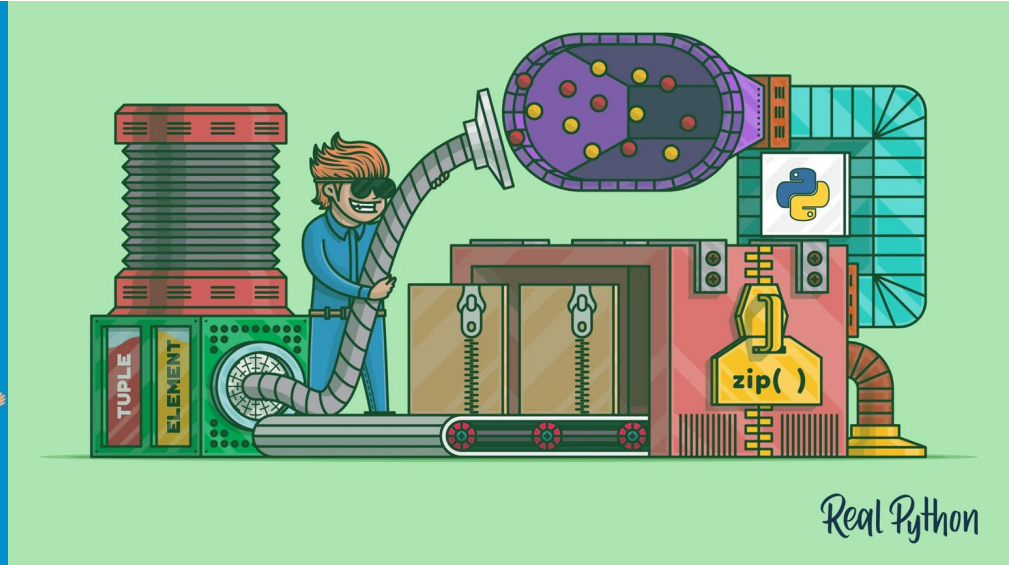


What didn't work?



How do we know?

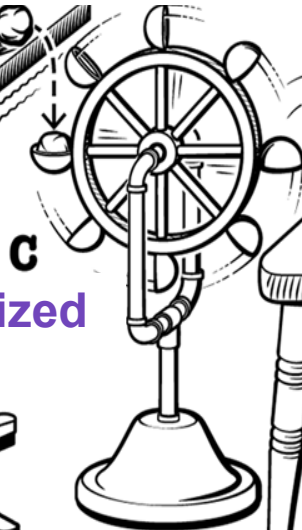
Data Sharing versus Data Use



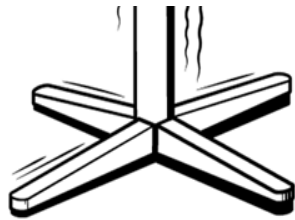
Data Collected



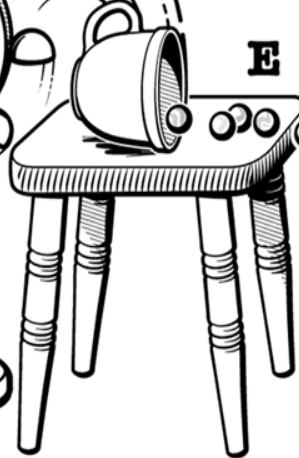
Analyzed



Summarized



Reported



Shared



Filed

Data Collected

A

Analyzed

B

C

**Summ
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Reported

D

Shared

E

Combined

**Elevated
G**

H Kickstart

**I Inform
Decisions**

F

Data

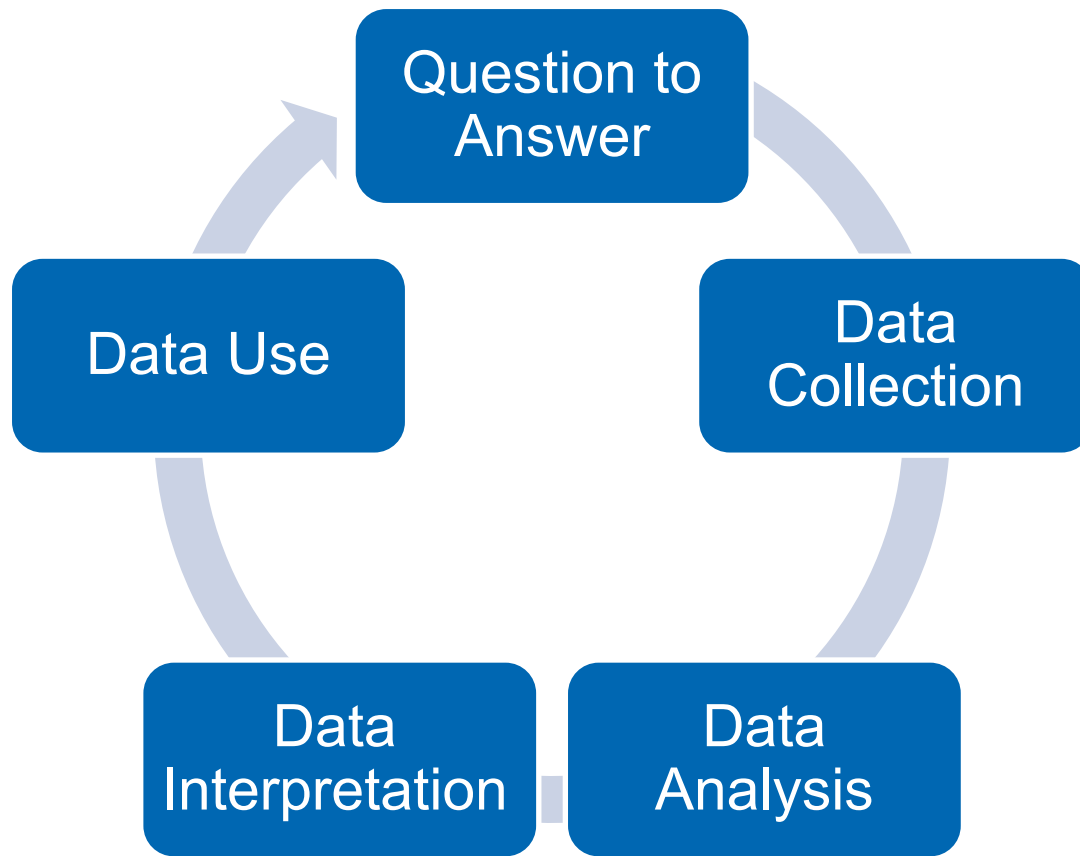


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graph TD; A[Data] --> B[Information]; B --> C[Actionable Data]; C --> D[Decision]
```

Information

Actionable Data

Decision



Improving Data Quality

Do you trust your data?



Data Quality Questions

- What's the response/match rate?
- How representative are these data?
- Is there non-response/response bias?
- Is there missing data, if so, why?
- Are survey answers valid and reliable?

* States with fewer than 100 Leavers

17

VR Data Trends



Discussion 1: Improving Data Quality

Improving data quality: Technical aspects of data collection, analysis, interpretation, reporting, sharing, and using

- Improving response rates, representation, accuracy, reliability, validity

Guiding Questions:

- What is contributing to data quality or lack of data quality?
- How does data quality impact programmatic decisions?

Improving Outcomes



**Do you use your data for
decision making?**

In-School Activities

(Indicator 13; Pre-ETS & MSG)

Transition Components

- Measurable **post-school goals** in education, training, employment, and independent living (if appropriate), **updated annually**
- Post-school goals based on age-appropriate **transition assessment**
- **Transition services aligned** with post-school goals
- **Course of study** aligned with post-school goals
- Annual IEP goals related to student's **transition service needs**
- **Student participation** in IEP meeting
- Participation of **appropriate adult agency** in IEP meetings
- **Pre-ETS and VR Transition Services** aligned with IEP/IPE

Exiting School

(Indicator 1 & 2; MSG & CA)

Increased graduation rates for students with disabilities

Increased MSG and Credential Attainment rates for students with disabilities

Decreased dropout rates for students with disabilities

Post School

(Indicator 14; CIE2nd & 4th qtr after exit)

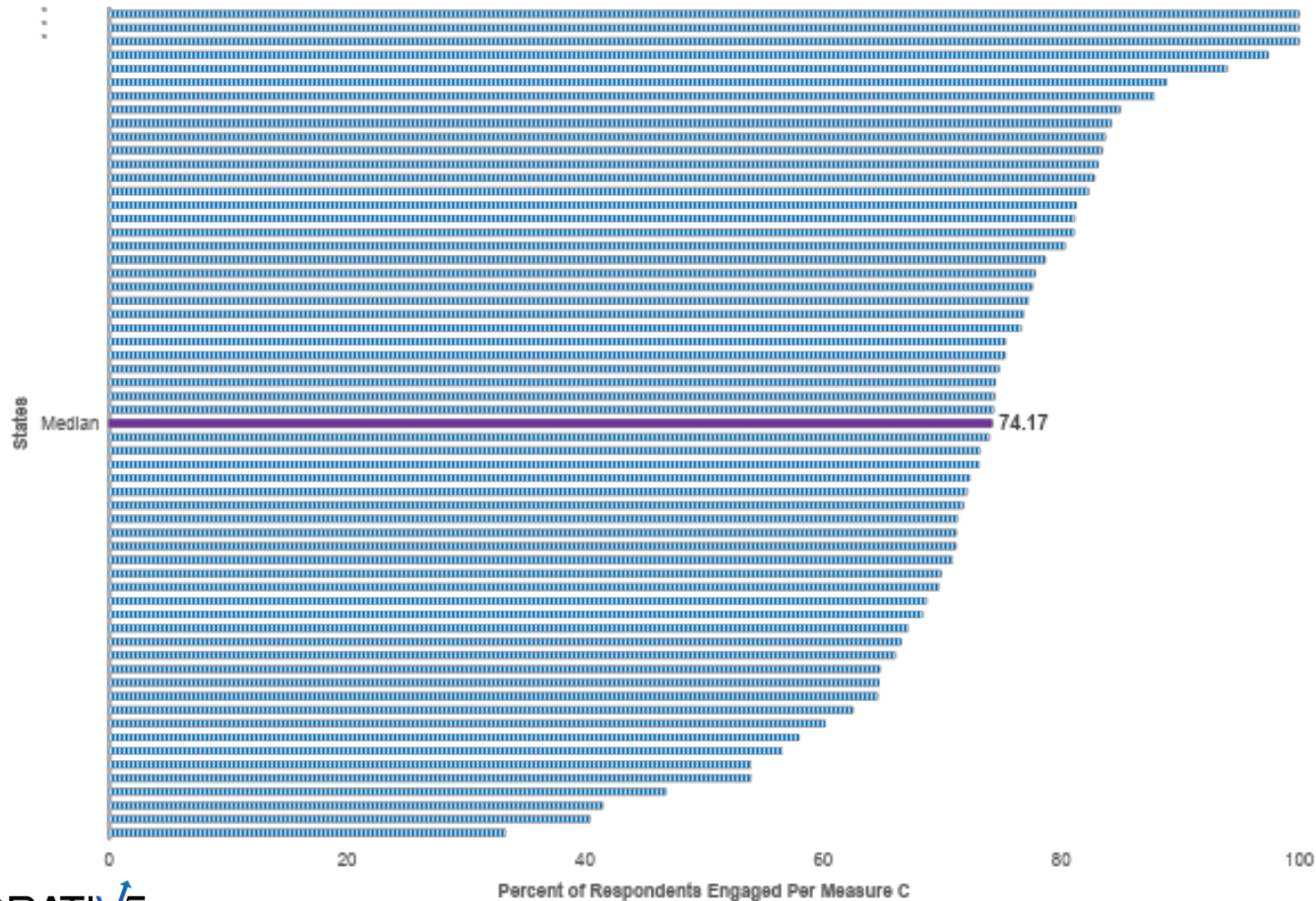
Increased number of students engaged in:

- Higher education
- Competitive employment /CIE
- Other postsecondary education and training/Credential Attainment
- Some other employment

Pre-Employment Transition Services
Competitive Integrated Employment
M measurable S skill G gains
Credential Attainment

States' PSO Measure C FFY20 (Feb 2022)

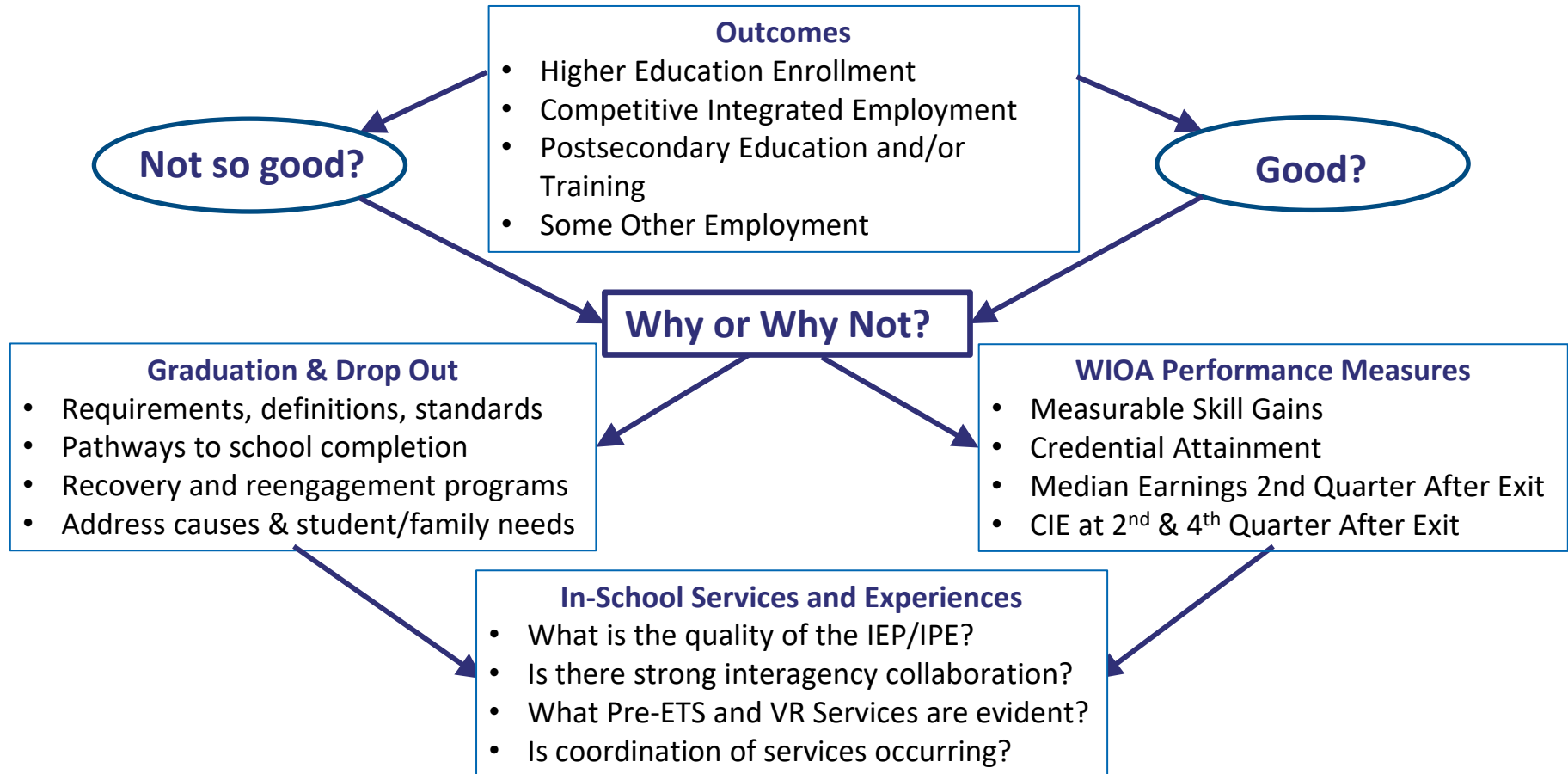
* = fewer than 100 exiters



VR Data Trends (2)



Using Indicators to Improve Practice and Outcomes



Identifying Progress and Influence on Outcomes

- **At the Transition Service Level**

- What transition services (including pre-employment transition services) are yielding positive results?
 - How many students received at least one paid WBLE while in high school?

- **At the Student Level**

- PSO: How many students did not complete one term of education; how many did not work for 90 days?
- VR: How many students are employed prior to exiting secondary education?
 - How many students received pre-ets services?
 - How many students applied for VR prior to exiting from school while in high school?

- How many students participated in a CTE program with support from VR while in high school?
- How many students enrolled in a PSE training program?

- **At the State Program Level**

- How do we determine who provides and pays for what?
- Using State Unemployment Insurance wage data, what is happening with the potentially eligible students with disabilities who do not apply
- Education and VR sharing indicator and outcome data to analyze impact and outcome
- Sustainability
- Analyzing Equity

Discussion 2: Improving Outcomes

Strategies to achieve the ultimate goal/s:

- Increased enrollment in further education, measurable skill gains, credential attainment, increased employment, including CIE, other employment

Guiding Questions:

- What can data tell us or identify?
 - At the service, student, and state program level
- What can it inform?
 - Overall, high level outcomes
 - Engagement
 - Who is getting services
 - What services students are getting
 - Student outcomes

Successful Outcomes of Collaboration between VR & ED



Increased # of students participating in work-based learning experiences

Increased HS graduation rates
Decreased drop-out rates

Increased # of students achieve identified post-secondary goals

Increased # of students participating in post-secondary training and education

Successful Outcomes of Collaboration between VR & ED (cont.)



Increased # of
students achieving
competitive
integrated
employment

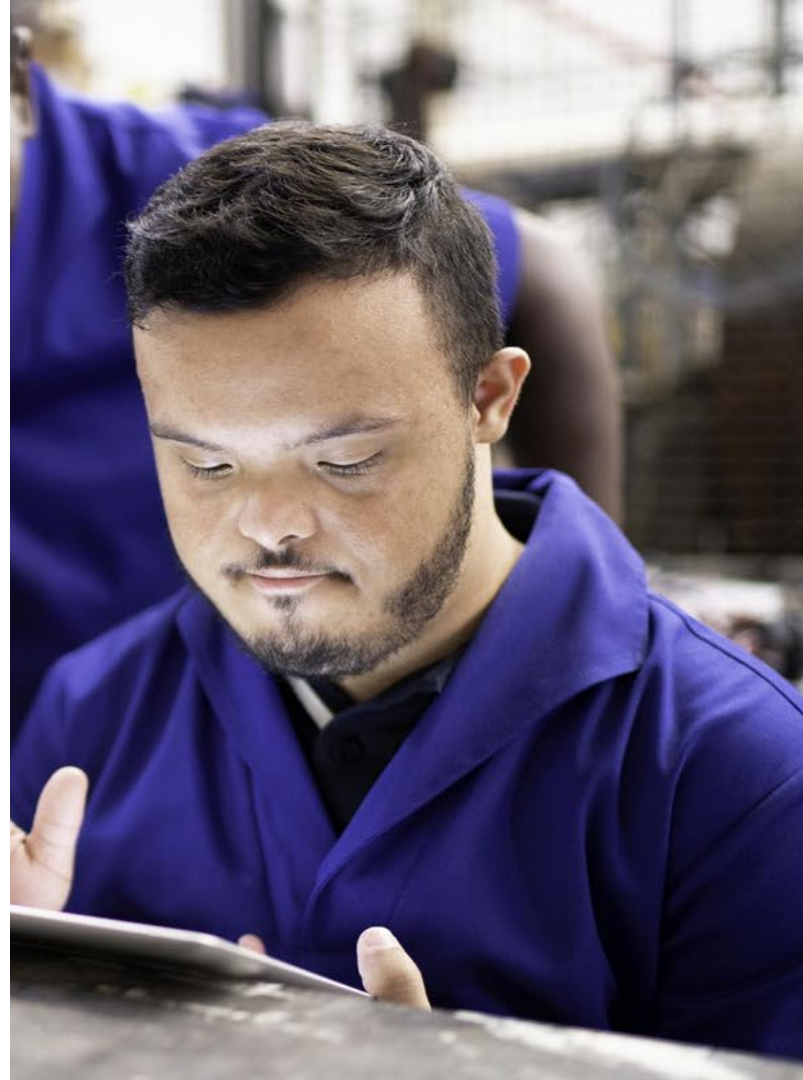
Increased # of VR
participants

Meeting current
workforce needs

Improved
business
engagement and
community
relationships

Resources and Supports

- [Pre-Employment Transition Services FAQs related to RSA-911 Data Collection and Reporting](#)
- [RSA 9-11 Training Series - Pre-Employment Transition Services Presentation](#)
- [OSERS 2020 Transition Guidance Letter](#) dated August 31, 2020
- [Pre-ETS Guide for Collaboration Among State VR & Education Partners](#)
- [WIOA Performance Indicators - IDEA Part B Transition Performance Indicator Crosswalk](#)
- [NTACT:C Core Data Tools for Dropout Prevention](#)
- [Risk Calculator Tool to Assess & Address Dropout](#)
- [Transition Gradebook](#)
- [B14 Data Display Templates](#)
- [The Predictor Implementation Self Assessment](#)
- [State Toolkit for Examining Post-School Success \(STEPSS\)](#)



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Please take a moment to submit your session

Quick Reaction

