

SPECIAL POINTS OF INTEREST

- The OLTS was modeled after the National Longitudinal Transition Study
- The Center for Innovation in Transition and Employment at Kent State University provides training, data analysis, and technical assistance to Ohio's schools & districts.
- Ohio's 16 Regional State Support Teams (SST's) served as an additional support for schools collecting postschool data
- Further information can be obtained at www.olts.org

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The Ohio Longitudinal Transition Study (OLTS)

ANNUAL STATE REPORT

SPRING 2008

The Purpose of the OLTS

The Individuals with Disabilities Education Improvement Act (IDEIA) requires that each state develop a State Performance Plan (SPP) to evaluate efforts to implement the legislative requirements of the act. Ohio's SPP outlines 20 target indicators with measurable goals and timelines for data collection and needed improvements. Target indicator #14 focuses on measuring the postschool outcomes of students with disabilities no longer in secondary school. The purpose of the Ohio Longitudinal Transition Study (OLTS) is to report outcomes at school exit and within one year of leaving high school.

The Center for Innovation in Transition and Employment at Kent State University, in

cooperation with Ohio's Office of Exceptional Children (OEC) and one of Ohio's former Special Education Regional Resource Centers, developed and refined a survey to collect exit and follow-up data on special education graduates. This survey served as the blueprint for how the rest of the state would collect data on their graduates.



Map of SST Regions

The Survey

This report is based on information collected from students with IEP's just prior to their exit from high school and follow-up information collected from these same students one year later. The exit surveys focused on students' postsecondary goals and how they evaluated their high school experiences. The follow-up surveys focused on how well these goals were met one year later.

This report is an overview of the studies findings for the past four years, including exit and follow-up interview information provided by student, parents, and professionals.

Funding for this study was provided by the OEC and the Office of Special Education and Rehabilitation Services.

Major Findings

Projected and Actual Employment Outcomes

- Nearly 80% of students with disabilities plan to be employed after graduation with 46% expecting full-time work.
- Approximately 75% of those students were working one year after graduation with more students working part-time.

Projected and Actual Postsecondary Education Outcomes

- More than 60% of the students surveyed planned on attending a four-year, two-year, or technical/vocational postsecondary education program after graduation.
- Approximately 35% were enrolled in some kind of postsecondary education program one year after graduation. In addition, 2% of the 5% of students planning to join the military did so.

Projected and Actual Living and Community Participation Outcomes

- While over 50% of students surveyed planned on living independent from their family, approximately 25% did at one year post graduation.
- In general, most students expected to be voting, owning/driving a car, pursuing outdoor activities, and going to mall and movies for leisure and community participation after graduation.

The Exit Sample

At this point, the OLTS has collected more than 3,000 exit surveys-1044 prior to 2006 when surveys were conducted voluntarily, and 2132 surveys in 2006 and 2007 when 1/6 of Ohio schools were required to conduct surveys each year to meet the accountability requirements of IDEIA 2004. The 3176 surveys that were collected on students with disabilities exiting high school were compared to demographic data reported for graduating students in Ohio in the Twenty-Fourth Annual Report to Congress (U.S. Department of Education, 2003) and in the Second National Longitudinal Study of Transition (Wagner & Marder, 2003). The percentage of males in special education for the Ohio sample was 60.5% compared to 57.5% nationally (Javits & Wagner, 2003). The Twenty-Fourth Annual Report to Congress did not offer data related to gender, but for disability categories—the sample in this report closely resembled Ohio’s population of students with disabilities with slight under-representation from students with serious emotional disabilities and autism. (U.S. Department of Education, 2003).

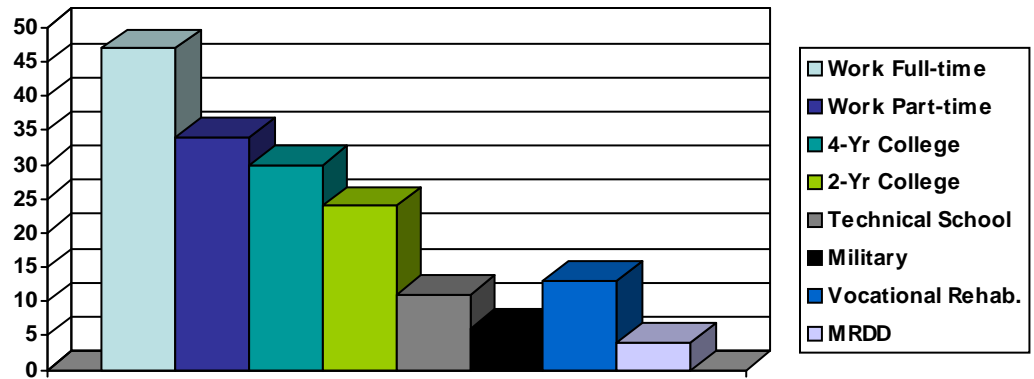
The disabilities of students in the exit samples were closely aligned with the Ohio population with the exception of students with SED and autism.

Many students planned to work and attend postsecondary education, but only a few anticipated receiving adult services.

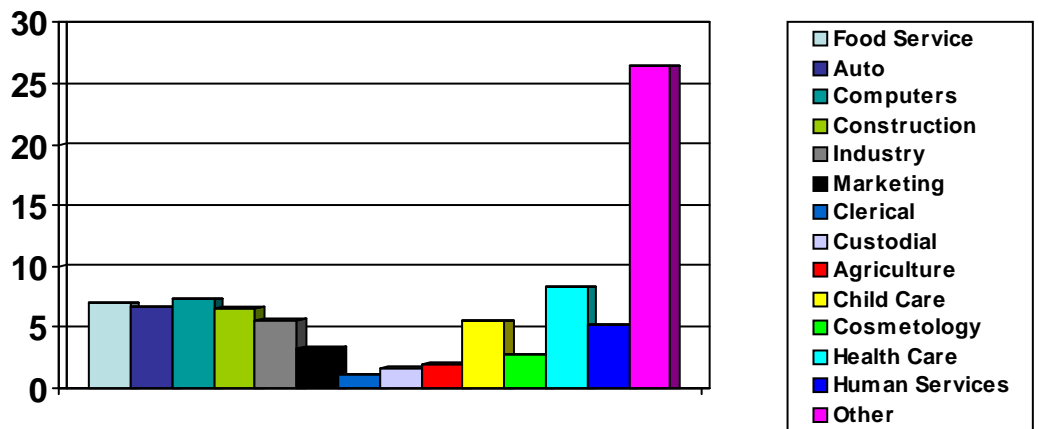
Health care, food service, computers, construction, industry and child care were major areas of interest though many students chose the other category

Exit Survey Findings

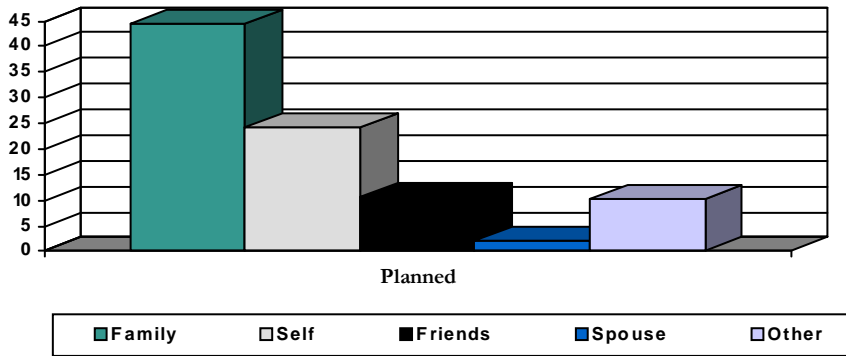
Expected Employment and Postsecondary Outcomes



Expected Fields of Employment (n=3176)

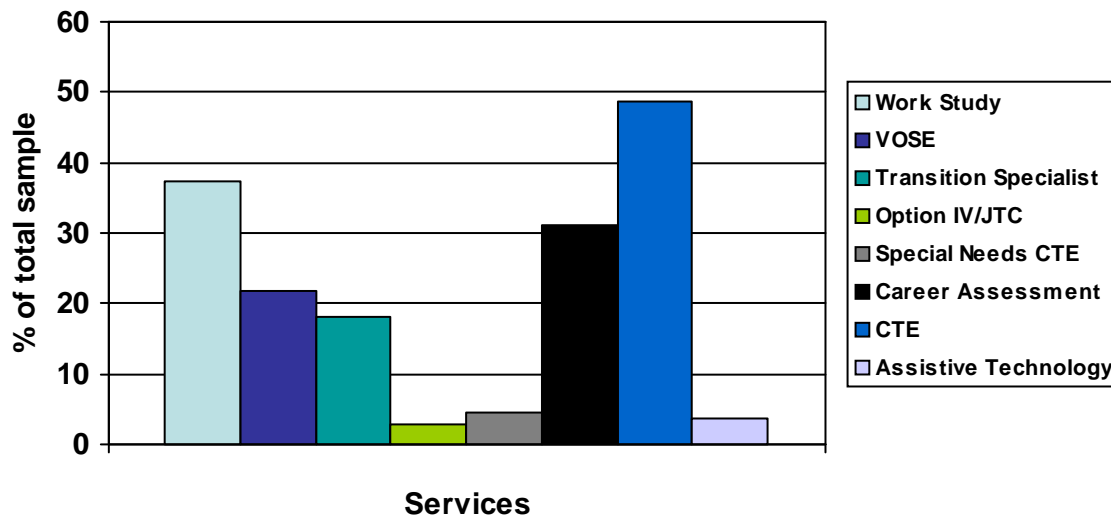


Expected Living Arrangements



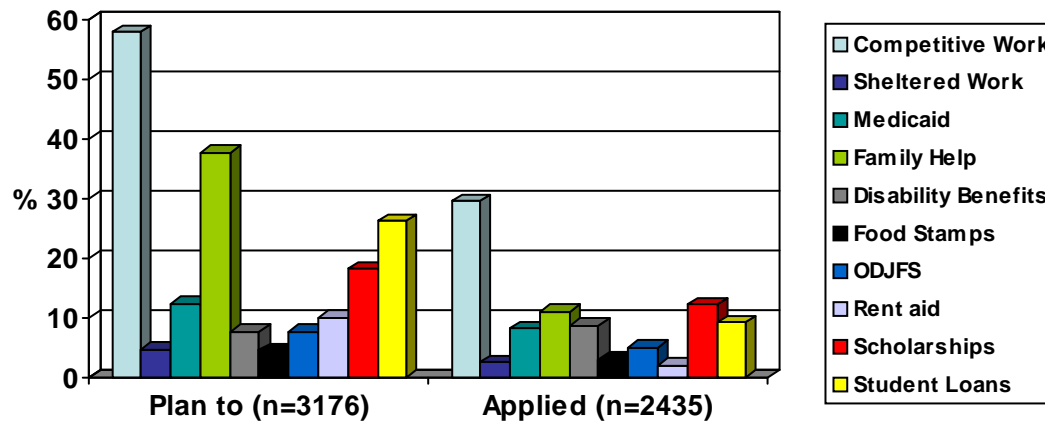
Of the 3176 students with disabilities interviewed at exit, most expected to live with their family and friends while 9% expected to live on a college campus

Transition Services Received (N=3176)



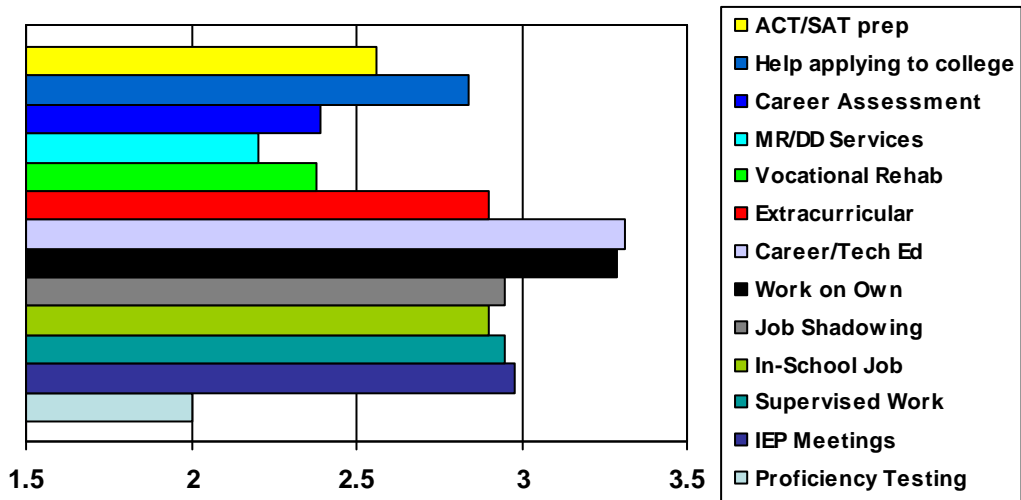
Career and Technical Education, Work Study, and Career Assessment were the most common transition services provided.

Plans to Pay for Things



Aside from work income and family support, many students planned to obtain student scholarships or loans—however, only about 1/2 had applied by graduation

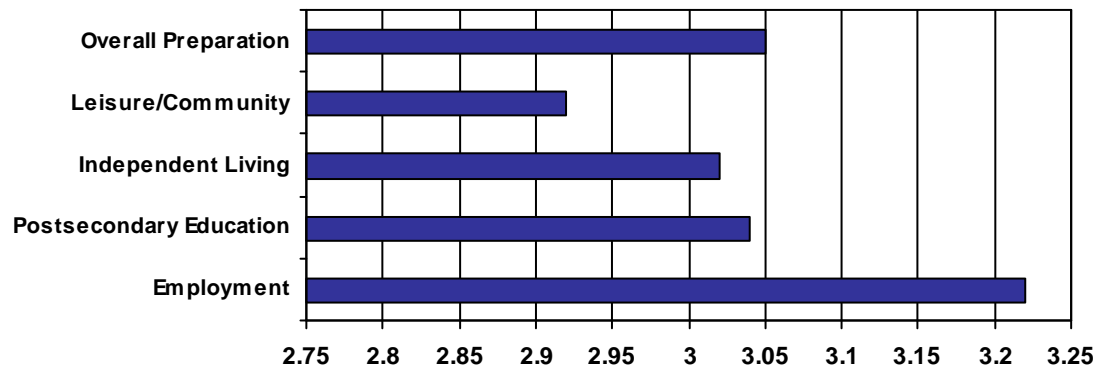
Ratings of Services Received



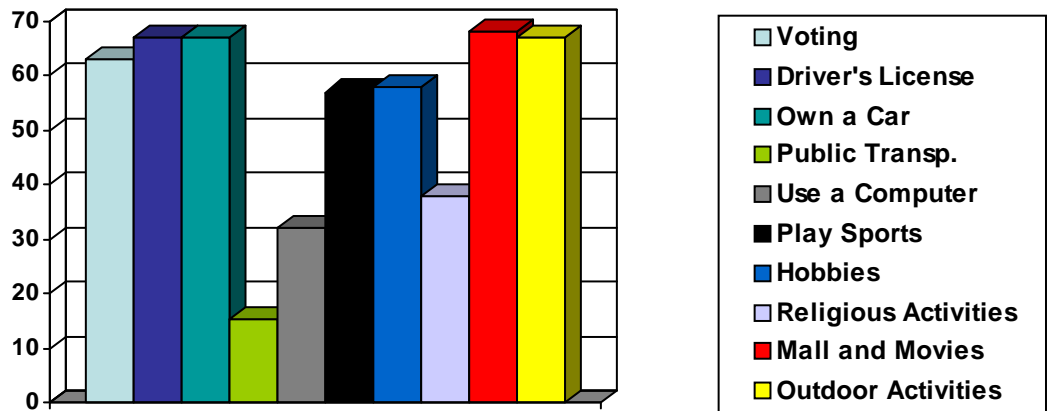
On a scale from 1 (not helpful) to 4 (very helpful) - "Career Tech" and "Work on Own" were rated highly by students in preparing them for independence.

Students reported their transition plan addressed their employment goals much better than other areas.

Transition Planning Ratings



Leisure and Community Participation Expectations



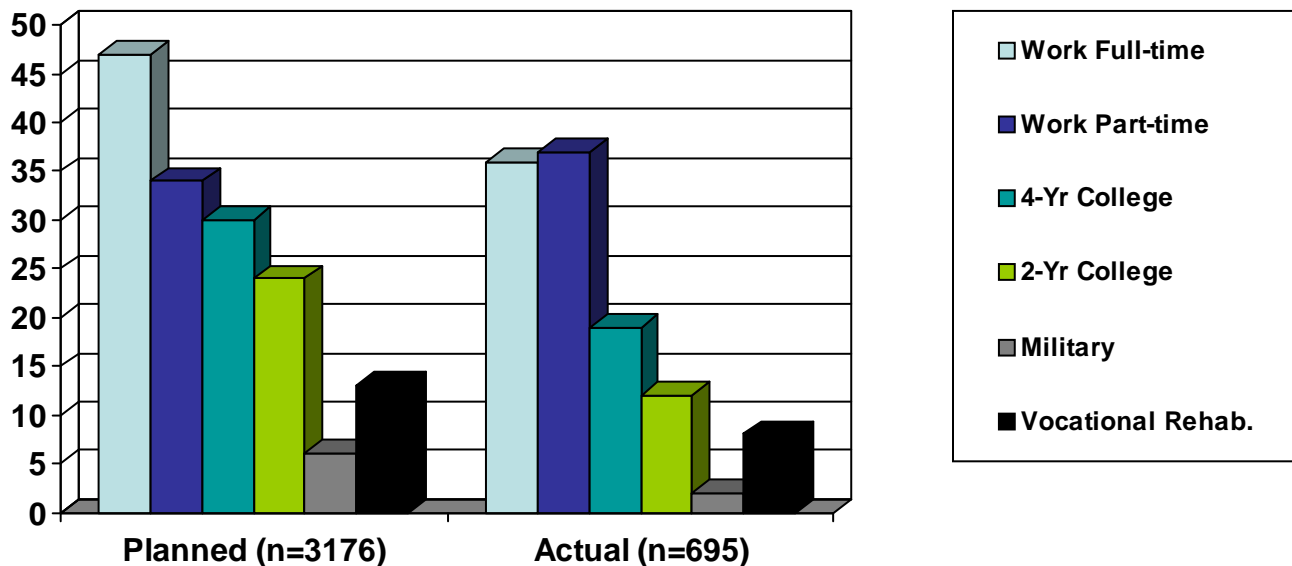
Having a driver's license and owning a car were important to most students, - less so for public transportation and using a computer.

Follow-up Data from 2005 and 2006

Nearly 700 follow-up surveys were collected to identify the similarities and differences between expected and actual post-school outcomes.

The data reported in this document includes follow-up from 2005 graduates (317 surveys) and 2006 graduates (378 surveys). Students were contacted one year after they graduated—any time between April and August to acquire information concerning their employment, postsecondary education, and living outcomes. In addition, graduates were asked the reasons for not working or not participating in postsecondary education, as planned. If students were employed, they were asked for information concerning: type of work, amount of hours working per week, hourly wage (optional), and how they obtained the position. If students were participating in postsecondary education, they were asked for information specific to the educational supports they were receiving and whether or not they were receiving remedial academics or reduced course loads. In addition, student satisfaction with current job, residence, contact with friends, transportation, and adult services was rated. The analysis of expected and actual postschool outcomes provided schools and regions valuable information regarding strengths and areas of need concerning their school programs.

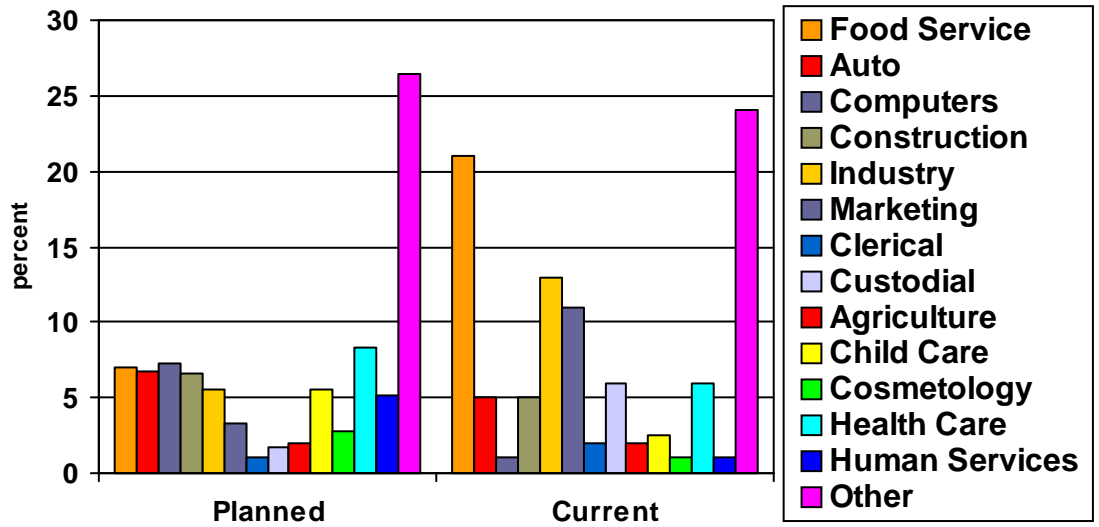
Expected and Actual Postschool Outcomes



Many students who planned to work full-time or attend postsecondary education did not achieve these actual outcomes by one year after exiting high school. Of 353 working graduates surveyed one year after high school 38% found jobs on their own, 33% had help from friends and family, and 16% had assistance from local agencies (i.e. BVR, MRDD).

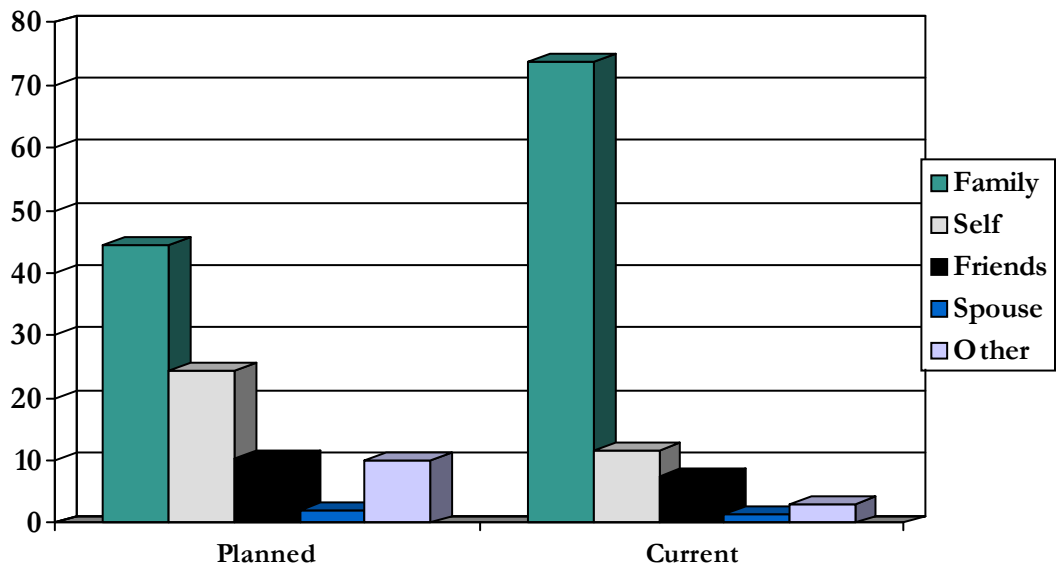
One year out, many more students worked in food service, construction, and industry than planned at graduation.

Expected and Actual Fields of Employment



While nearly 50% of students sampled planned to live independent of their family, most remained at home one year after graduation.

Expected and Actual Independent Living Outcomes

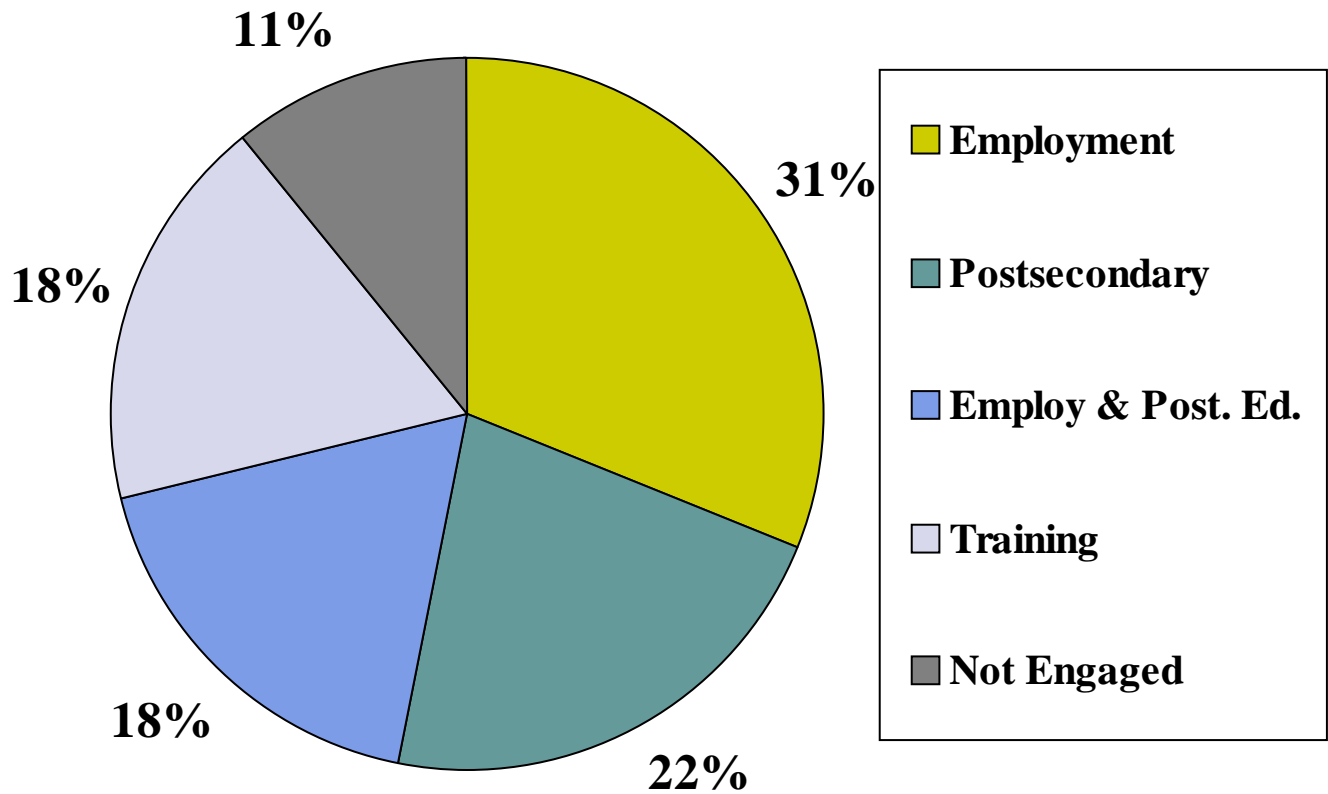


Predictors of Postschool Success

Logistic regression identified predictors of postschool success among the variables of gender, ethnicity, disability type, employment, work study participation, career and technical education, school setting, proficiency test performance, and time spent in regular education. This analysis indicated:

- Students that had a paying job before they left high school were **over 4 times as likely** to be employed after high school when compared to students that did not have jobs prior to graduation.
- Students that passed all areas of proficiency testing were **almost 3 and a half times** as likely to be engaged in postsecondary education when compared to those students that did not.

Engagement Rates for Students with Disabilities



Establishing a Baseline for Improvement

Ohio is required to present data concerning the postschool *engagement rates* of students with disabilities. The National Longitudinal Transition Study defined engagement as “students participation in employment, postsecondary education, or job training.” The IDEIA further defined these categories as:

- Employment: working for pay, other than working around the house, including sheltered or supported employment.
- Postsecondary Education: (a) taking courses toward a GED or (b) attending a vocational, business, or technical school (a 2-year, junior, or community college; or a 4-year college or university).
- Job Training: receiving training in specific job skills (e.g., car repair, Web page design, food service) from someone other than a family member, such as an agency or government training program.

Based on the NLTS and IDEIA definitions, 89% of Ohio students with disabilities were engaged in some type of work, postsecondary education, or job training in the year following graduation. The following charts (located on page 8) provide information on why students failed to enter employment, postsecondary education, or job training as planned.

Additional Findings From Follow-up Survey

Reasons for not working (n=192)	%	Reasons for not attending postsecondary education (n=230)	%	Supports received in post-secondary education (n=210)	%
Enrolled in postsecondary education	34%	Changed plans	39%	Remedial classes	28%
Cannot find job that matches interest	15%	Not enough money	37%	Note taking services	16%
Cannot find job	21%	Needed help applying	7%	Tutoring	41%
Lack of required skills	12%	Did not have required courses	15%	Extra time for tests	43%
Transportation problems	15%	Was not accepted	1%	Tapes of books or lectures	13%
Don't want to lose benefits	8%			Reduced schedule loads	12%
Don't want to work	9%			Tour of disability services	23%

Reasons for not working...

- Based on 192 follow-up surveys, 34% of students who were not working as planned stated their attendance in postsecondary education programs as the primary reason.
- An additional 36% reported being unable to find a job or find a job that matched their desired occupation, while another 12% reported they lacked the required skills.
- Transportation and benefit worries were barriers to employment for 23% of students who were not working as planned while 8% stated they were not interested in working.

Reasons for not attending postsecondary education programs...

- Of the students who were not attending postsecondary education as planned, the most common reason for not attending a post-secondary program was that the student changed plans. Students offered further explanations that included leaving the region and family changes (e.g., pregnancy).
- An additional 59% cited reasons for not attending that point towards pre-graduation preparation for postsecondary education. These reasons included: lack of money, needing help with applications, and lacking required coursework.

Supports received in postsecondary education programs...

- Only 23% of students toured postsecondary disability support services. The highest reported postsecondary education supports included extra time for testing (43%), tutoring (41%), note-taking (16%) and taped books and lectures (13%).
- Of the 210 students receiving postsecondary education supports, 28% reported taking remedial coursework and/or reduced course loads (12%).

What's Next for the OLTS?

OLTS information is now on-line at www.olts.org. This site contains all state and SST reports produced for the mandatory data collection process. Schools will also find information regarding the mandatory data collection process, including a list of schools required to collect exit and follow-up data each year. This site will continue to be updated as new information becomes available.

The OLTS staff and project committee are currently looking to provide additional support on-line. We hope to develop software, in cooperation with NCS Pearson, that will allow completion of the exit and postschool follow-up surveys on-line for professionals collecting data. Piloting of the on-line data collection will begin in 2008 and 2009.

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