STRATEGIC PLANNING: A COLLABORATIVE APPROACH (Part 2)

Pre-employment Transition Services

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Discussion

Pre-ETS Strategic Planning (Benefits and Activities)

Planning Guide

Data Sharing

Analyzing Impact

Idaho's Approach

Collaboration with Education

Moving Forward

Data Sharing

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Data Sharing And Data 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 include data-sharing agreements and IDEA Transition Indicators.
- Review the SEA agreement and processes, including data sharing, outlined in the agreement.

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RSA Pre-employment Transition Services Data Tool

- The Rehabilitation Services Administration's (RSA) RehabData Workgroup developed the Pre-Employment Transition Services Data Tool.
- This Data Tool includes data State VR agencies reported to RSA in Program Years (PY) 2017, 2018 and 2019.
- The RehabData Workgroup recorded this presentation for which the slides are also available.

Education Data

- What additional data can schools share?
- How will VR and education use data to better serve students and families?
- What will you do differently now in terms of current and future programming?
- How can you use the data to enhance the provision of Pre-employment transition services for students with disabilities statewide?

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Anecdotal Data

- **Incorporate anecdotal data – more than just a number…it's people.**

- **Look at your qualitative data, in addition to quantitative.**
  - ✔ For example, is there an increase in SWD who received Pre-ETS services that are now **more actively engaged** in their IEP meetings?
  - ✔ Are there other success stories that cannot be measured in data from parents, teachers, or students?

Analyzing Impact

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Impact For Students Participating In Pre-ETS

- **What did they achieve?**
- **Are they applying for VR? If yes….**
  - ✔ Are they needing less services?
  - ✔ Is the cost per case declining?
  - ✔ Are they spending less time in an open VR case?
  - ✔ Are their goals more career focused?

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Impact For Staff Providing Pre-ETS

What are we learning?

- ***Performance***
  - → Are staff performance evaluations updated to include Pre-ETS (potentially eligible, VR applicants, and eligible SWD)?
  - → Are case review instruments updated to include Pre-ETS (potentially eligible, VR applicant, and eligible SWD)?
- ***Staffing resources***
  - → Are we serving more students?
  - → Are our applications down?
  - → How has serving potentially eligible SWD affected our staff capacity?

Impact of Pre-ETS on the VR Program

What are we learning?

- **Data Driven Decision Making vs Assumptions**
- **What Strategies are Being Implemented to Mitigate Impact?**
  - → service delivery methods
  - → rate setting and costs
  - → analysis of services that yield results vs those that do not
  - → leveraging other partners (Title 1 Youth, Perkins V, Secondary Ed, Developmental Disability and Mental Health Partners)

Identifying Progress And Impact On Outcomes

→ At the Service Level

- What services are yielding results?

→ At the Student Level

- State's using UI Wage Data to find out what is happening with the potentially eligible students with disabilities who do not apply
- For those who apply, are they earning MSG or CA? Any correlation with services provided?

→ At the Program Level

- Expenditures (including those services identified in the NOI)
- Caseload size, time studies
- Sustainability

Idaho's Approach

IDAHO (IDVR) Strategic Planning - *Getting Started*

- **IDVR central office staff looked at:**
  - ✔ The data provided by RSA
  - ✔ Our AWARE Data
  - ✔ Our fiscal forecast
  - ✔ The State Department of Education Indicator 14 Data
- **Determined the need to do strategic planning**

IDAHO (IDVR) Strategic Planning – *Building A Team*

→ IDVR built a strategic planning team:

- ❑ IDVR Administrator and Deputy Administrator
- ❑ IDVR Field Services Manager
- ❑ IDVR Transition Manager
- ❑ IDVR Regional Field staff (Transition Leadership Team)
- ❑ Commission for the Blind and Visually Impaired
- ❑ State Department of Education
- ❑ Idaho Educational Services for the Deaf and Blind
- ❑ Idaho Parents Unlimited
- ❑ Idaho Council on Developmental Disabilities
- ❑ WINTAC and NTACT Staff

IDAHO (IDVR) Strategic Planning – *Next Steps*

- **The IDVR Transition Manager worked with WINTAC and NTACT to develop a plan for our two-day face-to-face meeting.**

- **IDVR Transition Manager created information share for strategic team that included data sharing and transition planning shares:**
  - NTACT Statewide Plan
  - Transition Leadership Team plan
  - Idaho Interagency Goals
  - Other current practices

IDAHO (IDVR) Strategic Planning – *Kickoff*

Two Day Strategic Planning Meeting

Day One

- WINTAC and NTACT- common understanding
- Common practices
- Data share
- SWOT

Day Two

- Recap SWOT
- State Mapping
- Actions, roles, and responsibilities
- Next Steps

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IDAHO (IDVR) Strategic Planning – *Lessons Learned*

Bumps in the Road

- **Data**
  - ✔ actual services
  - ✔ missing schools or blank schools in AWARE
  - ✔ sharing data
- **Missing Students**
  - ✔ rural
  - ✔ juvenile corrections
  - ✔ charter schools
  - ✔ foster care

IDAHO (IDVR) Strategic Planning – *Lessons Learned* *(continued)*

What Worked

- Having WINTAC and NTACT facilitate
- Diverse Team
- Data share
- SWOT
- Mapping
- Transition Leadership Team follow up on plan
- Adding Area Transition Counselors

Collaboration with Education

Successful Outcomes Of Collaboration With Education

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

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Successful Outcomes Of Collaboration With Education (cont.)

- Increased # of students achieving competitive integrated employment
- Increased # of VR participants
- Meeting current workforce needs
- Improved business engagement and community relationships

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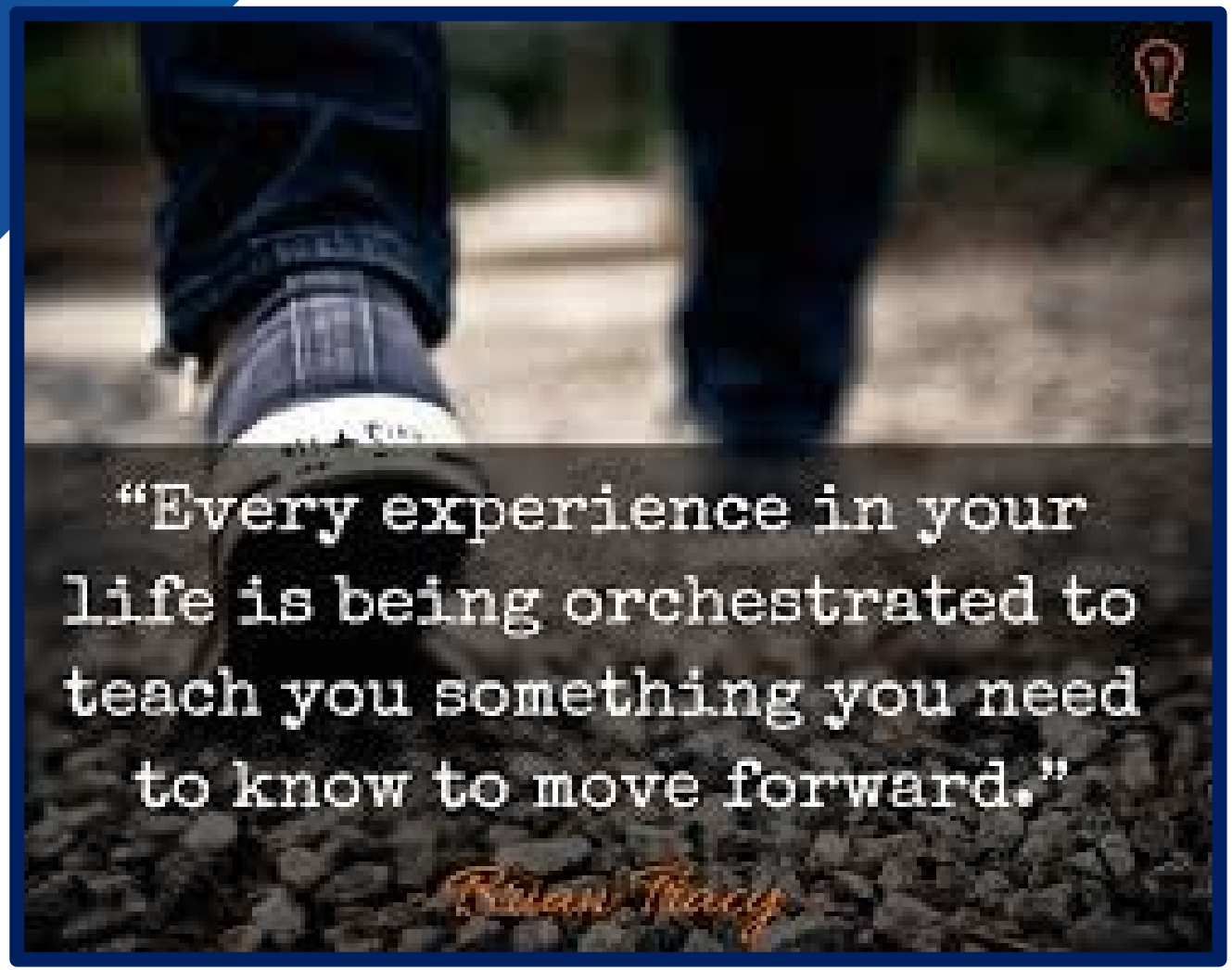
Moving Forward



Moving Forward - Strategic Planning

Determine who will be on the Pre-ETS Strategic Planning Team.

Invite a representative from your State Education Agency to participate, as well as from your parent training center.

If using the strategic planning tool, identify who is responsible for various activities; but remember it is just a guide or roadmap.

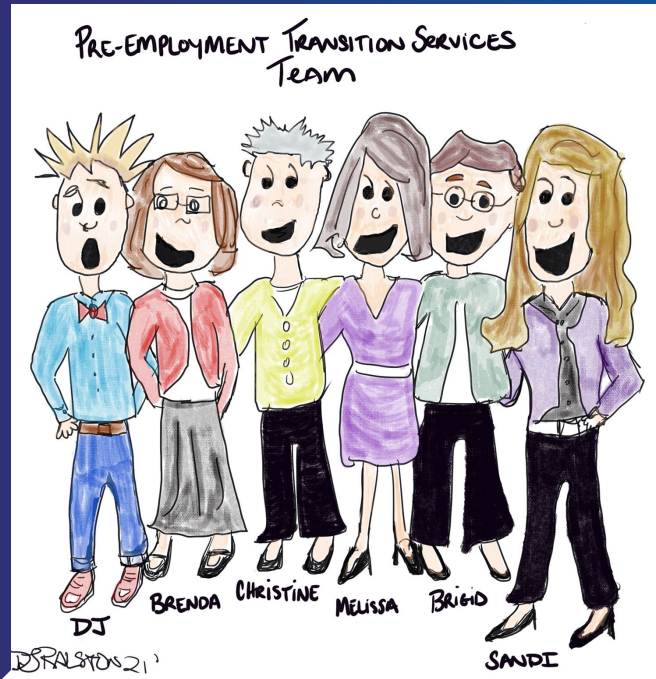
Moving Forward - Strategic Planning (continued)

- Incorporate into existing work, and agency vision - not one more thing.
- Meet regularly with a specific target date for completion.
- Prioritize small pieces at a time to enable achieving goals sooner rather than later.
- Contact NTACT:C or VRTAC-QM for additional guidance or support.

Resources

- RSA COVID-19 Questions & Answers: Administration of the VR Services, AIVRS, and Business Enterprise Programs (PDF)
- Crosswalk of the data elements across the RSA 2, RSA 425, and new RSA 17. Data Element Comparison
- Time Allocation Guide that provides guidance regarding how to track staff time for the Pre-Employment Transition Services required, coordination and authorized activities.
- 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

Thank You



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