

The Ohio Longitudinal Transition Study

ANNUAL STATE REPORT

SPRING 2011

SPECIAL POINTS OF INTEREST

- The OLTS was funded by the Ohio Office for Exceptional Children to measure implementation and effectiveness of the policies in the IDEA of 2004.
- Kent State University provided training, data analysis, and technical assistance for the OLTS.
- OLTS data was collected in collaboration with Ohio's sixteen SSTs and teachers at schools.
- Further information can be obtained at www.olts.org

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The Purpose of the OLTS

History

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 contained reports on 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.

The CITE at Kent State University has worked in collaboration with OEC's sixteen regional state support teams (SSTs) 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 post-school outcomes. To date, the OLTS has collected information at exit from all Ohio schools and one-year follow up information from about 80% of Ohio schools.



Map of SST Regions

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.

Major Findings

Projected and Actual Employment Outcomes

- 78% of students with disabilities planned to be employed with 41% expecting full-time work.
- 51% of these students were working one year after graduation, but fewer were working full-time and part-time than had hoped at graduation.
- In 2009, during the recession, employment rates dropped compared to previous years (70%-51%).

Projected and Actual Postsecondary Education Outcomes

- 66% of the students surveyed planned on attending two or four-year colleges
- Only 30% were enrolled in college one year after graduation.

Projected and Actual Living and Community Participation Outcomes

- While nearly 60% of students surveyed planned on living independently from their family, only about 25% did so by one year after graduation.
- Most students expected to be voting, owning/driving a car, pursuing outdoor and community activities after graduation. Other activities included: traveling, reading, and volunteering.

The disabilities of students in the exit samples were closely aligned with the Ohio population with underrepresentation of students with low incidence disabilities.

Many students planned to work and/or attend postsecondary education, with 15% anticipating support from the VR or DD adult services.

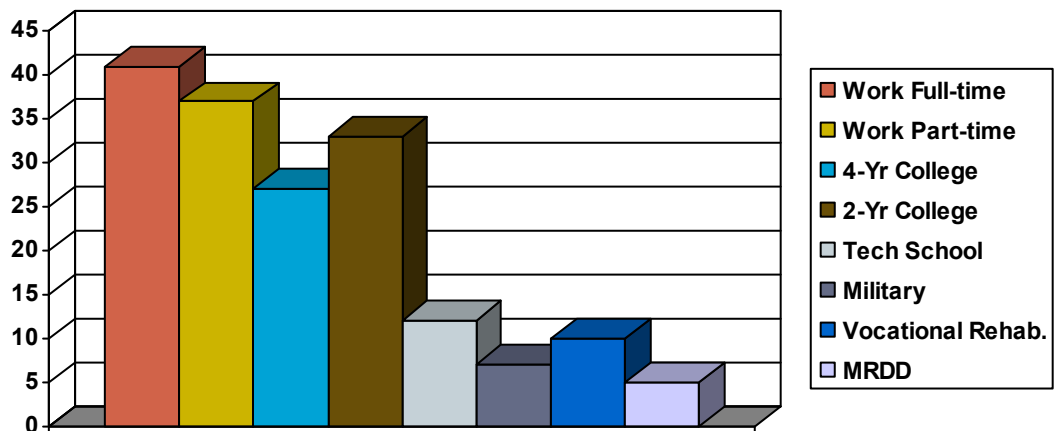
Health care was the highest reported expected field of employment (besides the "other" category) - followed by construction, human services and hospitality and tourism respectively.

The Exit Sample

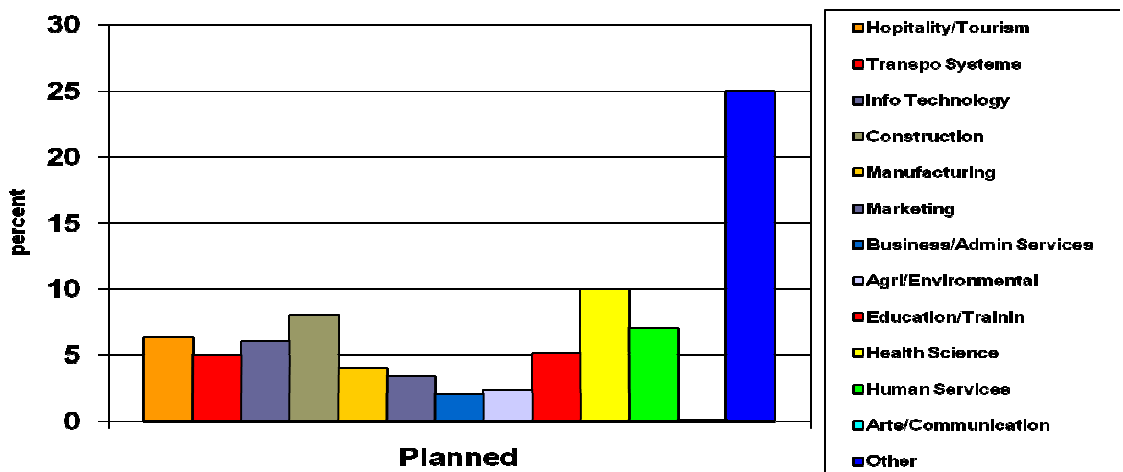
The OLTS exit sample in this report is drawn from 12,188 surveys to date—1,044 prior to 2006 when surveys were conducted voluntarily, and 11,144 surveys in the years 2006 through 2010 when Ohio schools were required to conduct surveys each year. The characteristics of students in this sample were compared to demographic data reported for graduating students in Ohio (U.S. Department of Education, 2010) and in the Second National Longitudinal Study of Transition (NLTS-2). The sample in this report was determined to be representative of Ohio’s population of students with disabilities with slight over representation from students with specific learning disabilities and slight underrepresentation of students with moderate to intensive disabilities. (U.S. Department of Education, 2010).

Student Exit Survey Findings

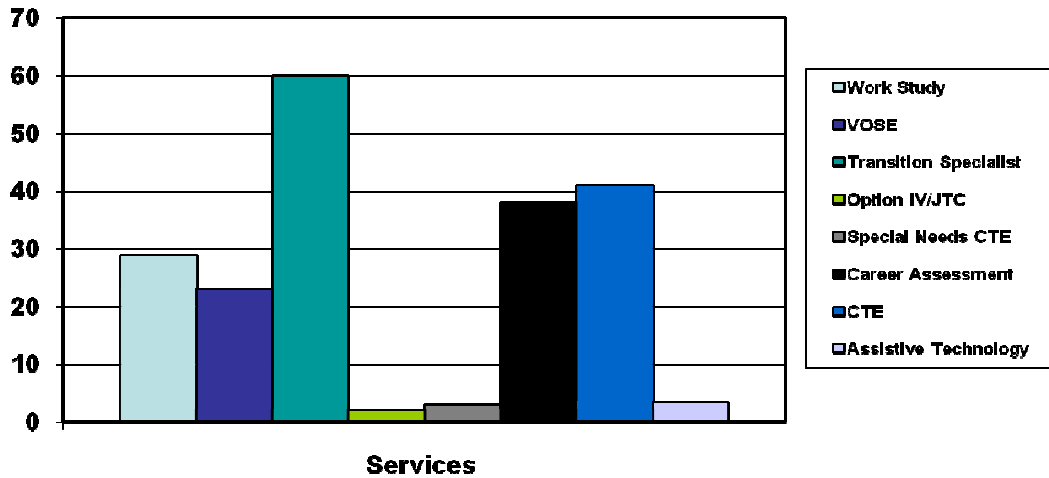
Expected Employment and Postsecondary Outcomes



Expected Fields of Employment

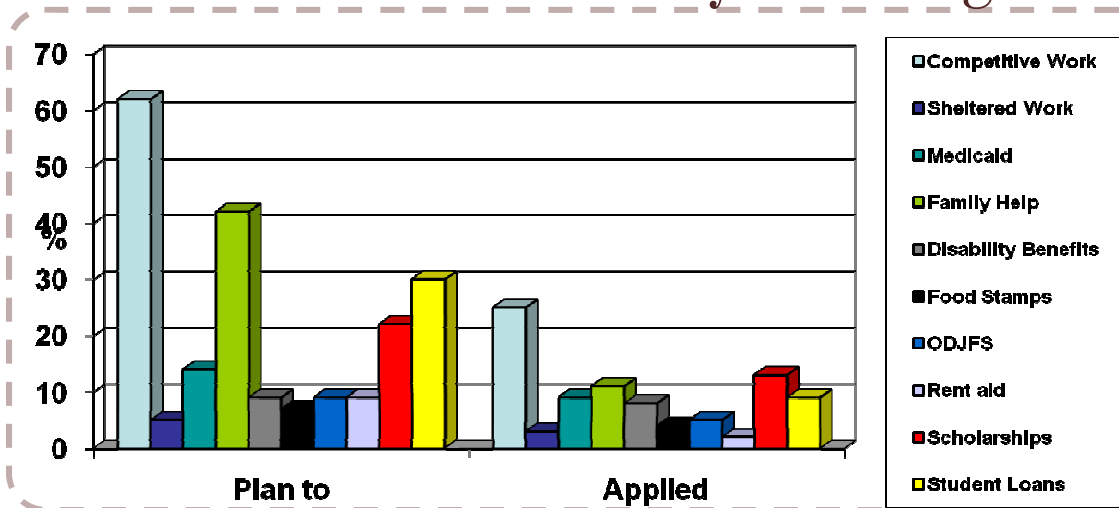


Transition Services Received



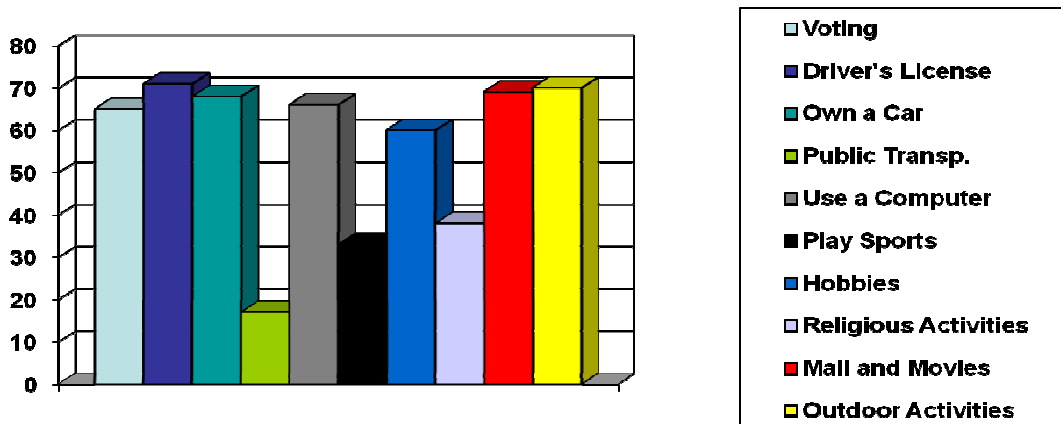
Transition Specialist services were identified by 60% of the exit sample, followed by: Career and Technical Education (41%), WS (29%), VOSE (23%), and JTC (2%)

Plans to Pay for Things



Students often reported planning to pay for adult living through competitive employment, student loans, and scholarships, but many had not applied for these sources of income by graduation.

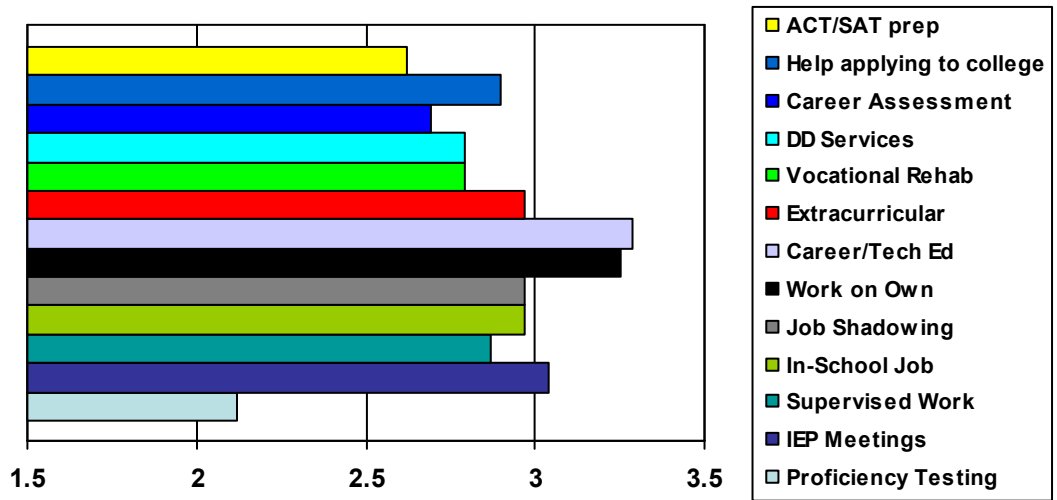
Leisure and Community Participation Expectations



Having a driver's license, owning a car, going to mall and movies, and doing outdoor activities were important leisure and community expectations to most students in the exit sample.

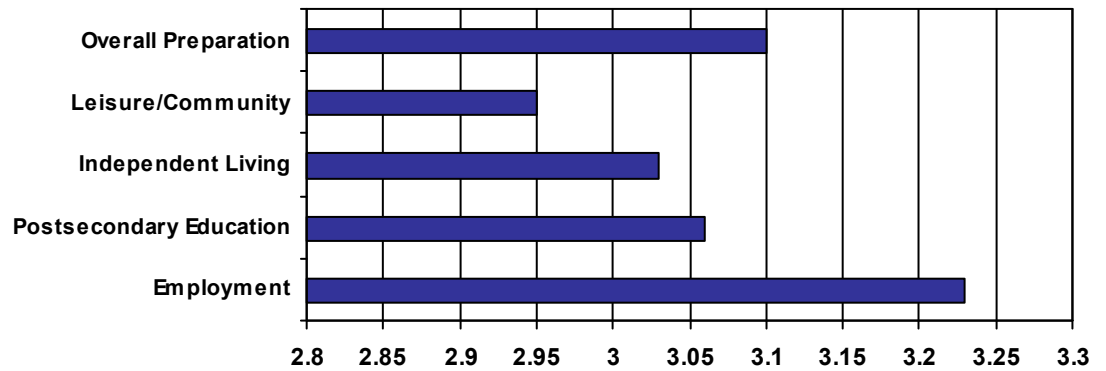
Ratings of Services Received

On a scale from 1 (not helpful) to 4 (very helpful) - career and technical education, paid work on own, IEP meetings and high school coursework were rated most helpful by students with disabilities.



Transition Planning Ratings

Transition planning for employment was rated highest by students with disabilities who reported less satisfaction with transition planning in their other life areas.



Gender and Disability Differences

Females with disabilities were more likely to plan to enter college, while males were more likely to attend career technical education and to plan to enter employment after graduation.

Gender Differences at Exit

- More males received Career and Technical Education, Job Training Coordinator services and Vocational Special Education services than females.
- More females expected to attend a postsecondary education than males at exit.
- More males than females planned to work in automotive, computer, custodial, factory, or construction jobs at exit.
- More females than males planned to work in food service, child or health care, and human services jobs at exit.

Disability Differences at Exit

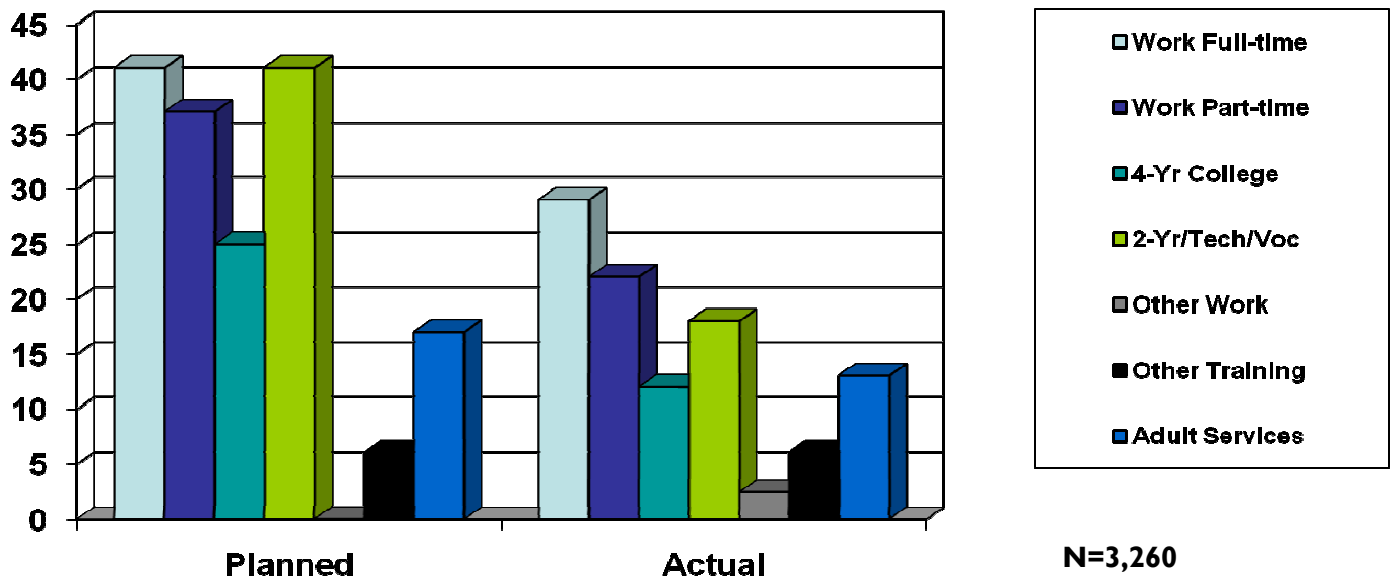
- Students with intellectual disabilities were more likely to be engaged in work or postsecondary education one year out when they had a job at exit.
- Students with multiple disabilities were more likely to be working one year out when they received Job Training Coordinator services.

Follow-up Data from 2005 through 2009

More than 3,000 follow-up phone surveys were successfully conducted for the classes of 2005-2009.

The data reported in this section are from phone interviews conducted by teachers one year after students with disabilities exited school. Data was provided by graduates 63% of the time, by parents 30% of the time, and others 7% of the time. These interviews pertain to 317 students who graduated in 2005, 378 in 2006, 398 in 2007, 594 in 2008, and 1,573 in 2009. The 2009 sample is larger due to some schools conducting exit and one-year follow up interviews later than scheduled. Approximately 46% of special education students who were interviewed at exit were successfully interviewed one-year later.

Expected and Actual Postschool Outcomes



Employment:

- 41% of students planned to work full-time with 29% working full-time by one year later
- 37% of students planned to work part-time with 22% working part-time by one year later.

Postsecondary Education:

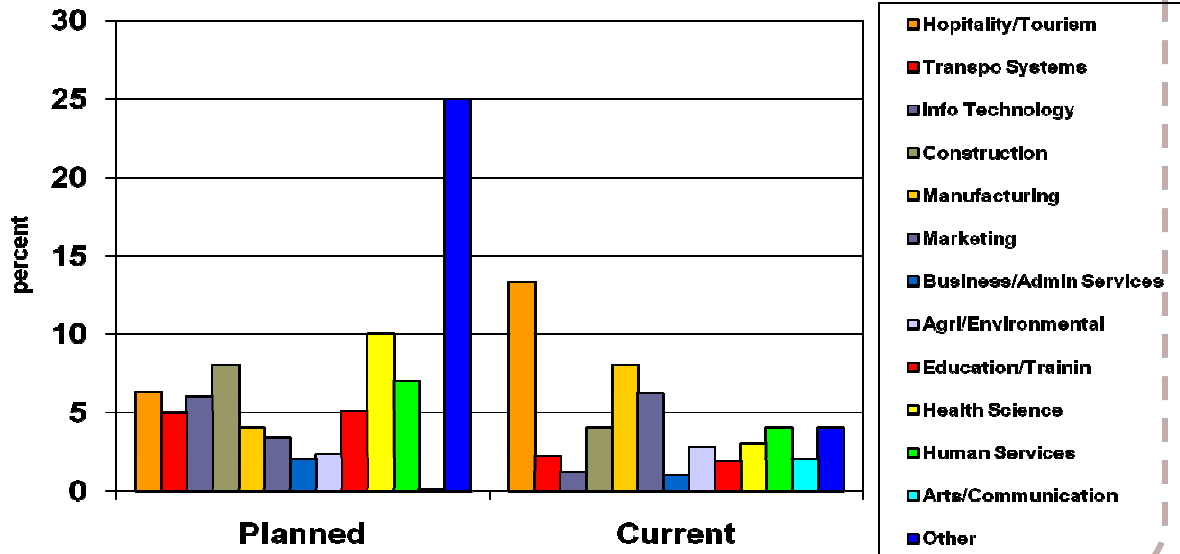
- 25% of students planned to enroll in four-year college with 12% enrolled by one year later
- 41% of students planned to enroll in a two-year college with 18% enrolled by one year later

Other

- 9% of students were participating in other employment (e.g., sheltered workshop) or other training programs (e.g., GED, WIA) one year postschool.
- 17% of students expected adult services with 13% receiving services by one year later

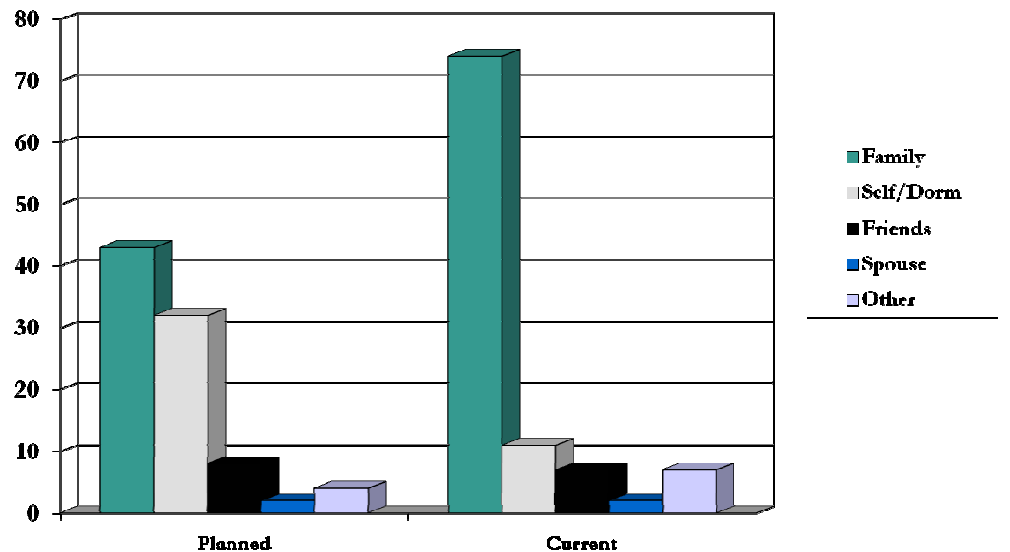
One year out, more students worked in hospitality/tourism, manufacturing, and marketing (i.e., food service, factory, retail) than planned at graduation.

Expected and Actual Fields of Employment



While the majority of students sampled planned to live away from of their family, most remained at home one year after graduation.

Expected and Actual Living Outcomes



Satisfaction Rates for Outcomes

- 56% of the respondents indicated that they were either satisfied or very satisfied with their current job, while 7% indicated that they were not satisfied.
- 83% were satisfied or very satisfied with their current living arrangements though 74% were still living at home.
- Contact with friends and transportation were positively rated by 80% and 73% of the sample respectively.

Additional Findings From Follow-up Survey

Students were asked to identify the reasons why they did not do the specific activities they had planned on at graduation.

- Of those students planning to work, the most common reasons cited for not working one year out included: the inability to either find a job or find a job of interest (62%), enrollment in postsecondary education (53%), and transportation problems (15%).
- Of those students planning to participate in postsecondary education, the most common reasons cited for not attending one year out included: other (47%), changing plans (30%) and financial constraints (26%). The “other” category included reasons such as medical/mental health problems, incarceration, had baby, wasn’t prepared, and couldn’t do the work.
- Of those students who did participate in postsecondary education, the most common accommodations received were extra time on tests (44%), tutoring (38%), and note taking services (14%).

Reasons for not working (n=746)	%
Enrolled in postsecondary education	53%
Cannot find job of interest or any job at all	62%
Need assistance and none available	9%
Lack of required skills	10%
Transportation problems	15%
Don’t want to lose benefits	8%
Don’t want to work	12%

Reasons for not attending postsecondary education (n=1,188)	%
Changed plans	30%
Not enough money	26%
Needed help applying	5%
Did not have required courses	4%
Was not accepted	1%
Other	47%

Supports received in post-secondary education (n=1,150)	%
Remedial classes	24%
Note taking services	14%
Tutoring	38%
Extra time for tests	44%
Tapes of books or lectures	11%
Reduced schedule loads	7%
Register w/ disability services	18%

Predictors of Postschool Engagement

After controlling for gender, disability, ethnicity, and school setting, a few secondary programs and transition services were found to be highly related to postschool success:

Predictors of two- and four-year college enrollment:

- Inclusion remained a significant predictor of college for the Class of 2009—students who participated in mainstream classes were 50% more likely to go on to college.
- Big gains in college enrollment rates were noted for students with intellectual and developmental disabilities (i.e., multiple disabilities, autism, orthopedic disabilities, and traumatic brain injury) -included students in these categories were more than 3 1/2 times as likely to go on to college as their non-included peers.

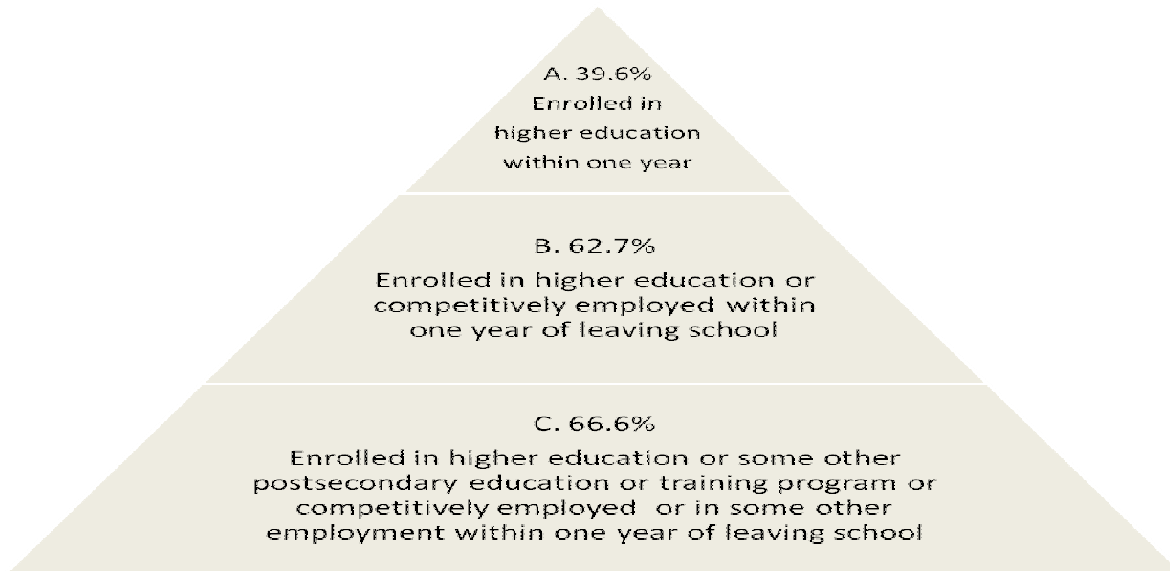
Predictors of full-time employment:

- Career technical education full-time employment outcomes weakened for the Class of 2009-probably as a result of the severe recession facing these graduates. However, students with three or more semesters of career technical education showed 30% better full-time employment outcomes than their peers.
- Career technical education concentrators with intellectual and developmental disabilities continued to experience only about 50% of the full-time employment outcomes as other students with disabilities.
- Work study outcomes dramatically decreased for the Class of 2009 probably as a result of the severe recession, with work study students showing no better full-time employment outcomes than their peers who had not participated in work study.

Predictors of employment for students with multiple disabilities:

- For the classes of 2005-2009, students with multiple disabilities who were in Job Training Coordinator (aka Option IV) programs (N=21) were nearly four times as likely to work 20-34 hours per week as students with multiple disabilities who had not participated in this program after controlling for gender and ethnicity. However, these students were no more likely to enter *full-time* employment than their peers with multiple disabilities who had not participated in this program. This may be a result of students with multiple disabilities not wanting to lose benefits.

Ohio's Engagement Rate for Students with Disabilities - 67%



Postschool Data Trends 2005-2009

% of youth no longer in secondary school, had IEP's in effect at the time they left school, and were:	2005	2006	2007	2008	2009	Overall
Enrolled in higher education within one year of leaving high school	18%	28.6%	29.1%	39.0%	39.9%	32.3
Enrolled in higher education or competitively employed with one year of leaving high school	59.1%	70.4%	73.9%	79.0%	62.7%	70.1
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment	67.9%	74.1%	78.8%	83.7%	66.6%	74.5
The above category including adult services (DD/BVR services)	71.7%	75.8%	81.6%	86.7	70.0%	77.3

What's Next for the OLTS?

- The in-school follow-up survey was piloted in 2009/2010 using an online version. Schools participating in the OLTS follow-up now submit online..
- 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 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.

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