

# The Ohio Longitudinal Transition Study



## Ohio's Annual Indicator 14 Report

Postsecondary Outcomes: 2010 to 2017 Graduates

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Center for Innovation in Transition and Employment

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# The Ohio Longitudinal Transition Study

## Overview of Indicator 14

The Individuals with Disabilities Education Act (IDEA) of 2004 established a series of “indicators” to measure each school district’s services and results for students with disabilities. Ohio submits this information yearly as part of federal reporting. The Ohio Longitudinal Transition Study (OLTS) measures the Indicator 14 requirement to report post-school education and employment outcomes for students with disabilities after leaving high school.

Each school district is required to collect outcome data for students with disabilities as they exit high school.

These data are collected at least once every six years.

Schools can use the data to identify factors that promote post-school success and address these in school improvement efforts.

## Center for Innovation in Transition and Employment at Kent State University

The Ohio Department of Education (ODE), Office for Exceptional Children (OEC) contracts with the Kent State University’s Center for Innovation in Transition and Employment (CITE) to assist in the collection and analysis of outcome data. The OLTS was designed to collect data not only on post-school 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.olts.org](http://www.olts.org)) contains additional information regarding regional reports, copies of publications, and journal articles.

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# Survey and Procedure for Data Collection

The CITE works with consultants from the sixteen regional State Support Teams to collect data from one-fifth of Ohio schools each year. The OLTS is a 2-year process where teachers and transition professionals interview students before graduation and again up to 18 months later to compare anticipated and actual post-school outcomes.

When districts are required to participate, they must target all students on individualized education programs (IEP) graduating, aging out, or who have officially dropped out during that school year. Districts include students attending programs at Career Technical Centers (CTCs), Board of Developmental Disabilities schools, or scholarship programs. The CITE staff provide trainings regionally with the support and coordination of the State Support Team Consultants on the procedural requirements for data collection.

Before graduation, students participate in a voluntary face-to-face exit interview where they are asked about their plans after graduation. Questions focus on anticipated educational and employment goals, career interests, where they plan to live, how they will finance their plans, and their perceptions of the helpfulness of transition services and activities received during high school.

One year to 18 months later, districts attempt a phone interview using contact information gathered during the exit interview. Follow-up survey questions focus on the educational and employment activities that have occurred since graduation, to determine Ohio's post-school engagement rate for these students. When plans or goals were not met, graduates were asked the reasons why and were then provided with the appropriate contact information for adult or community agency support.

Exit and follow-up surveys were matched and analyzed for levels of engagement in *higher education* (part- or full-time enrollment in a 2- or 4-year college program for one complete term); *competitive employment* (20 or more hours of integrated work, at or above minimum wage, for 90 days on average); and *Other training and work-related activities*. *Other training or education* included part- to full-time participation for one complete term in adult training programs that were less than 2 years in length (i.e., Workforce Innovation and Opportunity Act, Ohio Means Jobs). *Other employment* included work for pay or self-employment for 90 days on average (i.e., family business, subminimum wage). Further analysis identified demographic and programmatic factors (or predictors) supporting positive post-school outcomes. This report includes information on graduates from 2010 through 2017.

**OLTS In-School Exit Interview**

**Exit Interview Instructions:** Schedule a meeting with the student, possibly during the Summary of Performance, and verbally conduct the survey and paraphrase questions as needed. Leave questions blank for no response and code N/A if not applicable. All surveys are DUE to be entered online by June 30, 2019.

**Informant was:**  
 Student \_\_\_\_\_  
 Parent/Guardian \_\_\_\_\_  
 Other \_\_\_\_\_

**Student Zip Code:** \_\_\_\_\_

**1. When you leave high school do you expect to: (Mark all that apply)**

**Attend:**

- a. 4-year college for at least one complete term (quarter or semester) \_\_\_\_\_
- b. 2-year college/technical school for at least one complete term (quarter or semester) \_\_\_\_\_
- c. A college program for students with intellectual disabilities \_\_\_\_\_
- d. Another training opportunity (e.g. GED, WIOA, Ohio Means Jobs, VISTA) \_\_\_\_\_

**Work:**

- e. 30 hours or more per week on average for 90 days at or above minimum wage (includes military service) \_\_\_\_\_
- f. Part-time 20-34 hours per week on average for 90 days at or above minimum wage (includes military service) \_\_\_\_\_
- g. Less than 20 hours per week on average for 90 days at or above minimum wage (includes military service) \_\_\_\_\_

**Receive services from:**

- h. Opportunities for Children with Disabilities (OOD, formerly RSC, BVR, BSV) \_\_\_\_\_
- i. County Board of Developmental Disabilities (CDD) \_\_\_\_\_
- j. Mental Health \_\_\_\_\_
- k. Receive Other Services \_\_\_\_\_

Specify: \_\_\_\_\_

**3. Which of the following fields do you anticipate working or studying in after graduation? (Mark ONE)**

- a. Hospitality and Tourism \_\_\_\_\_
- b. Transportation Systems \_\_\_\_\_
- c. Information Technology \_\_\_\_\_
- d. Construction Technologies \_\_\_\_\_
- e. Manufacturing Technologies \_\_\_\_\_
- f. Marketing \_\_\_\_\_
- g. Finance \_\_\_\_\_
- h. Arts and Communication \_\_\_\_\_
- i. Agricultural/Environmental Systems \_\_\_\_\_
- j. Education and Training \_\_\_\_\_
- k. Engineering/Science Technologies \_\_\_\_\_
- l. Health Science \_\_\_\_\_
- m. Human Services \_\_\_\_\_
- n. Government/Public Administration \_\_\_\_\_
- o. Law and Public Safety \_\_\_\_\_
- p. Business/Administrative Services \_\_\_\_\_

**4. What are your leisure and community participation goals after graduation? (Mark all that apply)**

- a. Voting \_\_\_\_\_
- b. Driver's license \_\_\_\_\_
- c. Own a car \_\_\_\_\_
- d. Use of public transportation \_\_\_\_\_

**OLTS Follow-Up Survey Phone Interview**

**Follow-Up Instructions:** Attempt to contact former students at least 4 times from April 1 through August 31. Try to interview the same informant as in the exit interview, but you may follow-up from a family member or relative as necessary. All follow-up surveys are DUE to be entered online by August 31, 2020.

**Hello, my name is \_\_\_\_\_ and I am a teacher at \_\_\_\_\_. You may remember that we had asked for your approval to call you and see how you are doing after leaving high school. All of your responses will be strictly confidential and no identifiable information will be on this survey. Do you have time to talk now?**

**1. Since you left high school have you: (Mark all that apply)**

**Attend:**

- a. 4-year college for at least one complete term (quarter or semester) \_\_\_\_\_
- b. 2-year college/technical school for at least one complete term (quarter or semester) \_\_\_\_\_
- c. A college program for students with intellectual disabilities \_\_\_\_\_
- d. Another training opportunity (e.g. GED, WIOA, OhioMeansJobs, VISTA) \_\_\_\_\_

**Work (in the community):**

- e. 30 hours or more per week on average for 90 days at or above minimum wage (includes military service) \_\_\_\_\_
- f. Part-time 20-34 hours per week on average for 90 days at or above minimum wage (includes military service) \_\_\_\_\_
- g. Less than 20 hours per week on average for 90 days at or above minimum wage (includes military service) \_\_\_\_\_

**Receive services from:**

- h. Opportunities for Children with Disabilities (OOD, formerly RSC, BVR, BSV) \_\_\_\_\_
- i. County Board of Developmental Disabilities (CDD) \_\_\_\_\_
- j. Mental Health \_\_\_\_\_
- k. Receive Other Services \_\_\_\_\_

Specify: \_\_\_\_\_

**8. If you went on to postsecondary education, did you register for disability services?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**Did you receive any of the following? (Mark all that apply)**

- a. Remedial classes \_\_\_\_\_
- b. Note taking service \_\_\_\_\_
- c. Tutoring \_\_\_\_\_
- d. Extra time on tests \_\_\_\_\_
- e. Tapes of books or lectures \_\_\_\_\_
- f. Accommodations for visual impairments \_\_\_\_\_
- g. Reduced schedule loads \_\_\_\_\_
- h. Sign language interpreters \_\_\_\_\_
- i. Other - Specify: \_\_\_\_\_

**5. If you are not currently working, what are the reasons for not working? (Mark all that apply)**

- a. Enrolled in post-secondary education \_\_\_\_\_
- b. Cannot find job that fits my interest \_\_\_\_\_
- c. Cannot find any job \_\_\_\_\_
- d. Need assistance finding a job, but none is available \_\_\_\_\_
- e. Lack of required skills \_\_\_\_\_
- f. Transportation problems \_\_\_\_\_
- g. Don't want to lose my benefits (e.g. SSI) \_\_\_\_\_
- h. Don't want to work \_\_\_\_\_
- i. Other \_\_\_\_\_

Specify: \_\_\_\_\_

**11. Did you have a paying job at the time you left high school?**

Yes \_\_\_\_\_ No \_\_\_\_\_

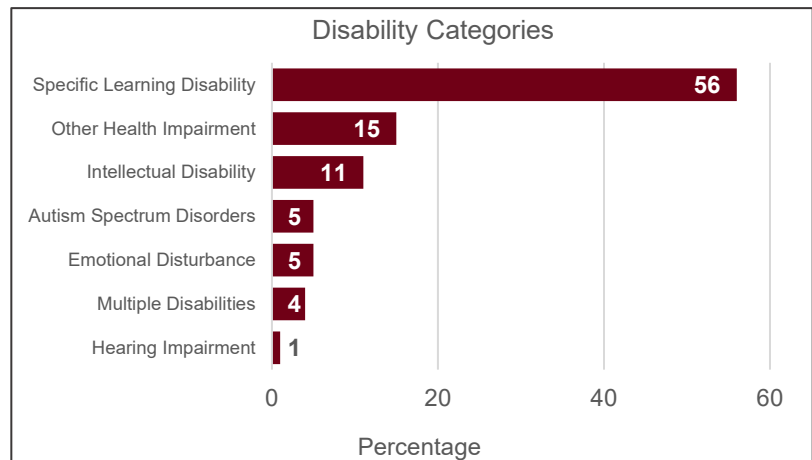
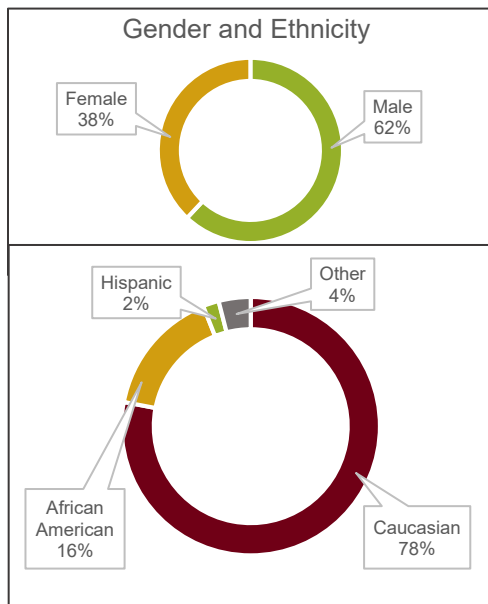
Specify if possible: \_\_\_\_\_

**13. How many paying jobs have you had since graduation?**

\_\_\_\_\_

# Ohio's Students with Disabilities: 2010 to 2017

This sample included 9263 matched exits and follow-up surveys for analysis. Matched cases are exit surveys and follow-up surveys successfully connected after the collection of the one-year post-school data. Disability, ethnicity and gender are represented below. This sample was representative of Ohio except for underrepresentation of African Americans (16% versus 20%) and overrepresentation of students with Specific Learning Disabilities (56% versus 41%). Caucasian and African American students made up slightly more than 94% of the sample. Students identifying as Hispanic added an additional 2.4%. Asian American, Pacific Islander, Native American, Middle Eastern, and bi- and multi-racial students comprised the remainder of this sample.



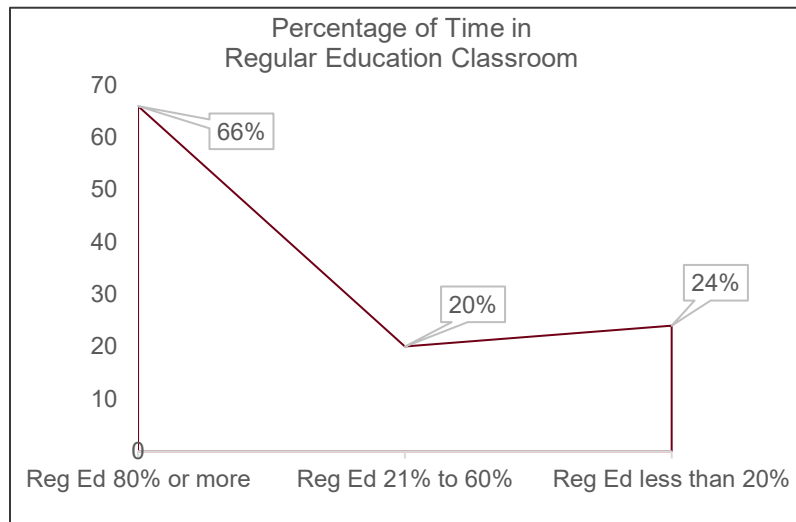
Note: The figure above does not include those categories representing less than 1% of the matched survey database (i.e., Traumatic Brain Injury = 0.8%; Orthopedic Impairments = 0.7%; Visual Impairments = 0.6%; Deaf-Blindness = 0.1%; and Speech and Language Impairments = 0.6%).

The data used for reporting includes graduation years 2010 to 2017. Outcome data prior to 2010 was not included in the cumulative analysis, since various initiatives have changed the landscape of how transition is approached during the school years as well as in adulthood (e.g., Ohio Employment First, Workforce Innovation and Opportunity Act). Data from 2006 through 2017 were included in regional reports (located on [www.olts.org](http://www.olts.org)) as well as district specific reports. Per the Employment First founding statute, all individuals shall be presumed capable of community employment. WIOA legislation supports individuals with disabilities' access to high quality workforce services and preparation for competitive integrated employment.

- Those graduates with Speech and Language (61%), Orthopedic (58%) and Visual (54%) Impairments reported the highest rates of attending 2- or 4-year colleges.
- Graduates with Specific Learning Disabilities (61%), Other Health Impairments (57%) and Emotional Disturbances (54%) reported the highest rates of competitive employment (part- or full-time).
- Since Ohio Employment First, only 2% to 3% of graduates reported subminimum work outcomes. Students reporting subminimum work most often were those with Multiple Disabilities (33%), Intellectual Disabilities (19%) and Autism Spectrum Disorders (19%).

# Transition Services and Courses of Study

Ensuring the alignment of post-school goals with courses of study and transition services and activities increases the likelihood of positive post-school engagement in education, training and employment. As part of the least restrictive environment (LRE) requirement for students with disabilities, appropriate placement can provide access to the needed coursework and programming to ensure the best possible preparation as graduation approaches. Strategies for infusing transition services across courses of study continues to be a priority among intervention specialists and related service professionals.



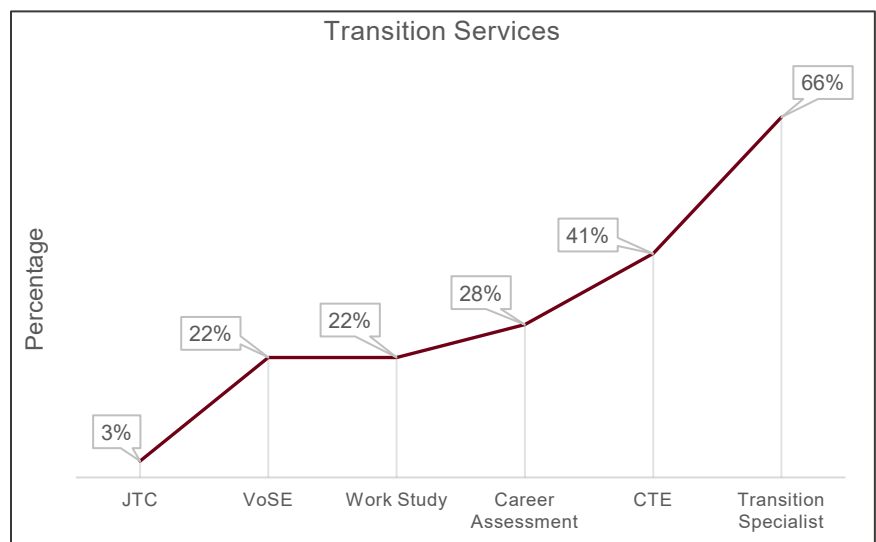
Note: Percentages do not equal 100% due to students who were included in more than one category.

Information collected at exit for analysis include those demographics reported in the Education Management Information System (EMIS) as well as those variables related to services received. EMIS provides information related to gender, ethnicity, disability, least restrictive environment, transition program participation and the number of graduation tests passed. Many of these variables are studied closely to see if they can be linked to positive post-school outcomes.

Of the variables studied, participation in regular education classes (see above) and transition services received (right), when aligned with post-school goals, can increase the chances of engagement in education and employment. As seen above, 66% of students in this sample were receiving services in regular education classrooms 80% or more of the time.

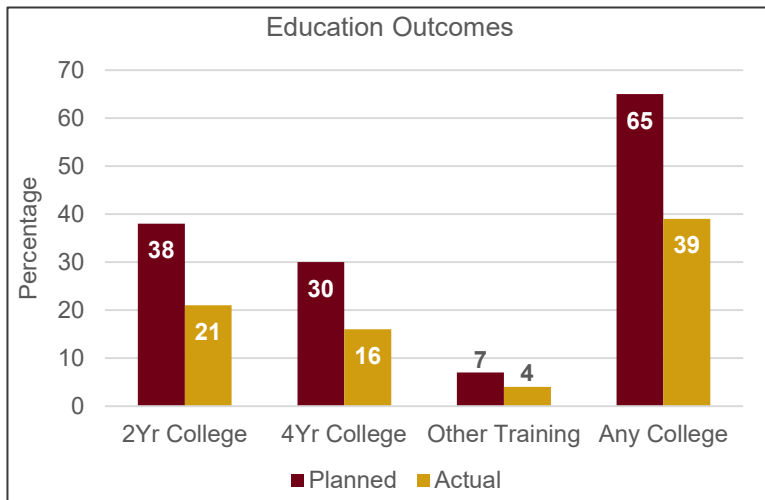
Additional variables to consider for their relationship to post-school

outcomes includes passage of graduation exams and transition program participation. Of those students participating in graduation exams, over 50% had passed all five areas. Another 11% participated in alternate assessments as a pathway to graduation. The majority of students in this sample (82%) received some type of service from a designated transition professional such as a Transition Specialist, Work Study Coordinator, Job Training Coordinator (JTC), or a Vocational Special Education (VoSE) Coordinator.



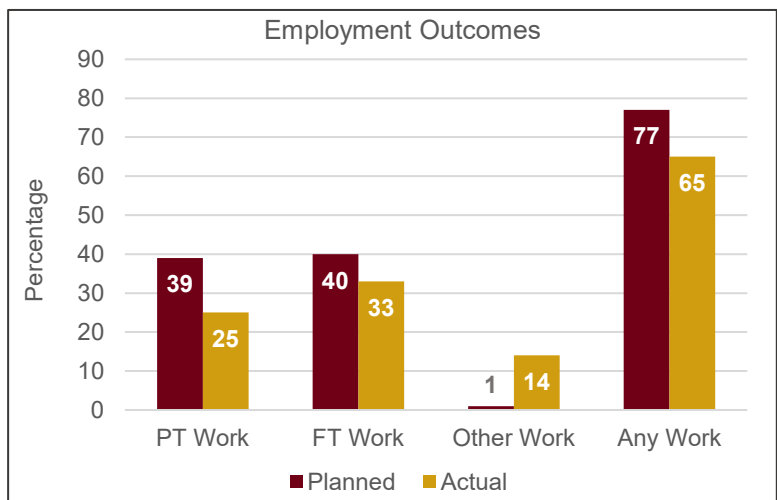
# Post-school Outcomes

When comparing planned and actual outcomes, what students anticipated doing prior to graduation may or may not have happened; and looking at the data helped to identify important factors or considerations for future graduates. For this sample (n=9263), planned and actual outcomes are described in the graphs below.



For college, students who completed a quarter or semester were included with two- or four-year outcomes. Graduates included in *other training* could indicate a training program through Ohio Means Jobs or WIOA. *Any college* included 2-year, 4-year, and/or other training and it was possible for graduates to report participation in more than one category (e.g., participation in a WIOA summer program and going to a 2-year college in the fall).

Graduates working full- (35 hours or more per week) or part-time (20 to 34 hours per week) for an average of 90 days or more were considered competitively employed (including military). *Other work* included those working fewer than 20 hours per week or earning less than minimum wage.



One factor that has remained a constant issue for students over the years is money. At one-year follow-up interviews, students often state that financial issues prevented them from continued schooling. For those students who cited money as a

reason for not going to school, over 85% planned to but did not have loans and/or scholarships in place prior to graduation. Waiting until after graduation to secure monies for tuition leaves many students unable to pay for college.

- 15% of the OLTS sample (1408 out of 9263) were unengaged one year after graduation.
- Of those who wanted to work, over 30% could not find a job of interest or any job at all. About 25% cited *other* reasons including pregnancy and mental health needs.
- Of the unengaged graduates who wanted to attend college, 47% participated in regular education classes 80% or more of the time and 43% participated in CTE programs.

# Ohio's Engagement Rate: 2010 to 2017

The Office for Exceptional Children (OEC) uses a system for data collection designed to promote high-quality transition planning and services for students with disabilities. These data drive decision-making about program management and technical assistance, and annual targets for improvement. The table to the right reports post-school levels of engagement in Ohio, for graduates surveyed from 2010 through 2017.

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:		#	%
A.	Enrolled in higher education one year after leaving high school.	3329	36%
B.	Enrolled in higher education or competitively employed within one year of leaving high school.	6926	75%
C.	Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	7718	83%
<b>Total students engaged</b>		<b>7718</b>	
<b>Total students surveyed</b>		<b>9263</b>	

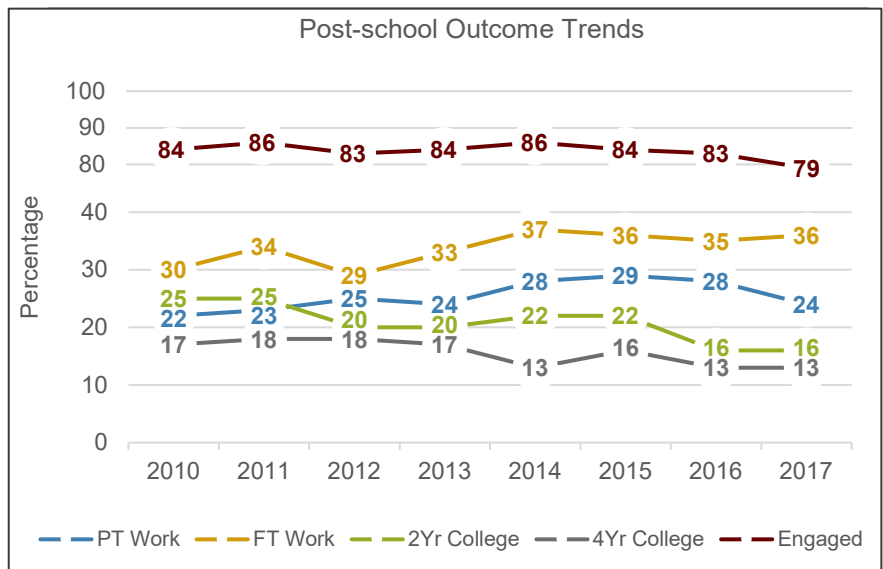
This data represents the 9263 students who were interviewed before graduation, aging out or exiting IDEA services and again

one year later. During the follow-up phone interview, graduates were asked about their activities since graduation. The table above describes three categories that represent differing levels of engagement. A total of 7718 graduates, or 83%, were engaged one year after graduation. The remaining 1545 students were not working or attending college at the time of the follow-up interview or had not done so for a length of time to be considered engaged.

Note: Engagement categories A, B, and C represent cumulative numbers and percentages.

## Post-school Outcome Trends

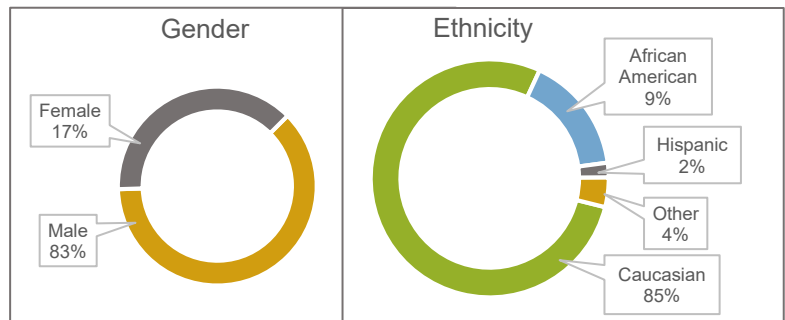
The table to the right represents graduating class trends since 2010. Both full- and part-time engagement for employment remained relatively steady since the end of the recession, with marginal increases starting in 2014. For college, 2- and 4-year trends started decreasing in 2015 as more students entered the workforce. Decreases were seen in engagement for all areas (i.e., work and college) from 2015 to 2016, with little to no improvement for 2017 graduates.



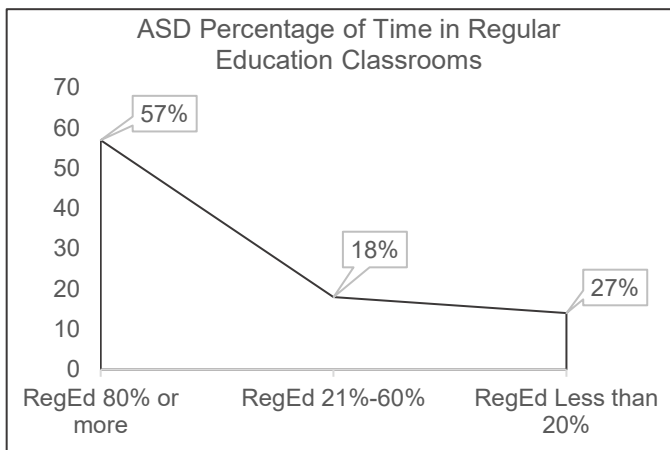
# Focus on Autism Spectrum Disorders (ASD)

According to the Centers for Disease Control, Autism Spectrum Disorder (ASD) affects an estimated 1 in 59 children in the United States. It is a developmental disability significantly affecting verbal and non-verbal social communication, and social interaction. The characteristics, strengths, challenges, and severity of impairments vary widely across individuals so comprehensive planning and support is critical for developing and meeting post-school goals. The OLTS collected 486 (5% of the entire sample) matched exit and follow-up surveys for students identified in this category from 2010 to 2017.

This subset of students was predominantly Caucasian (85%) and male (83%). Ohio's total sample reported higher percentages of African Americans and females but this sample overall was representative for Ohio as reported by the 40th Annual Report to Congress on the Implementation of the IDEA (2018).



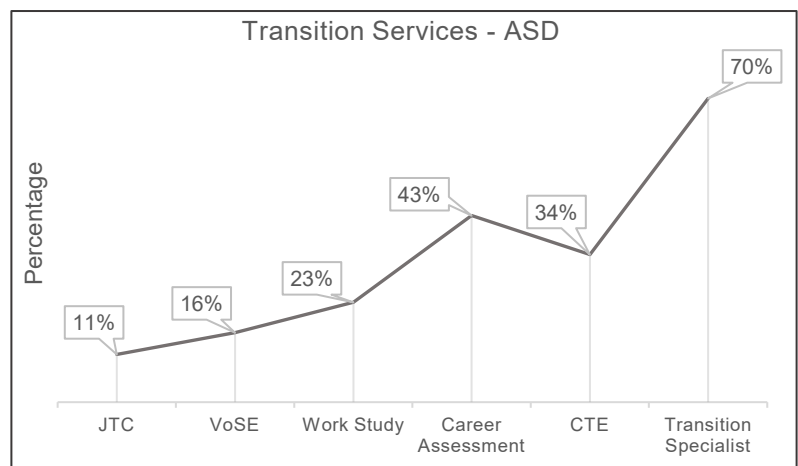
## Transition Services and Courses of Study



For this sample, 57% of students with ASD were in regular education classrooms for 80% or more of their time during the school day. When compared with Ohio's total sample, participation in regular education classes was lower (57% for ASD to Ohio's 66%). Of those students who participated in graduation tests, 49% passed all areas. Passage of all graduation tests was higher than Ohio numbers (49% for ASD to Ohio's 42%). About 25% of students with ASD participated in alternate assessments.

Note: Percentages do not equal 100% due to students who were included in more than one category.

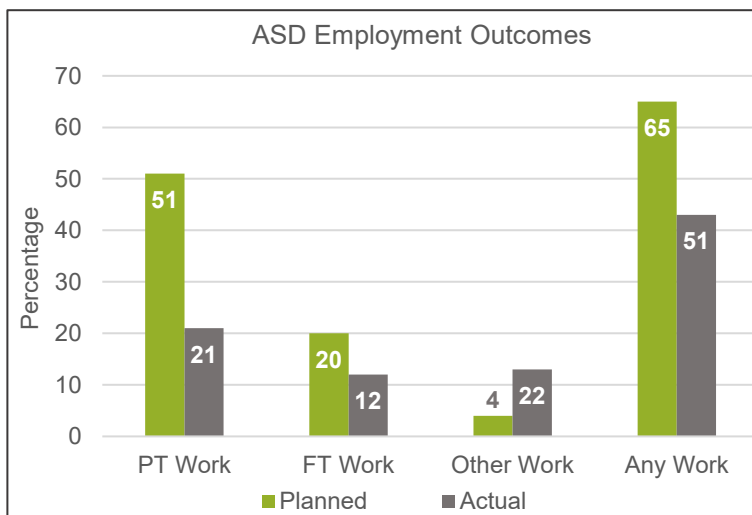
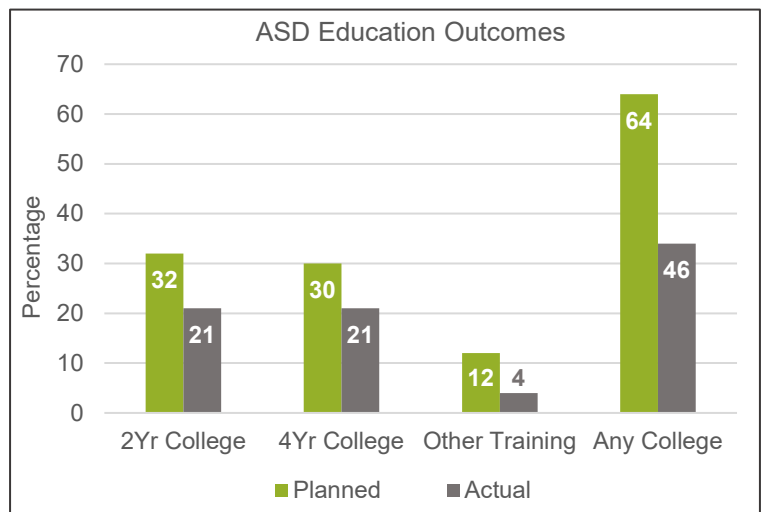
About 81% of students in this sample received services and/or activities from a transition professional. When compared to the state sample, higher proportions of students with ASD accessed Career Assessments Specialists (43% for ASD to Ohio's 28%) and JTCs (11% for ASD to Ohio's 3%). Lower enrollment was seen for CTE (34% for ASD to Ohio's 41%) as well as for VoSE support (16% for ASD to Ohio's 22%).





# Post-school Outcomes for Students with ASD

Overall, for *any college* reported one year later, there was an 18% difference between planned and actual outcomes for students with ASD (64% to 46%). For those attending college, 23% reported using extra time on tests as an accommodation, yet only 14% reported registering with disability support services. This indicated a lack of understanding in how accommodations are accessed at the college level. Very few reported the use of scholarships (9%) and loans (10%), whereas reported support from the family was much higher (69%).



Competitive employment (part- or full-time) was reported by 33% of graduates with ASD. Overall, more than 50% were engaged in *any work*, which included working fewer than 20 hours per week (13%) and subminimum wage jobs (9%). Additionally, 21% were linked with adult Developmental Disability (DD) services and 22% were linked with Opportunities for Ohioans with Disabilities (OOD). One year later, the most commonly reported jobs were in Food Service, Manufacturing, and Human Services.

## Reasons Cited for Not Working or Attending College

### Employment

Prior to graduation, 65% of students with ASD planned on working (303 of the 468 students). Of those who were not working one year later, the most cited reasons included: enrolled in postsecondary education, couldn't find a job or job of interest, and health reasons. Health reasons included a combination of mental and physical needs related to- anxiety, being fearful of social situations, unsure of their ability to do a job, and needing medical procedures.

### Education

About 64% of students anticipated attending college (301 out of 468). The most cited reasons for not attending included: their plans had changed, they didn't have enough money, their disability prevented them, and they were fearful of college. Of the students who cited the lack of money as a reason for not attending college, only two had applied for scholarships and loans prior to graduation.

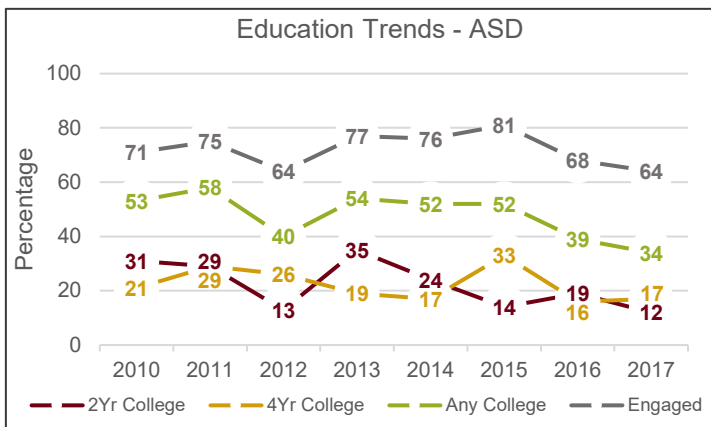
# Engagement Rate for Students with ASD

One year later, 78% of the graduates were engaged. The remaining (104 graduates) had not participated in work or college; or had for too short a time (less than 3 months on average for work or less than a semester or quarter for college) to be considered engaged. Of the unengaged, 35% participated in Career Technical Education programs and 17% received VoSE services. Another 25% had been in Work Study and 8% in JTC programs. The rest who were unengaged (25 students) had not accessed any transition services.

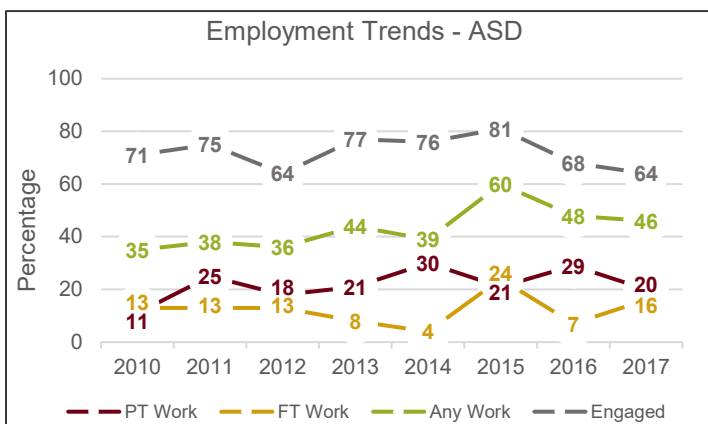
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:		#	%
A.	Enrolled in higher education one year after leaving high school.	193	41%
B.	Enrolled in higher education or competitively employed within one year of leaving high school.	283	61%
C.	Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	364	78%
<b>Total students engaged</b>		<b>364</b>	
<b>Total students surveyed</b>		<b>468</b>	

Note: Engagement categories A, B, and C represent cumulative numbers and percentages.

## Post-school Outcome Trends



Post-school outcomes for education and employment by graduation year showed declining trends for students with ASD. Overall engagement rates decreased from 81% to 64% for the graduating classes of 2015, 2016, and 2017. However, despite lowered enrollment, students with ASD had higher engagement rates for 2- or 4-year colleges when compared to the state sample (41% vs. 36%).

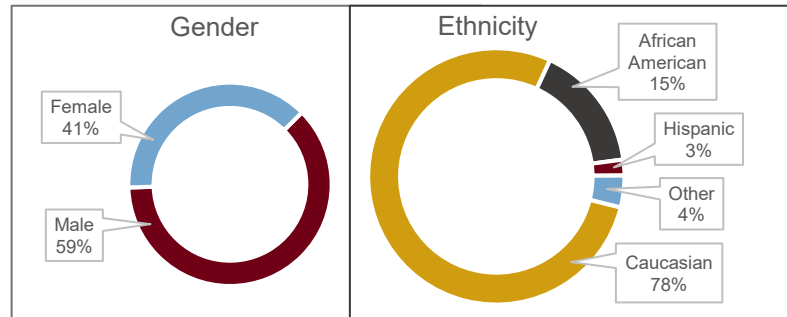


Overall employment outcomes for students with ASD varied across graduation years. From 2014 to 2015, an increase was seen for *any work* (39% to 60%) reported one year later. However, decreases were seen for 2016 and 2017 graduates, as *any work* rates dropped to 48% and 46%. These downward trends suggest an increase in the number of students unengaged one year after graduation.

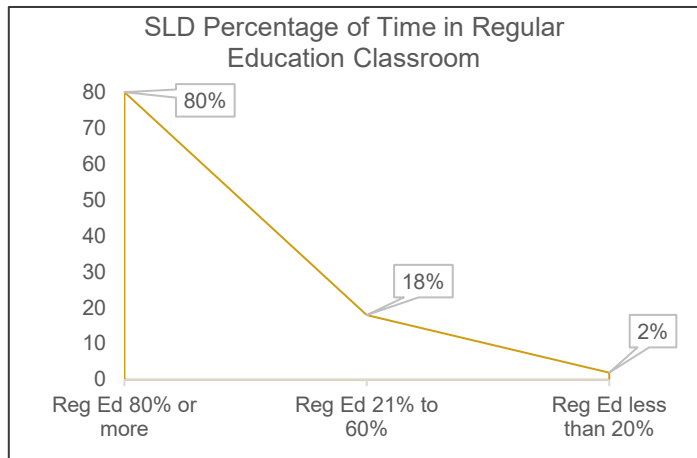
# Focus on Specific Learning Disabilities (SLD)

Students with SLD comprise the largest population of students receiving special education services. The IDEA defines SLD as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written.” In other words, a specific learning disability interferes with a student’s ability to listen, think, speak, write, spell, or do mathematical calculations. The OLTS collected 5099 matched exit and follow-up surveys for students identified in this category.

This subset of students was predominantly Caucasian (78%) and male (59%). Ohio’s total sample reported lower percentages of African Americans and males but this sample overall was representative as reported by the 40<sup>th</sup> Annual Report to Congress on the Implementation of the IDEA (2018).

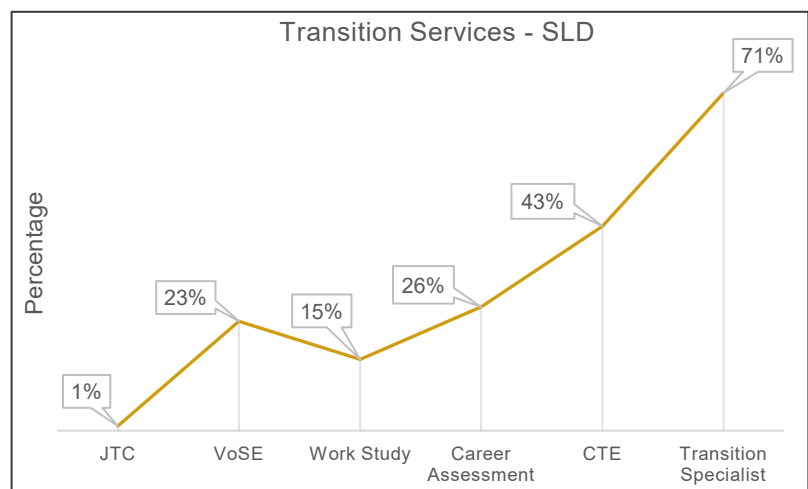


## Transition Services and Courses of Study

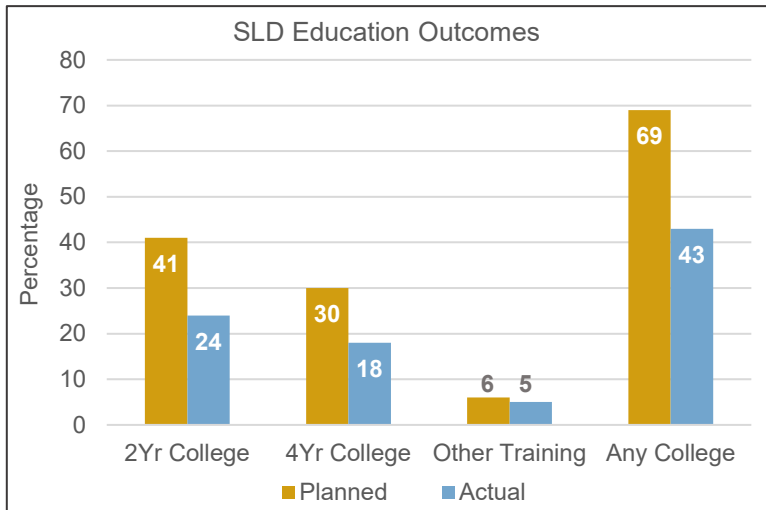


For this sample, 80% of the students participated in regular education classrooms. Of those students who participated in graduation testing, 47% passed all five areas. When compared with Ohio’s total sample, participation in regular education classes was higher (80% for SLD to Ohio’s 66%). Passage of graduation tests was higher than Ohio’s (47% vs. 42%). About 3% were alternately assessed. Approximately 43% participated in CTE programs. Of this subset, 79% completed 3 or more semesters of a CTE program.

Most of the students in this sample received services from a transition professional. Transition services provided by Work Study, VoSE or JTC coordinators were received by 35% of students with SLD. Overall, 82% of students received services and activities from a designated transition professional (please note that students do participate in more than one program during their schooling).

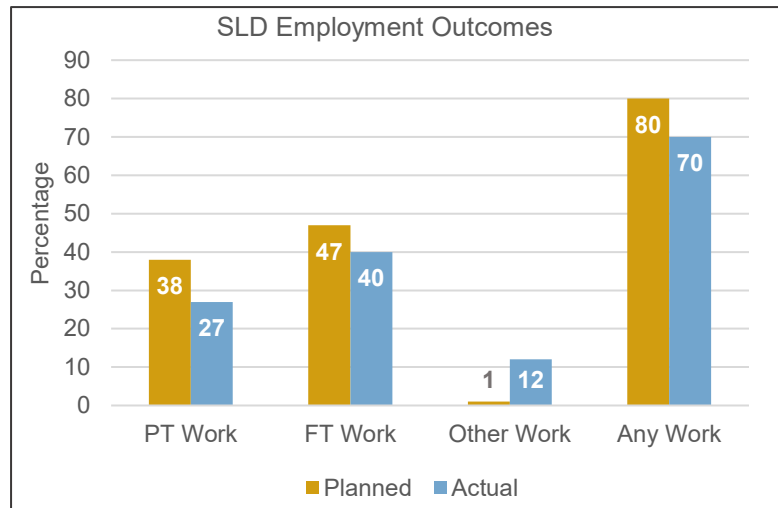


# Post-school Outcomes for Students with SLD



The greatest difference between anticipated and actual outcomes was seen with postsecondary education. While 43% of students with SLD were attending college, an overall difference of 26% was seen between planned and actual college participation. This included a 17% difference for 2-year college and a 12% difference for 4-year college. Of the 2206 graduates attending college, only 366 (17%) reported registering for disability support services.

Of the graduates surveyed, 70% were employed and the majority were working in competitive jobs (i.e., part- or full-time). The *Other Work* category included graduates working fewer than 20 hours per week (12%). Health Sciences (16%) was the highest anticipated field prior to graduation followed by Construction Technologies (10%) and Law and Public Safety (9%). One year later, 22% reported working in Hospitality and Tourism, 14% in Manufacturing and 13% in Human Services.



## Reasons Cited for Not Working or Attending College

### Employment

Prior to graduation, 80% planned on working (4090 of the 5099 graduates with SLD). Of those who were not working one year later as planned, the most cited reasons included: enrolled in postsecondary education, couldn't find a job or job of interest, and the *Other* category. Those *Other* reasons included mental health needs, pregnancy, incarceration and being fired or laid off.

### Education

Of the students anticipating college (69% or 3529 out of 5099 graduates with SLD), the top reasons they had not attended one year after graduation included: plans had changed, a lack of money, and taking time off with plans to attend in the future. Of the 356 students who cited a lack of money for college as a reason for not attending one year later, fewer than 50 students had completed paperwork for scholarships and loans at the point of graduation.

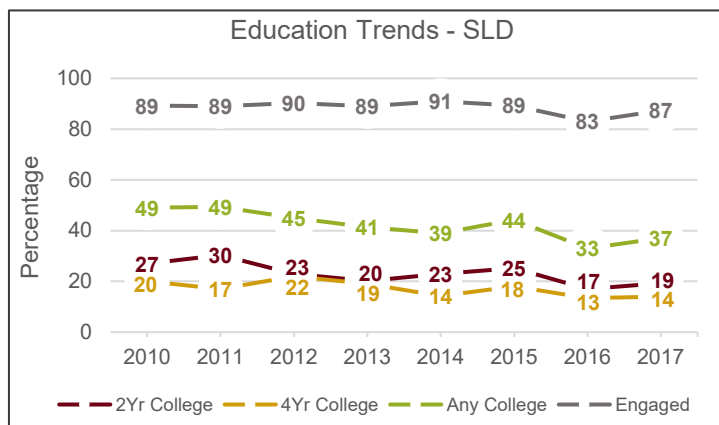
# Engagement Rate for Students with SLD

One year later, 89% of the graduates were engaged. The remaining (575 graduates) had not participated in work or college; or had for too short a time (less than 3 months on average for work or less than a semester or quarter for college) to be considered engaged. Of the unengaged, 43% participated in Career Technical Education programs and 24% received VoSE services. Another 14% had been in Work Study and 2% in JTC programs. The rest who were unengaged (264 students) had not accessed any transition services or programs above.

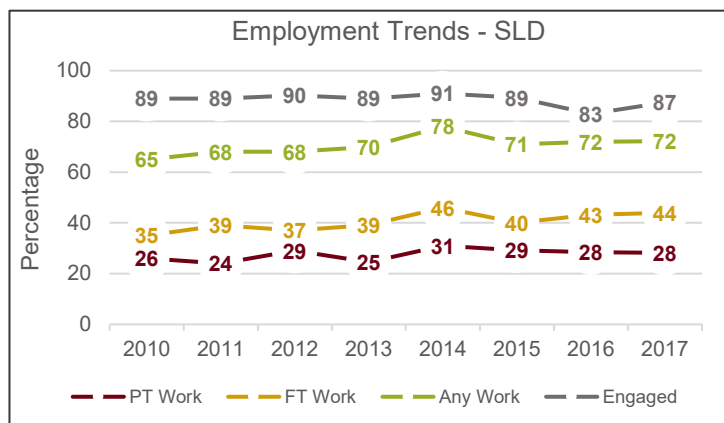
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:		#	%
A.	Enrolled in higher education one year after leaving high school.	2050	40%
B.	Enrolled in higher education or competitively employed within one year of leaving high school.	4259	84%
C.	Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	4524	89%
<b>Total students engaged</b>		<b>4524</b>	
<b>Total students surveyed</b>		<b>5099</b>	

Note: Engagement categories A, B, and C represent cumulative numbers and percentages.

## Post-school Outcome Trends



Post-school outcomes and engagement by graduation year show only slight variability over time. For students identified with SLD, 2-year college engagement ranged from 17% to 30% and remained higher than 4-year engagement (ranged 13% to 22%). The largest decreases were observed from 2015 to 2016 with an 11% drop in any college participation (*Any College*).

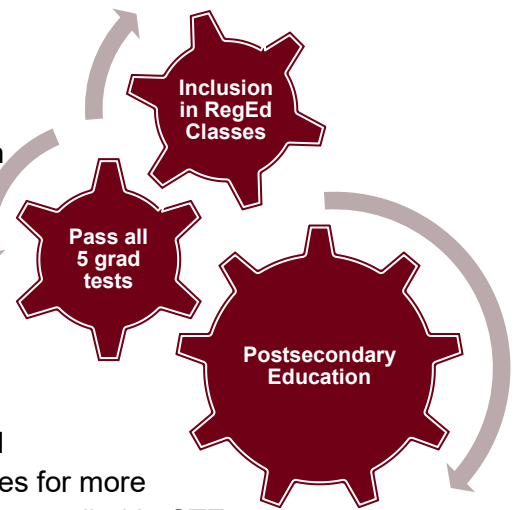


When compared to the state sample, higher rates of engagement in postsecondary education (42% vs. 36% on average) and employment (84% vs. 75% on average) were noted. Over time, trends for part- and full-time employment have gradually increased with slight fluctuations year to year. The greatest increase could be seen between years 2013 and 2014 followed by a decrease in 2015, which was similar to the 2013 rates.

# Predictors for Increased Engagement

## Postsecondary Education

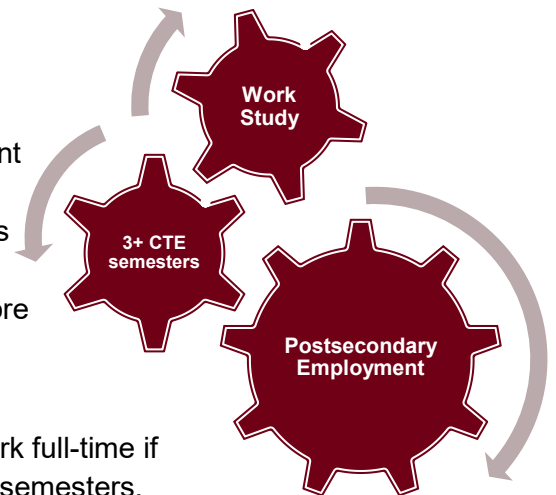
For Ohio's sample, students who participated in regular education classes 80% or more of the time were 1.8 times more likely to attend any college and 2 times more likely to attend a 4-year university. Passing all areas of the graduation exams increased the likelihood for attending *any college* by 40% and a 4-year university by 50%.



- Students with ASD were about 4 times more likely to attend *any college* if they were included in regular education classes for more than 80% of the time. On the other hand, students who were enrolled in CTE and Work Study were less likely to enroll in higher education as compared to students with ASD who did not participate in those programs.
- Students with SLD were about 1½ times more likely to attend college and about 70% more likely to attend a 4-year university when compared to their counterparts. Passing all areas of the graduation exams increased the likelihood for attending college by 50%. Females and African Americans with SLD were more likely to enroll in higher education.

## Postsecondary Employment

For Ohio's entire sample, the strongest predictors for employment included Career and Technical Education and Work Study. Students completing 3 or more semesters of CTE were 1.4 times more likely to work and 1.5 times more likely to work full-time. For students who participated in Work Study, they were 20% more likely to be employed full-time.



- Students with ASD were about 3 times more likely to work full-time if they had participated in a CTE program for more than 3 semesters. Participation in Job Training Coordination programs increased the likelihood of part-time work (by 4 times) and *any work* (by 6 times) one year later.
- Graduates with SLD who had participated in Work Study programs were 30% more likely to be employed one year after graduation. Completing 3 or more semesters of CTE increased the likelihood for full-time work one year later by 40%. Overall data showed that females and African Americans are about 80% less likely to work full time as compared their counterparts. This was most likely due to their increased likelihood to attend college within this subset.

# 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 ([www.transitionta.org](http://www.transitionta.org)) for other evidence-based practices that can promote the desired outcomes. Additional information can be found at [education.ohio.gov](http://education.ohio.gov), [ocali.org](http://ocali.org), and [ohioemploymentfirst.org](http://ohioemploymentfirst.org).

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Postsecondary Outcomes: 2010 to 2017 Graduates  
Ohio's Indicator 14 Annual Report  
Fall 2019

