

# THE OHIO LONGITUDINAL TRANSITION STUDY

Annual State Report  
Spring 2016



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## Exploring Postschool Outcomes

The Individuals with Disabilities Education Act (IDEA) of 2004 mandates that each state evaluate the Implementation of federal special education policy. To address this requirement, Ohio's State Performance Plan defines and provides action strategies for 20 target indicators. Target indicator #14, focuses on tracking postschool employment, postsecondary education, and independent living outcomes of students with disabilities. This report includes data from graduates that completed both in-school and post-school surveys.

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. The OLTS website ([www.kent.edu/olts](http://www.kent.edu/olts)) contains additional information regarding regional reports, copies of publications, and journal articles.



Data Collection Procedure: The CITE works in collaboration with OEC's sixteen regional state support teams to collect data from a portion 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. Virtually all of Ohio's schools have participated in this process. A special thanks is extended to the efforts of special education supervisors, transition coordinators, and teachers who conducted exit and one-year follow up interviews with students with disabilities and/or their family members.

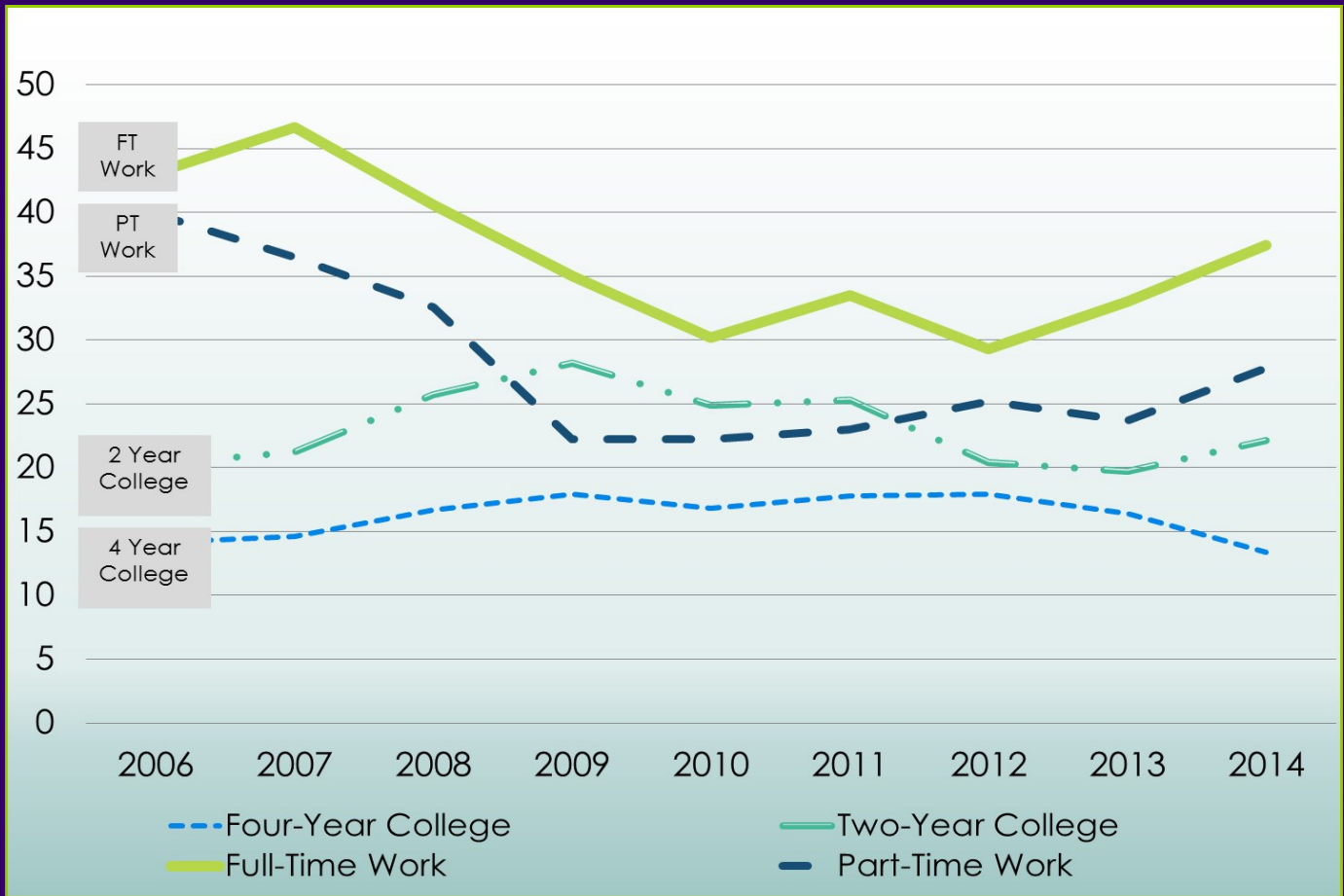
# Trends and Engagement Rates for 2014 Graduates

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	Number	Percent
A. Enrolled in higher education within one year of leaving high school.	324	29.4%
B. Enrolled in higher education or competitively employed within one year of leaving high school.	734	66.6%
C. 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.	903	81.8%
Total	N=1103	

As part of the State Performance Plan (SPP) the Ohio Longitudinal Transition Study reports yearly the cumulative percentages of special education graduates who were: (a) in postsecondary education, (b) in work or postsecondary education, or (c) in any competitive work or training. These are the reported outcomes for the class of 2014. These data are reported as percentages in the first table above and as numbers (of students) in the table below.

Status Category	Number
Enrolled in higher education within one year of leaving high school.	324
Competitively employed within one year of leaving high school (but not enrolled in higher education).	410
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).	40
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).	129
Total in Status Categories	903
Total Surveyed	1103

# Postschool Outcome Trends by Year of Graduation



## General Trends in Postschool Outcomes



Forty-nine percent of the graduates in this sample were successfully surveyed by phone, one year following their exit from high school. While some variations in year to year outcomes are due to chance variation for smaller samples, two trends became apparent. The postschool outcomes of Ohio students showed a significant drop in full and part-time work outcomes beginning in 2009 with reported employment rates dropping nearly 30% during the recession. These employment rates began showing recovery in 2012. Two-year college enrollment rates went up slightly during the recession and four-year college enrollment rates have not shown significant changes over time.

Employment rates began to recover in 2012 after the recession in 2009.

# Follow-up Sample Demographics

## Classes of 2006-2014

This breakdown shows the gender and ethnicity characteristics of each disability group sampled. There were low numbers of females identified with autism due to chance variation and the genetically higher prevalence of autism among males. African-American students were disproportionately more likely to be identified as having an intellectual disability (which mirrors national statistics) and may indicate higher special education referral rates for these students.

Disability Category	# of Students	Gender %		Ethnicity %		
		Male	Female	African American	Caucasian	Other
Autism	331	85.5%	14.5%	6.3%	85.8%	7.9%
Intellectual Disabilities	1260	54.2%	45.8%	27.2%	68.0%	4.8%
Emotional Disabilities	402	70.0%	30.0%	21.7%	74.2%	4.1%
Hearing Impairments	108	53.3%	46.7%	13.1%	78.5%	8.4%
Multiple Disabilities	397	62.2%	37.5%	17.6%	76.7%	5.7%
Orthopedic Impairments	72	56.3%	43.7%	20.8%	76.4%	2.8%
Other Health Impairments	1073	66.0%	34.0%	10.4%	83.2%	6.4%
Specific Learning Disabilities	5159	61.5%	38.5%	13.7%	81.3%	5.0%
Speech and Language	56	51.8%	48.2%	16.4%	78.2%	5.4%
Traumatic Brain Injury	68	63.2%	36.8%	13.2%	82.4%	4.4%
Visual Impairments	52	44.2%	55.8%	11.5%	78.4%	10.1%

## Follow-up Sample Secondary Programming and Transition Services Received (2006-2014)

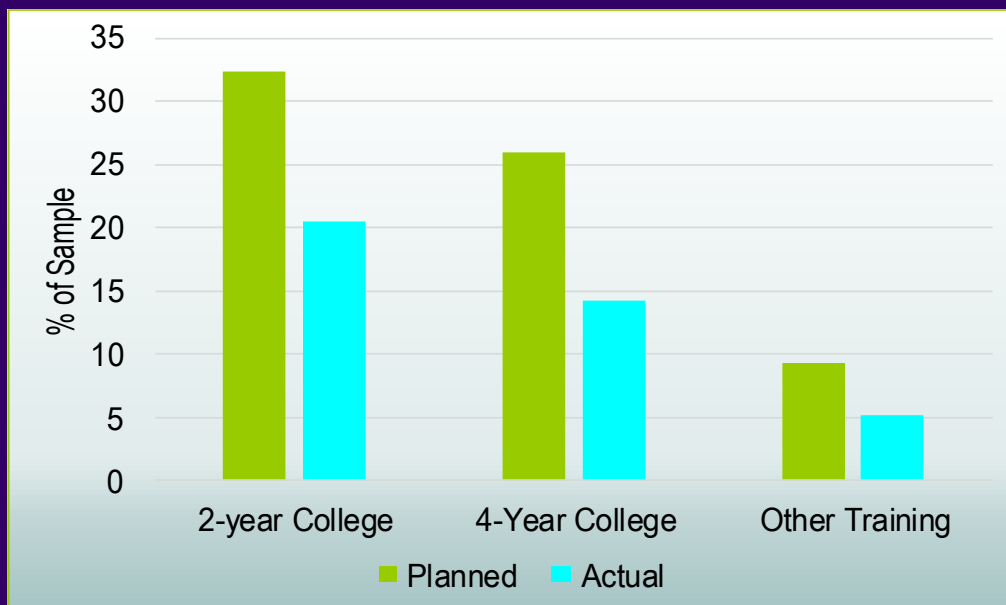
Job training coordinator (JTC) programs are designed to provide community-based training to students with the most significant disabilities. Many students are also in career technical education (including special needs CTE). Work study gives credit for student work experiences while in high school. Vocational Special Education (VOSE) coordinators provide teaching and supports to students with disabilities in career technical education. The general education curriculum provides the academics needed for students in CTE programs and those students planning on continuing their education.

Disability Category	Transition Services Received by Percentage					
	VOSE	Work Study	General Education	JTC	Career Assessment	Career Technical Education
Autism	17.8%	23.0%	59.5%	5.1%	33.5%	23.9%
Intellectual Disabilities	24.4%	37.1%	31.7%	4.4%	26.6%	35.6%
Emotional Disabilities	18.4%	29.6%	51.2%	2.2%	27.4%	25.1%
Hearing Impairments	23.1%	16.7%	56.5%	0%	43.5%	36.1%
Multiple Disabilities	15.1%	41.8%	8.1%	10.1%	31.2%	19.1%
Orthopedic Impaired	16.7%	23.6%	70.8%	6.9%	41.7%	19.4%
Other Health Impairments	21.2%	18.8%	77.4%	1.6%	20.5%	34.9%
Specific Learning Disabilities	23.6%	21.0%	78.7%	0.7%	20.1%	37.1%
Speech and Language	17.9%	21.4%	82.1%	0%	21.4%	33.9%
Traumatic Brain Injury	14.7%	22.1%	69.1%	4.4%	26.5%	32.4%
Visual Impairments	15.4%	19.2%	75.0%	1.9%	21.2%	23.1%

# Postsecondary Education in the Year

These data show the variation of postsecondary education outcomes for students with differing disabilities. Students with intellectual and emotional disabilities were significantly less likely to enroll in four-year colleges. Students with multiple disabilities were much less likely to attend any college or other training in the year following their graduation. Students with visual impairments were more likely to enroll in four-year colleges, but this may have been due to chance variation in this small sample.

Disability Category	4-Year College	2-Year College	Other Training	Any College or Training
Autism	20.8%	26.6%	4.5%	51.1%
Intellectual Disabilities	5.6%	14.8%	6.7%	25.3%
Emotional Disturbance	11.4%	21.1%	4.5%	34.8%
Hearing Impairment	22.2%	26.9%	5.6%	51.9%
Multiple Disabilities	0.8%	2.5%	6%	9.3%
Orthopedic Impairments	34.7%	27.8%	4.2%	65.3%
Other Health Impairments	20.1%	29.1%	5.7%	52.1%
Specific Learning Disabilities	18.9%	25.9%	5.5%	47.4%
Speech and Language	19.6%	37.5%	1.8%	57.1%
Traumatic Brain Injury	20.6%	20.6%	2.9%	42.6%
Visual Impairments	43.3%	21.2%	3.8%	63.5%



## Postsecondary Education Outcomes



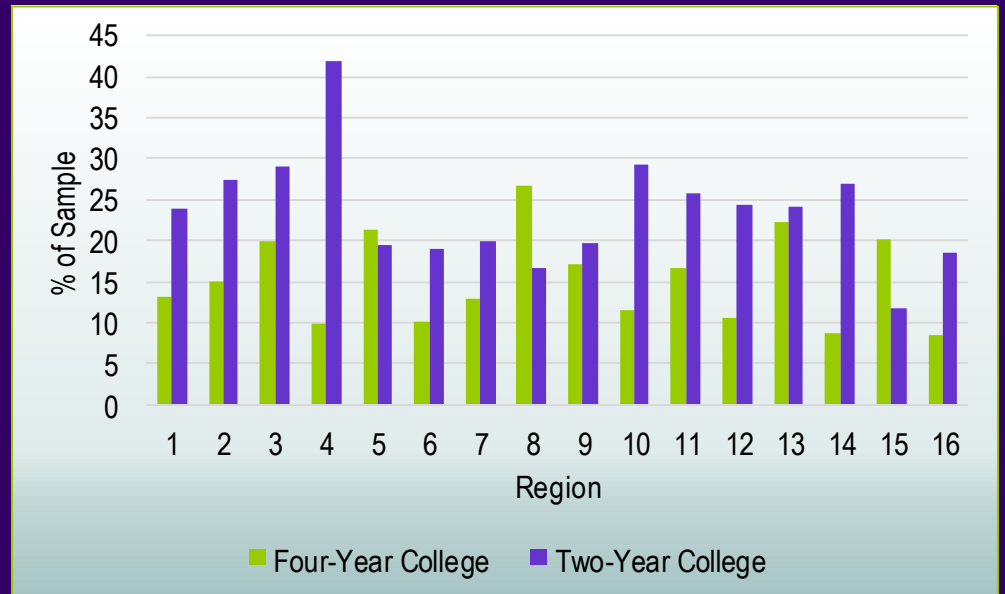
This chart shows that many students did not enroll in postsecondary education as planned after graduation. Differences were found in both four-year and two-year college enrollments one year postschool.

# Following School Exit (2006-2014)

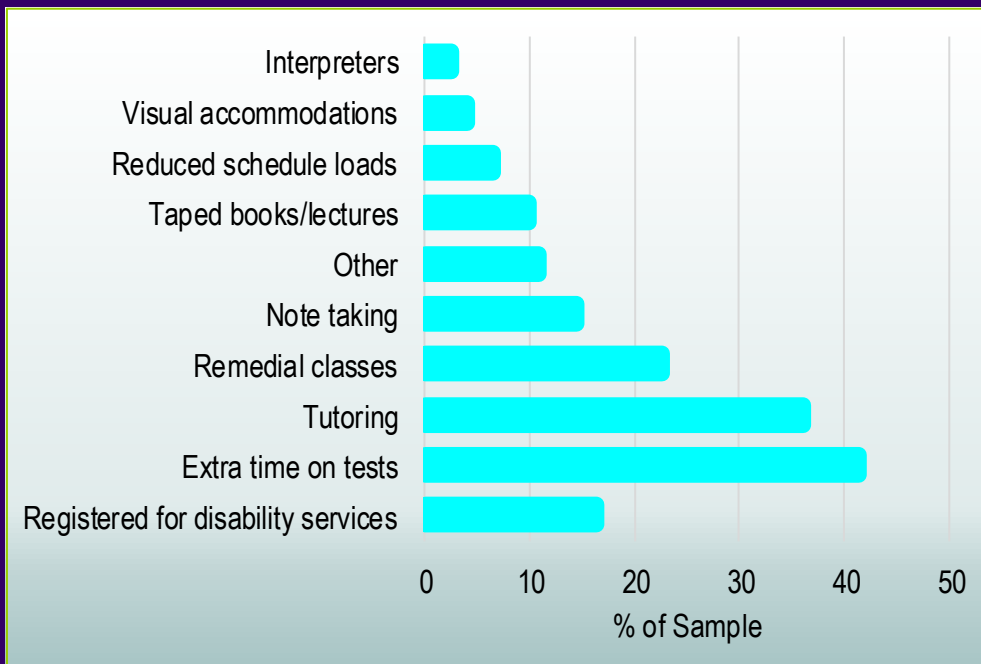
## Regional Enrollment



Rates of college enrollment showed variance across regions with rural areas generally showing lower college enrollment rates. These differences must be cautiously interpreted due to the smaller samples in certain regions leading to greater chance variations.



## TOP 3 REASONS GRADUATES DID NOT ATTEND POSTSECONDARY EDUCATION



## Accommodations Received

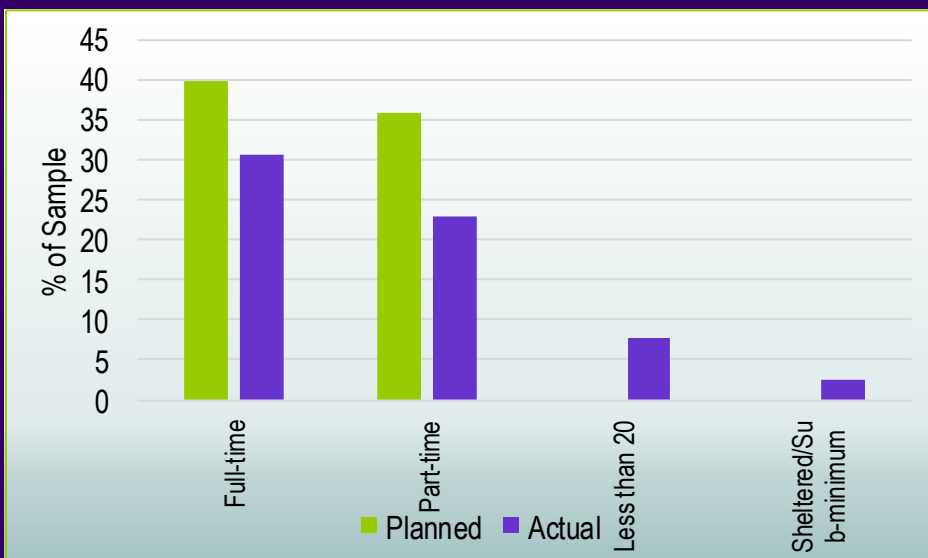


A discrepancy can be seen in the number of students reporting receiving accommodations related to extra time on tests and note taking versus those reporting they have registered with disability services. Failure to register with disability services indicated the need for self-advocacy and disability awareness training.

# Employment in the Year Following Graduation

These data show how employment outcomes varied among students with differing disabilities. Students with autism, orthopedic impairments, and multiple disabilities were significantly less likely to enter full-time employment after exiting high school. Samples of low-incidence disabilities (e.g., students with autism, orthopedic impairments, traumatic brain injury, and visual impairments) showed lower employment outcomes and may not be representative due to chance variation.

Disability Category	Full Time >35 hrs/wk	Part-Time 20-34 hrs/wk	Other Work <20 hrs or Sheltered Work	Any Work
Autism	10.6%	23.0%	20.2%	48.9%
Intellectual Disabilities	27.8%	25.1%	12.1%	59.8%
Emotional Disabilities	30.8%	26.4%	12.7%	64.9%
Hearing Impairments	28.7%	13.9%	18.5%	59.3%
Multiple Disabilities	10.8%	16.4%	31.0%	52.9%
Orthopedic Impaired	8.3%	11.1%	8.3%	25.0%
Other Health Impairments	36.2%	25.3%	10.0%	64.9%
Specific Learning Disabilities	40.4%	28.2%	9.6%	70.9%
Speech and Language	28.6%	37.5%	16.1%	73.2%
Traumatic Brain Injury	17.6%	17.6%	16.2%	47.1%
Visual Impairments	21.2%	21.2%	7.7%	46.2%



## Employment Outcomes



Some graduates worked less than they expected at graduation. Working less than 20 hours per week and sheltered employment were not expected outcomes at graduation. The economy of the state and job market issues also had an impact on these outcomes.

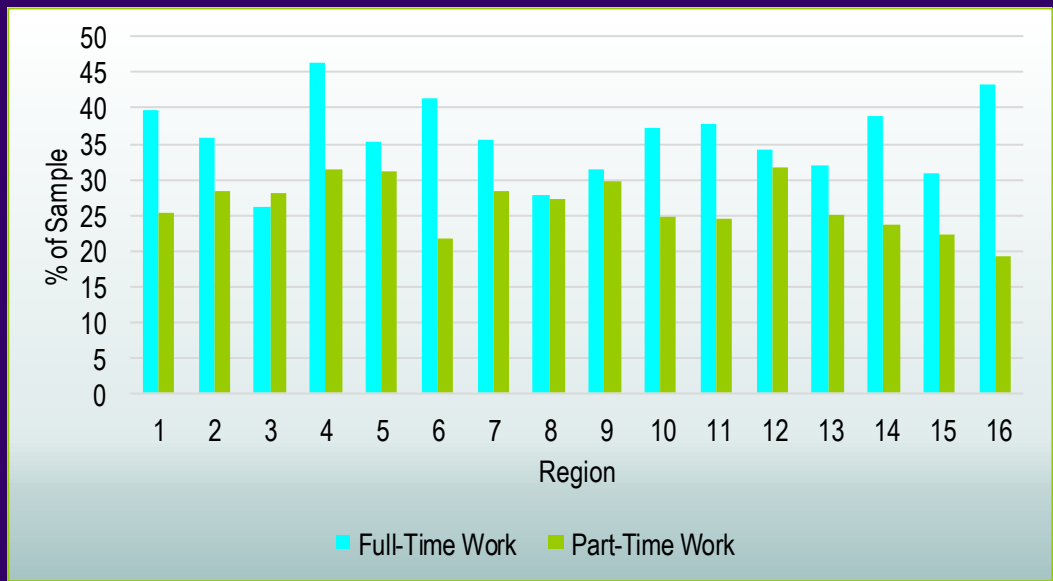


# Following School Exit (2006-2014)

## Regional Outcomes



Employment outcomes by region show more graduates entering full-time employment in rural regions than urban areas across the state of Ohio.



## TOP 3 REASONS WHY GRADUATES ARE NOT WORKING



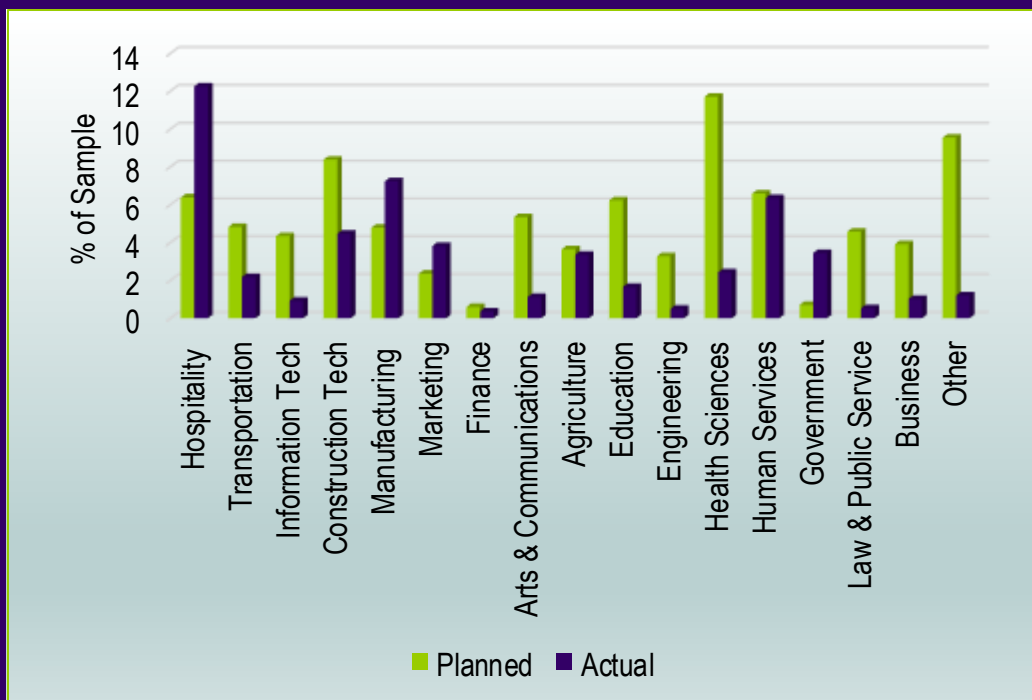
Cannot Find Job



Enrolled in College



Cannot get to work



## Fields of Employment



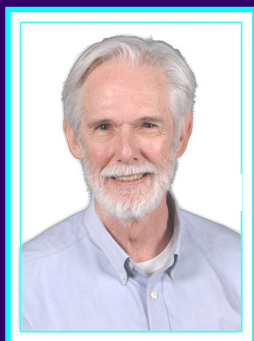
Students were more likely to work in entry level positions in hospitality, marketing, and manufacturing fields. Higher than expected work in government programs may be due to chance variation for the small sample expecting this outcome.

## Career Technical Education Concentrators

Career technical education concentrators who took three or more CTE classes showed some variance among disability groups. Students with multiple disabilities, autism, and orthopedic disabilities were much more likely to receive job training coordinator services. Students with autism, multiple disabilities, and intellectual disabilities were more likely to be concentrating in the hospitality fields.

### Top 3 CTE Concentrator Program Areas by Disability

Autism	Construction (15%)	Transportation (11%)	Hospitality & JTC (9%)
Hearing Impairment	Construction (13%)	Education (10%)	Health & Transportation (8%)
Intellectual Disability	Hospitality (14%)	Construction (12%)	Transportation (9%)
Multiple Disability	Job Training (22%)	Hospitality (18%)	Agriculture (13%)
Orthopedic Imp.	Info Tech (14%)	Health (14%)	Job Training (14%)
Emotional Disability	Transportation (13%)	Construction (13%)	Human Services (11%)
Specific Learning Dis.	Construction (12%)	Health (12%)	Transportation (7%)
Traumatic Brain Injury	Construction (18%)	Agriculture (9%)	Education (9%)
Visual Impairment	Insufficient data on students with vision impairments to report		
Other Health Impair.	Transportation (10%)	Construction (10%)	Health (9%)



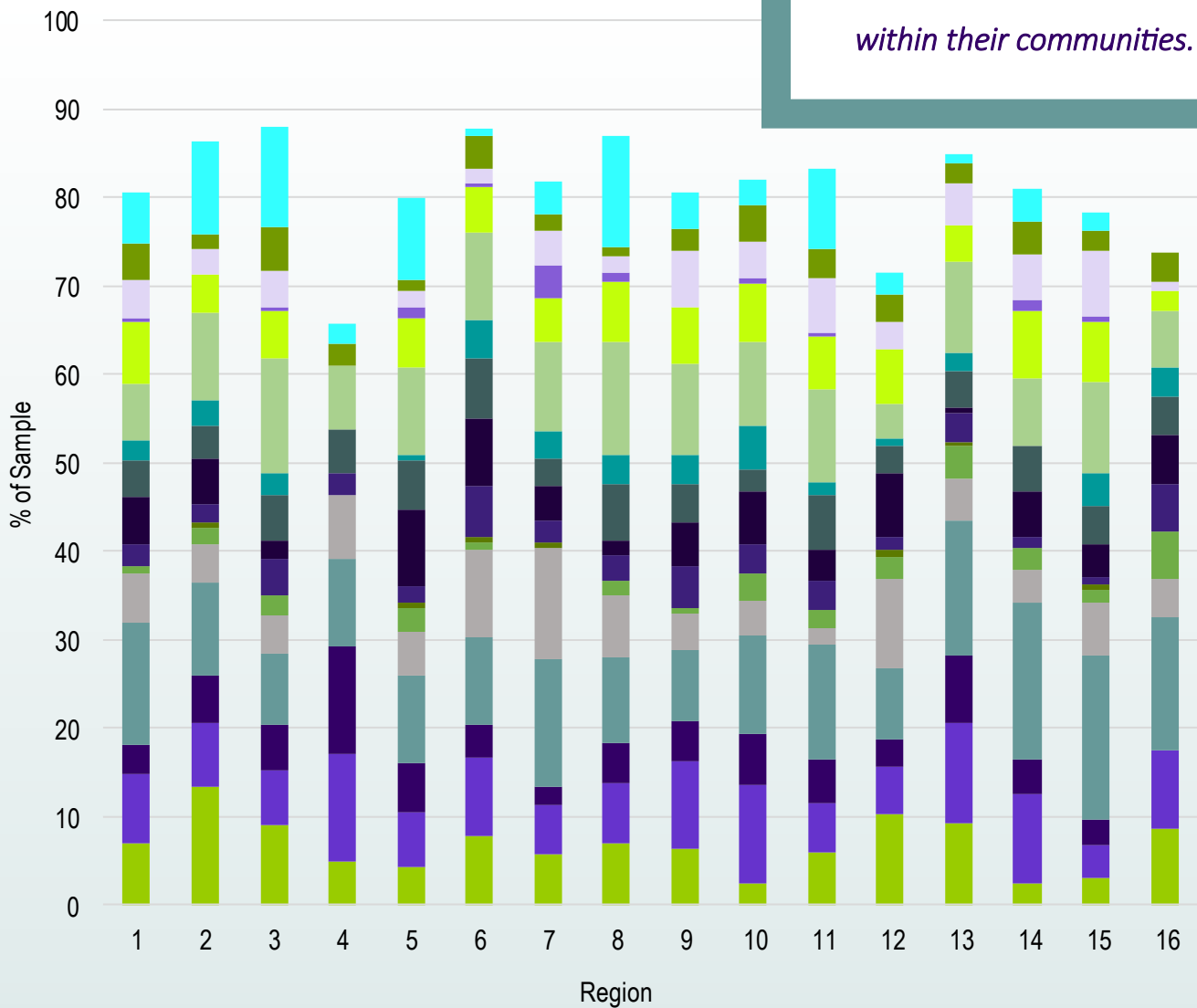
*To date, we have received more than 22,000 exit interview surveys (graduation years 2006—2015) and more than 9,800 interview surveys one year after graduation (graduation years 2006—2014). This has allowed us to look at programs, services, activities, and outcomes for students with a wide range of disabilities for the first time.”*

*- Dr. Robert Baer, Director*

# CTE Concentrators by Region (N=3111)

CTE concentration was similar across regions, but significant variance was reported for participation in job training coordinator programs. Many regions across the state of Ohio report that job training coordinator positions have declined, are non-existent, or are part of other transition positions.

*Students are entering career programs that align with available job opportunities within their communities.*

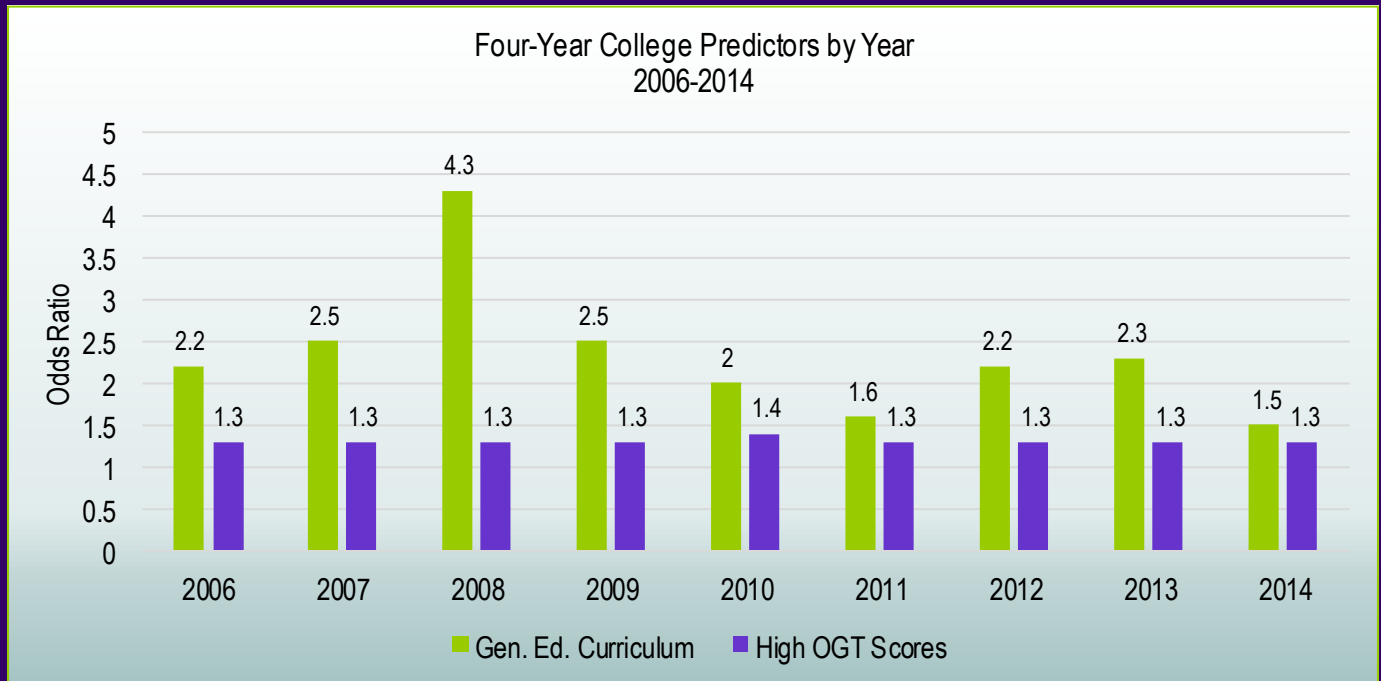


## Career Technical Programs

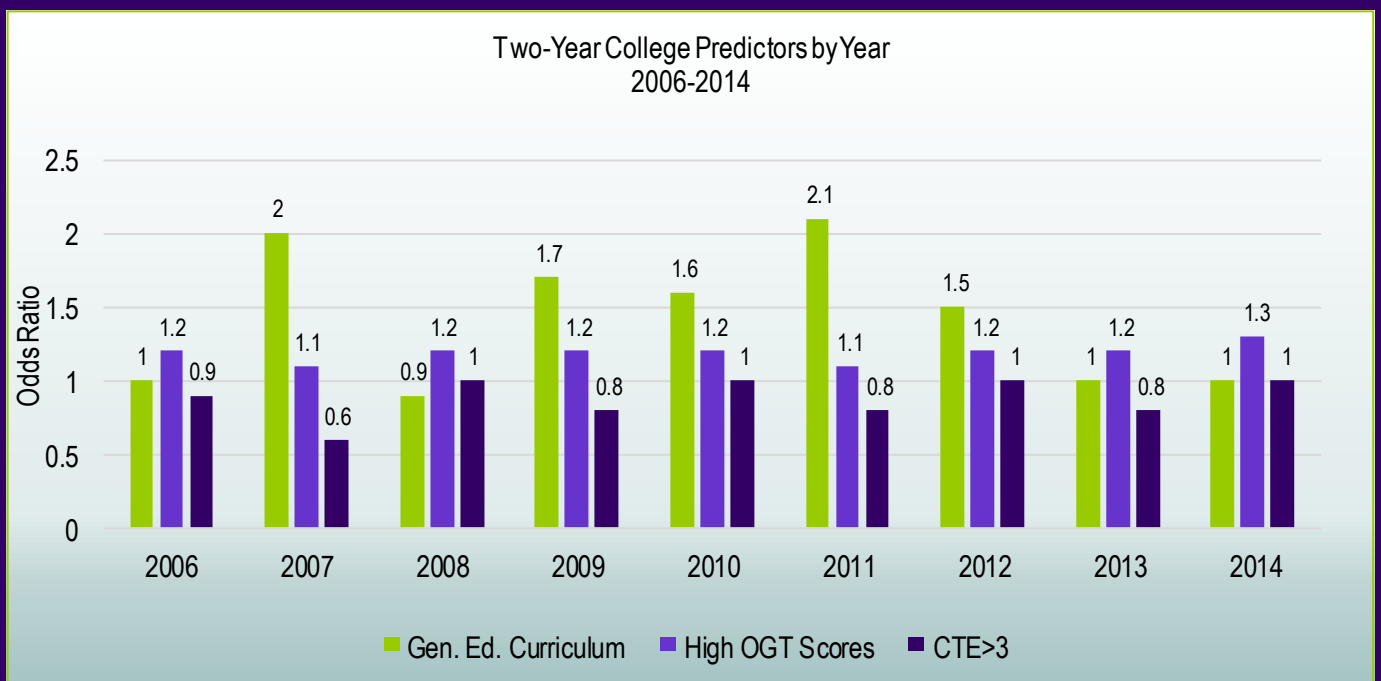
- Hospitality
- Transport.
- Info. Tech.
- Construction
- Manufactur.
- Marketing
- Finance
- Communication
- Agriculture
- Education
- Engineering
- Health
- Human Serv.
- Public Admin
- Law Enf.
- Business
- Job Training

# EDUCATION PREDICTORS OF STUDENT SUCCESS

*An odds ratio of more than 1 indicates a positive predictor*

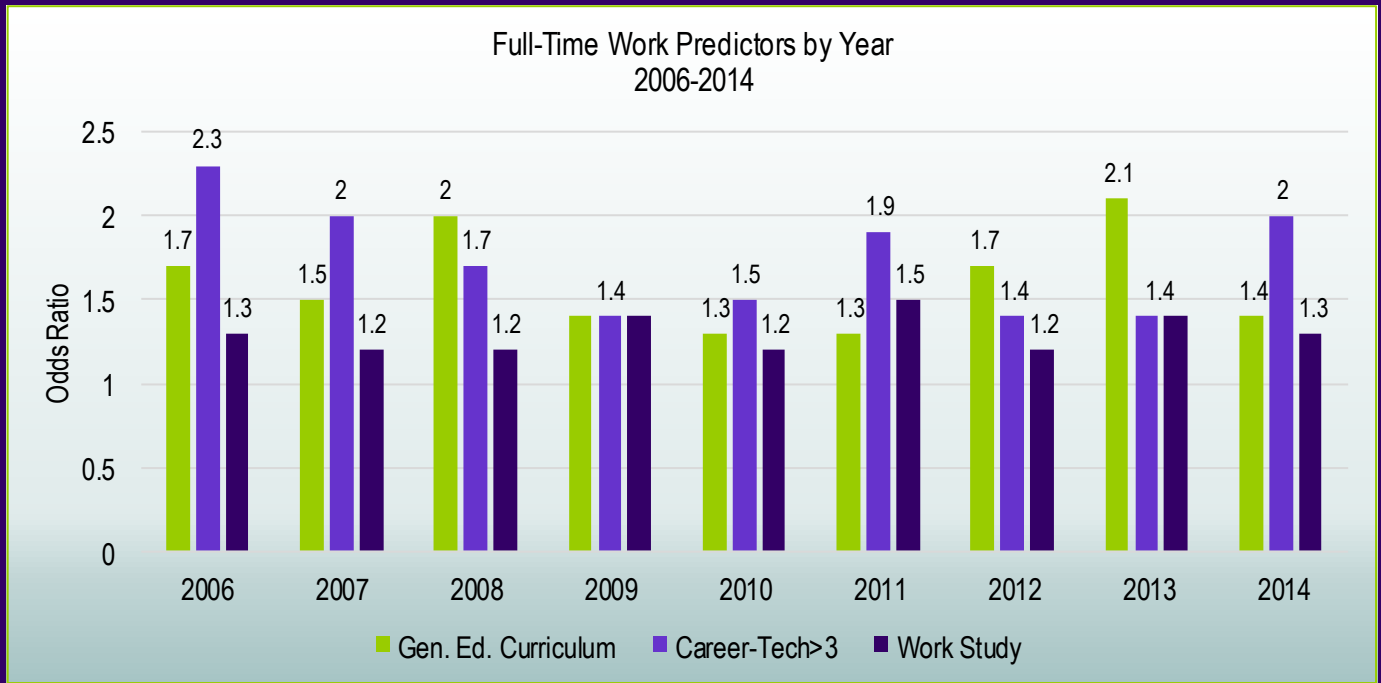


Four-year college predictors since 2006 include participation in general education curriculum more than 80% of the time and high scores on OGTs. In other words, based on 2014 data students in the general education curriculum 80% or more of the time were 1.5 times more likely to enter four-year college, after controlling for ethnicity and gender, as their peers who were in the same curriculum less than 80% of the time. The same can be said for two-year college predictors. Participation in CTE coursework did not meet the odds ratio of 1 consistently across all years, meaning a CTE concentrator was not any more or any less likely to attend two-year college than those who were not a CTE concentrator.

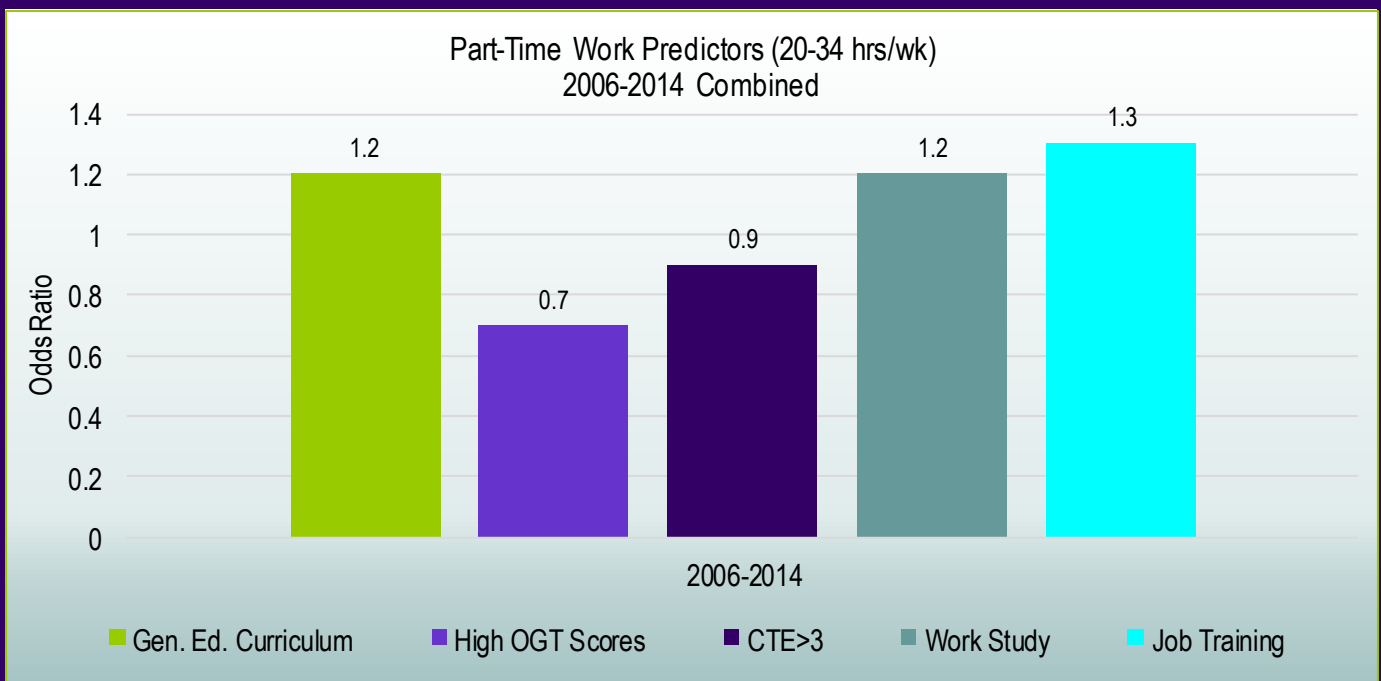


# EMPLOYMENT PREDICTORS OF STUDENT SUCCESS

An odds ratios of more than 1 indicates a positive predictor



Full-time employment predictors since 2006 include general education curriculum more than 80% of the time, a career technical concentration, and work study services. In other words, in 2014 students who were CTE concentrators had two times the odds of acquiring full-time employment as compared to their peers who were not CTE concentrators. Part-time employment predictors could not be split out by year, due to lower numbers, but showed overall that general education curriculum more than 80% of the time, work study services, and job training services enhanced part-time employment outcomes.

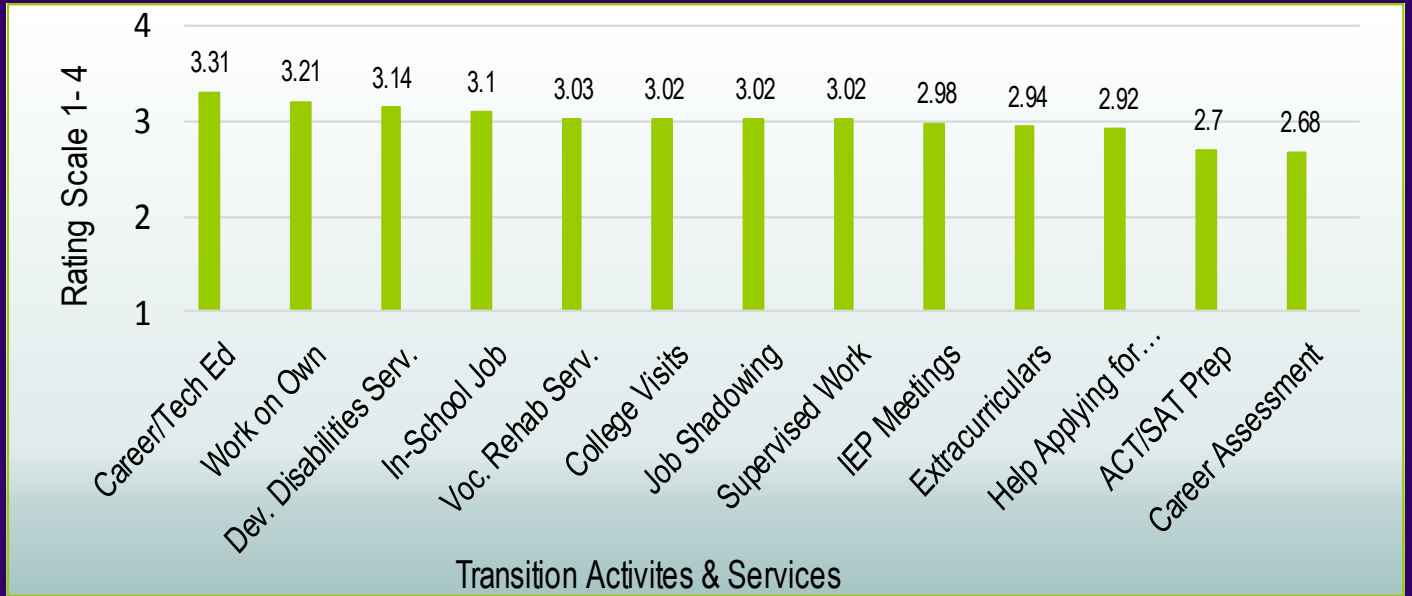




## Transition Activities & Services Ratings



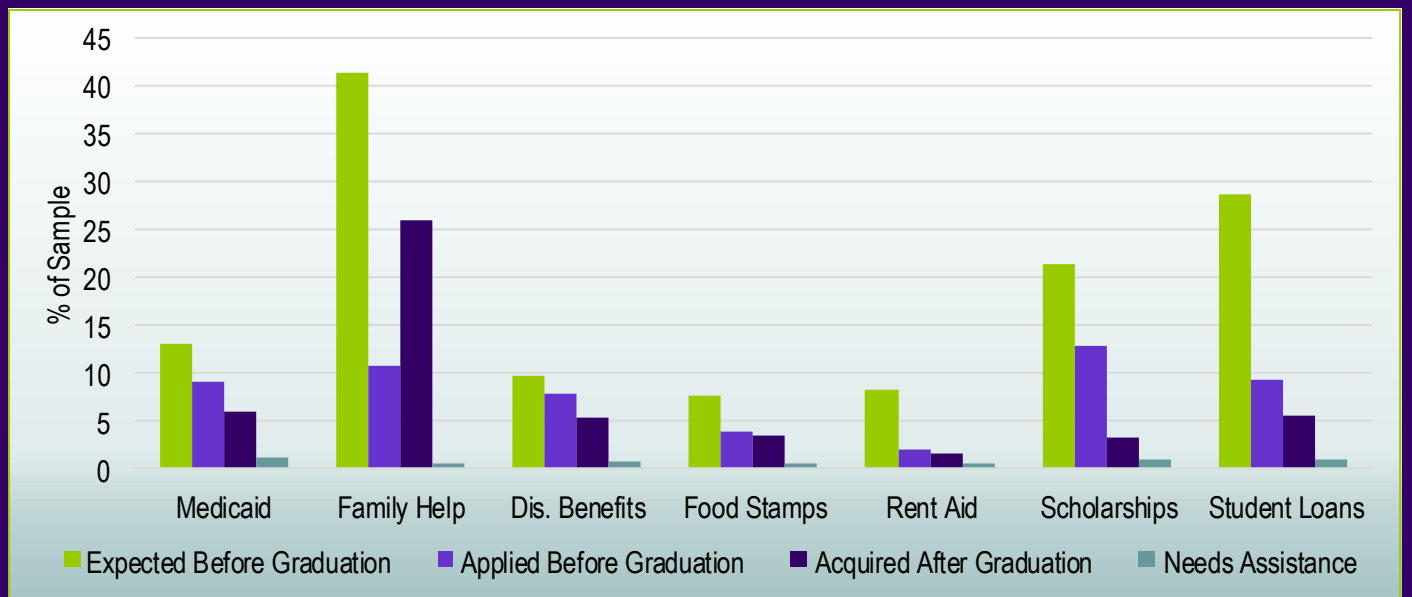
On a four-point scale with 4 rated as “very helpful” and 1 rated as “not helpful at all”, career technical education, working while in high school, and referral to Developmental Disabilities services were reported to be the most helpful in preparing for life after high school.



## Financial Support Sources for Students



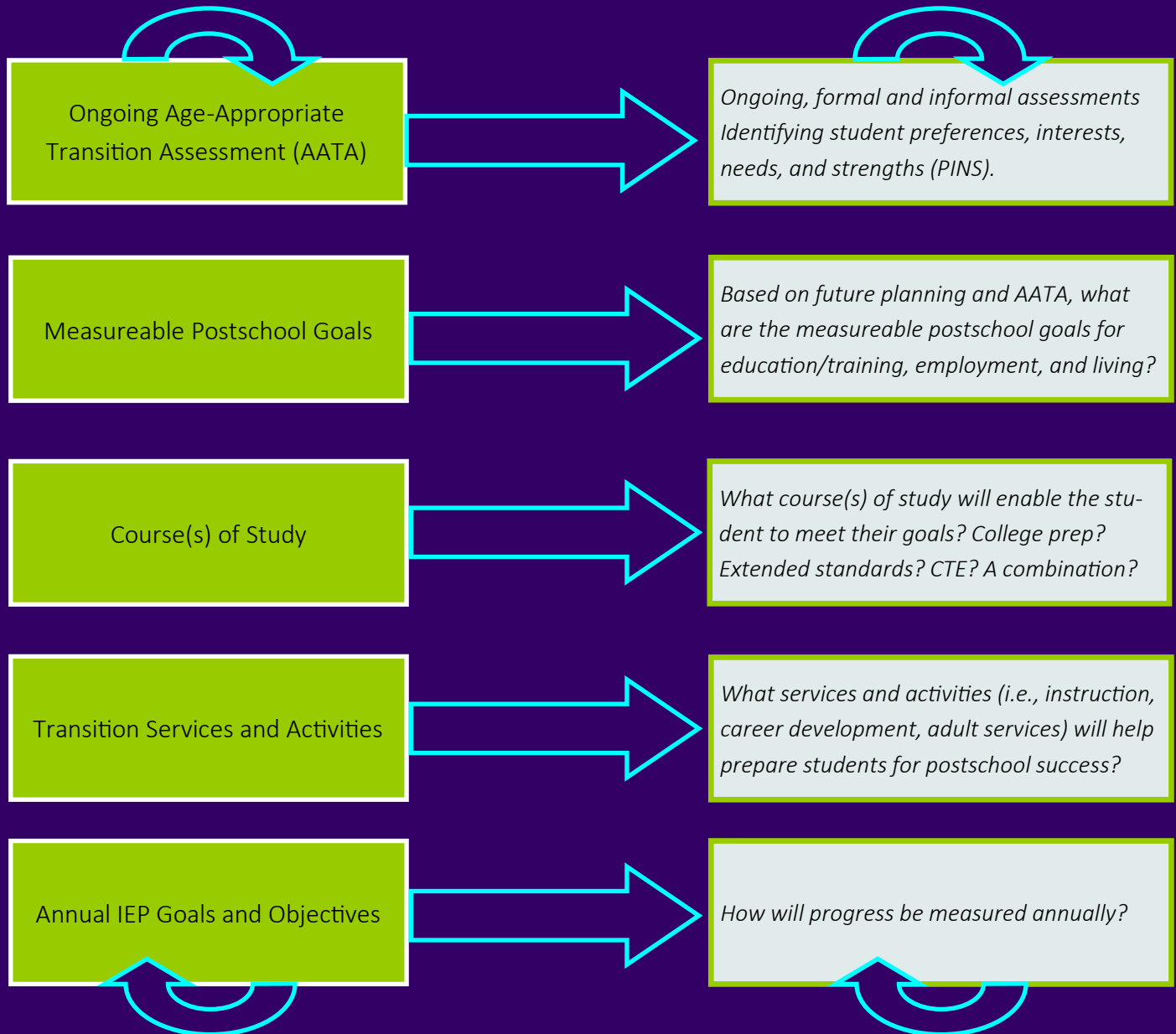
Many students expected financial support that they had not applied for while still in high school. This was especially true for student loans and scholarships which may have accounted for their lower than expected enrollment in postsecondary education. Some of this financial shortfall may have been compensated for with family support which was higher than expected.



## What is Important in Transition Planning?

The Transition IEP Flowchart emphasizes the mandated components necessary for students with disabilities to achieve desired postschool outcomes. Transition planning should be a self-correcting process where each component follows and is aligned with each of the other components.

For example, let's take a look at measurable postschool goals. First, identify the assessments that led the IEP team to choose measurable postschool goals in education/training, then identify the appropriate course(s) of study necessary to gain the skills to reach postschool goals.



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# Evidence-Based Practice Checklist

The following list is designed to help improve student postsecondary outcomes.

Quality Indicator	YES	NO
1. Were students who planned to enter four-year colleges participating in general education classes or college preparation courses?		
2. Were students who planned to enter full-time employment immediately after high school receiving career and technical education training?		
3. Were students who planned to enter college applying for scholarships or financial aid by March of their graduation year?		
4. Were students who planned to enter full-time employment participating in work-based learning experiences before graduation?		
5. Were students who planned to enter college taught how to register with postsecondary disability or accessibility services?		
6. Were students with intellectual disabilities who planned to enter employment after high school offered school supervised work-based learning experiences?		
7. Were students who planned to work full-time after high school applying for employment prior to school exit?		
8. Were students who received SSI or other disability benefits given training or counseling regarding the use of Social Security work incentives?		
9. Were students who planned to enter college participating in college placement tests (i.e. ACT, SAT) prior to graduation?		
10. Were students who planned to live independently after graduation provided exploration of transportation options? And, if appropriate, was a mobility plan for independence created?		
11. Were students who planned to receive adult services (i.e. Vocational Rehabilitation, Developmental Disability Services) referred to the appropriate agencies prior to graduation?		

If you answered “No” to any of the questions above, you may want to consult the NTACT web site for other evidence-based practices that can promote the desired outcomes, [www.transitionta.org](http://www.transitionta.org). Additional information for employment can be found at <http://www.ohioemploymentfirst.org>.

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