NTACT THE COLLABORATIVE

Understanding and Using Data to Improve Outcomes for Students with Disabilities.

Webinar April 2022

Purpose and Audience

- The purpose of this webinar is to provide an introduction to the RSA and IDEA data states collect; and describe how these data can be used for program improvement.
- The intended audiences for this webinar are new state and local agency personnel from vocational rehabilitation and education systems, and those who are curious about the other agency's data requirements.

Learning Objectives

- Provide historical context and an Overview of the Performance Indicators and Data Collection for Students with Disabilities through the lens of Special Education and the VR Program
- Describe the Timelines for Data Collection and Reporting to OSEP and RSA
- Discuss Challenges and Best Practices for both Special Education and VR, including opportunities for Data Sharing and Data Driven Decision Making

Statutory Purposes

Individuals with Disabilities Education Improvement Act (IDEA), 2004

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for
  - further education,
  - Employment,
  - independent living, and

(20 U.S.C. § 1400 (d)(1)(A))

The Rehabilitation Act, as amended by the Workforce Innovation and Opportunities Act (WIOA, 2014)

- The foundation of the VR program is the principle that individuals with disabilities, including those with the most significant disabilities, are capable of achieving **high quality, competitive integrated employment** when provided the necessary services and supports.
- To increase the employment of individuals with disabilities in the competitive integrated labor market, the workforce system must provide individuals with disabilities opportunities to participate in **job-driven training** and to **pursue high quality employment outcomes**.

Page 55631 Federal Register

Federal Reporting Requirements Measure States' Responsibilities for Compliance and Results

Under IDEA, States are required to submit:

→ A State Performance Plan (SPP) – to be updated at least once every 6 years, and

→ An Annual Performance Report (APR) on the performance of the state and each LEA, on the targets in the State Performance Plan.

→ Due annually on February 1st

Under WIOA, States are required to submit:

- WIOA Unified or Combined State Plan (4-year cycle)
  - 2 Year Modification
- Case Service Report (RSA-911) (quarterly)
  - Submitted no later than 45 days of quarter's end.
- Annual Report (ETA 9169) VR Program Annual Reports
  - Due October 1 each year (includes performance data)
  - VR programs' 5th Annual Report is due October 1, 2022, for program year PY 2021 Data

Federal Reporting Requirements: IDEA

- SPP/APR consists of **17** Part B Indicators chosen because they measure compliance or related to results for youth with disabilities.
  - Compliance indicators must have targets set at 100%
  - Result (or performance indicators) have targets set by states, based on stakeholder input
- States must set annual targets are for each indicator.
- Indicator 17 is a State Systemic Improvement Plan (SSIP) addressing a specific State Identified Measurable Result for a particular priority area (e.g., graduation, reading, post-school outcomes).

Federal Reporting Requirements: WIOA

Annual Report (ETA 9169)

→ RSA-911 quarterly reports collect all data required for the Annual Report and the performance measures, other than the statewide effectiveness in serving employers depending on the state's chosen approaches.

→ Annual Report includes participant characteristics for the current program year (PY).

→ Performance measure results

Technical Assistance & Dissemination Program: (Some) Predecessors pre-2015

RRCP
Regional Resource Center Program

NDPC-SD
National Dropout Prevention Center for Students with Disabilities

NATIONAL PSO
POST-SCHOOL OUTCOMES CENTER

nsttac

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Technical Assistance & Dissemination:

- ➔ Regional Rehabilitation Continuing Education Programs (RRCEPs) 1974-2008
- ➔ Technical Assistance and Continuing Education (TACE) Centers 2008-2015

National Centers: 2015-2020

WINTAC Workforce Innovation Technical Assistance Center

Y-TAC

E3TC

Explore VR Informing Research, Policy, and Practice

NTACT National Technical Assistance Center on Transition

(Primarily OSEP funded with some RSA funds)

Three National Centers: 2020-2025

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Technical Assistance Center for Quality Employment

VRTAC-QM

(Jointly funded by OSEP and RSA)

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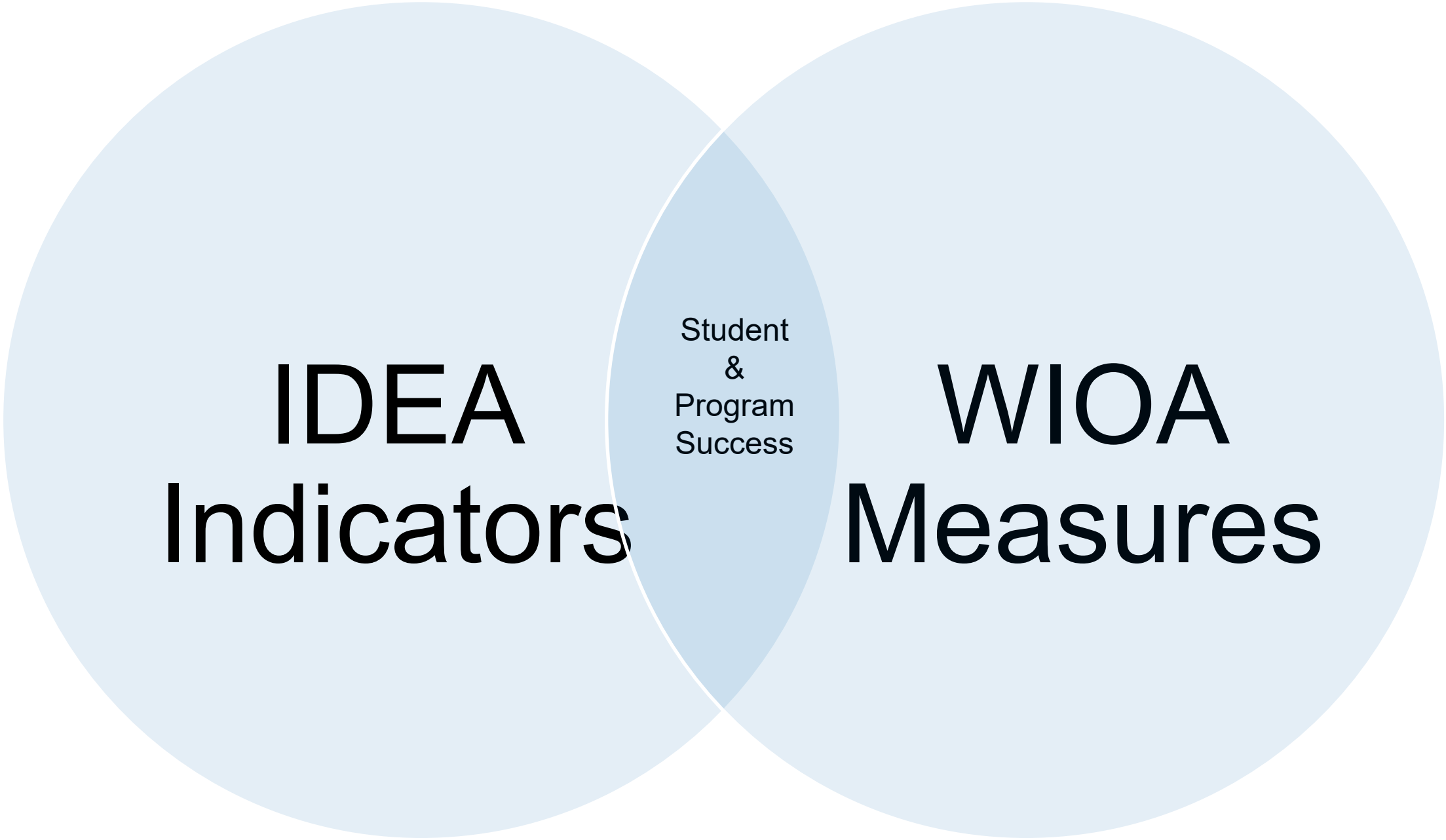
The Why?


IDEA
Indicators
Student
&
Program
Success
WIOA
Measures

In-School Activities
(Indicator 13; Pre-ETS & MSG)

Exiting School
(Indicator 1 & 2; MSG & CA)

Post School
(Indicator 14; CIE 2nd & 4th qtr after exit)

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

Increased graduation rates for students with disabilities

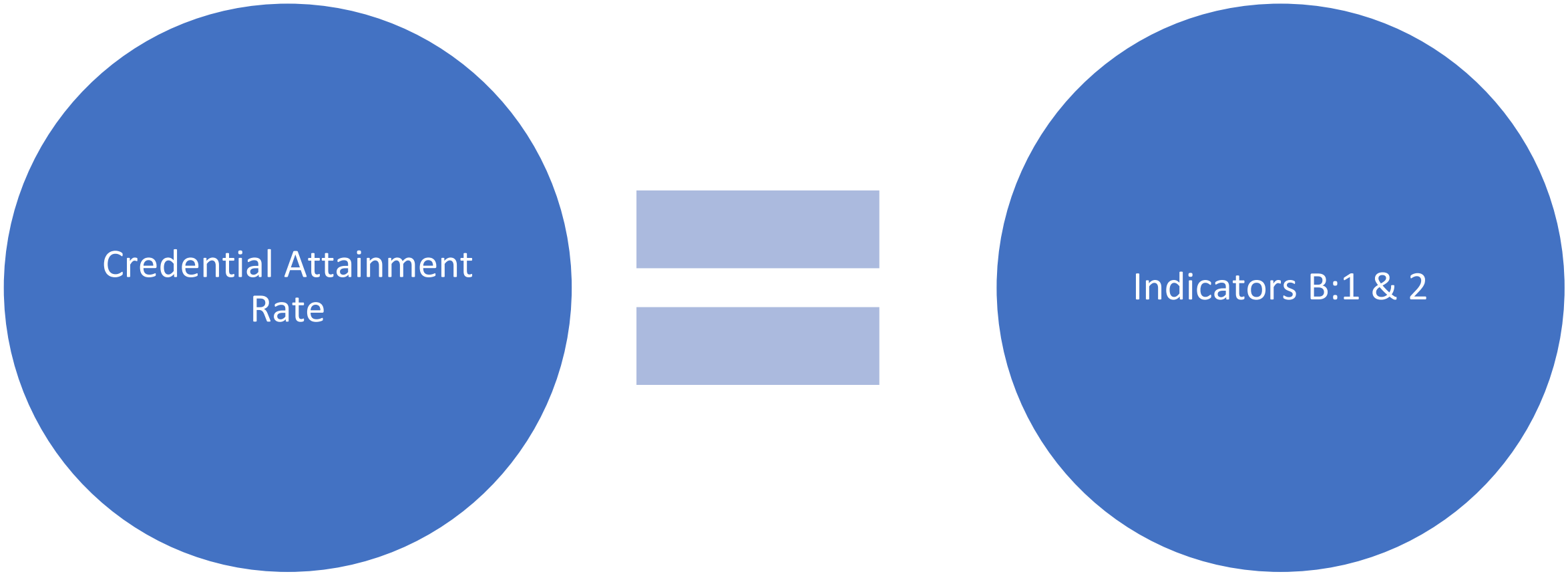
Increased MSG and Credential Attainment rates for students with disabilities

Decreased dropout rates for students with disabilities

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
Measurable Skill Gains
Credential Attainment


Credential Attainment Rate
Indicators B:1 & 2

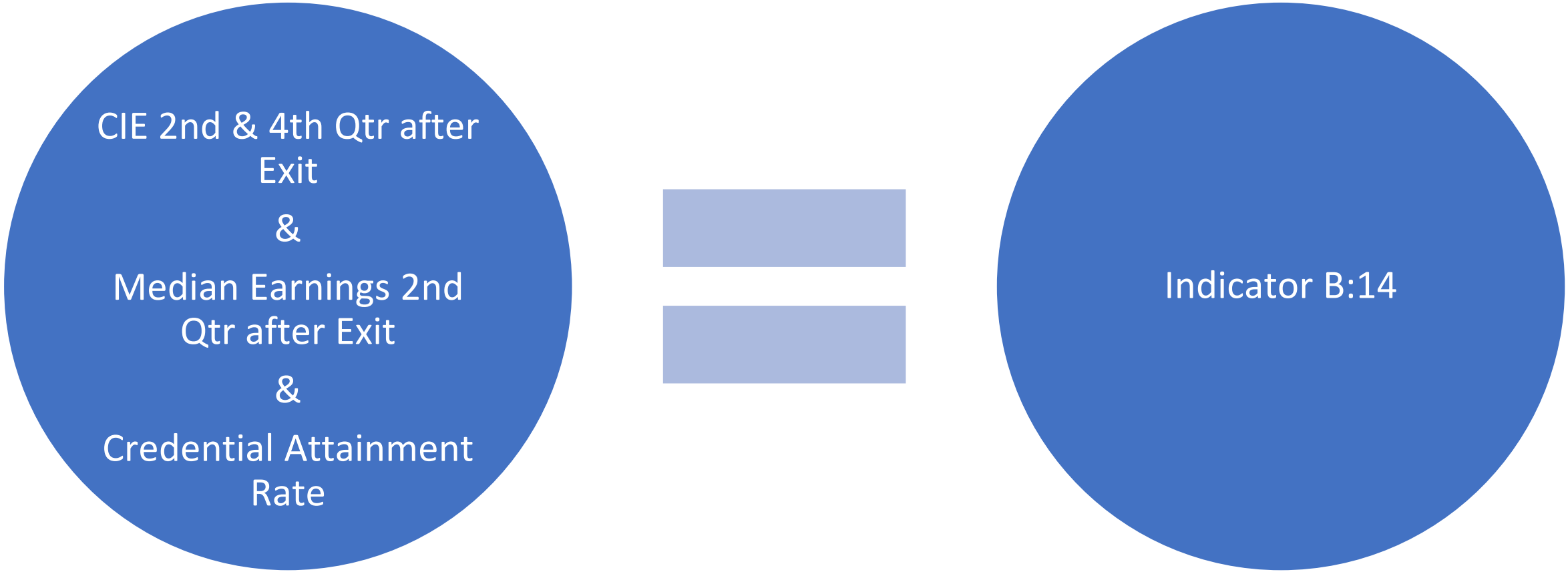
Credential Attainment Rate

&

Measurable Skill Gains (MSG):

=

Indicator B:13


CIE 2nd & 4th Qtr after Exit
&
Median Earnings 2nd Qtr after Exit
&
Credential Attainment Rate
Indicator B:14

Part B Secondary Transition Indicators

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Part B Secondary Transition Indicators

- Indicator **B-1:** Percent of youth who graduate (result)
- Indicator **B-2:** Percent of youth who drop out (result)
- Indicator **B-13:** Percent of youth with required transition components in the IEP (compliance)
- Indicator **B-14:** Percent of youth who achieve positive post-school outcomes (result)

Part B Indicator 1: Graduation

- Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma.
- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

Indicator 1: Instructions & Measurement

- Use the same data as used for reporting to the Department under section 618 of IDEA, using the definitions in EDFacts file specification FS009 [*the "618 Exiting Data"*].
- **This represents a major change… different data and different calculation, so new baseline and targets in 2022 (FFY20).**
- Describe the results of the data for the year before the reporting year.
- Sampling of data is not allowed.
- Provide narrative that describes the conditions youth must meet to graduate with a regular diploma. If different for youth with IEPs, explain why.

Part B Indicator 2: Drop Out

→ Percent of youth with IEPs who exited special education due to dropping out.

Option 1: States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14–21) in the denominator.

Or, for FFY 2020 ONLY:

Option 2: Use same data source and measurement that the state used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012

Indicator 2: Instructions & Measurement

- Use the same data as used for reporting to the Department under section 618 of IDEA, using the definitions in EDFacts file specification FS009 or the state's special education enrollment data.
- **For the 2023 APR submission, (FFY21) ALL states will have to use the 618 data and calculate an exiter/leaver dropout rate.**
- Describe the results of the data for the year before the reporting year.
- Sampling of data is not allowed.
- Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

Part B Indicator 13 Secondary Transition

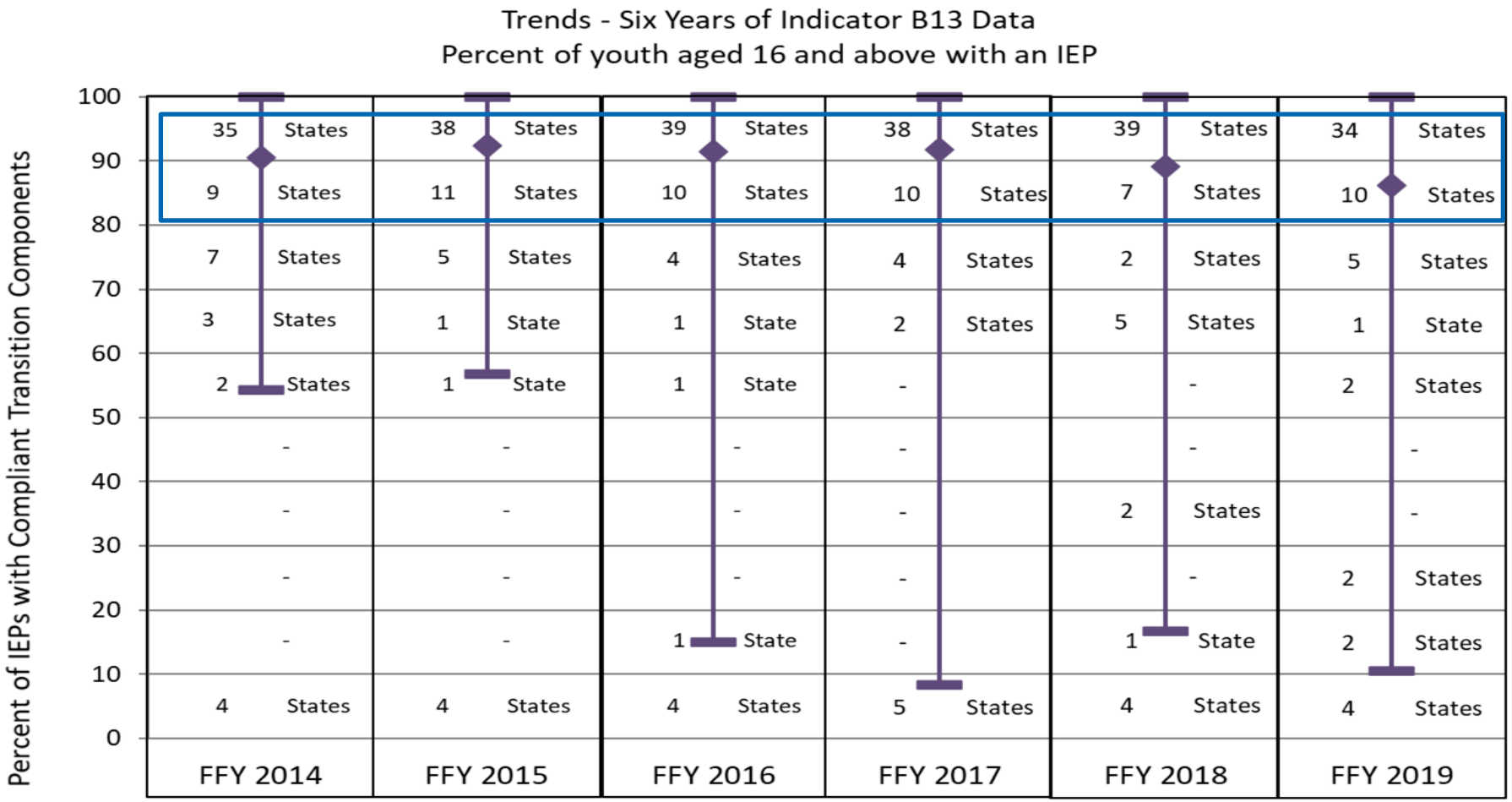
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate **measurable postsecondary goals**[1] that are **annually updated**[2] and based upon an **age-appropriate transition assessment**,[3] **transition services**,[4] including **courses of study**,[5] that will reasonably enable the student to meet those postsecondary goals, and **annual IEP goals**[6] related to the student's transition services needs.

There also must be evidence that the **student was invited to the IEP Team meeting**[7] where transition services are to be discussed and evidence that, if appropriate, a **representative of any participating agency** that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was **invited to the IEP Team meeting**[8] with the prior consent of the parent or student who has reached the age of majority.[8b]

Part B Indicator 13

- Indicator 13 is a Compliance Indicator
- Targets must be 100%
- Data are taken from State monitoring or State data system (varied methods of reporting from districts to state)
- As a compliance indicator all noncompliant IEPs must be corrected within one year of notice
- 8 item checklist – used by most states, not required

6-Year Trend Data for Indicator B13



Average performance across states; 86% in FFY19

Range 11% to 100%

Part B Indicator 14 Post-School Outcomes (PSO)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

PSO Criteria

Option 1 criteria used since 2015

Option 2 Criteria aligned with WIOA definition of CIE

Higher Education	• Enrolled **full- or part-time** • **Community college** (2-year program) • **College/university** (4- or more year program) • **1 complete term**
Competitive Employment	• Worked for pay at or above **the minimum wage** • **Customary pay rate, benefits, and opportunities for advancement** as those without disabilities • **Setting with others who are nondisabled** • **20 hours** a week; **90 days** in the year since leaving high school • Includes **military** employment
Other Postsecondary Education or Training	• Enrolled **full- or part-time** • **Education or training program** (e.g., adult education, vocational technical school that is **less than a 2-year program**) • **1 complete term**
Other Employment	• Worked for **pay** or been **self-employed** • **90 days** at any time since leaving high school • Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

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4 Outcomes → 3 Measures A, B, & C

1 = Higher Education	2 = Competitive Employment	3 = Other Postsecondary Education or Training	4 = Some Other Employment	5 = Not Engaged

A = 1 /Total Respondents

B = 1 + 2 /Total Respondents

C = 1 + 2+ 3 + 4 /Total Respondents

Total Respondents

#1 – 5 most beneficial

WIOA Performance Indicators

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WIOA Performance Indicators

WIOA Section 116(b)(2)(A) and its implementing regulations 34 CFR §361.155(a)(1) establish the six primary indicators of performance.

1. Employment Rate 2nd Quarter after Exit (% in unsubsidized employment)
2. Employment Rate 4th Quarter after Exit (% in unsubsidized employment)
3. Median Earnings in the 2nd Quarter after Exit (unsubsidized employment)
4. Credential Attainment Rate
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

Reportable Individuals & Program Participants

Reportable Individuals

→ Potentially eligible students with disabilities receiving pre-employment transition services (Pre-ETS)
→ Prior to Individualized Plan for Employment (IPE)
→ Not included in calculations of Common Performance Measures

Program Participant*

→ For VR, an individual becomes a “participant” when determined eligible, approved/signed IPE, and received a VR service.
→ Participants are subject to the calculations of Common Performance Measures.
→ Participant data is included in the Annual Performance Report.

Exit

→ The date the individual’s case is closed in accordance with Vocational Rehabilitation program requirements -- whether “successful” or “unsuccessful.”

WIOA Emphasizes Services to Students and Youth With Disabilities

- To improve the transition of students with disabilities from school to postsecondary education or to an employment outcome by increasing opportunities for students with disabilities
- To practice and improve work skills
- Explore work-based learning experiences in competitive, integrated work settings to the maximum extent possible
- Explore post-secondary training options, leading to more industry recognized credentials

Employment Rate 2nd and 4th Quarter After Exit

- Percentage of participants in unsubsidized employment during the second quarter after exit from the program.

- Percentage of participants in unsubsidized employment during the fourth quarter after exit from the program.

Employment Rate Second Qtr. After Exit

→ With few exceptions, Employment Rate Second Qtr. after Exit is assessed for all Participants who exited in the prior program year (PY 2020 reflects PY 2019 exiters).

→ From PY 2018 to PY 2020, performance declined by 4%.

PY Year	Employed in Q2 (in Q2 Numerator)	Exited After IPE (in Q2 Denominator)	2nd Quarter Rate
2018	147,768	293,190	50.4%
2019	144,938	282,530	51.3%
2020	132,884	286,175	46.4%

Median Earnings in the Second Quarter after Exit:

→ Median earnings of those in unsubsidized employment during the second quarter after exit from the program.

Year	Median Earnings
2018	$3,875
2019	$4,005
2020	$4,022

Credential Attainment Rate

→ Percentage of participants enrolled in an education or training program (excluding on-the-job training and customized training) who attain a recognized post-secondary credential or secondary school diploma or equivalent during participation in, or within one year of, exit from the program.

Year	Attained a Credential (in CA Numerator)	Enrolled (in CA Denominator)	Credential Rate
2019	5,662	50,554	11.2%
2020	18,347	69,751	26.3%

Types of Accepted Credentials

- Secondary School diploma or recognized equivalent
- Associate's degree
- Bachelor's degree
- Graduate degree for purposes of the VR program
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment

Measurable Skill Gains PY 2020

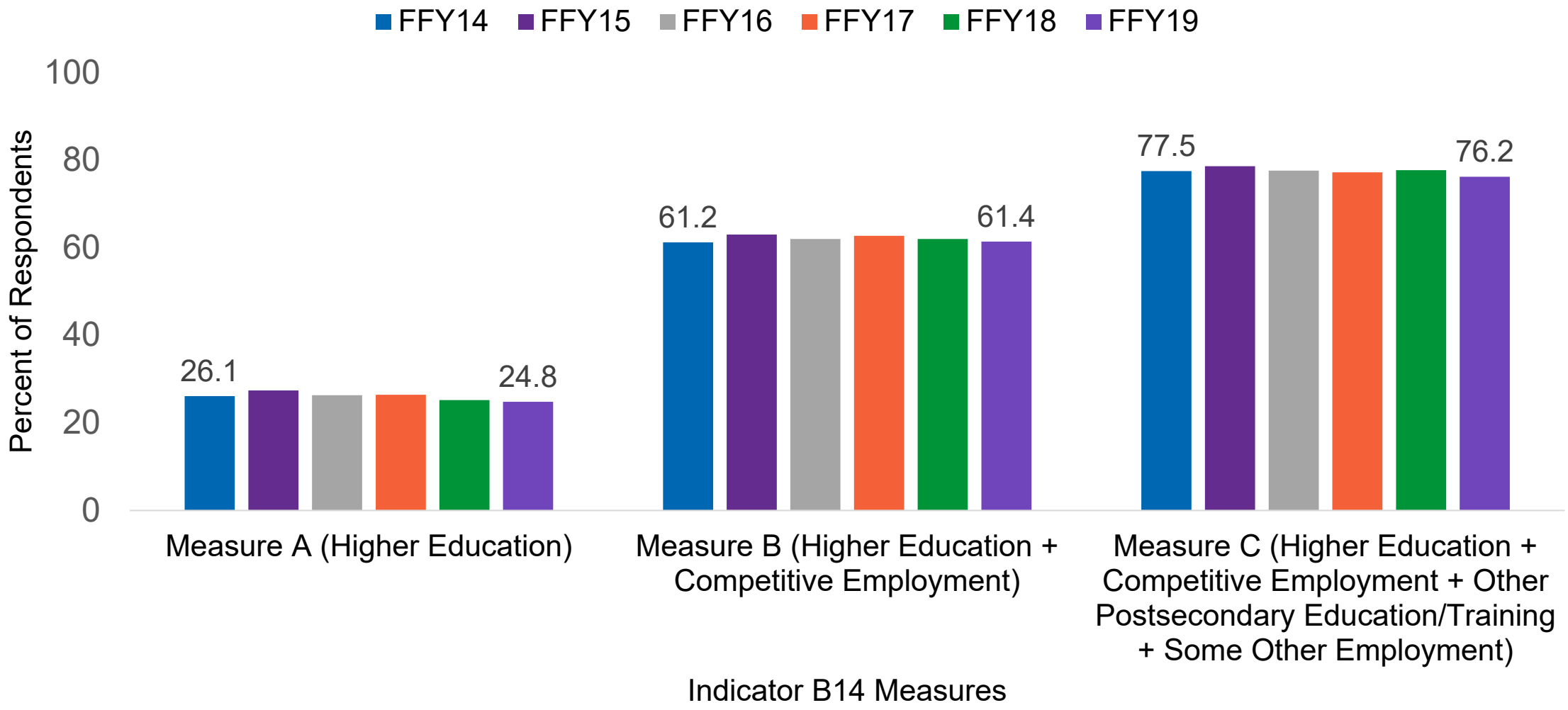
Percentage of participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment **and** who are achieving documented academic, technical, occupational, or other forms of progress, toward such a credential or employment.

- Total VR Participants: 811,750
  - Total Participants/SWD: 225,078
- Total Measurable Skill Gains (MSG): 88,462 (43.3%)

Most MSGs reported in PY 2020 were by Secondary/Post-Secondary Transcript (66% of all MSGs)

1. Educational Functioning Level: 2%
2. Secondary School Diploma: 21%
3. Secondary/postsecondary transcript or report card: 66%
4. Training Milestone: 3.5%
5. Skill Progression: 7%

Trends of Median Percentages for B14 Measures FFY15 through FFY19



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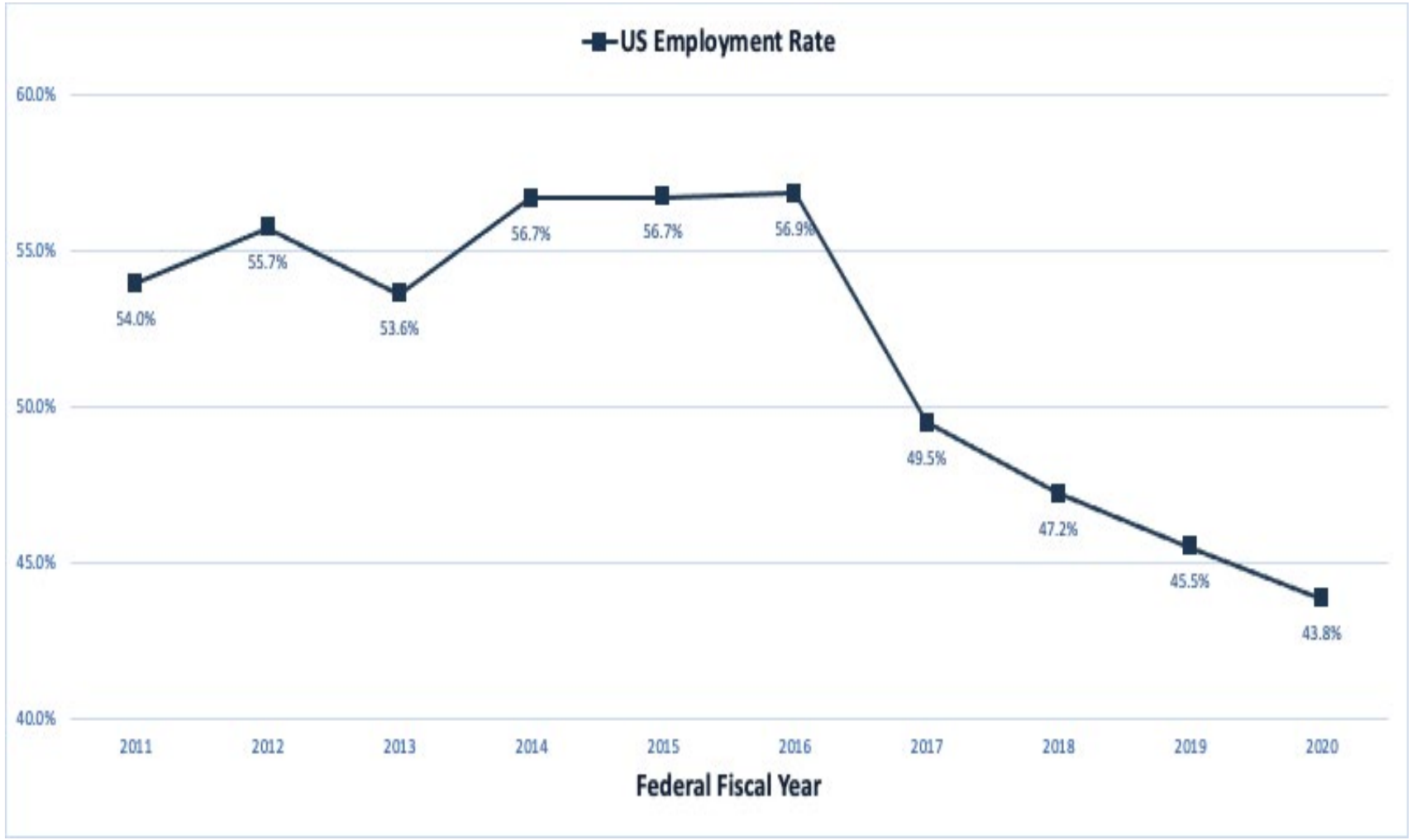
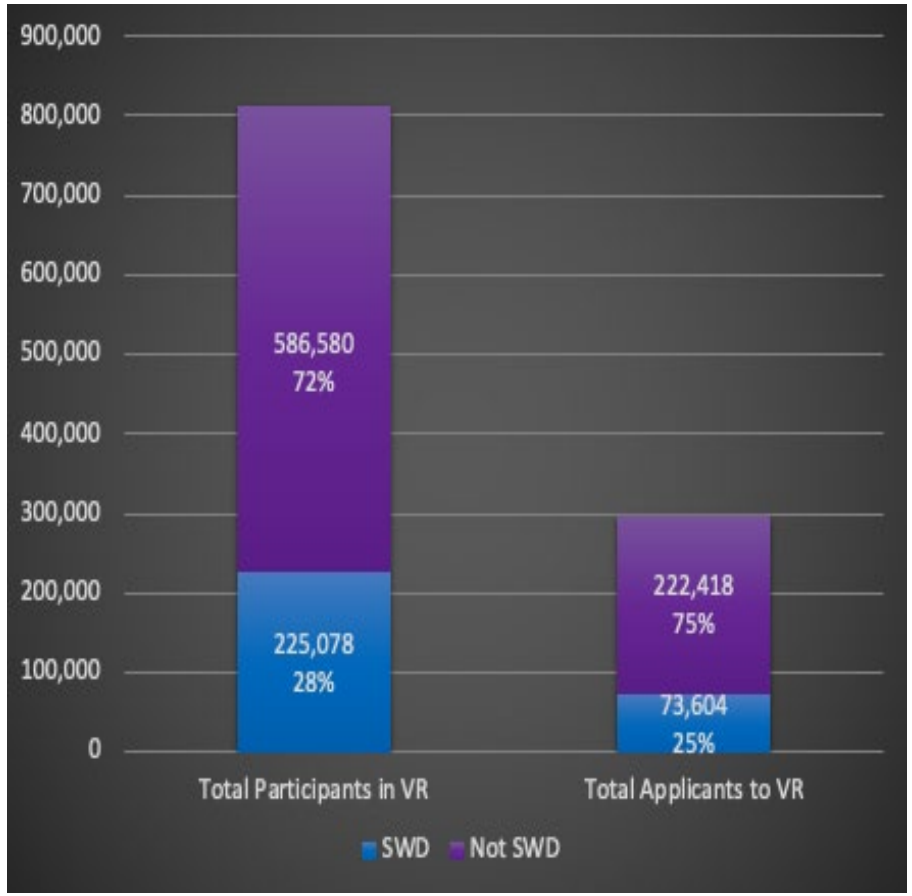
Employment* Outcomes 2011 - 2021

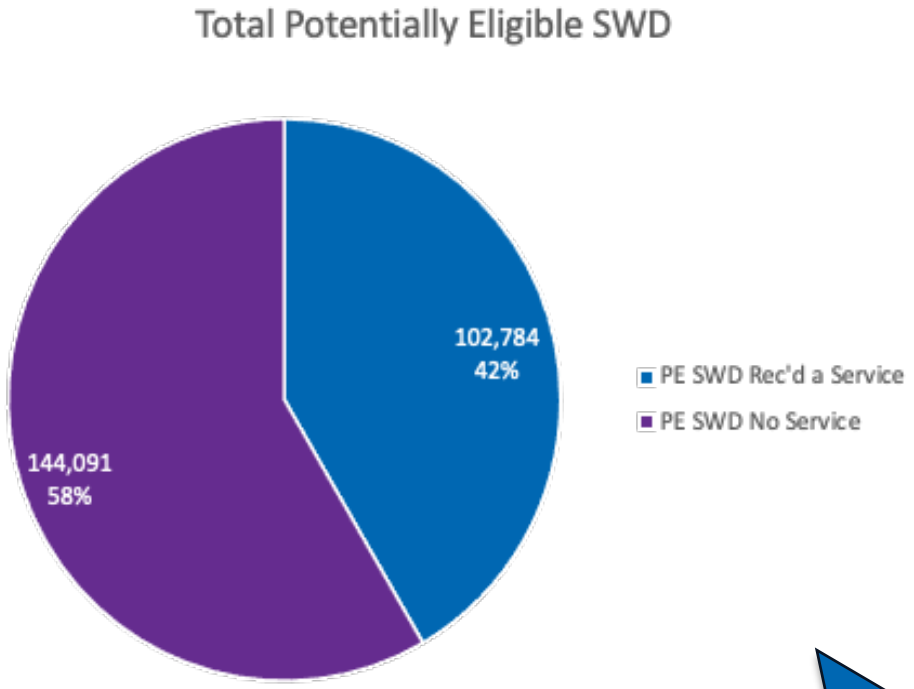
FFY	US Employment Outcomes	US Unsuccessful Outcomes	US Employment Rate
2011	171490	146277	54.0%
2012	173975	138116	55.7%
2013	176788	152956	53.6%
2014	176065	134345	56.7%
2015	178110	135798	56.7%
2016	179476	136207	56.9%
2017	175458	179003	49.5%
2018	153293	171205	47.2%
2019	142523	170521	45.5%
2020	116524	149297	43.8%



*Employment at Exit

VR PY 2020 Data Reported (RSA-911)





Potential Consequence

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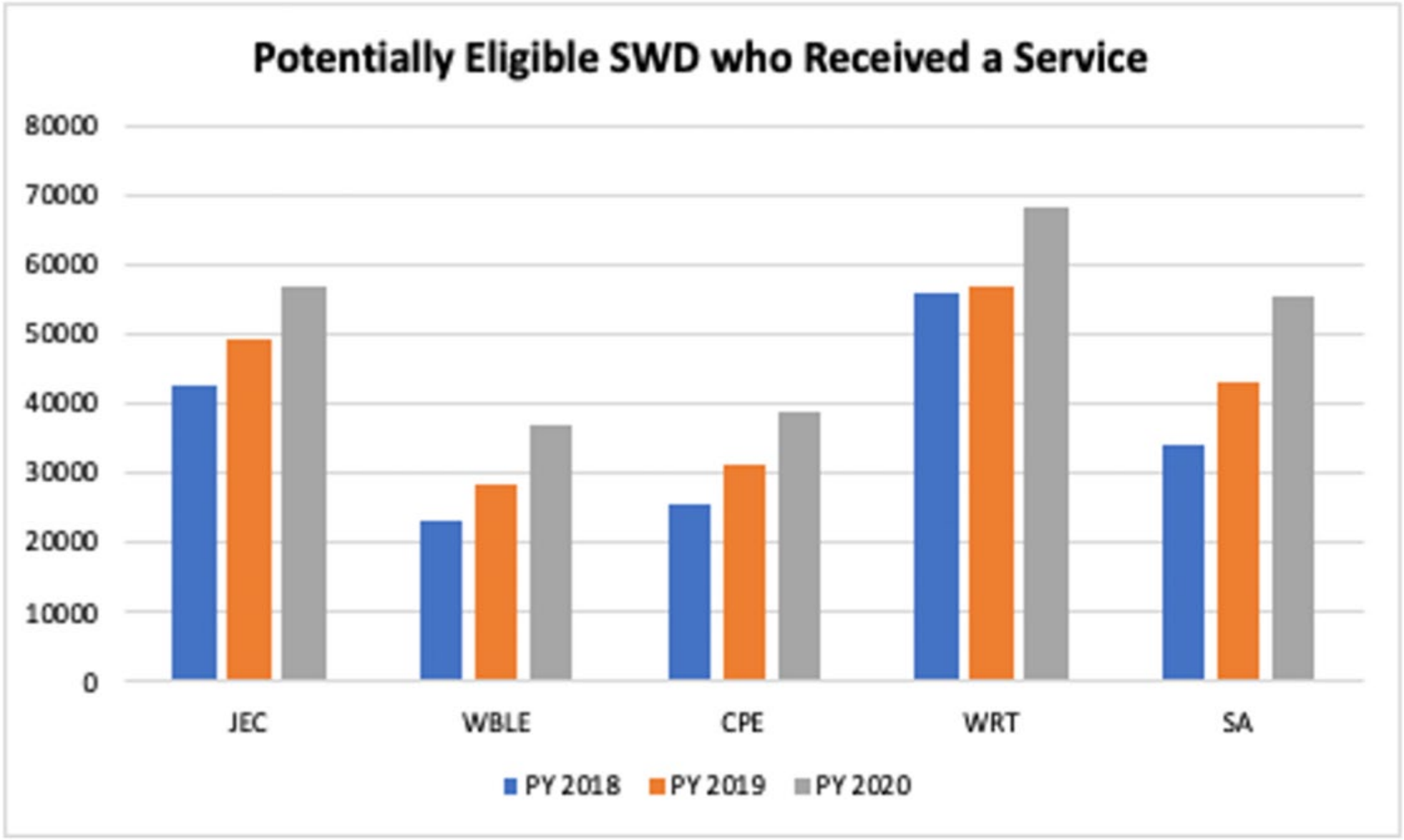

Potentially Eligible SWD who Received a Service
80000
70000
60000
50000
40000
30000
20000
10000
0
JEC
WBLE
CPE
WRT
SA
PY 2018
PY 2019
PY 2020

Data Considerations and Caveats

- Don’t expect perfection; using outcome data, cautiously, to inform decisions leads to improved data quality
- State outcomes should not be compared
- States have more data than are federally reported; look at and talk about the outcomes
  - Outcome categories 1 – 5, disaggregated by gender, race/ethnicities, location, are where change can be made
- Local program staff want to know the outcomes for students
  - Close the loop – share the results with local program staff
- Use outcome data as the basis for linking, pre-ETS, predictors and outcomes (e.g., connecting with adult agencies, work-based learning experiences)

Let’s not throw the baby out with the bath water.

NTACT:C's Role

→ Summarize submissions for OSEP

→ Engage with OSEP's and RSA's monitoring staff on monthly and quarterly calls

→ Respond to TA Requests

→ Offer proactive supports (I-14 CoP, other CoPs, Office Hours, Self Study on IDEA and transition, recent "huddle", Webinars, and tools)

→ Coordinate with other relevant TA Centers (NCSI, IDC, VRTAC-QE, VRTAC-QM,…)

→ Support states with quality data collection, analysis, reporting, use, improvement strategies, strategic planning

→ Support states to identify connections with other data collected (data sharing agreements)

Considerations

Considerations for State Teams to discuss regarding student outcomes and improving agency performance:

- Do both agencies understand how the performance indicators support each other's goals?
- What documentation requirements are needed to verify outcomes for each program?
- How can the partner agency help support these documentation requirements?
- Do local practices support shared cases and common outcomes?
- Where is cross-training needed?
- How can each agency help their partners achieve their outlined outcomes?
- What systems or processes need to change in order to support these shared outcomes?
- How can agencies help with continued engagement in order to increase response rates and the ability to gather long-term outcome data?
- Can you identify areas where your state needs improvement in addition to areas of strength?

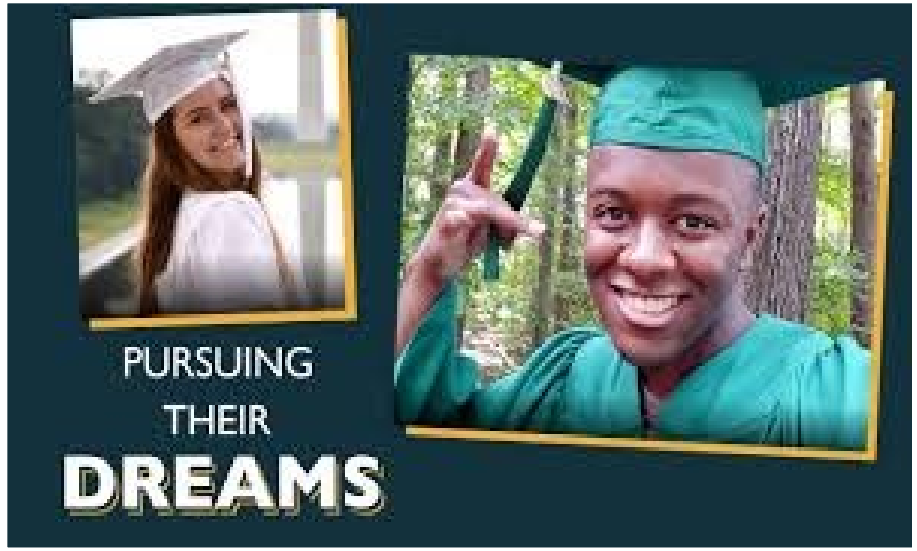
Successful Outcomes of Collaboration with Education

→ Increased number of students participating in work-based learning experiences prior to HS exit.

→ Increased HS graduation rates, and decreased drop-out rates.

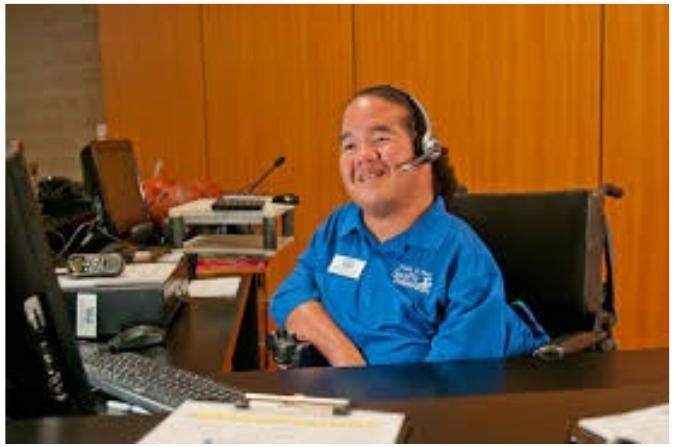
→ Increased number of students achieve identified post-secondary goals.

→ Increase in students participating in post-secondary training and education that leads to credential attainment and/or measurable skill gains, and jobs with an upward trajectory.



Successful Outcomes of Collaboration with Education (continued)

- → Increase in students achieving competitive integrated employment within their expressed career field after post-secondary education.
- → Increase quality employment outcomes.
- → Meeting current workforce needs with a better prepared workforce.
- → Improved business engagement and community relationships with VR and Education.



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Disclaimer

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Resources

- Indicator Crosswalk
- Pre-ETS Data Tool
- Pre-ETS Data Tool PowerPoint Presentation
- Pre-ETS Data Tool Presentation Transcripts
- Pre-ETS Data Tool Recording
- Tracking and reporting Pre-Employment Transition Services in the RSA-911
- FAQ
- 911 Training Series
- Pre-Employment Transition Services Strategic Planning: A Collaborative Approach Webinar – Part 1
- Pre-Employment Transition Services Strategic Planning: A Collaborative Approach Webinar – Part 2
- Strategic planning guide

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Resources for Graduation and Drop Out (Indicators 1 and 2)

- → *Graduation Rate (Indicator 1) and Dropout Rate (Indicator 2) Calculator*
- → *School Completion Toolkit*
- → NTACT:C *Core Data Tools for Dropout Prevention*
- → *Risk Calculator Tool to Assess & Address Dropout*
- → *Transition Gradebook*
- → *Locating and Re-Engaging (document and videos)*

Resources and Supports for Secondary Transition (Indicator 13)

→ *Indicator 13 FAQ*

→ The Indicator 13 Checklist

→ Case Studies

→ *Indicator B13 Data Collection Toolkit*

Resources and Supports for Post-School Outcomes (Indicator 14)

- → Indicator 14 Resources
- → *The Indicator 14 Response Calculator*
- → *B14 Data Display Templates*
- → *The Predictor Self Assessment*
- → *State Toolkit for Examining Post-School Success (STEPSS)*
- → *Indicator 14 Multiyear Trend Display*

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IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

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