

The Ohio Longitudinal Transition Study

Annual State Report

SPRING 2012



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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 five 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 2005-2010.

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

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) 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.

Trends and Engagements Rates For 2010 Graduates



Percent of youth who are no longer in secondary school,	Number	Percent
Enrolled in higher education within one year of leaving high school.	712	41.4%
Enrolled in higher education or competitively employed within one year of leaving high school.	1280	74.5%
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.	1394	81.1%
Total	N=1718	

As part of the State Performance Plan (SPP) the Ohio Longitudinal Transition Study reports yearly the cumulative percentages of the students who are: (a) in postsecondary education, (b) in work or postsecondary education, or (c) in any competitive work or training (see above). These are the reported outcomes for the class of 2010. These statistics are broken down further by category below.

Status Category	Number
Enrolled in higher education within one year of leaving high school.	712
Competitively employed within one year of leaving high school (but not enrolled in higher education).	568
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).	55
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).	59
Total in Status Categories	1394
Total Surveyed	1718

Postschool Outcomes by Year of Graduation



Postschool Outcomes	2005	2006	2007	2008	2009	2010	2005-2010
# of Students	134	345	573	725	991	2367	5135
Full-time Employment	25.4	48.4	47.3	40.8	35.1	29.1	35.1
Part-time Employment	45.5	38.6	36.6	33.0	21.9	21.6	26.7
Any Employment	79.1	79.1	81.7	71.4	62.5	59.4	65.8
4 year College	9.0	15.4	14.7	16.8	18.1	16.4	15.9
2 year College	15.7	21.7	20.9	26.3	27.4	24.3	24.4
Any College	48.5	49.9	52.5	58.6	56.0	49.9	52.5

General Trends in Postschool Outcomes

While some variations in year to year outcomes are due to chance variation, 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 2008-2009, probably due to the recession. These declines were present in both part-time and full-time employment.

Sample Demographics

2005-2010

Disability Category	%
Autism	2.3%
Cognitive Disabilities	17.4%
Multiple Disabilities	3.8%
Orthopedic Impairments	.7%
Emotional Disturbance	5.8%
Specific Learning Disabilities	56.9%
Hearing Impairment	1.2%
Traumatic Brain Injury	.7%
Other Health Impairments (Major & Minor)	10.0%

Gender	% of Sample
Male	61.1%
Female	38.4%
Ethnicity	% of Sample
African American	19.1%
Caucasian, non-Hispanic	76.6%
Hispanic	1.7%
Asian American	.4%
Native American	.4%
Other	1.8%

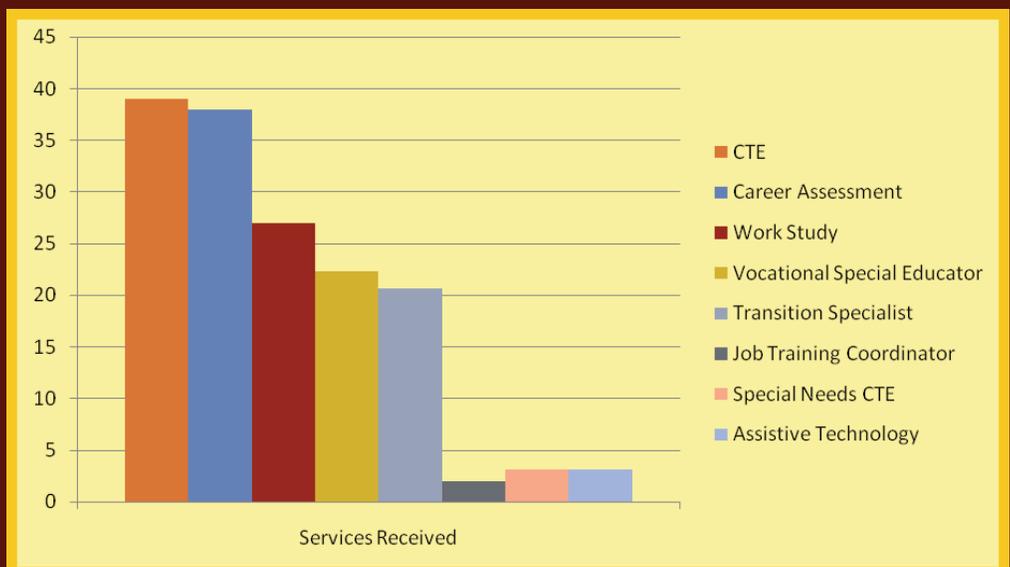
Participation in Special Education Classes and Transition Services

The majority of the sample participated in general education classes. Sixty-one percent participated in special education classes less than 21% of their school day. Additionally, 22% participated in special education environments 21% to 60% of the school day. The remaining students participated in general education classes less than 40% of their school day.

Career and Technical Education and Career Assessment were the highest reported transition services received.

Ohio Graduation Test (OGT) Passage Rates

For students in the sample, 59% passed the reading section of the OGT, 60% passed the writing, 52% passed mathematics and citizenship, and 49% passed the science section. Nine percent of the sample participated in alternate assessment.



Sample Demographics 2005-2010



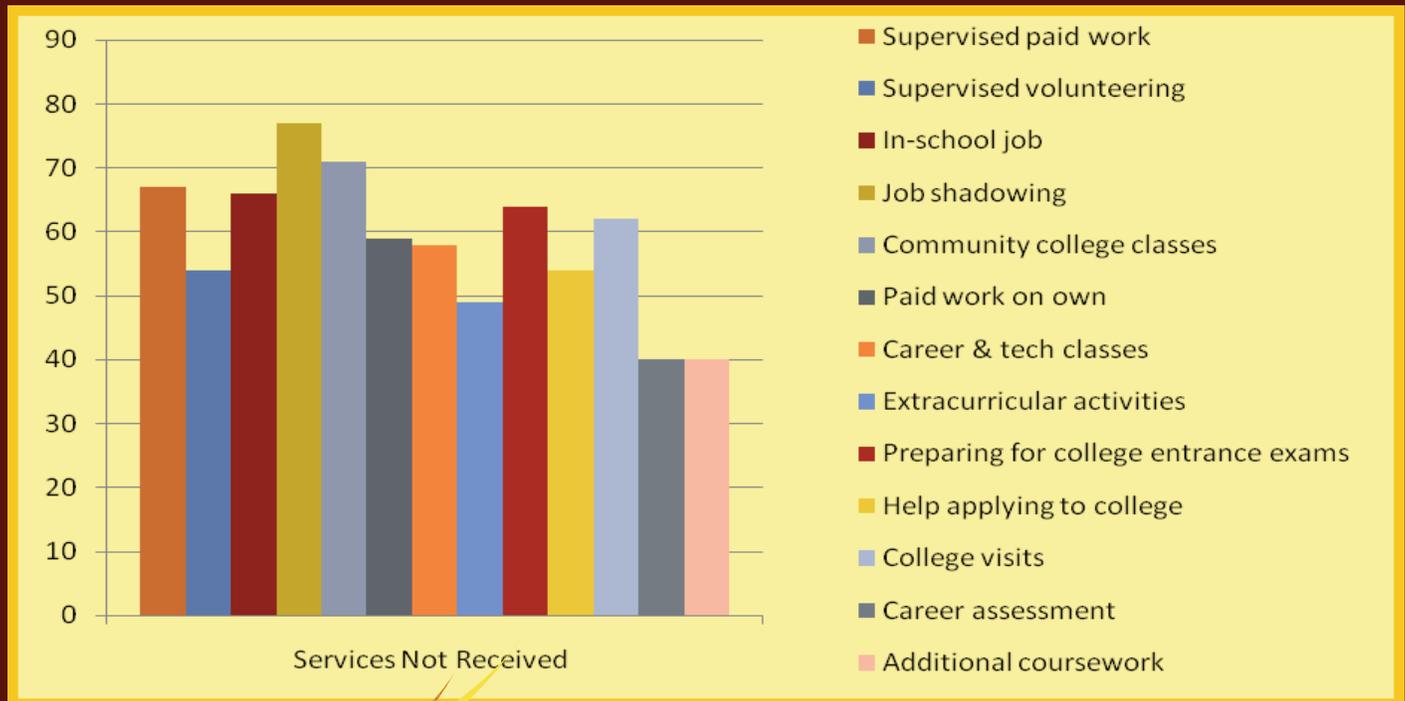
School Setting	% of Sample
Small City (<50,000)	23.4%
Suburban	32.9%
Rural	31.5%
Large City (>50,000)	12%

Student Age at High School Exit

Ninety-two percent of this sample graduated between the ages of 17 to 19. The remainder of the sample (8%) finished their secondary education between the ages of twenty to twenty two.

Services Not Received in High School

Students were asked at exit, what services they wished they had received, but did not, while in high school. Based on the number of students who responded to this question, the most common services reported were job shadowing, supervised paid work, and community college classes. In-school jobs, preparing for college entrance exams, and college visits were also desired by many of the students in the sample.

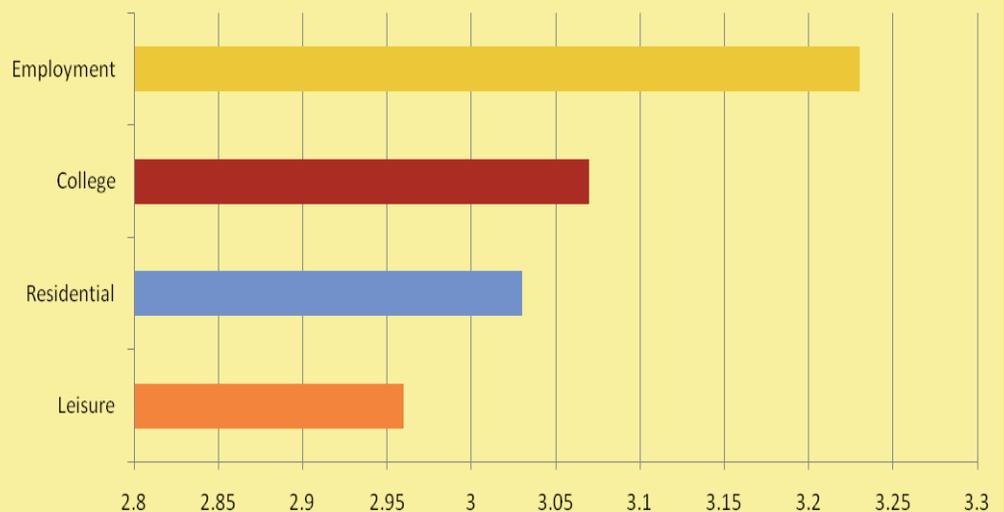


Student Service Ratings at Exit 2005-2010

Rating Scales

Students were asked to rate how well their postschool goals were addressed on their IEP using a scale of 1-4 (not well—very well). Students generally felt their postschool goals were promoted by their IEPs. Employment, college, and residential goals were rated above a 3—indicating “well” to nearly “very well”.

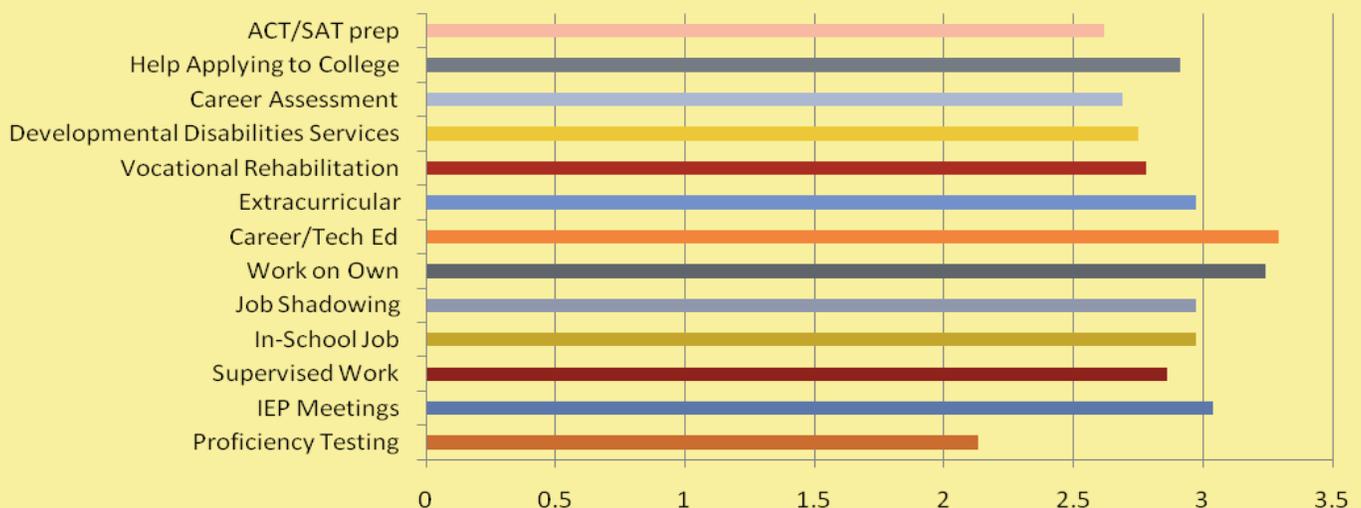
Transition Planning Ratings



What Services Do Students Value?

The chart below displays the opinions of students concerning how helpful the transition services and activities they received were during their secondary education. Students rated only those services and activities they received on a scale of 1-4 (not helpful—very helpful). Career and technical education, working on own, and IEP meetings were rated the highest while anything related to testing (OGTs, ACT/SAT preparation, and Career Assessment) were rated least helpful.

Transition Service Ratings

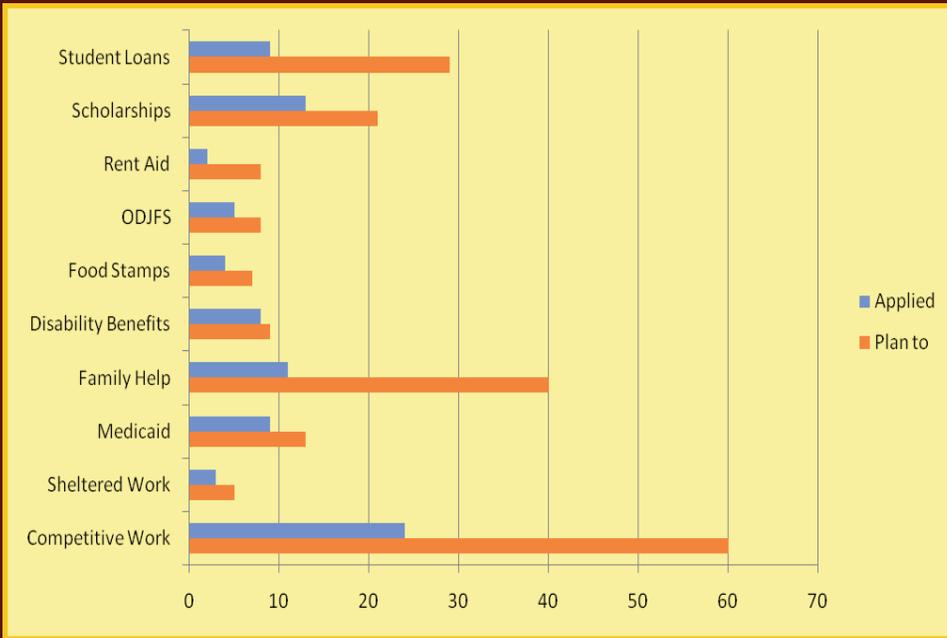


Financial & Independent Living Information 2005-2010



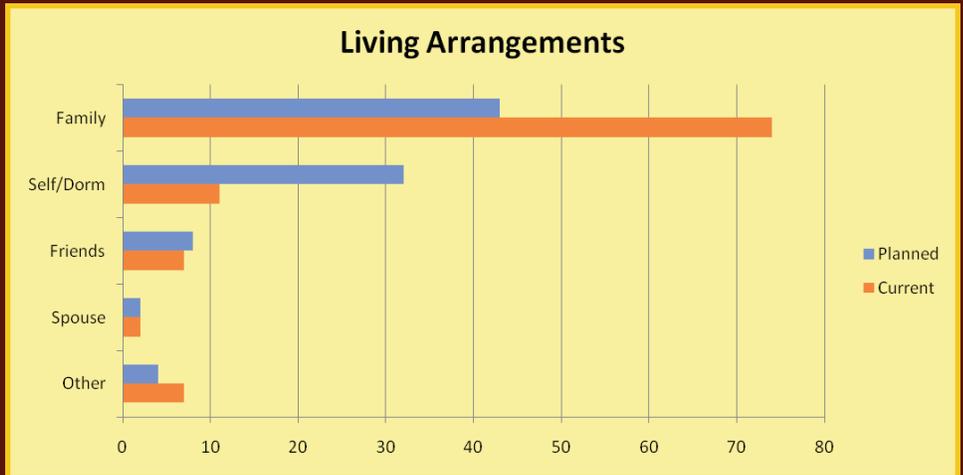
How Students Pay for Things

The chart to the left displays the percentage of the sample that planned to use various methods to pay for needed services and the percentage that had applied at the time of school exit. Significant discrepancies were found for student loans and scholarships, employment, and family help. Schools have used this data to improve parental communication when planning for postsecondary education participation. (ODJFS—Jobs and Family Services)



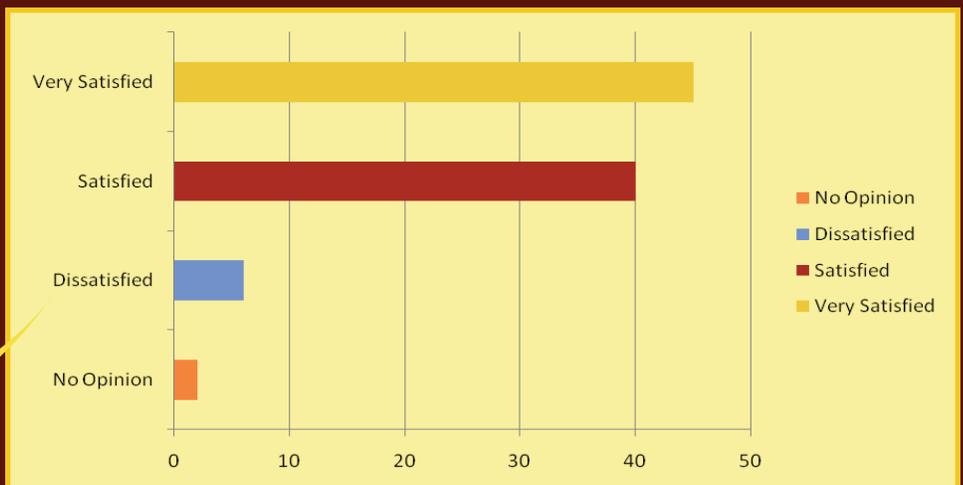
Living Arrangement Plans and Outcomes

Not surprisingly, more students were living at home than planned after graduation (see chart to right). This reinforces the importance of working with families who often become the primary service coordinator for their child upon graduation.

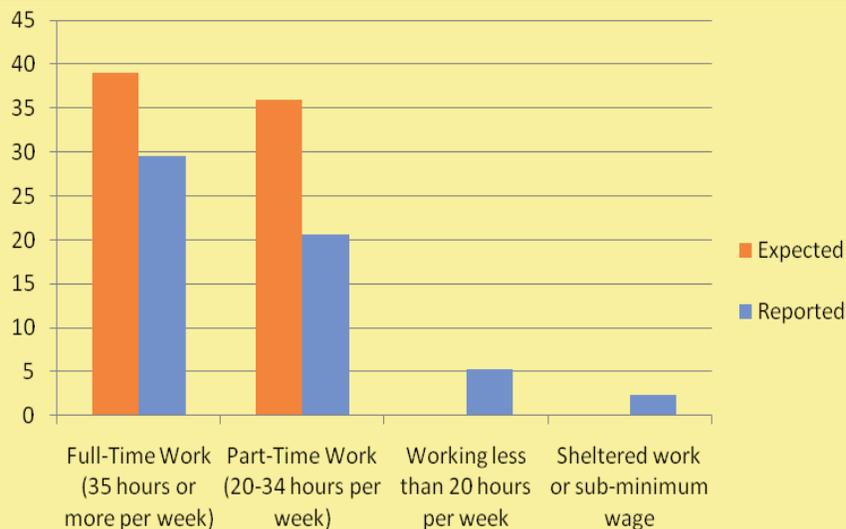


Satisfaction with Living Arrangements

Graduates were generally satisfied with their living arrangements after high school (see chart to right). Considering that most of them are living at home—this suggests that most graduates are not in a hurry to move out on their own after graduation from high school.



Employment Expectations & Outcome Information 2005-2010



Percentage of Expected & Reported Employment Outcomes

Graduates reported lower levels of full and part-time employment than anticipated at the time of their exit from high school. Some of these students went on to enroll in postsecondary education, but others ended up working less than 20 hours per week or in sheltered employment.

How Students Found Employment

Most students (85%) found employment on their own, from their parents, or through a friend. However, 15% reported that they needed help from an agency or their school in finding their job. These statistics show the importance of self-family-friend networks in transition planning.

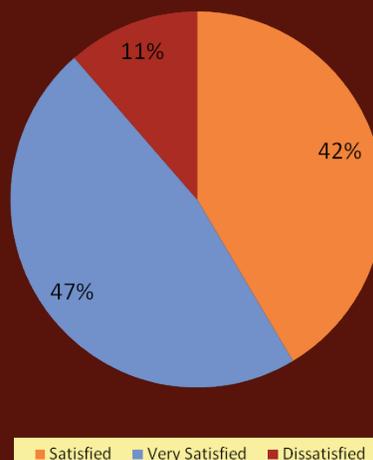


Programs Associated with Positive Employment Outcomes

For students with learning disabilities planning to enter full-time employment, application for work prior to graduation was a substantial and significant predictor of full-time employment one-year after graduation, but this relationship was negatively mediated by female and African American status. For students with MR planning to enter full-time employment, application for work prior to graduation was a strong and significant predictor of full-time work, but this relationship was negatively mediated by female status. Working less than 20 hours and sheltered work were not options for expected outcomes on the in-school survey. Graduates who had career-technical education, work study, and/or who applied for employment before graduation were significantly more likely to be employed full or part-time one year after exiting high school. For students with multiple disabilities, participating in CTE job training coordinator programs dramatically improved employment outcomes.

Job Satisfaction Rates Reported by Students

Although the fields of employment differed between students expectations and actual outcomes, 89% of the students were generally satisfied with their job.



Percentage of Expected & Reported Fields of Employment

One year after exiting high school, more students reported working in hospitality (e.g. food service) manufacturing, and marketing (e.g. retail) than anticipated at graduation. See chart at the top of the next page.

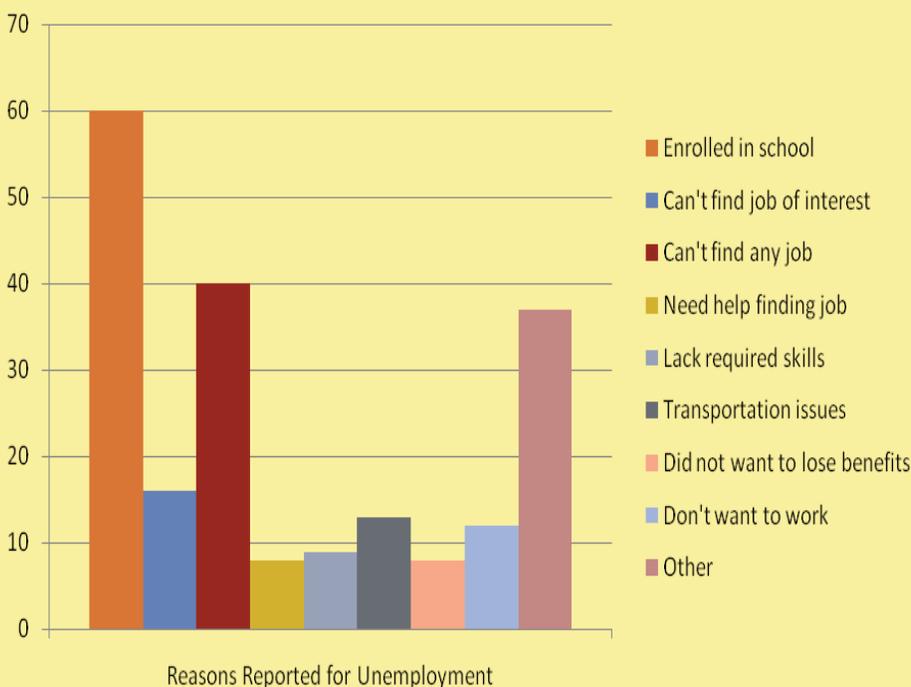
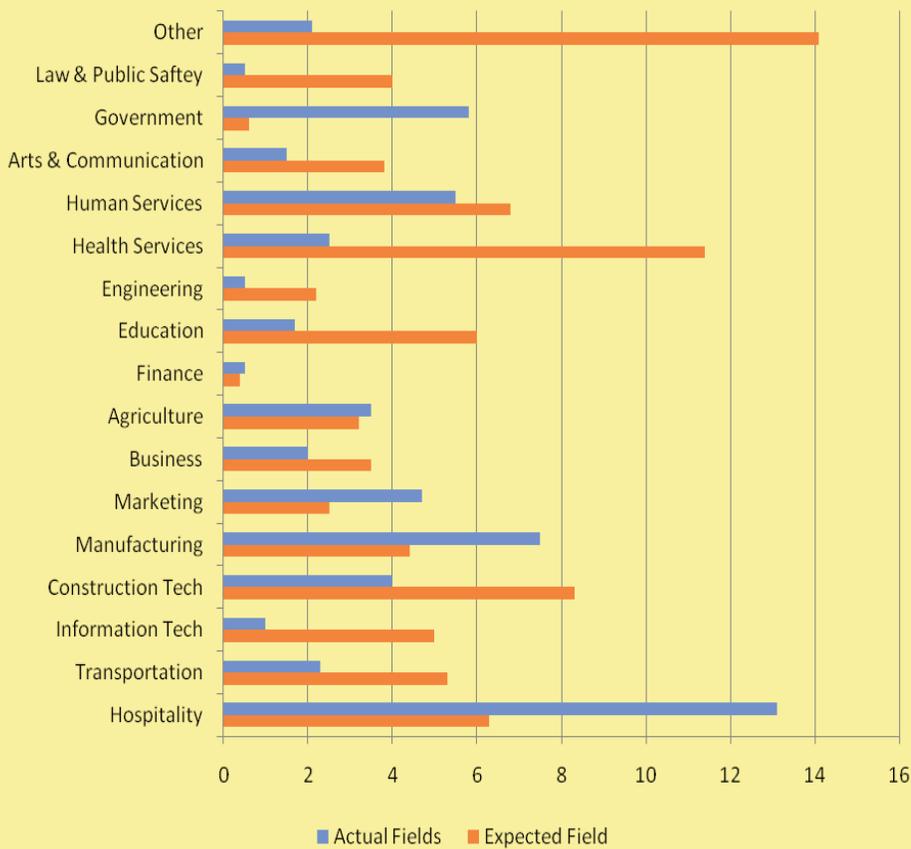
Expected and Actual Fields of Employment

Predictors of Employment

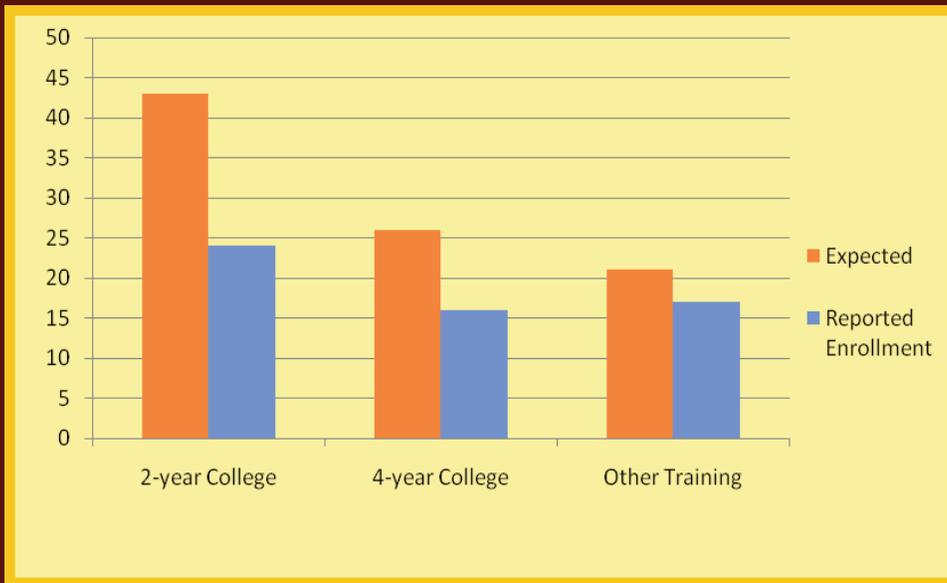
- Students with LD (learning disabilities) and OHI (other health impairments) were 30% more likely to enter full-time employment if they had three or more semesters of CTE (career-tech education).
- Students with MD (multiple disabilities) were more than three times as likely to be employed 20 hours or more per week if they received job training coordinator services.
- Students with LD were more than 40% more likely to work if they had work study.
- Students with OHI were more than twice as likely to work full-time if they had work study.
- Students with CD (cognitive disabilities) were more than 40% more likely to work 20 hours per week if they had participated in work study programming.

Reasons Given for Not Working as Planned

Many graduates who were not working as planned to at exit entered postsecondary education rather than work after graduation. See chart to left. Many graduates who were not working as planned reported difficulties in finding a job. Only a few students reported not wanting to work, or not working to maintain benefits. Some students commented that other reasons for not working were having a child or health problems. Students could cite multiple reasons.



Postsecondary Education Expectations & Outcome Information 2005-2010



Percentage of Expected & Reported Postsecondary Education Outcomes

Many fewer students reported postsecondary education one year after graduation than planned when they were interviewed upon exiting high school. Each of these outcomes were reported by students who had completed at least one quarter or semester of school. Significant differences in expectations and outcomes were present in all educational categories. Technical schools and 2-year colleges were merged in the follow-up data collection process.

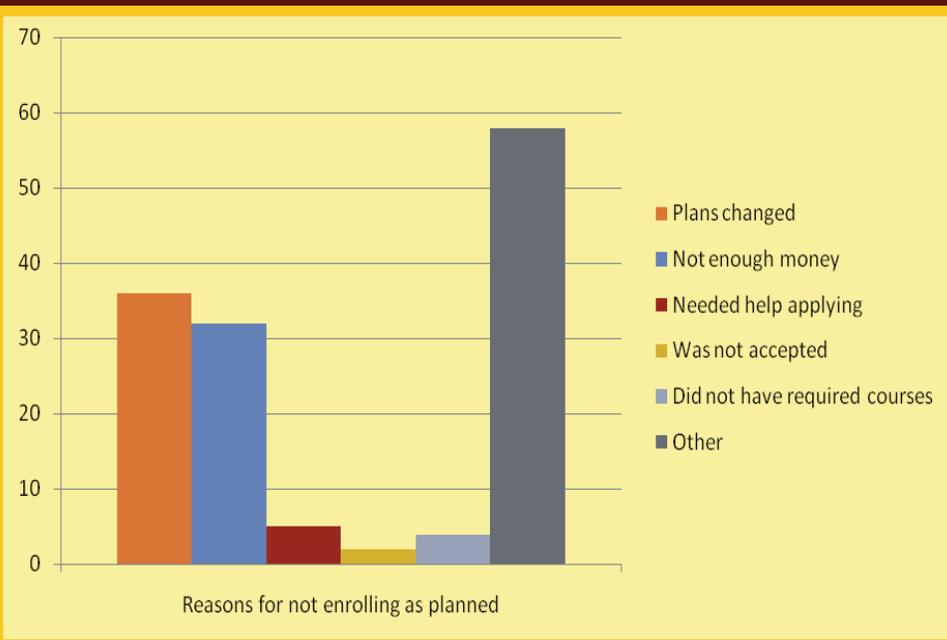
Postsecondary Education Enrollment

Of students exiting between 2005 and 2010, 2,177 (39%) reported attending postsecondary education for one quarter or semester within the year following their exit from high school. Approximately 16% reporting other postsecondary training including short-term vocational training programs provided through the Bureau of Vocational Rehabilitation (BVR) and day activity programs provided by Developmental Disabilities (DD) providers.

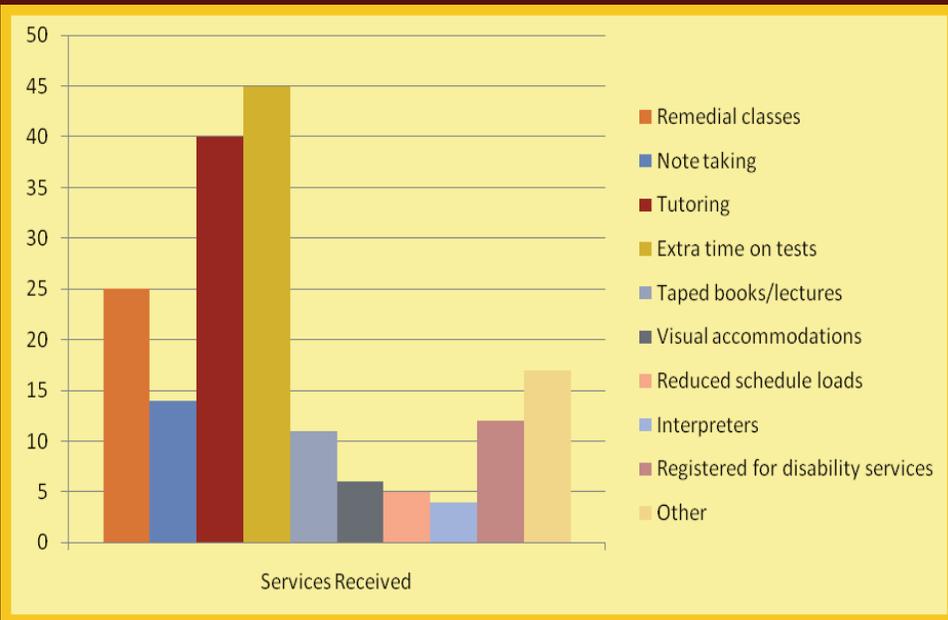


Reasons for Not Enrolling in Postsecondary Education as Planned

The majority of students indicated their plans changed as a reason for not entering postsecondary education. They further clarified their answers in the "other" category including "not feeling ready" and family issues. Financial issues were the second highest reason given.



Postsecondary Education Services Received



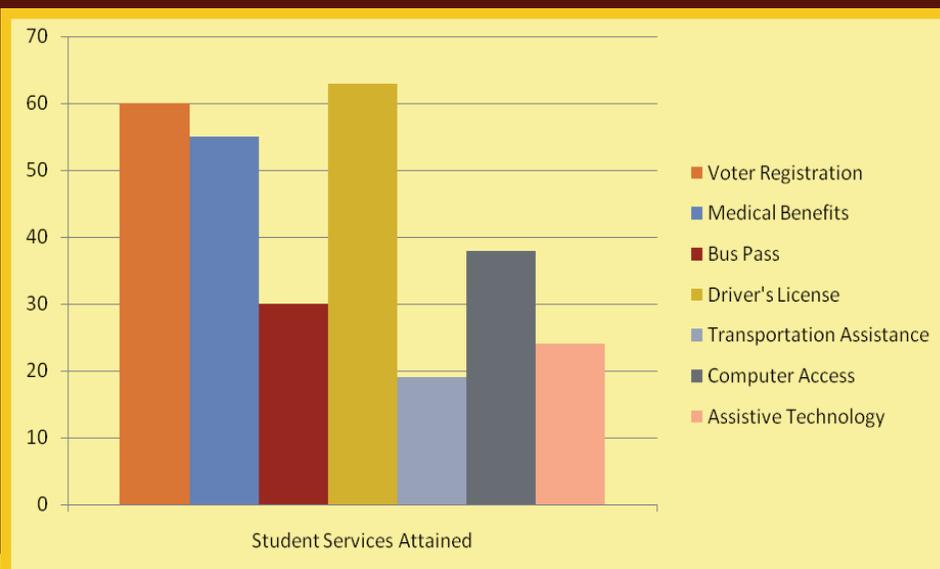
Predictors for Postsecondary Education

- 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.
- Students 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.



The Need for Self-Advocacy and Self-Determination Training

The most reported services received by students with disabilities attending postsecondary education were tutoring and extra time for examinations. Although the number of students reporting participation in remedial classes has dropped over the years, it is still a significant factor, costing additional money and time for the student. Many students failed to register for disability services which may indicate a need for additional instruction in self-determination and self-advocacy. These skills are critical for postsecondary education as services require student requests and scheduling. Below are percentages of students in the sample with additional community activities not directly related to postsecondary education.





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What's next for the OLTS in 2012?

- The postschool follow-up survey was piloted in 2009/2010 using an online version. Schools participating in the OLTS follow-up now submit their data electronically.
- Drop-outs (Indicator 2 of Ohio's SPP) will be further addressed now that the pilot data collection is complete. As the number of participants increases, the data can be further used for program improvement.
- Information on the OLTS can be found at www.olts.org. This site contains all state and regional reports, and information regarding the mandatory data collection process. This website will be expanded and improved.

Recent Publications

Baer, R., Daviso, A., Flexer, R.W., & McMahan-Queen, R. (2011). Disproportionality in transition services: A descriptive study. *Education and Training in Developmental Disabilities, 46, 2, 172-185.*

Flexer, R., Daviso, A., Baer, R., McMahan-Queen, R., & Meindl, R. (2011). An epidemiological model of transition and postschool outcomes. *Career Development for Exceptional Individuals, 34, 2, 83-94.*

Baer, R., Daviso, A., Flexer, R., McMahan-Queen, R., & Meindl, R. (2011). Students with intellectual disabilities: Predictors of transition outcomes. *Career Development for Exceptional Individuals, 34, 3, 132-141.*

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