

Indicator 14 - District Data Collection and Reporting Responsibilities

Document	What it Is		What this Means												
Indicator 14	<p>Indicator 14 (2006 - 2009): Percent of youth who had IEPs, are no longer in secondary school and who have been:</p> <ul style="list-style-type: none"> ▪ competitively employed ▪ enrolled in some type of postsecondary school ▪ or both within one year of leaving high school 	<p>Indicator 14 (2010 - 2016): Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:</p> <p>A. Enrolled in higher education within one year of leaving high school.</p> <p>B. Enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>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))</p>	<ul style="list-style-type: none"> • These percentages represent an <u>unduplicated</u> count of engagement rate of district exiters. • These 3 percentages are the only data publically reported. • Indicator 14 is a “<i>performance</i>” indicator, like Indicator 8 (Parent Survey) rather than a “<i>compliance</i>” indicator, like Indicator 13 (Measurable Post Secondary Goal). 												
Indicator 14 Definitions	Higher and Postsecondary Education	Employment	<ul style="list-style-type: none"> • From 2007 – 2009, states set their own definitions and targets. • Beginning with the 2010 survey year/interviews, all states will use the same definitions of higher education, postsecondary education and training, competitive employment, and other employment. • As part of the SPP, the DPI, with stakeholder input, sets measurable and rigorous targets for indicators established by OSEP under the priority areas. • “<u>Minimum wage</u>” calculation includes tips. 												
	<ul style="list-style-type: none"> • “<u>Higher Education</u>” = % of youth who have been enrolled on a full- or part-time basis in a community college (2-year program), or a college or university (4-year program) for at least one complete term, at any time in the year since leaving high school. • “<u>Other Postsecondary Education or Training</u>” = % of youth who have been enrolled on a full- or part-time basis in an education or training program which is less than a 2 year program (e.g. Job Corps, adult education, workforce development program, vocational or technical school) for at least one complete term at any time in the year since leaving high school • “<u>Enrolled</u>” means continuous attendance for at least one complete term. • “<u>One complete term</u>” includes attendance for a semester, quarter, summer, between semester, inter-terms, online courses, credit bearing independent study, short-term education and training programs, workforce development programs, e.g. month-long resume writing class or a 10-week welding class 	<ul style="list-style-type: none"> • “<u>Competitive Employment</u>” = % of youth who have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 20 hours per week for at least 90 days at any time in the year since leaving high school. This includes the military, supported employment or a family business if all the criteria of ‘competitive employment’ are met. • “<u>Some Other Employment</u>” = % of youth who have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g. farm, store, fishing, ranching catering, etc.). • “<u>90 days</u>” (means the same as 3 months) of continuous or cumulative employment in one or multiple jobs, at any time since leaving high school; a youth who was employed but out on paid sick leave (e.g. worker’s comp, health insurance) counts as paid employment; unpaid leave or a short-term lay-off is not included. • “<u>20 hours per week</u>” can be: (a) at least 20 hours per week for 90 cumulative days, (b) 20 hours or more per week for 90 cumulative days, or (c) an average of 20 hours per week 90 cumulative days; these hours can include all the jobs the youth works during the week. 													
Indicator 14 Calculations	<p>e.g. Indicator 14: <u>Unduplicated count of the district’s 24 Respondents:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. 10 = “<i>higher education</i>”</td> <td style="text-align: right;">42%</td> </tr> <tr> <td>2. 8 = “<i>competitive employment</i>”</td> <td style="text-align: right;">33%</td> </tr> <tr> <td>3. 3 “<i>some other postsecondary education or training</i>”</td> <td style="text-align: right;">13%</td> </tr> <tr> <td>4. 2 = “<i>some other employment</i>”</td> <td style="text-align: right;">8%</td> </tr> <tr> <td>• 1 = <u>neither (not reported)</u></td> <td style="text-align: right;">4%</td> </tr> <tr> <td>= 24 exiters</td> <td style="text-align: right;">100%</td> </tr> </table> <p style="text-align: center; margin-top: 10px;"> <u>Indicator 14 Reporting</u> </p> <p style="text-align: center; margin-top: 5px;"> A = 42% B = (42% + 33%) = 75% C = (42% + 33% + 13% + 8%) = 96% </p>		1. 10 = “ <i>higher education</i> ”	42%	2. 8 = “ <i>competitive employment</i> ”	33%	3. 3 “ <i>some other postsecondary education or training</i> ”	13%	4. 2 = “ <i>some other employment</i> ”	8%	• 1 = <u>neither (not reported)</u>	4%	= 24 exiters	100%	<ul style="list-style-type: none"> • Indicator 14 is an <u>unduplicated</u> count of those exiters who responded to the district’s post high survey. • Each (1 – 4) is calculated separately, then “rolled-up” for reporting • 1 - 4 will also be calculated separately as a “duplicated” count
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	<ul style="list-style-type: none"> The year before monitoring, the students who will be interviewed are in their senior or last year of school, and will exit with: <ul style="list-style-type: none"> Regular diploma Maximum age of eligibility for services Certificate of attendance Drop-out DPI provides demographic information on exiters, but they do not provide phone numbers, addresses, or parent information. 	<ul style="list-style-type: none"> Obtaining (year before monitoring) and verifying (monitoring year) <u>student contact information</u> is the most important activity in the survey process! 															
District Participation	<ul style="list-style-type: none"> Each district in the state must participate in post school outcomes data collection once every five years (six for the first cycle), with Milwaukee participating every year. <ul style="list-style-type: none"> 2005-06 to 2010-11 = first sampling cycle 2011-12 to 2015-16 = second sampling cycle At the beginning of the school year, districts receive one of four letters specific to where the district is within the DPI's SPP monitoring: 	<ul style="list-style-type: none"> Data collection is a 2 year process that starts with preparation the year <u>before</u> your district's monitoring year The letters give a timeline of activities for the years the district is completing Indicator 14 activities. Former students are contacted when they have been out of school for a full academic year. During your monitoring and survey year, all of the Indicator 14 activities occur in the spring. 															
	<table border="1"> <thead> <tr> <th>Letter</th> <th>Year</th> <th>Interview Year</th> </tr> </thead> <tbody> <tr> <td>Year Before Monitoring</td> <td> <ul style="list-style-type: none"> first year of new cycle - (Yr. 1 letter) first and second year of current cycle </td> <td> <ul style="list-style-type: none"> June – Sept 2012 interviews April - June 2007 interviews April - June 2008 interviews </td> </tr> <tr> <td>Year of Monitoring/ Interviewing</td> <td>2010-11 (Yr. 2 letter)</td> <td> <ul style="list-style-type: none"> June – Aug. 2011 interviews </td> </tr> <tr> <td>Year After Monitoring and Interviewing</td> <td>2009-10 (Yr. 3 letter)</td> <td> <ul style="list-style-type: none"> June – Aug. 2010 interviews Data will be ready October 15, 2010 </td> </tr> <tr> <td>“Congratulations, Your District is Done!”</td> <td>2010-11 letter.</td> <td> <ul style="list-style-type: none"> April - June 2009 interviews </td> </tr> </tbody> </table>		Letter	Year	Interview Year	Year Before Monitoring	<ul style="list-style-type: none"> first year of new cycle - (Yr. 1 letter) first and second year of current cycle 	<ul style="list-style-type: none"> June – Sept 2012 interviews April - June 2007 interviews April - June 2008 interviews 	Year of Monitoring/ Interviewing	2010-11 (Yr. 2 letter)	<ul style="list-style-type: none"> June – Aug. 2011 interviews 	Year After Monitoring and Interviewing	2009-10 (Yr. 3 letter)	<ul style="list-style-type: none"> June – Aug. 2010 interviews Data will be ready October 15, 2010 	“Congratulations, Your District is Done!”	2010-11 letter.	<ul style="list-style-type: none"> April - June 2009 interviews
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“Congratulations, Your District is Done!”	2010-11 letter.	<ul style="list-style-type: none"> April - June 2009 interviews 															
Interviews	<ul style="list-style-type: none"> St. Norbert College Survey Center is contracted to call your former students (at no cost to your district), and needs current, working phone numbers to ensure a good response rate for the district. St. Norbert will attempt to contact all exiters with a working phone number. Districts are notified when all numbers have been attempted (6 tries). Districts then have 2 weeks to enter updated contact information if desired. 	<ul style="list-style-type: none"> The notification of completion of district exiters is in August and September, and therefore we need a summer contact. 															
Post High and Indicator 14 Reports	<p>The district has access to the following reports when a district-specific username and password are used, and include:</p> <ul style="list-style-type: none"> GEDE Report District Summary Report District Data Sorts District Report Starter District Indicator 14 Report Data Use Toolkit and Facilitator's Guide 	<ul style="list-style-type: none"> The 3 required Indicator percentages are the only data publically available. Districts can, but are not required to use the post high outcomes data and tools. 															
Using Indicator 14 and the Outcomes Data	<ul style="list-style-type: none"> DPI collects your district's Indicator 14 numbers and percents directly from the post high website; when you are completed with the Year 2 activities, the district's data collection and reporting responsibilities are completed. Tools include: <ul style="list-style-type: none"> Data Use Tool Kit and Facilitator's Guide Transition Requirements/Indicator 13 Rubrics Transition website repository District Transition Planning Tools NPSO has a ppt (posted on WPHSOS website) which explains the Data Use Toolkit and Facilitator's Guide and why it is important for districts to examine this information. Wisconsin has adapted this toolkit so it is specific for our state. 	<ul style="list-style-type: none"> District data is available October 15, following June 10 to August 30 interviews. This toolkit helps districts view state and local data, and start making planning decisions, and the Facilitator's Guide give the words to guide the team 															

A major purpose of the IDEA 2004 is 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, and independent living**”*

To comply with IDEA 2004, the Office of Special Education Programs (OSEP) requires that each state develop a:

- [State Performance Plan](#) (SPP) across 20 identified indicators, including the collection of post-school outcomes data (Indicator #14)
- The [State of Wisconsin State Performance Plan 2005-06 – 2010-11](#). (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and describes how the State will improve performance, and supports the goals of “Every Child a Graduate” – the state's commitment to ensure the opportunity of a quality education for every child.