

Got Data?

Learning how to obtain it, share it, and apply it!

Arkansas Core Team Members:

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NTACT

National Technical Assistance Center on Transition



Collaborating in Arkansas

- There are so many opportunities for all of us to work better together!
- As we share our work, please keep these questions in mind and see if you can find answers or at least ideas to take back to your team:
 - What programs or services in your state currently exist that might support students with disabilities?
 - What groups come together to help these students or if they don't, how could a team come together to help support these students?
 - What data does your state have and use that could help support programs for these students?

Got NTACT? Partnering with National Technical Assistance Center on Transition

- NTACT's Technical Assistance is offered at different levels:
- Universal
- Targeted (time limited and specific focus)
- Intensive (sustained for the life of the grant for a select number of states and a corresponding local community).
- Arkansas applied to be an intensive state and we were selected! Part of becoming an intensive state was to commit to a strong partnership with Arkansas Rehabilitation Services, along with other agencies that could help a student with disabilities make the transition from high school to adult life a smooth one!

Got a Core Team? Who should be at the table and how do you get them there?

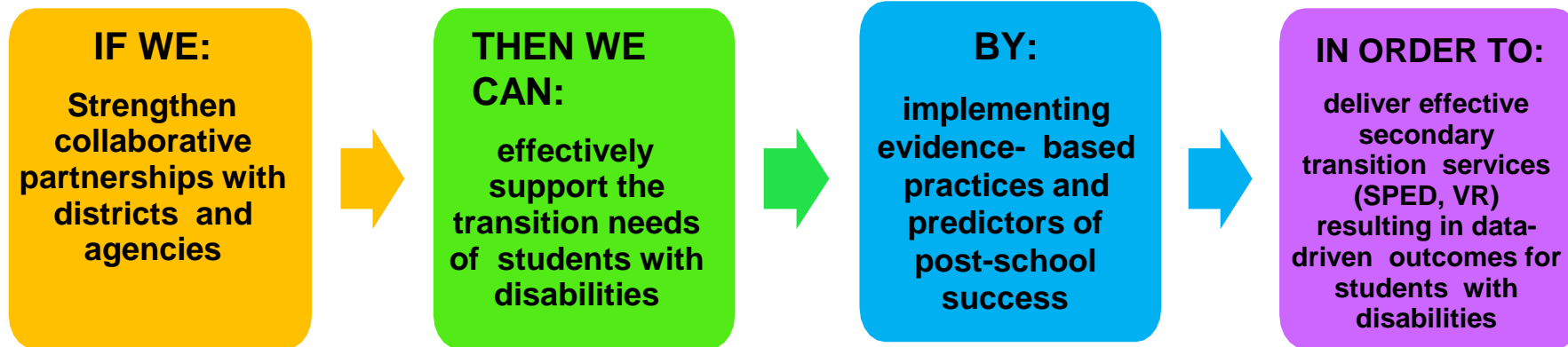
- Once selected, we came together as a Core Team at the Capacity Building Institute in Charlotte in 2016: School district, Special Education, Arkansas Transition Services, Arkansas Rehabilitation Services, IDEA Data and Research were present.
- We began an Infrastructure Analysis to begin discussing existing programs and how we could build upon them.
- Missing from our initial meeting that we soon discovered was:
 - Career and Technical Education



Team Building

- We continued and still continue our team building efforts.
- We also have the Arkansas Interagency Transition Partnership (AITP).
- District Leadership Teams – another perspective and more opportunities to scale up and collect data!
- When the team was solid, we developed a Technical Assistance Plan that followed a Theory of Action...

Arkansas Theory of Action



Got Data? What data do we need and how can we get it?

- We quickly invited CTE to the team and began conversations...
- Part of our initial work together was to create a survey to find out what the greatest needs in the field were around transition.
 - Survey went to Special education teachers, Vocational Rehabilitation Counselors, Career and Technical Education teachers, AR PROMISE staff, teachers at Division of Youth Services, staff at AR Workforce Services
 - Addressed their knowledge of transition and perceived levels of collaboration

Survey questions

- identify transition services strengths and needs across eight secondary transition areas
- identify which research-based or evidence-based curricula they were using to provide transition-related skills development to youth with disabilities (from a list of 22 research-based and evidence-based curricula and practices)

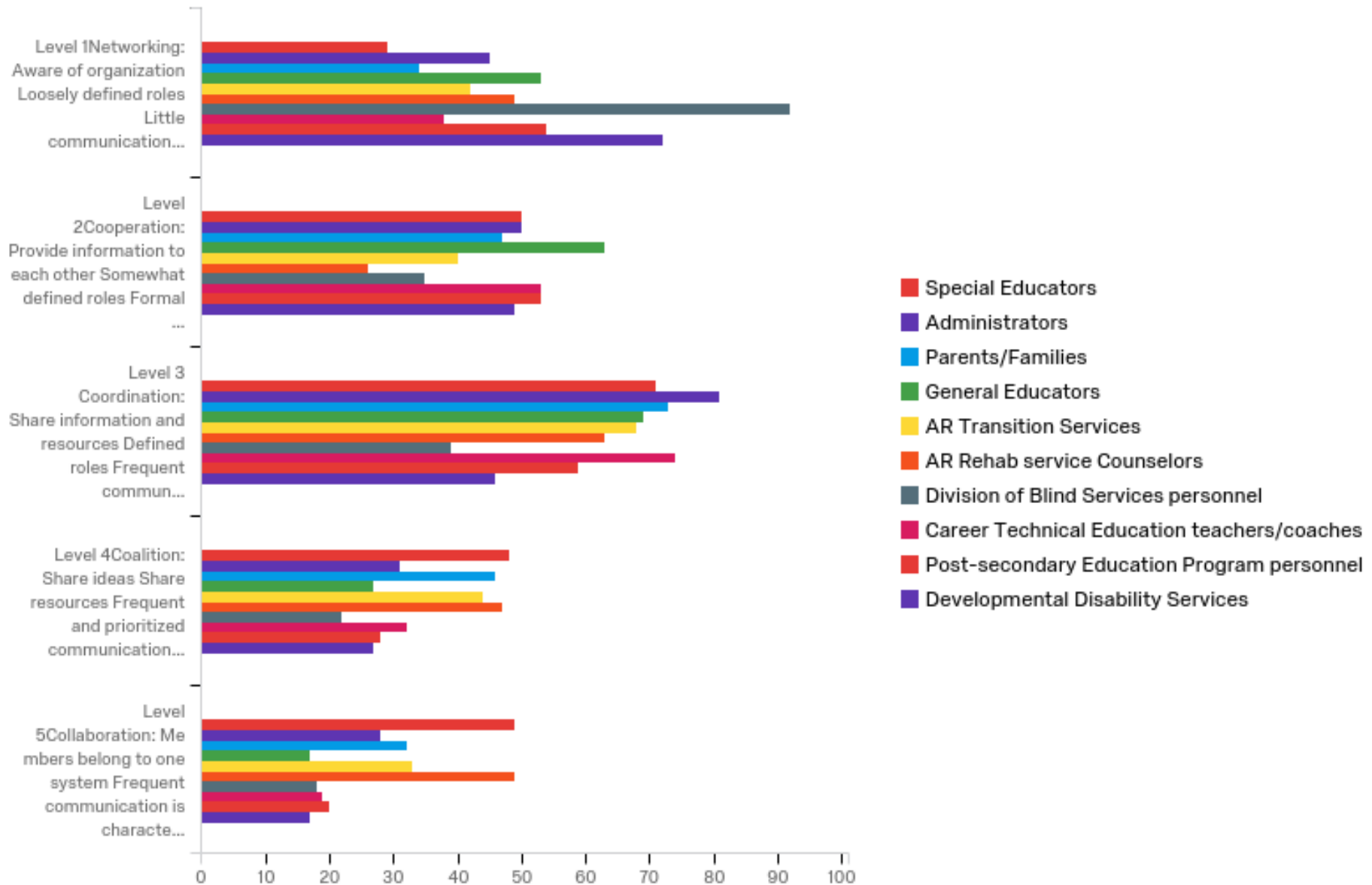
Survey Questions

- Respondents were asked to identify their level of collaboration across a variety of stakeholders
- **Level 1 Networking**: Aware of organization, loosely defined roles, little communication, all decisions are made independently;
- **Level 2 Cooperation**: Provide information to each other, somewhat defined roles, formal communication, all decisions are made independently;
- **Level 3 Coordination**: Share information and resources, defined roles, frequent communication, some shared decision making;
- **Level 4 Coalition**: Share ideas, share resources, frequent and prioritized communication, all members have a vote in decision making;
- **Level 5 Collaboration**: Members belong to one system, frequent communication is characterized by mutual trust, consensus is reached on all decisions.

Survey Says...

- Of the approximately 250 respondents across the five levels, results indicated the majority of stakeholders felt collaboration was happening at Level ???
- 3 (Coordination)
 - showed there was a need for greater collaboration! A need for us as well!
 - That's pretty important information to help guide work
- We want to work toward 5!

Q10 - RQ 2: How are schools and agencies collaborating to provide transition services to youth with disabilities?



Other Survey Questions

- How are schools and agencies collaborating with (Administrators, Parents/Families, General Educators, ATS, ARS, CTE, to provide transition services?
- Identify the employment opportunities provided to youth with disabilities at the school level
- What types of school-based employment opportunities are youth with disabilities receiving?
- Off-Campus work experiences

Got Data? A second survey is created...

- CTE Survey – to assess what supports CTE teachers had to work with students with disabilities and what, if any, professional development they had received.

CTE Survey Questions

Respondents were asked to identify their level of support and preparedness, as it related to instructing students with disabilities:

- Part 1 Supporting Students with Disabilities (SWD) in CTE: support and accommodations, implementation or design of instruction, knowledge of population and their needs;
- Part 2 Professional Development: opportunities for participation, preparedness, desire topics;
- Part 3 Demographics: years of experience, area of specialization, grade level of instruction;

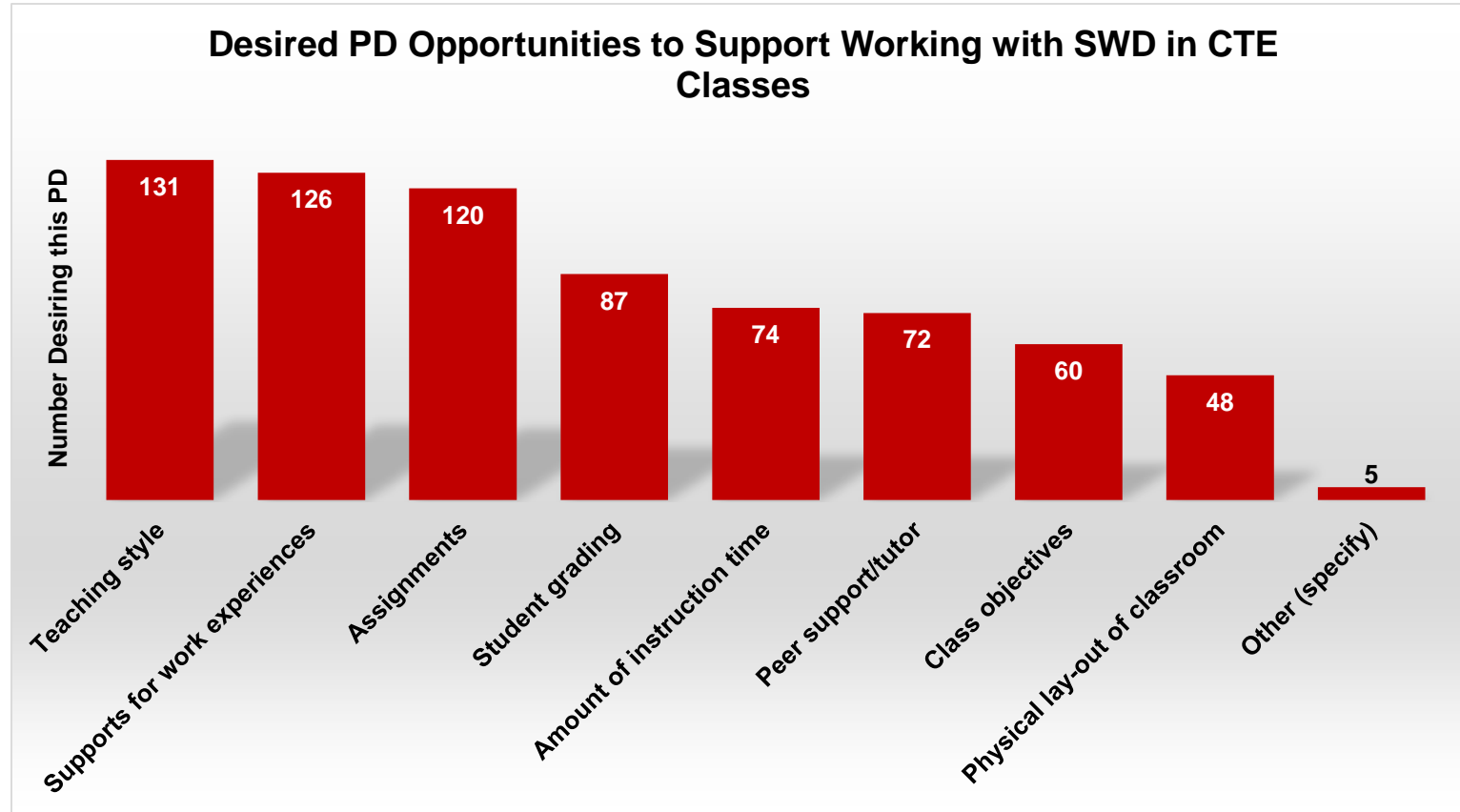
Other ways of obtaining data...

- Cadre meetings – more presence of agencies and acknowledgement of their presence by districts—more questions and considerations of what data was needed!
- Continuation of Core Team meetings – inevitably new ideas came up at each and every meeting!
- Opportunities for Work-Based Learning (OWL) Schools – OWL applications, collection of Pre-ETS data, reports
- Indicator 14 data
- Currently working on program outcomes data within schools

What Data Did We Get?

- Baseline data from the initial the survey provided evidence that:
- Special education teachers, VR personnel, and Career Technical educators need professional development on WIOA and employment evidence-based practices and predictors of post-school success.
- Professional development is needed on models or strategies to increase collaboration among stakeholders and agencies.
- Special education teachers, VR personnel, and Career Technical educators need professional development to support increased use of evidence-based practices to support employment skill development, including soft-skills and self-determination skills, for youth with disabilities.
- Professional development is needed to increase a more collaborative membership on local transition teams that includes appropriate agencies allowing a better opportunity to share resources and strategies and conduct planning for improving outcomes for student with disabilities.

Data from CTE Survey: Top 3 Desired PD Topics – Teaching Style; Supports for Work Experiences; Accommodations



CRC Assessments

2017-2018

Platinum	Gold	Silver	Bronze	Failed	Missing assessments
7	19	23	18	1	2



We “Got Data”- What can we do with the data?

- Through our work with NTACT and among our agencies, we are identifying ways to use the data:
 - Use the data for our own program improvement within agencies
 - Increased collaboration among our agencies
 - Cadre meetings
 - Staff meetings
 - Observations of programs
 - Presenting at conferences
 - Connecting programs—OWL2JAG
 - Co-Teaching Project
 - Film Camp

What can we do with the data?

- Use the data for program improvement at the district level (OWL, CIRCLES, CTE/JAG)
 - Sharing of use of resources among districts for work-based learning programs
 - Check and Connect meetings
 - Adding members to the Community Level Teams within CIRCLES
 - Adding members to local transition teams
 - Working with the JAG program to connect on students served and share resources within JAG and OWL program

What can we do with the data?

- Use the data to share in our state and other states
 - Arkansas Advisory Council
 - Arkansas Transition Services Summit
 - Cadre Meetings
 - Arkansas Rehabilitation Association Conference
 - LEA Academy
 - Arkansas Career and Technical Education Association Conference
 - JAG Best Practices Workshop at the National Training Seminar in New Orleans
 - ACT Workforce Summit in New Orleans
 - Capacity Building Institute in Denver

What can we do with the data?

- Use the data to help sustain programs and enhance programs
 - Sharing data with administrators for their continued support: school board meetings, Arkansas Department of Education Strategic Planning meetings, State Board of Education meetings, including in agency newsletters, use of media (newspaper and news stations).
 - Sharing information at “appreciation” events – districts thanking supporters (local businesses as well as administrators, parents and agencies) by providing a meal and awards.



Working to get more DATA!

- We are currently working on data sharing agreements among district leadership teams and the Arkansas Research Center;
 - Purpose – to demonstrate the impact of the CIRCLES and OWL programs which will support buy-in from the community and more effective program planning
 - Data points: a) office disciplinary referrals; (b) suspensions and expulsions; (c) grade point average (GPA); (d) attendance records; (e) course data by course code; (f) number of credits earned; and (g) mobility.
 - Once agreement is reached a summary can be shared with Arkansas Rehabilitation Services, Career and Technical Education, Arkansas Department of Education (Arkansas Transition Services)
 - There will be a better understanding of outcomes for students with disabilities based on these programs being implemented.

More Data for National Use!

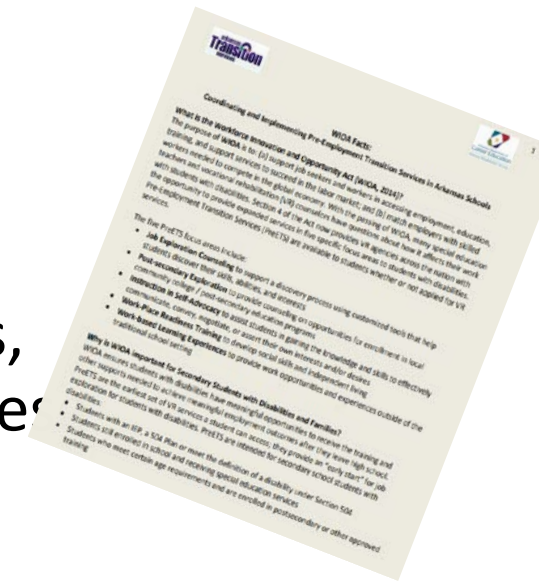
- The National Technical Assistance Center on Transition will use these de-identified data to show the impact of their technical assistance in Arkansas.
- Win-Win-Win-Win-Win...

And more data yet...

- We are currently working with E-School to create a template that will help additional schools implementing a Transition Class and/or OWL program look at how certain data points might be impacted by these programs.
- The purpose is once again for them to use for program improvement and continued support of the programs among their administration and within their communities.
- Looking to have District Leadership Teams pilot an annual collection of Indicator 14 data (currently collected once every 6 years)

Products of Working Together –

- Regular meetings – our Core Team meetings is where we really talk and brainstorm ideas. If you don't have a “Core Team” find a way to meet regularly to talk about the programs that exist among your agencies and how you can work together.
- Acronyms list
- Work Readiness Checklist
- Data Sharing Agreements
- Surveys
- WIOA Facts Guide
- <http://www.arkansastransition.com/images/wioa%20facts.pdf>
- We found more opportunities to have more conversations that allowed us to move forward (CORE Team meetings, newsletters, Cadre meetings, etc.—meetings to address those concerns)...the conversations continually lead to more questions.



Our Future Expectations

- *To support special education and CTE teachers in working with special education students to become a bigger part of CTE programs when they are appropriate and align with their goals.*
- *To align our agencies' programs in a way that benefits students.*
- *To collect and share data related to these expectations so we can continue to improve outcomes for students with disabilities.*
- *To provide better support special education students participating in CTE courses*
- *To provide better course selection advisement to allow more students to receive CTE Completer status upon graduation*
- *Increase/improve student outcomes*
- *More OPPORTUNITIES!*

Your OPPORTUNITY IN 2020 TO SEE ARKANSAS!

- Division of Career Development and Transition (DCDT) 2020 IS COMING TO LITTLE ROCK, ARKANSAS!
- OCTOBER 21-23, 2020 AT THE



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