

**Wisconsin Statewide  
Post High School Outcomes  
of Individuals with Disabilities and  
State Performance Plan (SPP)  
Indicator #14**

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**The final regulations for the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 were intended to improve the post high school outcomes of youth with disabilities by requiring state and local education agencies to develop and implement *formal procedures and strategies* to address this critical period of transition.**

### **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”***

## Indicator 14 Definition

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

- **State Performance Plan** (SPP) across 20 identified indicators, including the collection of post-school outcomes data (Indicator #14). The SPP evaluates the State's efforts to implement the requirements and purposes of IDEA and describes how the State will improve performance
- **Annual Progress Report** (APR) The APR is submitted annually to document progress toward addressing those priorities and indicators

## SPP and Indicator 14

- DPI will focus its work over a six year period (2006-2012) on activities related to the indicators in the SPP to improve outcomes for children with disabilities
- The SPP supports the goals of the New Wisconsin Promise – the state’s commitment to ensure the opportunity of a quality education for every child
- With stakeholder input, the DPI will set measurable and rigorous targets for indicators as part of the SPP

## Indicator 14 Definition

**Indicator 14 of the SPP requires states to report:**

***“the percentage of youth who had IEPs, are no longer in secondary school, and who have been employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school”***

20 USC 1416(a)(3)(B)

**Further defined as . . .**

## **“who had IEPs”**

the former student was classified as an individual with a disability while in secondary school, meaning they

- met disability eligibility criteria
- had a need for special education
- had an IEP

## **“are no longer in secondary school”**

The student with an IEP **exited** their high school

- with a regular diploma
- with a certificate of attendance (including HSED)
- at maximum age of eligibility (21 years old)
- by dropping-out (including GED)

**“and who have been competitively  
employed”**

- in an integrated community employment setting
- working 35 hours per week or more (*VR definition is full-time or part-time*)
- earning minimum wage or greater
- includes the military and supported employment

**“competitive”** criteria is new to IDEA 2004

## **“enrolled in some type of postsecondary school”**

- 2-year college or community college
- 4-year college or university
- Public technical college
- High school completion degree
- Vocational school, apprenticeship or short-term training program
- On-the-job training program

**“or both”**

- Competitively employed and enrolled in postsecondary school

**“within one year of leaving high school”**

- Outcomes data collected from former students between April and September following their exit from their secondary placement

## Indicator 14

### Reporting Requirements

### “Percent of youth”

The public reporting requirement is an unduplicated count of exiters who are or have been competitively employed, participating in any type of postsecondary education or training, or both, since exiting HS (i.e. engagement rate)

#### Example

24 exiters with disabilities:

- 6 are or have been in postsecondary education or training

- 10 are or have been competitively employed

- 5 are doing both

- 2 are neither competitively employed nor in ps. ed.

- 1 is doing something else (e.g. non-competitively employed)

**Indicator 14: “79%”**

WDPI has awarded a Discretionary Grant to CESA #11 to develop the Wisconsin Post High School Outcomes Survey (**WPHSOS**) website:

**[www.posthighsurvey.org](http://www.posthighsurvey.org)**

- Developed to assist LEAs with the data collection and reporting requirements of Indicator #14
- Designed to ensure consistency in data collection and reporting in a time-efficient, cost-effective manner

# WPHSOS SURVEY BACKGROUND

The Wisconsin Post High School Outcomes Survey (WPHSOS) provides a framework that both the State Educational Agency (SEA) and Local Education Agencies (LEA) can utilize to

- fulfill the data collection and reporting responsibilities of Indicator 14
- conduct additional district outcomes studies
- identify critical outcomes and needs
- improve the post high school outcomes of future students

## WPHSOS SURVEY BACKGROUND

Wisconsin has collected outcomes data since 2001 (1999-00 exiters).

In preparation for this survey (2000), an extensive literature review was conducted to examine similar data collection methods in other states and to ensure similarities in survey design with the NLTS and NLTS2.

Additionally, information was gathered from the National Post School Outcomes Center, the DPI Stakeholders Advisory Committee, and the Wisconsin Statewide Transition Summit (2006).

As a result, the survey questions have changed very little over the past 7 years.

# WPHSOS SURVEY BACKGROUND

**Since 2006, outcomes data collection  
has shifted from a State responsibility  
to a District responsibility**

## State Responsibility

Wisconsin collected outcomes data from a random **statewide sample** of **successful exiters** in

- 2001 (1999-00 exiters)
- 2003 (2001-02 exiters)
- 2005 (2003-04 exiters)

**Mini-grants** were available to local districts in:

- 2002 (2000-01 exiters)
- 2004 (2002-03 exiters)
- 2006 (2004-05 exiters)

## District Responsibility

Wisconsin now collects data from **districts** based on a six-year cycle that is aligned with other SPP data collection activities

- 2007 (2005-06 exiters) - 17 districts
- 2008 - 2012 (2006-07 to 2010-11 exiters) - app. 80 districts each year

This means that over a **six year period**, each LEA in Wisconsin will collect and report outcomes data once

Milwaukee Public Schools will be sampled and included annually

## Indicator 14 Outcomes Survey

- Includes a 7 – 10 minute telephone interview
- Conducted by St. Norbert College Survey Center
  - no cost to district during required survey year
  - April – Sept. the year after exiting HS
- Assesses former students' current participation in:
  - independent living
  - postsecondary education or training
  - employment
  - high school employment and IEP planning
- Includes 4 open-ended questions

## Indicator 14 Improving Response Rates

### **The State of Wisconsin needs to improve the response rate of youth in all districts**

- Every effort must be made to ensure that the former student contact information has at least one viable, permanent phone number. (e.g. parent, relative, guardian, etc.) for St. Norbert to use, and therefore a good chance to complete the interviews
- It is acknowledged that some students who exit your district will be difficult, if not impossible, to locate for the interview one year after exiting high school
- Responses can be accepted from a parent or guardian, providing they know the student and their participation in current activities

## District Data Collection Responsibilities for Indicator #14 is a Two-Year Process!

- **Year 1:** Districts begin Indicator 14 activities the same year they are included in the DPI Compliance Self-Assessment
  - **LEA cycle for data collection is on the DPI website <http://dpi.wi.gov/sped/xls/selfassmt-cycle.xls>**
- **Year 2:** Districts complete Indicator 14 activities the year after they are included in the DPI Compliance Self-Assessment

Indicator 14  
Year 1 Data Collection

All survey instruments and detailed instructions are provided on the post high website

**[www.posthighsurvey.org](http://www.posthighsurvey.org)**

**The steps involved in this two year process are briefly detailed here**

## **Year 1: DPI Self-Assessment Monitoring Year**

Youth who will be surveyed are in their senior or final year of high school during this first year

This gives districts the opportunity to complete the **three main Indicator 14 activities:**

1. Collect accurate contact information on district's exiting seniors and those who drop-out
2. Maintain student contact records throughout the year
3. Inform exiting students and their families about the upcoming survey

## 1. Collect Contact Information

Record telephone numbers and address for each student with a disability who is currently in their senior or last year of school or who exits during the 2008-09 school year (*including drop-outs*) with one of the three following methods:

- Use the Student Contact Sheet (Excel). Save it to your computer and complete the requested information
- OR
- Copy/print the Student Contact Form (Word), complete and save a paper copy for each student

## OR

- If your district maintains contact information on a database, you do not have to complete either of the above listed forms, but your database should include all needed contact information

## 2. Maintain this information

- Be able to access this information so it can be updated with correct, viable, former student phone numbers next year

## Indicator 14 Increasing Response Rates

Two goals of this survey are to

- get the best results possible
- **increase response rates, so . . .**

### **3. During a student's final IEP meeting**

- explain the upcoming outcomes survey to the exiting student and their parent, using the flyer **"Outcomes Survey: Special Message to Youth and Parents"**
- Give the student and parent a copy of the **Survey Questions**

## Indicator 14 Year 1 Data Collection

### Additional Things You Can Do During Year 1:

- **Read** additional information on Indicator #14  
<http://dpi.wi.gov//sped/spp-posthigh.html>
- **Visit** the Wisconsin Post High School Outcomes Survey website ([www.posthighsurvey.org](http://www.posthighsurvey.org)) to become familiar with the survey features
- **Review** and keep the one-page summation of the timelines for completing Indicator #14  
[www.posthighsurvey.org/survey/timelines.php](http://www.posthighsurvey.org/survey/timelines.php)
- **Distribute** document *“Indicator 14: Improving Response Rates”* to teachers

## Indicator 14 Year 2 Data Collection

### Year 2: Required Activities the Year following DPI Self-Assessment Monitoring

- In April – September the year following your district's DPI Self-Assessment year, students who exited your school district the previous school year will be contacted for a telephone interview
- There are **three major activities** required to complete your district's data Year 2 data collection and reporting requirements for Indicator 14

## 1. January – February - Year 2

- Directors of Special Education/Pupil Services will receive e-mail instructions on how to request and receive a district **Username and Password** for the WPHSOS website
- Once the password is received, **log-in** to the secure section of the WPHSOS website ([www.posthighsurvey.org](http://www.posthighsurvey.org)). There you will see listed the exiters that your district reported to the DPI on your district's ISES report

## 1. January – February - Year 2 (cont.)

- Using your previous year's saved student contact information, **compare** these lists.
  - Please note that for a variety of reasons, these two lists may not match exactly
  - Please take the time this November to review your district's ISES database for accuracy
  - Contact Nancy Fuhrman, DPI Data Manager, ([nancy.fuhrman@dpi.wi.gov](mailto:nancy.fuhrman@dpi.wi.gov)) to discuss any discrepancies

## 1. January – February - Year 2 (cont.)

- Your district will be required to **verify** that at least one of the former student phone numbers is a valid, working telephone number before they are entered into the WPHSOS
- To do this, it is recommended that you or a representative of your district (e.g. former teacher) actually **call** the former student to remind/inform them of the survey

**NOTE: This is the most important link to the success of your district's data collection!**

## 2. February - Year 2

- Once the phone numbers have been verified, the Director (or designee) will **enter** the verified, viable former student contact information directly into the WPHSOS website.

## 3. March - Year 2

- The WPHSOS website has a **Sample District Letter** that you will **personalize** from your district

### 3. March - Year 2 (cont.)

- **Mail** district letter to the former student, along with a **State Letter** from the State Director of Special Education (Stephanie Petska) stating why this information can be collected without their written permission

This DPI letter describes the survey, lets the former student know this is a legitimate survey, and increases participation rates.

- Upon sending these letters, **e-mail WPHSOS** so the interviews can begin

Indicator 14  
Year 2 Data Collection

**Completion of these activities ends the district's data collection responsibilities for Indicator #14**

**The DPI will collect your district's Indicator #14 percentage directly from the WPHSOS website**

\* \* \* \* \*

Although districts are not required to use local outcomes data, the WPHSOS website provides password protected information that may be interesting and useful to your district

## Indicator 14

### Data and Reports

District data and information available in the secure section of the WPHSOS includes:

- **GEDE Table** - lists state and district gender, ethnicity, disability and exit type population and respondent information (i.e. who was available to be interviewed and who actually is included as interviewed respondents)
- **District Summary Report** - a one-page *auto-fill* of the major outcomes
- **District Report Starter** - A longer, *auto-fill* detailed report which provides data on each of the survey questions, as well as tables of the major postsecondary outcomes by gender, ethnicity, disability and exit type
- **Data sorts** and additional **templates** useful when looking at district data for improvement planning activities

## Indicator 14 Improvement Targets

- The federal intent of this indicator is to, over time, demonstrate increased engagement rates of youth with disabilities
- Between 2005-06 and 2010-11, Indicator 14 results can be “flat” or even decrease, but there must be an increase in outcomes in 2012 over 2007
- NPSO recommends small increases (or none if baseline data is questionable) as any “slippage” will need to be addressed annually

## Setting Indicator 14 Targets

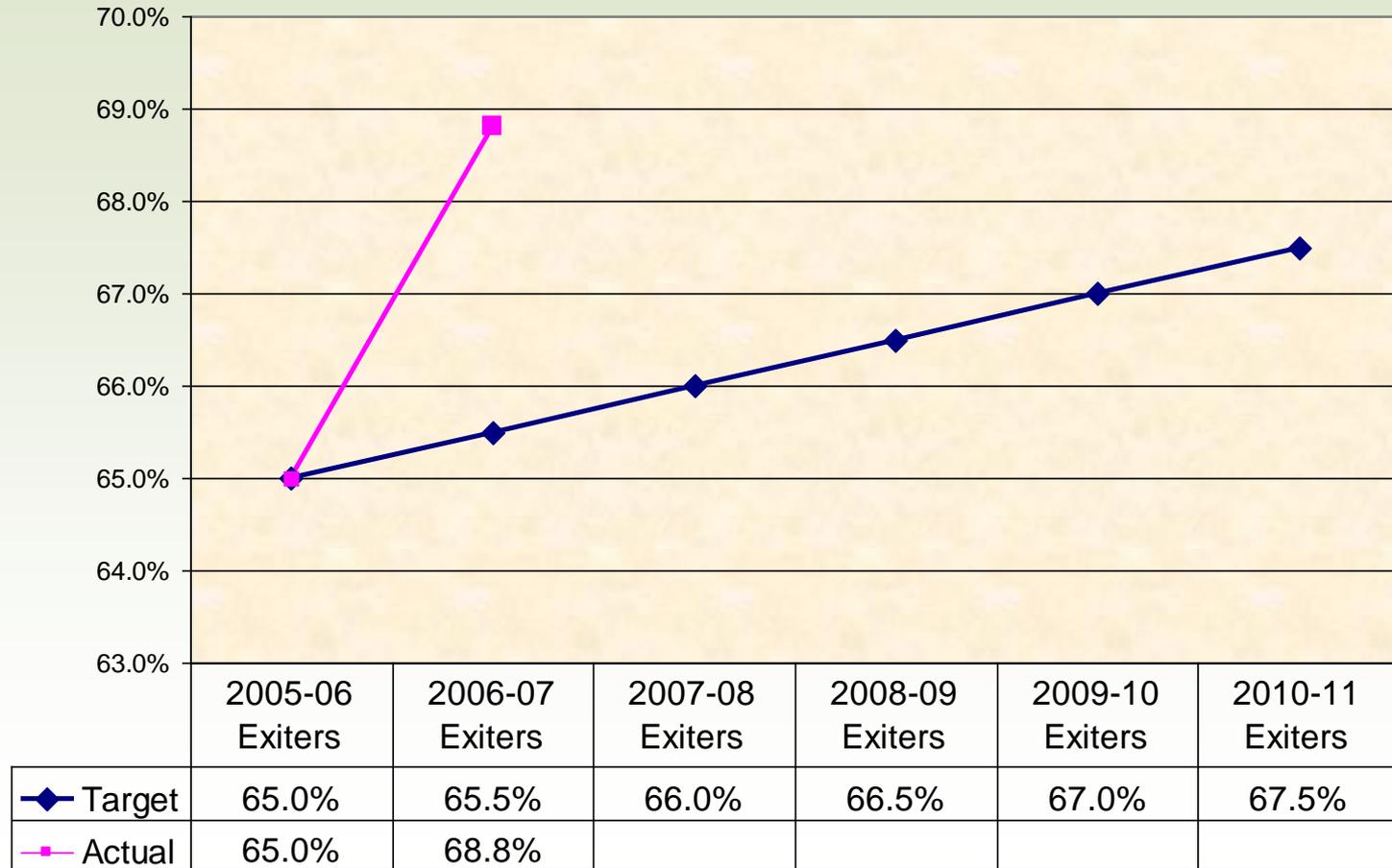
- The **Indicator 14 Brochure** provides information on the Wisconsin State Improvement Targets for Indicator #14.
- Each district's results impact the percentage of youth engaged in post high school activities

### **Wisconsin Targets:**

Each Survey Year Cohort will be responsible for assisting with the annual improvement effort

# Indicator 14

## 2005-06 to 2010-11 Targets and Actuals



**Teachers in Wisconsin are doing a good job at preparing youth with disabilities for life after high school**

- 70% continue to live with their parents (73% nationally)
- 7% live independently (23% nationally)

**Overall participation in postsecondary education and training has been consistent over time (45% - 48%)**

- Many participate in more than one type (32% nationally)
- 7% (5%) start a program then discontinue (9% nationally)

**Employment from 1999-00 to 2003-04 decreased but rebounded in 2005-06 and 2006-07**

- Fewer than 1/2 of youth who are employed are “competitively employed”

## Indicator 14

### Post High School Outcomes Considerations

- Since participation in postsecondary education is an avenue to higher paying jobs and increased benefits, districts may wish to investigate ways to **increase participation** in 2-year, 4-year and technical colleges
- Since a high percentage of students do not disclose their disability to anyone at their place of postsecondary education, consider student **self-advocacy training**
- Since few youth discuss needed employment with adult employment agencies, districts may wish to familiarize students with these and other **community agencies** as part of the student's transition plan

**Past WI State Outcomes Reports:**

[www.dpi.state.wi.us/sped/posthigh.html](http://www.dpi.state.wi.us/sped/posthigh.html)

**Wisconsin Post High School Outcomes Website:**

[www.posthighsurvey.org](http://www.posthighsurvey.org)

**Wisconsin Statewide Transition Initiative (WSTI):**

[www.wsti.org](http://www.wsti.org)

**Wisconsin Community on Transition:**

[www.sharedwork.org](http://www.sharedwork.org)

### Assistance

- **Steve Gilles**

State Transition Consultant & Indicator 13  
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- **Mary Kampa**

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