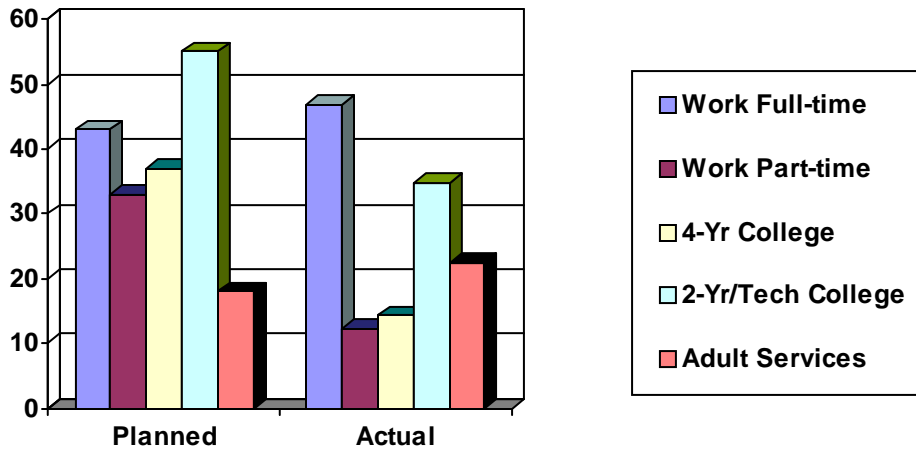


OLTS Highlights—SST 4

The sample for State Support Team Region 4 consisted of 269 exit surveys for years 2005 through 2010. Forty-nine follow-up surveys have been collected representing graduates from 2005 through 2009 for a return rate of 31%. All districts in Lake County have participated in the required Indicator 14 component of Ohio’s State Performance Plan. This brief provides this region’s highlights for participating in the Ohio Longitudinal Transition Study (OLTS).

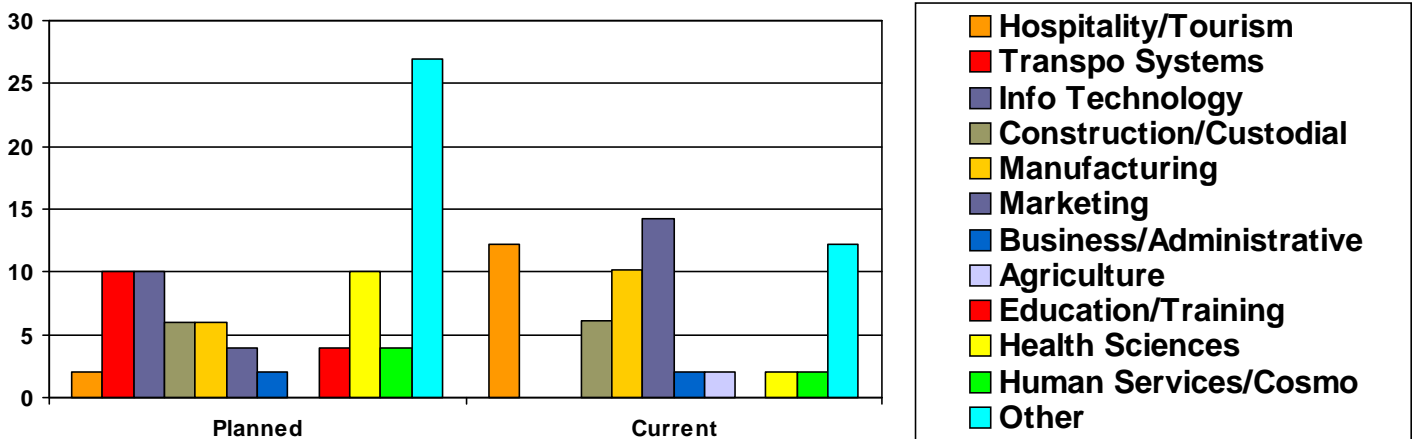
Expected and Actual Postschool Outcomes



Nearly 76% of the students interviewed at graduation planned to work and nearly 46% were working one year later. Seventy-three percent of the students surveyed planned to receive additional postsecondary education and 45% had participated in postsecondary education training one year later.

The top three reasons cited for not working included: enrolled in postsecondary education (59%), could not find a job of interest or any job at all (48%), and other (30%). “Other” reasons cited included medical issues, the economy and being laid off, incarceration, and pregnancy. The top three reasons for not attending a postsecondary education program included: other (38%), changing plans (22%), and not enough money (19%). The “other” reasons cited included: didn’t want to go, medical and mental health issues, child care issues, and needed more help with classes.

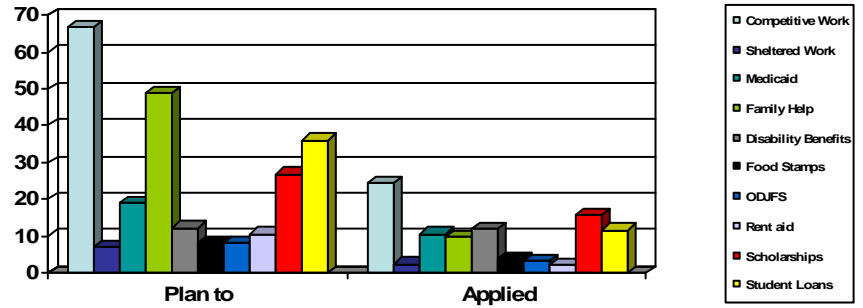
Expected and Actual Fields of Employment



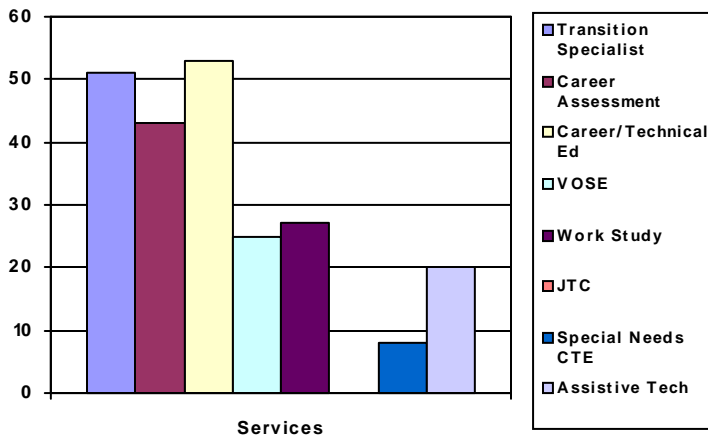
The categories for “fields of employment” now mirror Ohio’s 16 Career and Technical Education strands. The primary desired areas of employment included health care, construction/janitorial, computers, and automobiles. Other areas of interest included: law and public safety, fashion, and the arts. One year later, jobs were in the food service industry, manufacturing, government and public admin jobs, and education and training. The majority of the jobs students were working in required short term and on the job training—whereas many desired areas require more training and degrees.

Plans to Pay for Things

Students were asked at exit how they planned to support themselves. They were also asked at exit if any of those supports were in place. The most dramatic drops are seen in the categories of competitive employment, loans, and scholarships.



Transition Services Received



This follow-up sample consisted of students with the identified disabilities of: SLD (66%); MR (11%); OHI (5%); Multiple Disabilities (2%); SED (11%); and HI, TBI (4%).

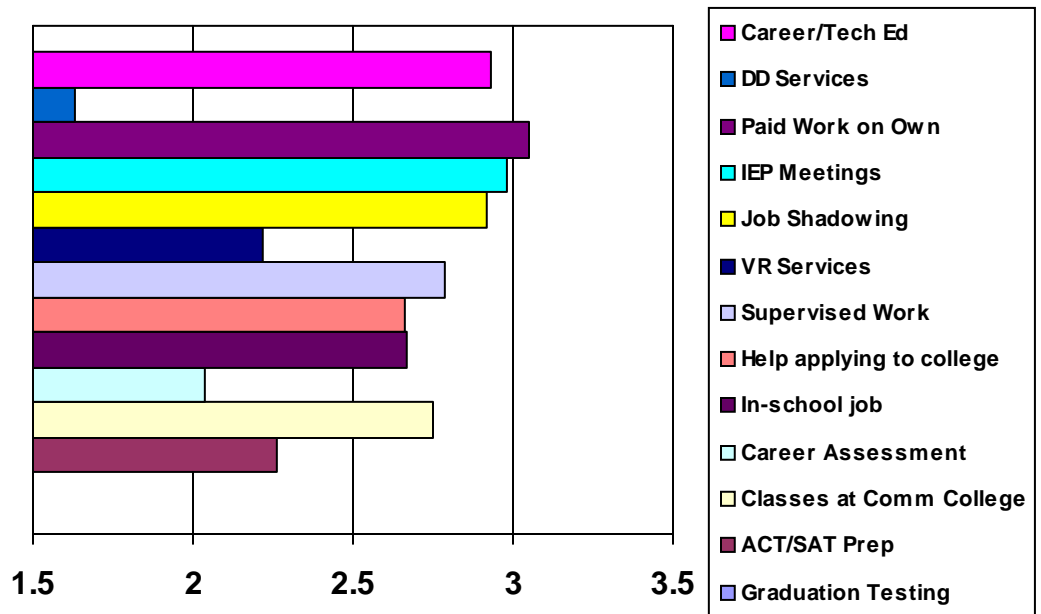
Sixty-five percent of this sample were males and 35% females. Seventy-eight percent were Caucasian and 16% were African-American. The remaining students identified Native American, Hispanic, ESL, and Other as their ethnicity.

All students in this samples received services from transition professionals (i.e., WS, VOSE, JTC, or Transition Specialist). Fifty-three percent participated in Career and Technical Education programs.

Ratings of Services

Paid work on own was rated the most helpful on a 4 point scale by students surveyed at exit. CTE and Job Shadowing were close behind. Activities that involved testing were rated the least helpful by students.

Students were also asked which transition services would they have liked to received—but did not during their secondary career included those related to the outcomes of work (job shadowing, in-school jobs, and paid supervised work) and college (classes at community college, help applying for college, and visits to college)



Please see state and regional data at Ohio Longitudinal Transition Study website—www.olts.org.

Questions?

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