

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 provided training, data analysis, and technical assistance to Ohio's school districts.
- Each State Support Team (SST) has a Transition Specialist who serves as the OLTS and technical assistance liaison to districts in their region.
- Further information can be obtained at www.olts.org

INSIDE THIS REPORT

Exit Sample & Exit Findings	2
Exit Findings and Ratings	3
Follow-up Sample & Findings	5
Follow-up Findings Continued	6
Postschool Engagements Rates	7
Predictors and Additional Findings	8
Contact Information	8

The Ohio Longitudinal Transition Study (OLTS)

ANNUAL STATE REPORT

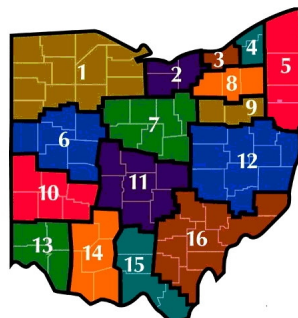
SPRING 2009

The Purpose of the OLTS

History

The Individuals with Disabilities Education Improvement Act (IDEA) required that each state develop a State Performance Plan (SPP) to evaluate efforts to implement federal legislative requirements. Ohio's SPP outlines 20 target indicators with measurable goals and timelines for data collection and needed improvements. Target indicator #14 focused on measuring the postschool outcomes of students with disabilities no longer in secondary school. The purpose of the Ohio Longitudinal Transition Study (OLTS) was to identify students' expectations at school exit and outcomes one year after leaving high school. The Center for Innovation in Transition and Employment at

Kent State University, in cooperation with Ohio's Office for Exceptional Children (OEC) and one of Ohio's former Special Education Regional Resource Centers, developed and field tested a survey to collect exit and follow-up data on special education graduates. This survey was refined and served as the model for the current OLTS.



Map of SST Regions

The Survey

This report is based on information collected from students with IEPs just prior to their exit from high school and follow up information collected from these same students one year later. The exit surveys asked students about their postsecondary goals and how they evaluated their high school experiences. The follow up surveys asked them how well these goals were met one year later. This report is an overview of the findings for the past five years.

Funding for this study was provided by the OEC and the Office of Special Education and Rehabilitation Services, but does not necessarily express their views.

Major Findings

Projected and Actual Employment Outcomes

- Nearly 80% of students surveyed planned to be employed after graduation with 45% expecting full-time work.
- Approximately 70% of these students were working one year after graduation but fewer were working full-time and part-time than anticipated.

Projected and Actual Postsecondary Education Outcomes

- Approximately 70% of the students surveyed planned on attending a four-year, two-year, or technical/vocational postsecondary education program after graduation.
- Only 36% were enrolled in some kind of postsecondary education program one year after graduation. In addition, 3% of the 6% of students planning to join the military did so.

Projected and Actual Living and Community Participation Outcomes

- While nearly 60% of students surveyed planned on living independently from their family, only about 20% did so by one year after graduation.
- In general, most students expected to be voting, owning/driving a car, pursuing outdoor and community after graduation.

The disabilities of students in the exit samples were closely aligned with the Ohio population with slight over representation of students with specific learning disabilities.

Many students planned to work and/or attend postsecondary education, with 18.5% anticipating support from VR or MR/DD services.

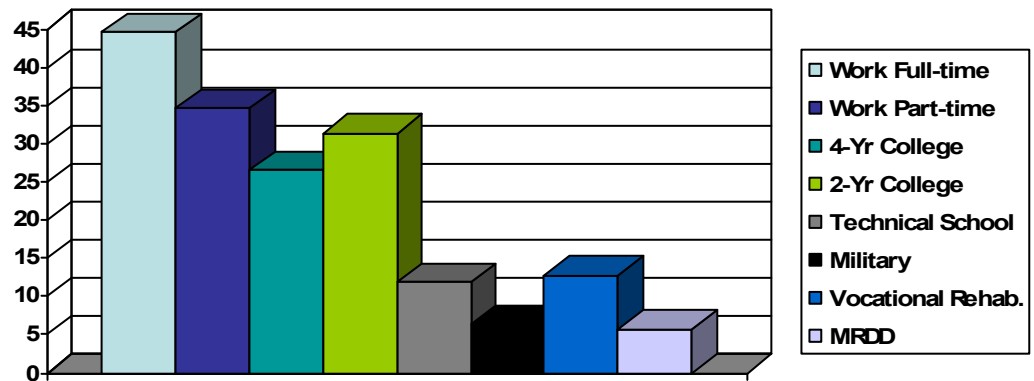
Health care was the highest reported expected field of employment (besides the "other" category) - followed by computers, auto mechanics, and food service respectively.

The Exit Sample

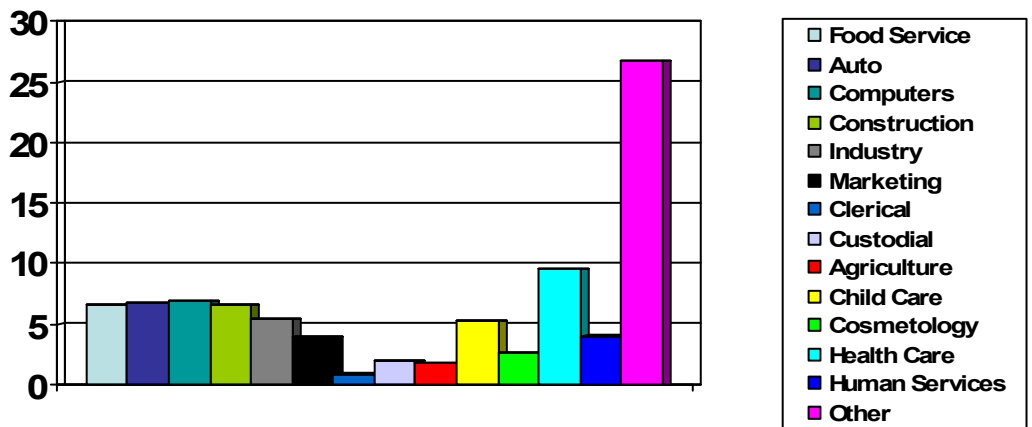
The OLTS includes 4,567 exit surveys to date—1,044 prior to 2006 when surveys were conducted voluntarily, and 3,523 surveys in the years 2006 through 2008 when 1/6 of Ohio schools were required to conduct surveys each year to meet the accountability requirements of the IDEA of 2004. The 4,567 surveys that were collected on students with disabilities exiting high school were compared to demographic data reported for graduating students in Ohio in the Twenty-Eighth Annual Report to Congress (U.S. Department of Education, 2009) and in the Second National Longitudinal Study of Transition (Wagner & Marder, 2003). The percentage of males in special education for the Ohio sample was 62.2% compared to 57.5% nationally (Javits & Wagner, 2003). The Twenty-Eighth 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 over representation from students with specific learning disabilities. (U.S. Department of Education, 2009).

Student Exit Survey Findings

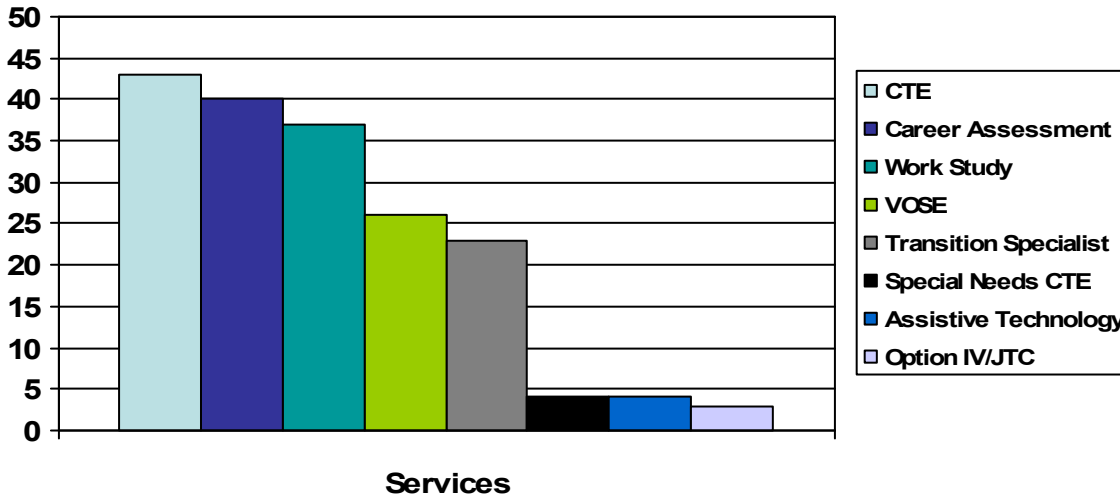
Expected Employment and Postsecondary Outcomes



Expected Fields of Employment

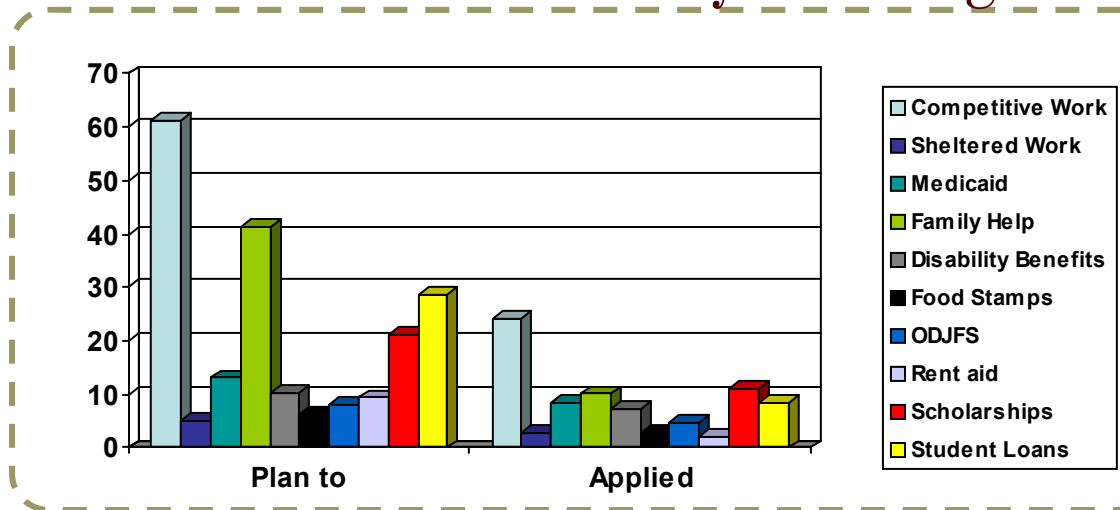


Transition Services Received



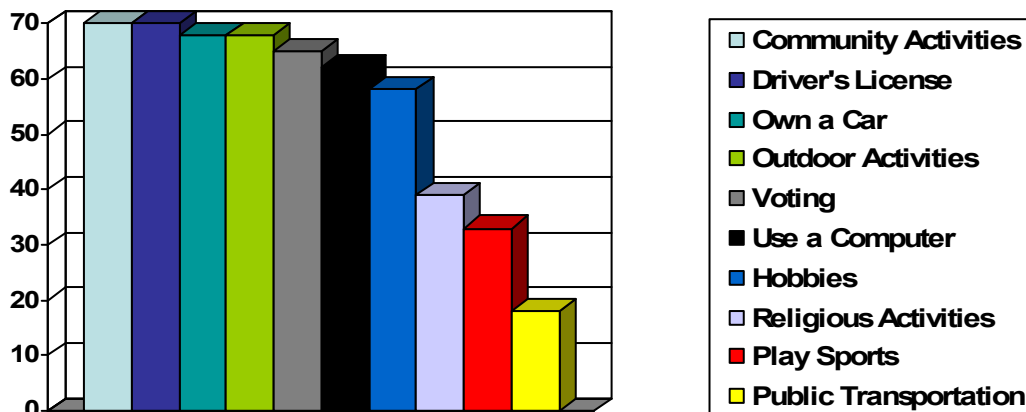
Career and technical education, work study and career assessment were the most common transition services provided.

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.

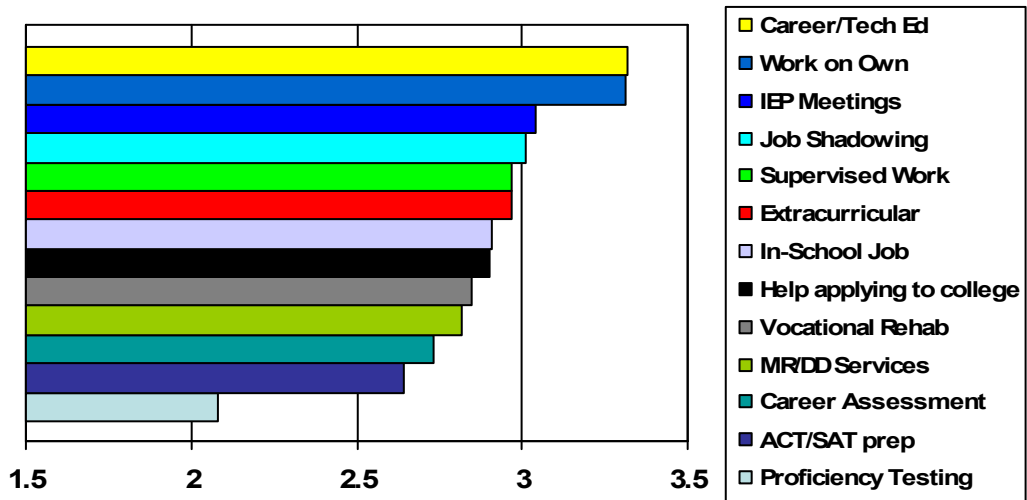
Leisure and Community Participation Expectations



Having a driver's license and owning a car were important to most students—less so for public transportation and playing sports.

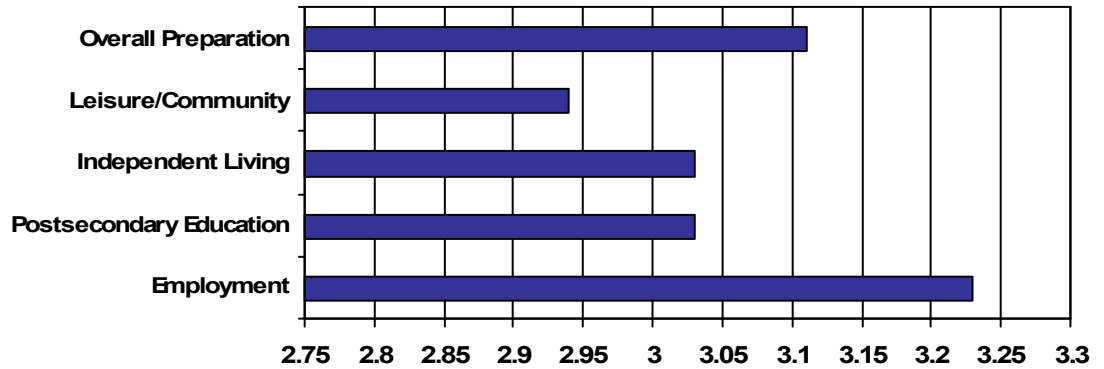
Ratings of Services Received

On a scale from 1 (not helpful) to 4 (very helpful) - career and technical education were rated highly while services related to testing (OGT, ACT, SAT) were rated lowest.



Transition Planning Ratings

Students reported their transition plans generally addressed their employment goals better than postsecondary education, leisure, and independent living.



Gender and Disability Differences

Gender Differences at Exit

- A greater percentage of males reported receiving Career and Technical Education, Job Training Coordinator services and Vocational Special Education Coordinator services than females.
- A greater percentage of females reported an expectation to attend a postsecondary education institution than males.

Expected Careers and Jobs at Exit

- At graduation, many more males than females planned to work with automobiles, computers, or in custodial, factory, or construction jobs.
- At graduation, more females than males reported plans to work in food service, child or health care, and human services.

Disability Differences in Postsecondary Engagement

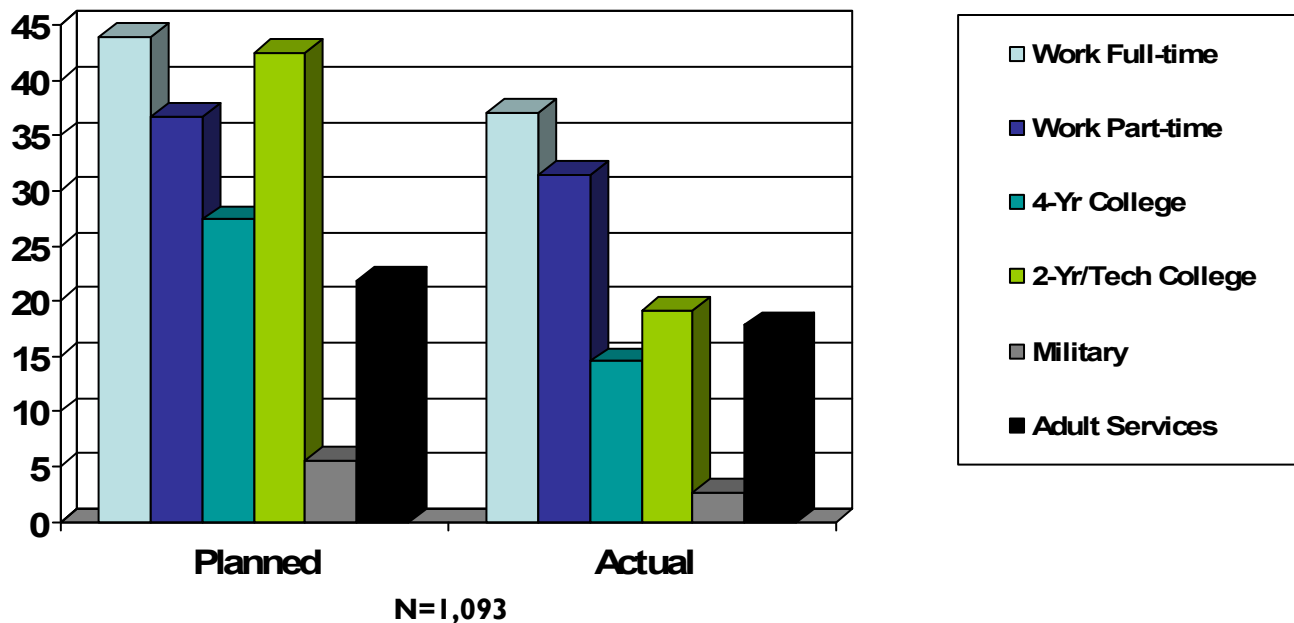
- Students with intellectual disabilities were more likely to be engaged in work or postsecondary education one year out when they had a job at exit.
- Students with multiple disabilities were more likely to be engaged one year out when they received Job Training Coordinator services.

Follow-up Data from 2005 through 2007

Over 1,000 follow-up surveys were collected to identify the similarities and differences between expected and actual postschool outcomes.

The data reported in this document include follow up interviews from students who had graduated in 2005 (317 surveys), 2006 (378 surveys) and 2007 (398 surveys). Students were contacted one year after they graduated 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, students rated their satisfaction with their current job, residence, contact with friends, transportation, and adult services. The analyses of the expected and actual postschool outcomes provided schools and regions valuable information strengths and areas of need concerning their school programs.

Expected and Actual Postschool Outcomes



Full and Part Time Employment:

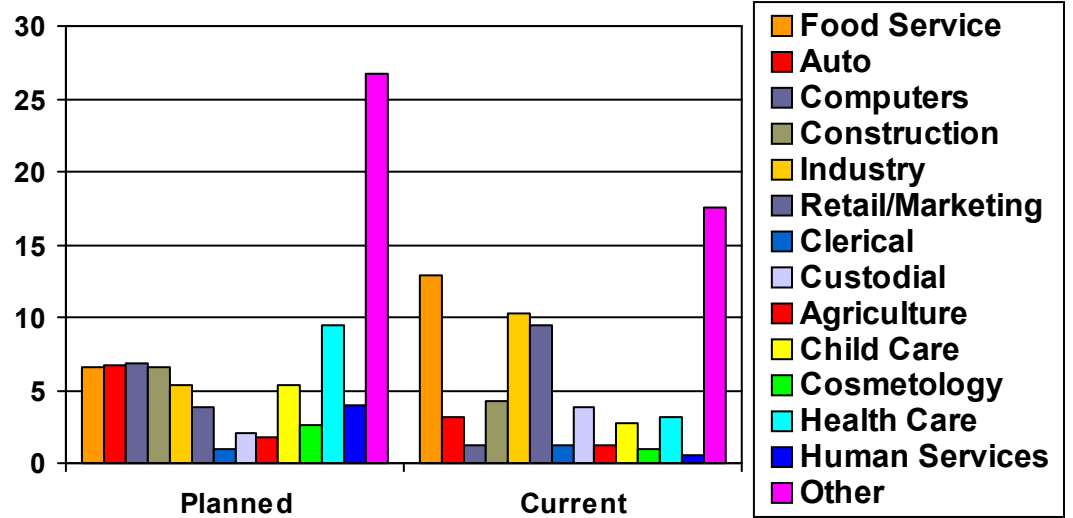
- More than 80% of students surveyed at exit planned to work either part or full-time after graduation with 69% achieving their expectations when interviewed one year later. The majority of students at follow-up (70%) reported working in jobs that required no additional training (e.g., retail, food service, industry).
- A slight drop in employment one year after graduation (75% to 69%) can be seen in a comparison between 2006 and 2007 data. This may be due to more of the 2007 graduates planning to attend postsecondary education.

Four Year, Two Year, and Technical Postsecondary Education:

- Nearly 70% of the students sampled at exit expected to participate in postsecondary education training (two-yr., four-yr., or technical colleges) after graduation with 34% reaching that goal when interviewed one year later. Approximately 15% reported attending 4 year college with 19% reporting attending 2 year college or technical schools.
- A slight increase in those students planning to attend postsecondary education institutions can be seen in the data from 2007 (70% versus 60%) with nearly the same number of graduates reporting attending one year out (34% and 36%).

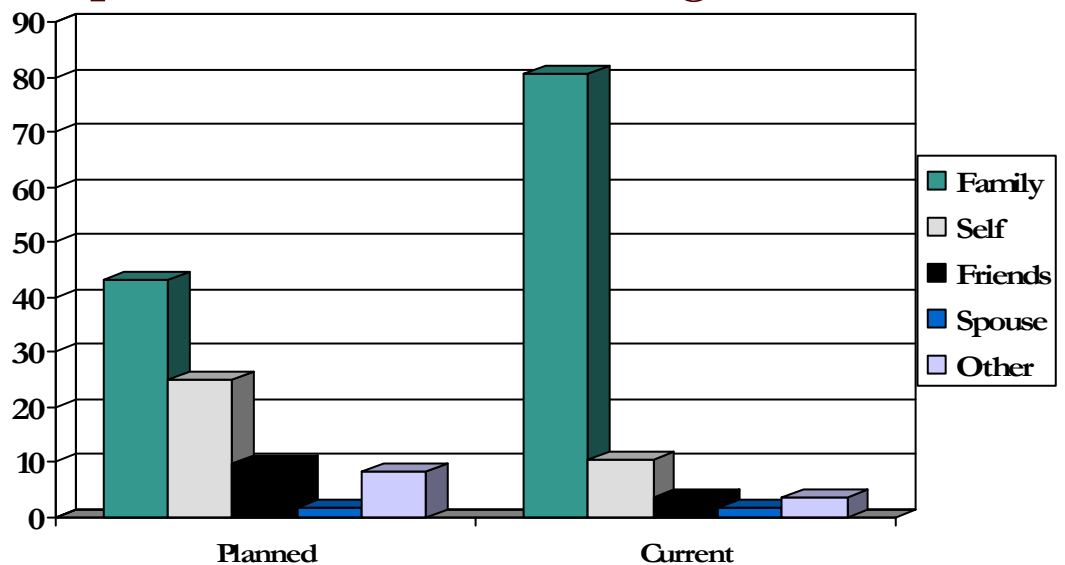
Expected and Actual Fields of Employment

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



Expected and Actual Living Outcomes

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

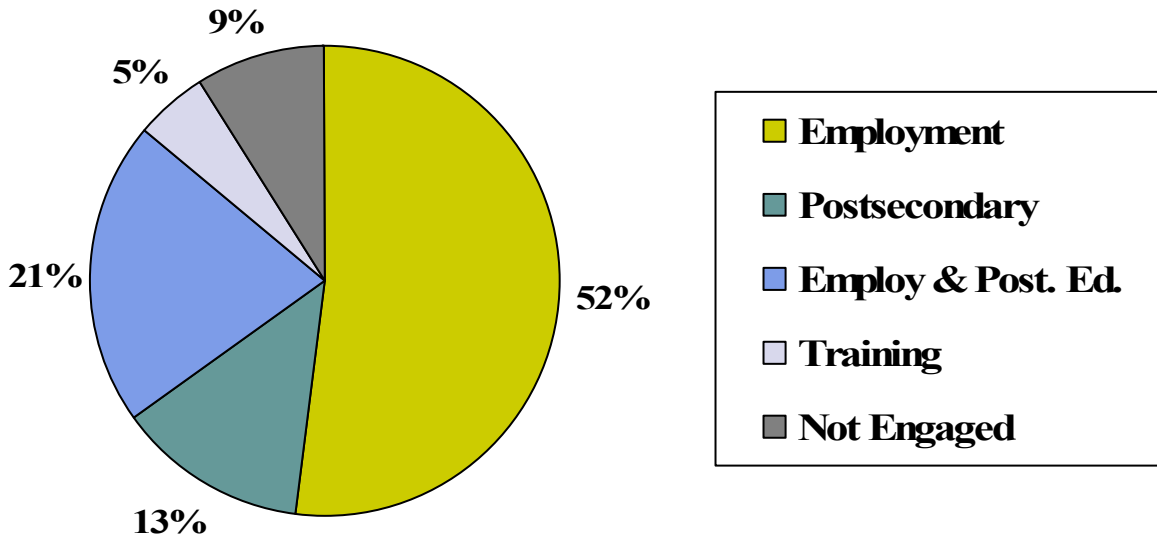


Satisfaction Rates for Outcomes

Students were asked to rate their satisfaction by using a four-point scale (1-very dissatisfied to 4-very satisfied) to evaluate their employment, living situation, transportation, and contact with friends.

- Eighty-eight percent of the respondents indicated that they were either satisfied or very satisfied with their current job, while 12% indicated that they were not satisfied.
- Ninety-three percent were satisfied or very satisfied with their current living arrangements even though 75% were still living at home.
- In addition, contact with friends and transportation were positively rated by 90% and 88% of the sample respectively.

Ohio's Engagement Rate for Students with Disabilities - 91%



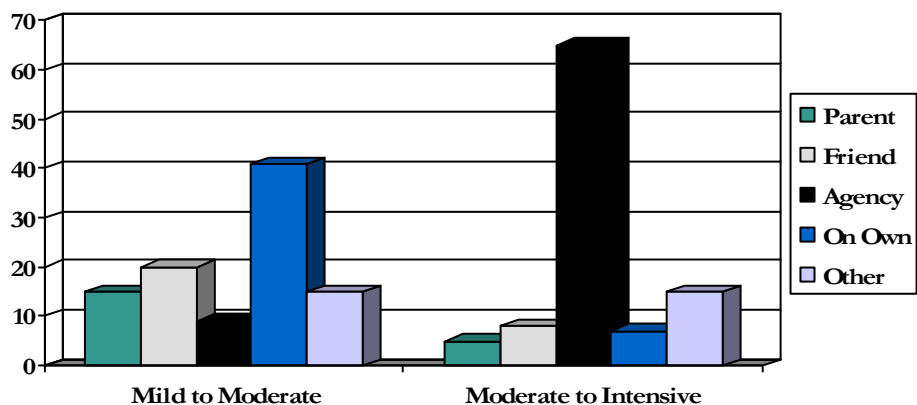
Establishing a Baseline for Improvement

In 2006, 89% of Ohio students with disabilities were engaged in some type of work, postsecondary education, or job training in the year following graduation. For 2007 graduates, the engagement rate rose slightly to 91% as depicted above. Ohio is required to report the engagement rates of students with disabilities each year as part of indicator 14 of their State Performance Plan. Engagement is defined by the NLTS as “student participation in employment, postsecondary education, or job training.” The IDEA 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; (b) attending a vocational, business, or technical school; (c) a 2-year, junior, or community college; or (d) 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.

How Students Found Jobs

Those students with moderate to intensive disabilities tended to find their jobs through agency assistance significantly more often than those student with mild to moderate disabilities.



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: enrollment in postsecondary education (34%), the inability to either find a job or find a job of interest (36%), and transportation problems (10%).
- Of those students planning to participate in postsecondary education, the most common reasons cited for not attending one year out included: changing plans (32%) and financial constraints (29%).
- Of those students who did participate in postsecondary education, the most common accommodations received were extra time on tests (38%), tutoring (34%), and note taking services (15%).

Reasons for not working (n=323)	%	Reasons for not attending postsecondary education (n=226)	%	Supports received in post-secondary education (n=360)	%
Enrolled in postsecondary education	34%	Changed plans	32%	Remedial classes	22%
Cannot find job that matches interest	15%	Not enough money	29%	Note taking services	15%
Cannot find job	21%	Needed help applying	6%	Tutoring	34%
Lack of required skills	8%	Did not have required courses	3%	Extra time for tests	38%
Transportation problems	9%	Was not accepted	2%	Tapes of books or lectures	12%
Don't want to lose benefits	6%	No response provided	18%	Reduced schedule loads	8%
Don't want to work	7%			Tour of disability services	21%

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:

- For students with learning disabilities planning to enter college, mainstream classes were related to successful postschool engagement.
- For students with intellectual disabilities planning to enter employment, work experiences were related to successful postschool engagement.
- For students with multiple disabilities entering employment, services from Job Training Coordinators were high related to successful postschool engagement.

What's Next for the OLTS?

- The follow-up survey was piloted using an online version and schools will be invited to submit their follow-up data online in 2009.
- Drop-outs (Indicator 2 of Ohio's SPP) will soon be addressed as part of the OLTS. An urban school district in Northeast Ohio is starting a pilot study to collect data on drop-outs.
- 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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