

Data Use and Data Sharing: Stories from two states

May 18, 2023

Session Objectives

- Participants will learn how data use can help drive decision making at a state or local level.
- Participants will learn how data sharing can be used for program improvement.

Question 1

→ Can you take a moment to show us your dashboard/process and give participants a glimpse into what it is and what it does?

Question 2

→ Can you talk about how you are making the transition from identifying the data to data use/analysis?

Question 3

→ How are you using data to identify gaps and drive decision making? What's next?

Minnesota

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Minnesota's Youth Outcomes Dashboard

E1MN: A STATE-AGENCY PARTNERSHIP ADVANCING EMPLOYMENT FIRST

Minnesota Department
of Human Services (DHS)

Minnesota Department
of Education (MDE)

Minnesota Department of
Employment and Economic
Development (DEED)

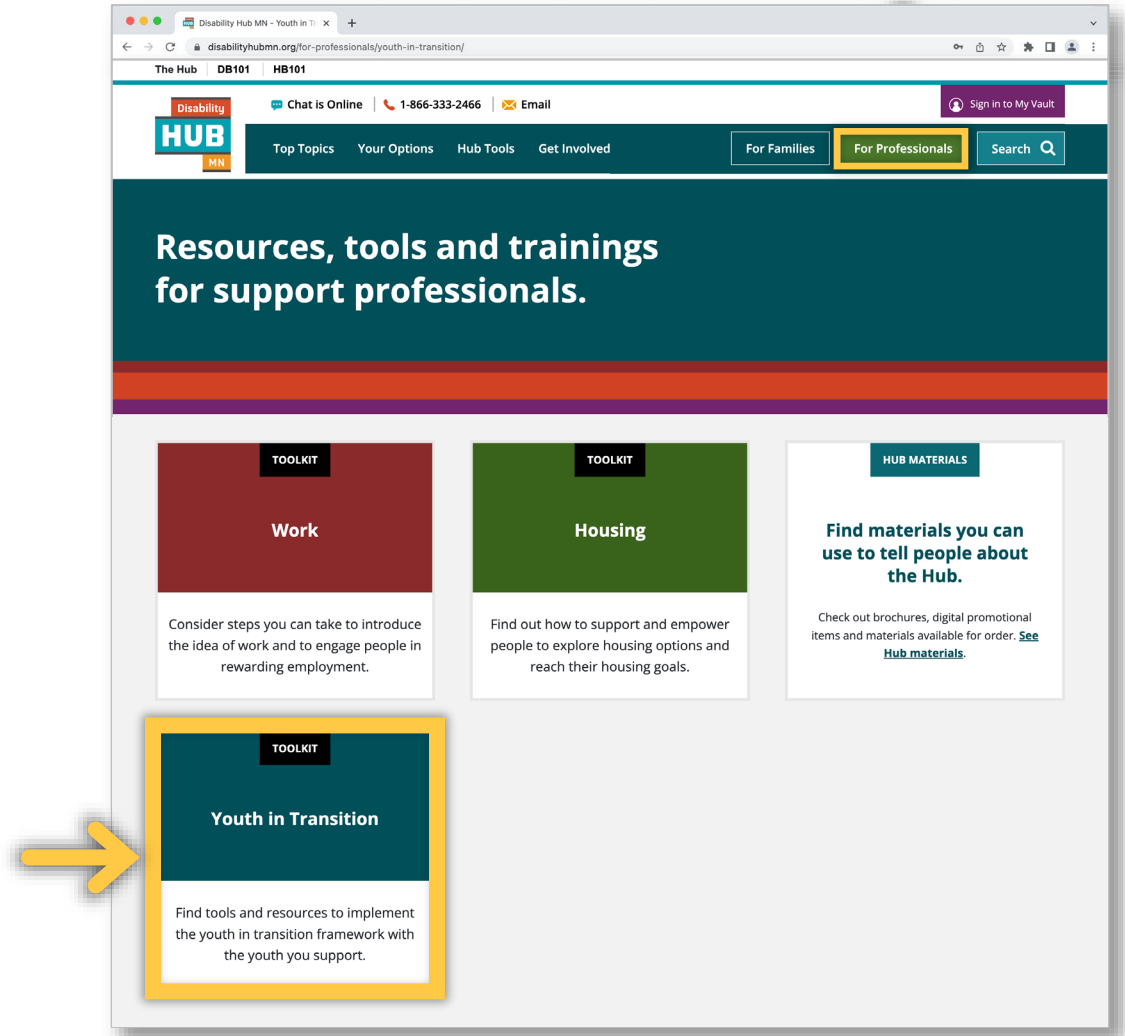


**Working together to
deliver a more
seamless and timely
employment support
system**

Minnesota's transition framework defines high-quality transition programming for youth with disabilities and those who support them.



The youth in transition toolkit helps professionals implement Minnesota's transition framework.



MN Youth Outcomes Dashboard



Pick your preferred data view:

By Region

By Race & Ethnicity

ABOUT THIS DASHBOARD

The **E1MN Youth Outcomes Dashboard** presents employment outcome information for transition age students and recent graduates with disabilities. The dashboard presents data from across programs administered by DHS, MDE, and DEED to support professionals and policy makers in understanding statewide progress in advancing Employment First for youth. Users can view data by geographic region or by race and ethnicity. There are three sections in the dashboard, one for each of the following data sources:

- 1) Minnesota Statewide Longitudinal Data System (SLEDs)
- 2) Medicaid Home and Community Based Services (HCBS) waiver data
- 3) Vocational Rehabilitation Services and State Services for the Blind (VRS/SSB) data

1. SPECIAL EDUCATION GRADUATES ENTERING THE WORKFORCE

This section shows the employment outcome data from MDE's **Minnesota Statewide Longitudinal Education Data System** (SLEDs) for special education students who graduated from high school in 2020. SLEDs matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

The graphs below show the number and percentage of graduates who enrolled in college in the fall following graduation, as well as those who did not attend college but

Pick a region to filter the data.

To reset your selection, double-click any white part of the filter box.



→ Link:
<https://disabilityhubmn.org/for-professionals/e1mn-youth-outcomes-dashboard/>

State Level Use of Dashboard

1. Track employment outcomes across programs (and eventually across years) to inform our E1MN initiatives
2. Identify disparities in outcomes by racial/ethnic groups as well regions in Minnesota to inform our E1MN initiatives
3. Identify areas of success and identify best practices and areas where change of policy/practice could be beneficial
4. Communicate our outcomes and share success with stakeholders

Local Use of Dashboard

1. Look at outcomes in their region to collaborate with partners and inform their collective work
2. Communicate the importance of connecting youth on waivers to employment and the benefits for students participating in VR
3. Be able to identify disparities within their region
4. Identify high-performing areas to learn best practices and get to high-quality transition services/employment outcomes

What the Data Tells Us

- There are racial disparities in employment outcomes across programs
- Transition age youth on waivers face disparities in employment outcomes
- Transition age youth with disabilities who participate in VR have better employment outcomes



Contact Information:

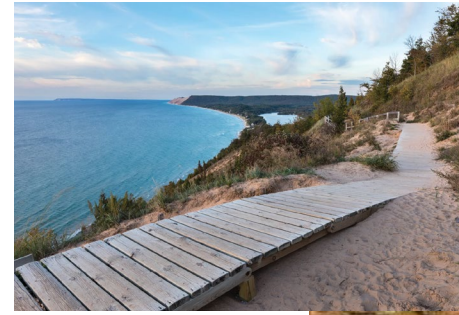
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Michigan



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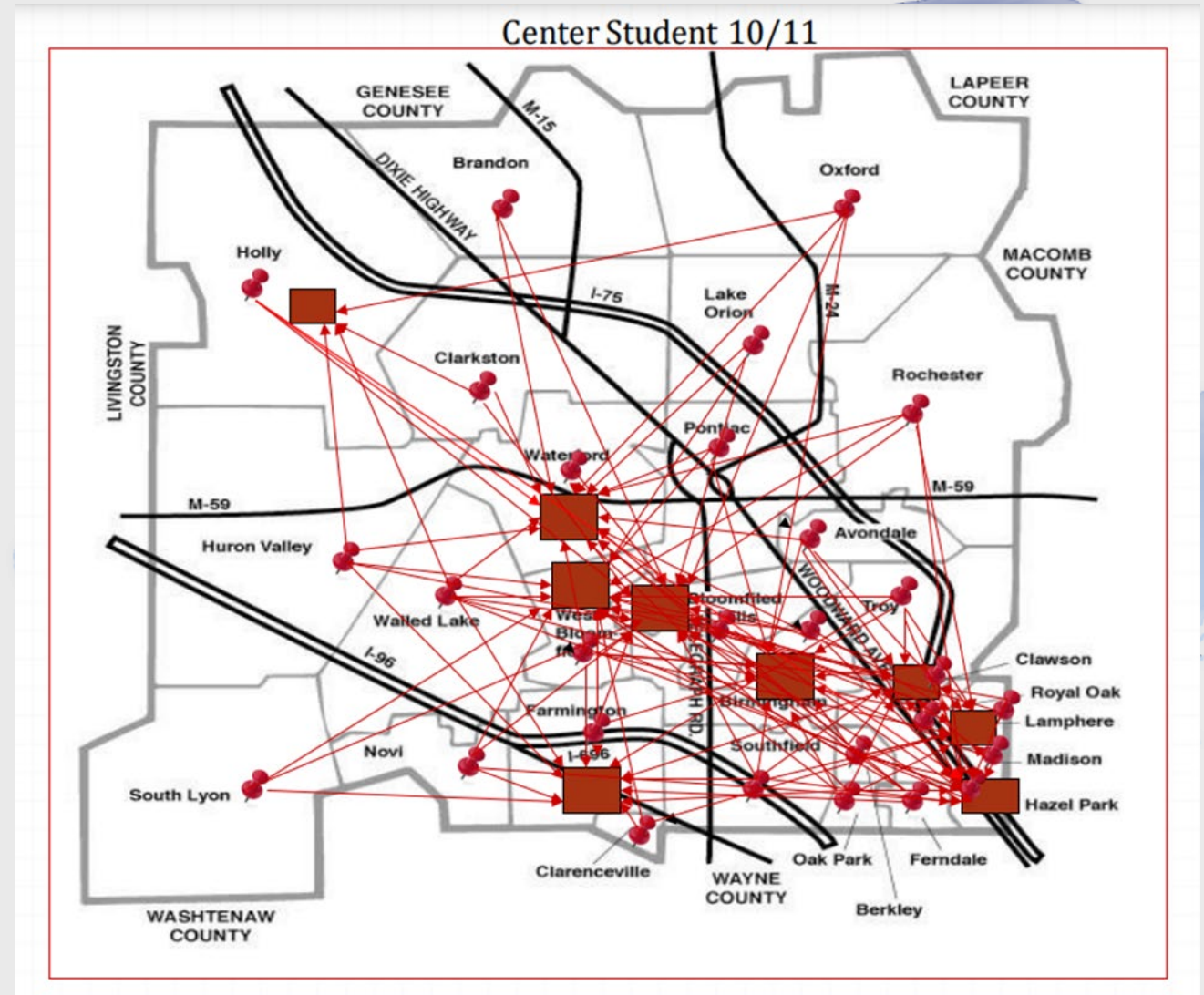


In the Beginning

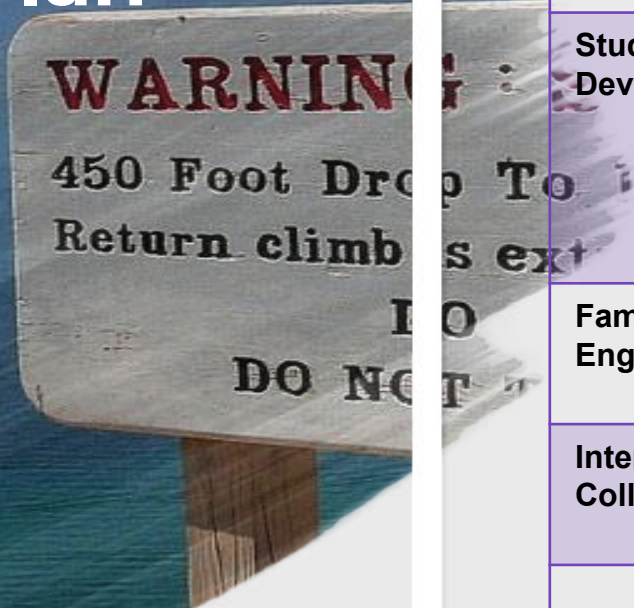
Center Program Redesign Work Group 13 & 14

3 Recommendations

- Develop and Adopt [Guidelines](#)
- Adopt Adult Transition programs and Services
- Use Guidelines for PE



Original 5 year Plan



| Taxonomy Area | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------------------------|------------------------------|---|--|---|-----------|
| Program Structure | | Program Characteristics | Program Evaluation | Strategic Planning | |
| Student Focused Planning | ATPS Workshop 11/26/19 | IEP Development | Planning Strategies | Student Participation | |
| Student Development | | Assessment and Employment & Occupational Skills | Functional Academic Skills and Student Support | Life, Social & Emotional Skills and Instructional Context | |
| Family Engagement | ATPS Workshop 3/24/20 | Family Involvement | Family Empowerment | Family Preparation | |
| Interagency Collaboration | | | Collaborative Service Delivery | Collaborative Framework | |
| | Spring 2020 PE Survey PE 1.0 | PE 2.0 | PE 2.0 | PE 2.0 | |

Evaluate the Evaluation

Program Evaluation 3.0

DRAFT

Primary Tools

ATPS District Program Evaluation Tool

Name of person(s) completing: ENTER NAME

District Name: ENTER DISTRICT

Date of Review: 1/1/2020

By utilizing this data tool, the user agrees to the following:

- Privacy: Abide by all relevant privacy standards and safeguard the privacy of student, staff and constituent districts data/information.
- Use: Data and information generated by the use of this tool will be used to improve IEP and Special Education Program development and operation. Use of this data and information for individual/professional evaluation is prohibited.
- Use: Data will be used by constituent districts and special education programs.
- Use: The ISD will use this data to inform the development of professional learning and support for constituent district.

ITEMS FOR EACH YEAR WILL BE HIGHLIGHTED IN EACH SHEET

| 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | |
|----------------------------------|---|--|---|-----------|
| Taxonomy Area | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| Program Structure | Program Characteristics | Program Evaluation | Strategic Planning | |
| Student Focused Planning | IEP Development | Planning Strategies | Student Participation | |
| Student Development | Assessment and Employment & Occupational Skills | Functional Academic Skills and Student Support | Life, Social & Emotional Skills and Instructional Context | |
| Family Engagement | Family Involvement | Family Empowerment | Family Preparation | |
| Interagency Collaboration | PE 2.0 | Collaborative Service Delivery | Collaborative Framework | |

STUDENT FOCUSED PLANNING

STUDENT DEVELOPMENT

INTERAGENCY COLLABORATION

FAMILY ENGAGEMENT

PROGRAM STRUCTURE

Procedure

Evaluate

Step 1: As a team, evaluate each guideline and score it on a scale from Always to Never

Step 2: For guidelines scored Always or Often: note in the "Supporting Evidence" column the elements of your program that support the rating.

Action Plan

Step 3: For guidelines scored Sometimes, Seldom or Never: Prioritize the urgency with which the program will address this guideline and for those guidelines scored the most urgent, complete action steps that assure it will be addressed.

Step 4: When all of the guidelines in the highlighted section have been addressed, go to the District Review Tool tab and click "Submit a Copy to Matt Korolden" (April 2021)

Click to submit copy to Matt Korolden

ATPS District Program Evaluation Tool

ATPS Program Evaluation Resources 2020-2024

October 2020 - March 2024

Oakland Schools

Matt Korolden
Mathew.Korolden@Oakland.k12.nj.us
768-209-2504

2022-2023 SY

Fall 2022 Action Plan Updates

Actions Items Completed

Phase 1:

Phase 2:

Action Item Progress

Phase 1:

Phase 2:

New/Changed Priorities

•

Spring 2023 Action Plan Updates

Actions Items Completed

Phase 1:

Phase 2:

Phase 3:

Action Item Progress

Phase 1:

Phase 2:

Phase 3:

New/Changed Priorities

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Avondale

Avondale PE Resources

One account. All of Google

drive.google.com

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Avondale SKILL Program

Facilitator: Susan Jackson
Note Taker: Susan Jackson
Communicator: Susan Jackson

2022-2023 SY

Fall 2022 Action Plan Updates

Actions Items Completed

Phase 1:

Phase 2:

Action Item Progress

Phase 1:

Phase 2:

New/Changed Priorities

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Spring 2023 Action Plan Updates

Berkley

Berkley PE Resources

One account. All of Google

drive.google.com

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The BAT- Berkley Adult Transition Program

Facilitator: Sharon Berke
Note Taker: Jen Plater
Communicator: Sarah Fanfalone

2022-2023 SY

Spring 2023 Action Plan Updates

Actions Items Completed

Phase 1: Assessments- Teachers are familiar with assessments

Phase 2:

Phase 3:

Action Item Progress

1: Develop a WBL Job Coaching PD experience for Fall 2023 (that can be used/given to new staff that enter after the beginning of the school year)

2: Student Development- Life Social Emotional Skills- Ask to support independent

Birmingham

Birmingham PE Resources

One account. All of Google

drive.google.com

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Group name

Facilitator: Barrie Ruiz
Note Taker: Katie McGowan
Communicator: Barb Dean

2022-2023 SY

Fall 2022 Action Plan Updates

Actions Items Completed

- Use CETA 2x annually to evaluate each classroom and compile the info as a program (ASD or CI)
- Develop annual goals for the program related to CETA data
- Develop a building goal related to the district strategic plan

Action Item Progress

- Focus on efficient use of time (related to CETA) and provide

Bloomfield Hills - Wing Lake

Bloomfield Hills PE resources

One account. All of Google

drive.google.com

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Group name

Facilitator: Note Taker: Communicator:

2022-2023 SY

Fall 2022 Action Plan Updates

Actions Items Completed

Phase 1:

Phase 2:

Action Item Progress

Phase 1:

Phase 2:

New/Changed Priorities

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Padlet

Data Slides

Year 1 overview

| 2020-0221 ATPS PE Summary | |
|---|-----------------------|
| Participating Districts (16 districts, 18 programs) | On the sidelines (12) |
| Berkley | Avondale |
| Birmingham | - Brandon |
| Bloomfield Hills (PREP and Wing Lake) | Clarenceville |
| BPH | Hazel Park |
| Clarkston | - Holly |
| Farmington | |
| Ferndale | Madison |
| Huron Valley | Oak Park |
| Lk Orion | - Oxford |
| Lampshire | |
| Novi | Pontiac |
| Rochester | - South Lyon |
| Royal oak | |
| Troy | Southfield (?) |
| Waterford (Life Tracks and KMS) | - Walled Lk |
| West Bloomfield | |

| Taxonomy Area | Priority |
|-------------------|--|
| Program Structure | (8) Utilize a Tiered System for program at needs (define, define student characteristics, meet student needs) - Connected work with START/RCH (3) Programs reflect the community's cul (7) Opportunities to meet the requireme school or equivalent educational setting |

Year 2 overview

| PROGRAM EVALUATION | Sometimes | Seldome | Never | Low | Medium | High |
|--|-----------|---------|-------|-----|--------|------|
| Evaluation is part of an ongoing cycle of program development and improvement. | 3 | 5 | 1 | | 3 | 3 |
| Clear vision is established for system-wide evaluation and data use | 5 | 3 | 5 | | 3 | 5 |
| Data-driven culture supported at all levels | 1 | 4 | 1 | 1 | 3 | 2 |
| Data systems are used to monitor and to assess progress toward transition goals including: | | | | | | |
| o attendance | 1 | 2 | | | | 1 |
| o behavior | 1 | 2 | | | | 2 |
| o social performance | 5 | 3 | | 1 | 2 | 3 |
| o support needs | 2 | 1 | | | | 2 |
| o Skill development | 1 | 2 | | | | 1 |
| Independent living | 2 | 2 | 2 | 2 | 2 | 1 |
| Preparation for employment | 1 | 2 | | 1 | | 1 |
| Student exit data are collected and reviewed | 1 | 3 | 3 | 2 | 1 | 2 |
| Post-school data are collected and used for program and services continuous improvement planning | 5 | 4 | 6 | 5 | 4 | 3 |
| Students and families participate in program evaluation | 4 | 6 | 5 | 4 | 5 | 4 |
| Research-based tools are used for program evaluation (e.g., National Technical Assistance Center for Transition (NTACT)) | | 2 | 9 | 3 | 2 | 5 |

| STRATEGIC PLANNING | COLLABORATIVE SERVICE DELIVERY | Sometimes | Seldome | Never | Low | Medium | High |
|--|--|-----------|---------|-------|-----|--------|------|
| Strategic planning at local and county levels | School staff, vocational rehabilitation (VR) counselors, and community service providers engage in planning meetings with students and families | 4 | 2 | | | 1 | 2 |
| o is conducted on a regular basis | Coordinated requests for information (e.g., to parents, employers, agencies) | 2 | 1 | | 1 | | 1 |
| o includes all stakeholders including students and families, education, agency, and community partners | Coordinated collection and use of assessment data for Individual Education Program (IEP), transition planning and Individual Plan for Employment (IPE), and Person-Centered Plan (PCP) | 2 | 3 | | | 1 | 1 |
| | Collaborative funding and staffing of transition services (e.g., Interagency Cash Transfer Agreement (ICTA) braided funding, blended staff) | 3 | 3 | 7 | 6 | 1 | 1 |
| | Collaborative consultation between special education, vocational educators, and vocational rehabilitation | 5 | 2 | 1 | 2 | 1 | 2 |
| | Collaborative program planning and development, including employer involvement | 3 | 4 | 2 | 1 | 1 | 2 |
| | Collaborative delivery of transition-related services by school, VR, and other relevant stakeholders | 2 | 3 | 1 | 2 | | 1 |
| | Collaboration and connections for all students including those with complex needs | 3 | 2 | | 1 | 1 | 1 |
| | Student and family linked with appropriate provider to assist with financial planning, health care system navigating, adult disability or mental health services, and transportation | 4 | 1 | | | 1 | 1 |
| | Transition practices include the practice of connecting students/families to adult services providers | 2 | 1 | | | 1 | 1 |

Transition Oakland

TRANSITION OAKLAND

TransitionConnections

Oakland County

Transition Oakland is the technical assistance support hub for transition professionals who serve students and families in the constituent public schools of Oakland Schools (ISD).



Year 3 overview

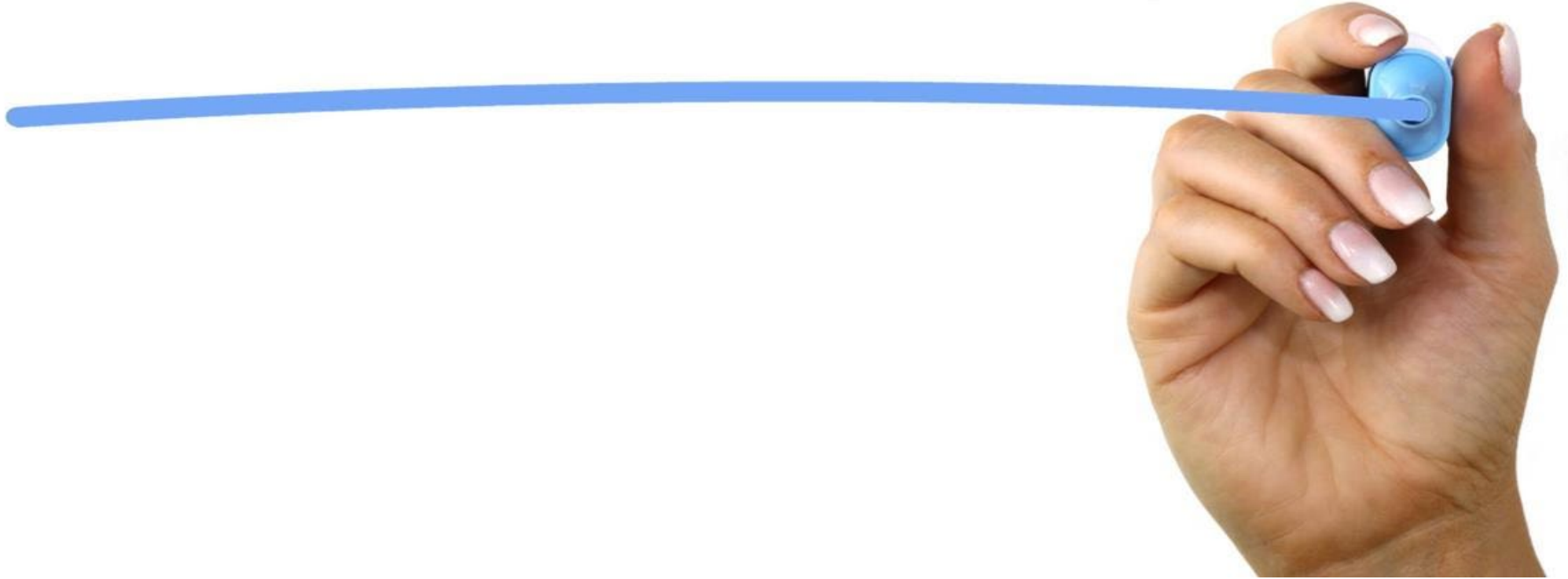


What's Next

2023-2024

- Finish Action plans
- Redesign PE Tool v3.0
- Launch PE 3.0 March 2024
- October 2024 - begin new cycle

QUESTIONS



Presenter Contact Information

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Matt Coloron Matthew.Korolden@Oakland.K12.mi.us

Please take a moment to submit your session
Quick Reaction

