

# The Ohio Longitudinal Transition Study

Annual State Report

SPRING 2013



## In this Report

Employment Outcomes  
Post-school Education Outcomes  
Trends and Engagement Rates  
Student Satisfaction with Services  
Predictors of Postschool Outcomes  
Evidence Based Practice Checklist

## Exploring postschool outcomes

The Individuals with Disabilities Education Act (IDEA) of 2004 has mandated that each state evaluate the implementation of federal special education policy. To address this requirement, Ohio's State Performance Plan (SPP) has defined and provided action strategies for 20 target indicators. Target Indicator #14, has been focused on tracking postschool employment, postsecondary education, and independent living outcomes of students with disabilities.

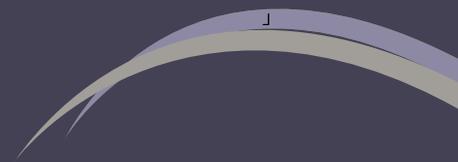
In addressing Indicator 14, the Ohio Office for Exceptional Children (OEC) contracted with the Center for Innovation in Transition and Employment (CITE) at Kent State University to develop the Ohio Longitudinal Transition Study (OLTS). The OLTS is designed to collect data not only on postschool outcomes, but also on how students' secondary programs and services promoted these outcomes. This report highlights some of the information collected from those schools. Additional information can be obtained at the OLTS website ([www.olts.org](http://www.olts.org)) which includes regional reports and copies of publications and journal articles developed from OLTS data. Additional information may be obtained by Emailing [rbaer@kent.edu](mailto:rbaer@kent.edu).

## DATA COLLECTION PROCESS

The CITE at Kent State University has worked in collaboration with OEC's sixteen regional state support teams to collect data from approximately 1/5 of Ohio's schools each year. Teachers and transition professionals interview students just before graduation and one year later to evaluate school services, student satisfaction, and postschool outcomes. Over the past seven years, Ohio Schools have submitted exit and follow-up information for their students with disabilities. The Ohio OLTS completed its first five-year cycle for students who exited high school from 2005-2011.

Virtually all Ohio LEA's participated in this study. A special thanks is extended to the efforts of special education supervisors, transition coordinators, and teachers who conducted exit and one-year follow up interviews with students with disabilities and/or their family members.

# Trends and Engagements Rates For 2011 Graduates



Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	Number	Percent
A. Enrolled in higher education within one year of leaving high school.	287	33.8%
B. Enrolled in higher education or competitively employed within one year of leaving high school.	524	61.6%
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.	570	67.1%
<b>Total</b>	N=850	

As part of the State Performance Plan (SPP) the Ohio Longitudinal Transition Study reports yearly the cumulative percentages of special education graduates who are: (a) in postsecondary education, (b) in work or postsecondary education, or (c) in any competitive work or training. These are the reported outcomes for the class of 2011. These data are reported as percentages in the first table and as numbers in the second.

Status Category	Number
Enrolled in higher education within one year of leaving high school.	287
Competitively employed within one year of leaving high school (but not enrolled in higher education).	237
Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed).	19
In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	27
<b>Total in Status Categories</b>	<b>570</b>
<b>Total Surveyed</b>	<b>850</b>

# Postschool Outcome Trends by Year of Graduation

Postschool Outcomes	2005	2006	2007	2008	2009	2010	2011	2005-2011
# of Students	134	345	573	725	991	2367	850	5985
% Full-time Employment	25.4	48.4	47.3	40.8	35.1	29.1	27.9	35.1
% Part-time Employment	45.5	38.6	36.6	33.0	21.9	21.6	25.8	26.7
% Any Employment	79.1	79.1	81.7	71.4	62.5	59.4	52.6	65.8
% 4 year College	9.0	15.4	14.7	16.8	18.1	16.4	13.7	15.9
% 2 year College	15.7	21.7	20.9	26.3	27.4	24.3	21.2	24.4
% Any College	48.5	49.9	52.5	58.6	56.0	49.9	34.2	52.5

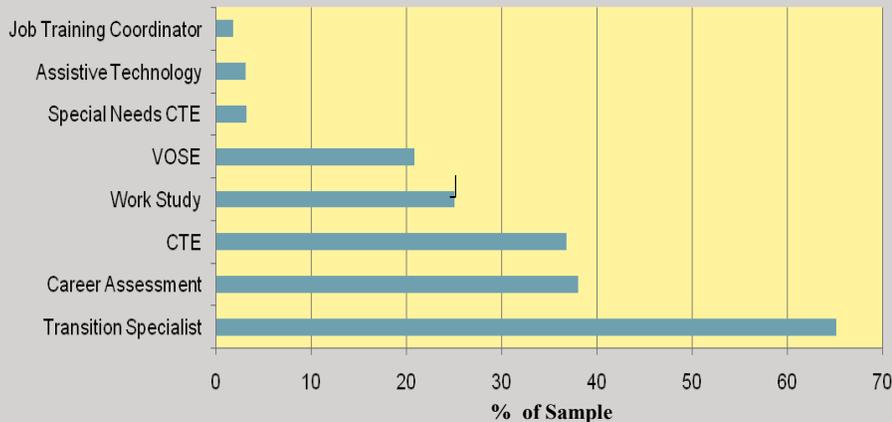
## General Trends in Postschool Outcomes

While some variations in year to year outcomes are due to chance variation for smaller samples, two trends appear to be apparent in these data. First, students with disabilities are increasingly enrolling in postsecondary education. Second, post-school employment rates dropped precipitously in 2008-2011, due to the recession. These declines were present in both part-time and full-time employment. Sample sizes were smaller in 2005 and 2006 during the start-up phase of the OLTS, and the sample size in 2010 was larger due an expedited target date for sampling students from all Ohio schools.

# Follow-up Sample Demographics 2005-2011

Disability Category	# of students	Gender		Ethnicity		
		M	F	White	African American	Other
Autism	156	90.4%	9.6%	90.1%	5.9%	4.0%
Cognitive Disabilities	911	54.0%	45.9%	69.8%	27.6%	2.6%
Emotionally Disturbance	273	69.5%	30.5%	73.4%	23.2%	3.4%
Hearing Impairment	73	55.6%	44.4%	77.8%	13.9%	8.3%
Multiple Disabilities	272	64.7%	34.9%	78.4%	17.4%	4.2%
Orthopedic Impairments	44	45.5%	54.5%	79.5%	15.9%	4.6%
Other Health Impairments	626	65.7%	34.3%	85.5%	9.6%	4.9%
Specific Learning Disabilities	3318	62.2%	37.8%	82.3%	13.6%	4.1%
Speech and Language Impairment	36	50.0%	50.0%	82.9%	11.4%	5.7%
Traumatic Brain Injury	45	57.8%	42.2%	82.2%	11.1%	6.7%
Visual Impairments	28	46.4%	53.6%	74.1%	14.8%	11.1%

**Services Received**



**Services Received**

Job training coordinator programs are designed to provide supported employment services to students with the most significant disabilities. Many of these students were also in special needs career technical education (CTE). Work study often gave credit for student work experiences while in high school. Vocational Special Education (VOSE) coordinators provided teaching and supports to students with disabilities who were in career technical education. Transition specialist services were typically provided by VOSE, work study, career assessment, or job training coordinators.

# Follow-up Sample Demographics 2005-2011

School Setting				Average Semesters of CTE	% Participated in Gen. Ed. classes more than 79% of the school day	Average Age at Graduation
Large City	Small City	Suburban	Rural			
10.2%	14.3%	53.7%	21.8%	1.73	59.6%	18.6
16.9%	24.6%	24.9%	33.4%	2.30	33.9%	18.6
12.8%	19.2%	43.4%	24.2%	1.80	50.9	18.2
26.8%	15.5%	36.6%	21.1%	2.26	58.9%	18.7
18.5%	28.7%	25.3%	27.5%	1.69	7.4%	19.7
16.3%	25.6%	48.8%	9.3%	1.79	65.9%	18.3
6.5%	19.8%	46.8%	26.8%	2.16	77.5%	18.1
9.0%	22.8%	31.4%	36.6%	2.31	80.0%	18.2
5.7%	22.9%	51.4%	20.0%	2.81	86.1%	18.2
4.5%	18.2%	36.4%	40.9%	1.84	57.8%	18.6
11.1%	14.8%	40.7%	33.3%	1.63	82.1%	18.3

## Sample Demographics

The above breakdown shows the gender and ethnicity characteristics of each disability group that was sampled. There were low numbers of females in the disability group of “autism” due to chance variation and the genetically higher prevalence of autism among males. African-American students were more likely to be in the disability group of “cognitive disabilities” than their proportion in the sample (which mirrors national statistics) and may indicate higher special education referral rates for these types of students.

Students with multiple disabilities received significantly fewer semesters of career technical education, were less likely to be in mainstream classes, and left high school later than their peers. The proportion of students from large cities was smaller than for the state as a whole because larger schools were allowed to use random samples of students to lessen their workload. Autism rates were higher for suburban schools probably due to better diagnosis and reporting.

# Employment Outcomes in the Year Following School Exit

Disability Category	Employment Outcomes (Some students reported multiple outcomes)			
	Full time >35 Hrs/Wk	Part Time 20-34 Hrs/Wk	Other Work <20 Hrs/wk or Sheltered Work	Any Work
Autism	14.1%	23.7%	17.3%	50.0%
Cognitive Disabilities	28.4%	24.6%	10.5%	58.6%
Emotional Disturbance	29.7%	25.3%	9.2%	60.1%
Hearing Impairment	27.4%	12.3%	16.4%	54.8%
Multiple Disabilities	13.2%	18.0%	32.0%	57.0%
Orthopedic Impairments	6.8%	13.6%	6.8%	25.0%
Other Health Impairments	34.0%	25.6%	9.6%	61.7%
Specific Learning Disabilities	39.3%	27.6%	7.6%	68.6%
Speech and Language Impairment	38.9%	27.8%	16.7%	77.8%
Traumatic Brain Injury	17.8%	15.6%	13.3%	42.2%
Visual Impairments	17.9%	17.9%	3.6%	39.3%

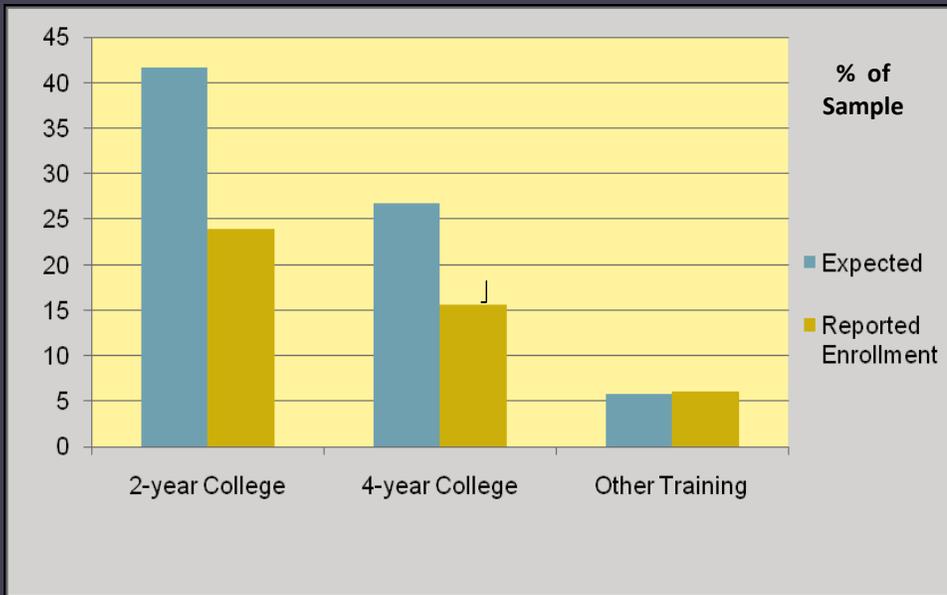
Students with autism and multiple disabilities were significantly less likely to enter full or part-time employment after exiting high school. Students with orthopedic impairments, traumatic brain injury, and visual impairments showed lower employment outcomes, but this may have been due to chance variations in these small samples

# Postsecondary Enrollment Outcomes in the Year Following School Exit

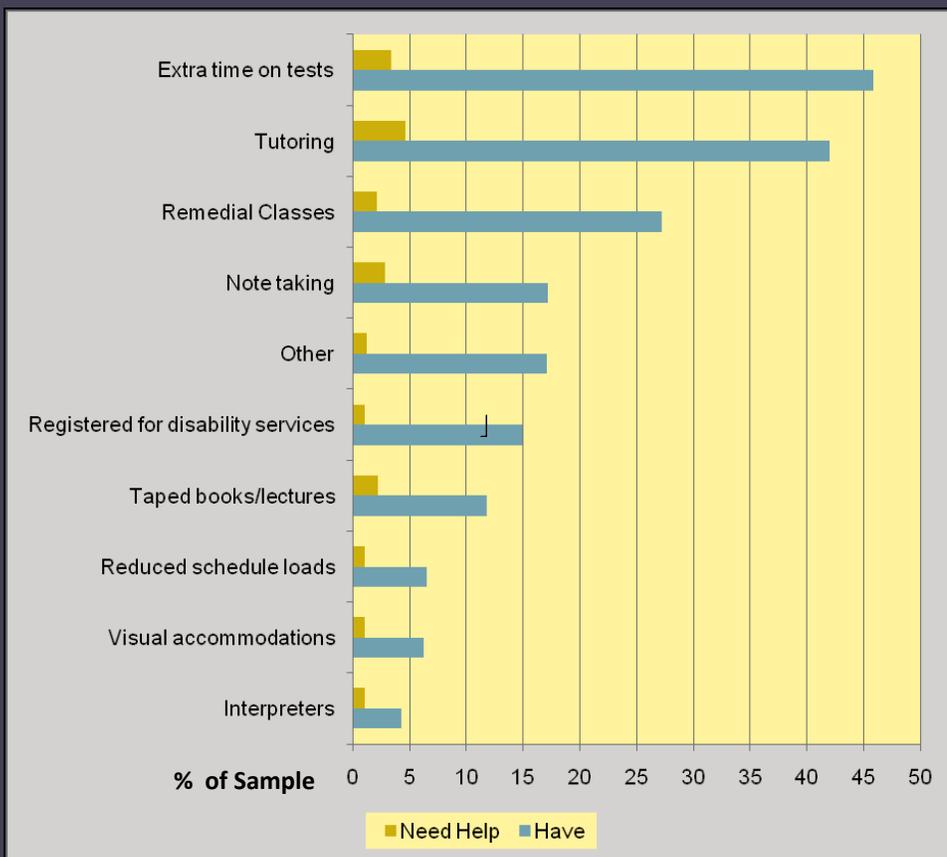
Disability Category	Postsecondary Education Outcomes (Some students reported multiple outcomes)			
	4 Year College	2 Year College	Other Training	Any College or Training
Autism	21.8%	28.8%	4.5%	53.8%
Cognitive Disabilities	5.4%	16.4%	7.8%	27.3%
Emotionally Disturbance	9.2%	22.0%	5.1%	34.1%
Hearing Impairment	21.9%	26.0%	8.2%	53.4%
Multiple Disabilities	.7%	2.2%	7.0%	9.9%
Orthopedic Impairments	29.5%	25.0%	6.8%	59.1%
Other Health Impairments	22.5%	29.2%	5.3%	53.8%
Specific Learning Disabilities	18.4%	27.0%	5.5%	48.3%
Speech and Language Impairment	22.2%	30.6%	2.8%	52.8%
Traumatic Brain Injury	20.0%	22.2%	2.2%	42.2%
Visual Impairments	42.9%	25.0%	3.6%	67.9%

Students with cognitive disabilities and emotional disabilities were significantly less likely to enroll in four-year colleges. Students with multiple disabilities were much less likely to attend any college or other training in the year following their exit. Students with visual impairments were more likely to enroll in four-year colleges, but this may have been due to chance variation in this small sample.

# Students' Expected Postsecondary Education Outcomes While in High School and Their Actual Outcomes by One Year After Exiting High School



## Postsecondary Education Services Received



## Predictors for Postsecondary Education

Using logistic regression, OLTS researchers were able to identify high school services that predicted postsecondary education outcomes for students with disabilities, in general after controlling for gender and ethnicity. They were not able to predict postsecondary outcomes for students in many disability groups due to chance variations with the smaller samples of students in these groups.

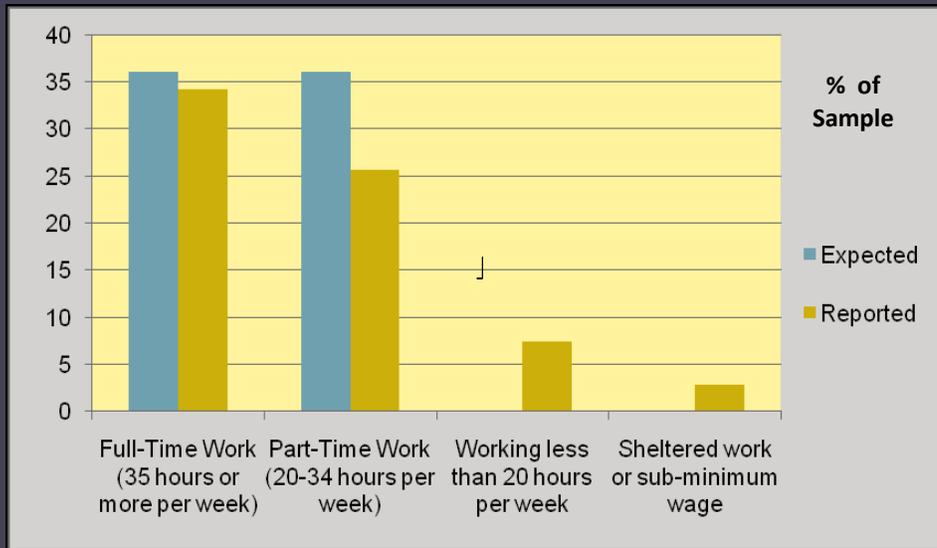
Generally, students who participated in mainstream classes for more than 80% of the day were much more likely to enroll in two and four-year colleges within one year following high school. Those who passed the majority of their graduation tests were much more likely to enroll in four-year colleges but only slightly more likely to enroll in two-year colleges.

Some of the primary reasons given by students who did not enroll in postsecondary education as planned were that they changed their plans and/or that they did not have enough financial support.

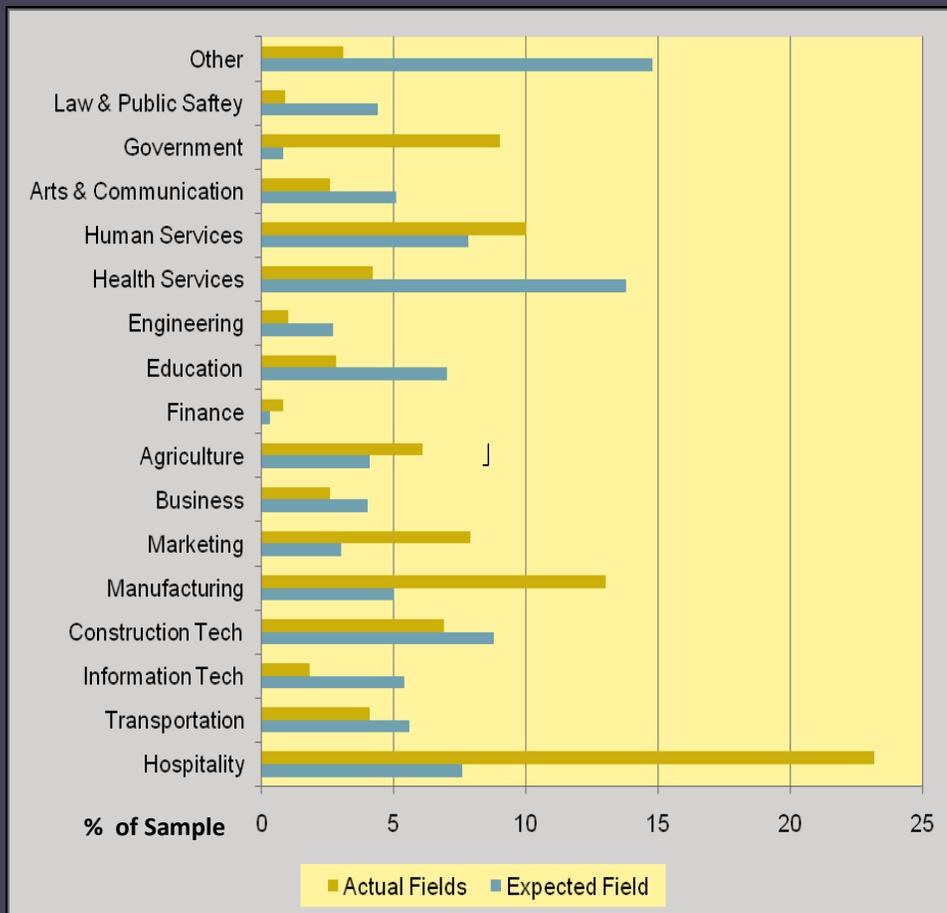
## Reported Supports Received by Students Who Enrolled in Postsecondary Education

The most common supports that students received in postsecondary education was extra time for tests and tutoring. However, many students reported that they did not request supports while in college.

# Students' Expected Employment Outcomes While in High School and Their Actual Outcomes by One Year After Exiting High School



## Percentage of Expected and Actual Fields of Employment



## Predictors of Employment

Using logistic regression, OLTS researchers were able to identify high school services that predicted employment outcomes for students with other health impairments, learning, cognitive, and multiple disabilities after controlling for gender and ethnicity differences. They were not able to predict employment outcomes for other disability groups due to smaller samples of students in these groups.

Students with learning disabilities and other health impairment (OHI) were 30% more likely to enter full-time employment if they had three or more semesters of career-tech. Students with multiple disabilities were more than three times as likely to enter employment 20 hours per week or more if they had three or more semesters of CTE.

## Fields of Employment

Students were much more likely to be working in hospitality (including food services), marketing (including retail and grocery clerks), and manufacturing (including stocking and loading) than they expected in high school. Higher than expected employment in these fields may have been due to greater availability of entry level positions. Higher than expected work in government programs may have been due to chance variation for the small sample expecting this outcome and/or due to enrollment in government jobs programs.

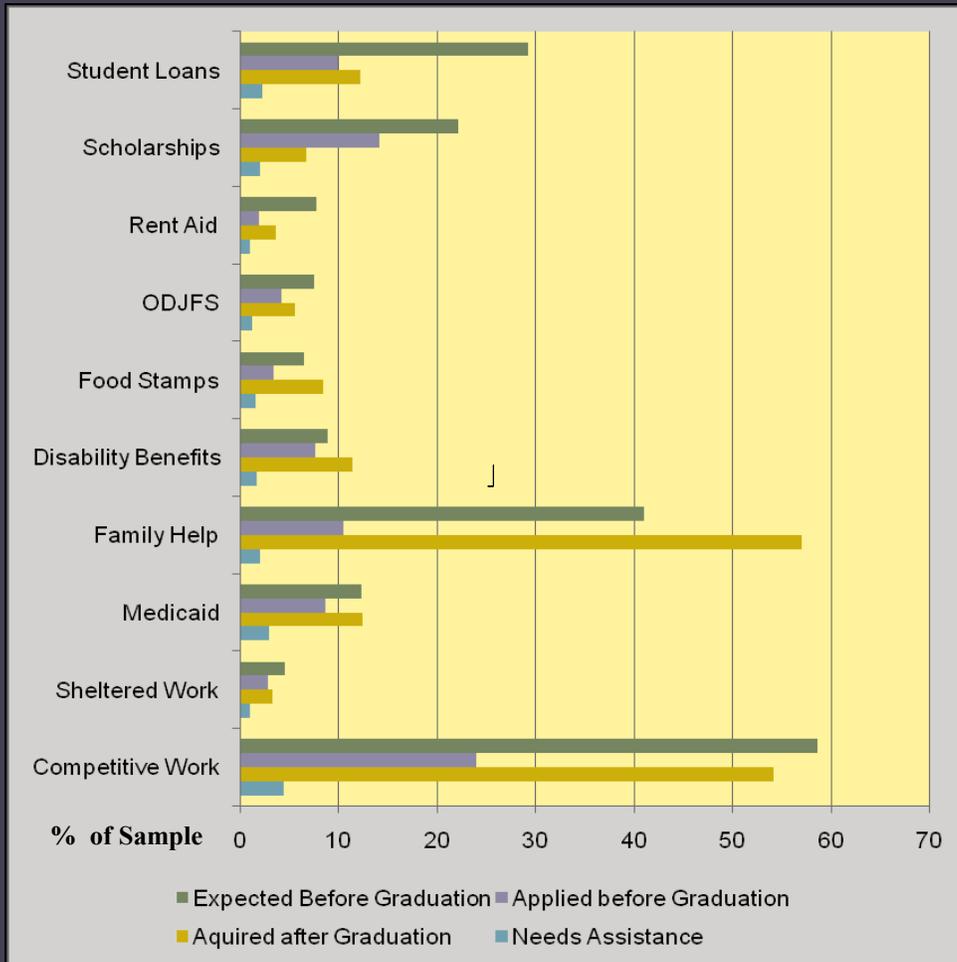
# Student Planned, Applied For, and Received Sources of Financial Support

## Financial Information

Many students expected financial support that they had not applied for while still in high school. This was especially true for student loans and scholarships which may have accounted for their lower than expected enrollment in postsecondary education. Some of this financial shortfall may have been compensated for with family support which was higher than expected.

## Transition Service Ratings

On a four-point scale, career-technical education and working while in high school were reported to be the most helpful in preparing for transition to employment, while college visits were rated as most helpful in preparing for postsecondary education. IEP meetings, in-school jobs, extracurricular activities, and job shadowing also received relatively higher ratings.



## Transition Service Ratings



# OLTS Major Findings

## 2005-2011

After controlling for the effects of gender and ethnicity, it was possible to predict with a 97.5% level of confidence\* that by one year following high school exit:

### Postsecondary Education

- Students with learning disabilities in 80% or more general education classes were at least 2.2 times more likely to enroll in four-year colleges.
- Students with autism in 80% or more general education classes were at least 1.6 times more likely to enroll in four-year colleges.
- Students with emotional disabilities in 80% or more general education classes were at least 1.6 times more likely to enroll in four-year colleges.
- Students with other health impairments in 80% or more general education classes were at least 1.7 times more likely to enroll in four-year colleges.
- Students with learning disabilities, other health impairments, and autism who scored well on their graduation tests were significantly more likely to enroll in four-year colleges.
- Students with learning disabilities and cognitive disabilities who scored well on their graduation tests were significantly more likely to enroll in two-year colleges.

### Employment

- Students with learning disabilities in three or more semesters of career-technical education were at least 20% more likely to be employed full-time.
- Students with other health impairments in three or more semesters of career-technical education were at least 50% more likely to be employed full-time.
- Students with multiple disabilities in three or more semesters of career-technical education were at least 60% more likely to be employed 20-34 hours per week.
- Students with learning disabilities in work study programs were at least 12% more likely to be employed full-time.
- Students with other health impairments in work study programs were at least 35% more likely to be employed full-time.
- Students with multiple disabilities in job training programs were at least 37% more likely to be employed 20-34 hours per week.
- Students with learning disabilities who applied for work prior to graduation were at least 24% more likely to be employed full-time.
- Students with cognitive disabilities who applied for work prior to graduation were at least 44% more likely to be employed full-time.
- Students with cognitive disabilities who applied for work prior to graduation were at least 10% more likely to be employed 20-34 hours per week.

\*These are the most conservative estimates with only a 2.5% probability of being lower and a 97.5% probability of being higher than reported above. For smaller disability sub-groups it was not possible to make predictions with this level of confidence due to the greater impact of chance variations.

## CONTACT INFORMATION

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# Evidence-Based Practice Checklist

The following list is designed to help improve student postsecondary outcomes

Quality Indicator	YES	NO
1. Were students who planned to enter four-year colleges participating in general education classes or college preparation courses?		
2. Were students who planned to enter full-time employment immediately after high school receiving career and technical education training?		
3. Were students who planned to enter college applying for scholarships or financial aid by March of their graduation year?		
4. Were students who planned to enter full-time employment participating in work-based learning experiences before graduation?		
5. Were students who planned to enter college taught how to register with postsecondary disability or accessibility services?		
6. Were students with intellectual disabilities who planned to enter employment after high school offered school supervised work-based learning experiences?		
7. Were students who planned to work full-time after high school applying for employment prior to school exit?		
8. Were students who received SSI or other disability benefits given training or counseling regarding the use of Social Security work incentives?		
9. Were students who planned to enter college participating in college placement tests (i.e. ACT, SAT) prior to graduation?		
10. Were students who planned to live independently after graduation provided exploration of transportation options and a mobility plan for independence?		
11. Were students who planned to receive adult services (i.e. Vocational Rehabilitation, Developmental Disability Services) referred to the appropriate agencies prior to graduation?		

If you answered “No” to any of the questions above, you may want to consult the NSTTAC web site for other evidence-based practices that can promote the desired outcomes. [www.nsttac.org](http://www.nsttac.org).

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