



The OLTS Protocol

OLTS Survey Exit and Follow-Up Instrument

- Permission and Contact information
 - In-School Exit Survey Instructions
 - EMIS Record Review
 - In-School Exit Survey
 - Post-Exit Checklist
 - Follow-Up Phone Interview Instructions
 - Follow-Up Survey
-
- Year 1
- Year 2

Required Updates for Defining “Competitive Integrated Employment”



Changes to Reporting Requirements

States must report APR/SPP Indicator 14 in alignment to the term “*competitive integrated employment*” by **February 2020**.

Align to requirements as stated in section 7(5) of the Rehabilitation Act, as amended by Workforce Investment and Opportunities Act (WIOA) and 34 §CFR 361.5(c)(9)

Changes to Reporting Requirements

Three components to the definition of “*competitive integrated employment*”

- Competitive earnings
- Level of interaction
- Opportunities for advancement

Changes to Indicator Measurement Table

- An individual's employment must satisfy all three components
- If any of the three components fails to satisfy the definition, the employment *will not meet* the definition of “competitive integrated employment.”
- Failing to meet all three components will count as *Other Employment*.

Possible Effect of Reporting Changes

States could see fewer students counted in
Category 2 – *Competitively Employed* and
more in Category 4 – *Other*

OLTS Engagement Rates

SPP/APR I-14 Reporting on 2017 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.	348	24.4%
B. Enrolled in higher education or competitively employed within one year of leaving high school.	993	69.7%
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.	1121	78.7%
Total	1424	

OLTS Engagement Rates

SPP/APR I-14 Reporting on 2017 Graduates

Status Category – Number of Students Engaged in Outcomes	Number
1. Enrolled in higher education within one year of leaving school;	348
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);	645
3. 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);	27
4. 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)	101
Total Number of Student Engaged in Outcomes	1121
Total Surveyed	1424

OLTS Survey Updates

Post-school Follow-up Survey

- New questions address requirements of updated definition for “*competitive integrated employment*”
 - Competitive earnings
 - Level of interaction
 - Opportunities for advancement

NTACT (*National Technical Assistance Center on Transition*) provided training and guidance for states to meet new requirements

A. Competitive Earnings

Requires three components:

- Equal to or greater than the federal, state or local **minimum wage** rate, whichever is higher, where the place of employment is located.
 - OLTS survey defined work as, “[Full-time, part-time, less than 20 hours] on average for 90 days or more at or above minimum wage (includes military).”
- Comparable to the **customary rate** paid to employees without disabilities in similar positions with comparable skills, experience and training.
- Must receive **benefits** comparable to those employees without disabilities in similar positions.

A. Competitive Earnings

NTACT Guidance

Were you paid the same as other people who work in a similar job with the same skills, experience and training?

- (1) NO
- (2) YES
- (99) No Answer

OLTS survey update

Are you paid the same amount of money as your coworkers, who are doing the same job?

- a. Yes
 - b. No
 - c. I don't know
- [Probing question]

Probing Question

11. Are you paid the same amount of money as your coworkers, who are doing the same job?

- a. Yes
- b. No
- c. I don't know

Probing question: if the answer is “I don't know”, ask

“Are there other people doing the same job as you? e.g., if you stock, are there other people stocking at the same time? Do you think they make the same amount of money you do?”

If the answer is still “I don't know”, mark “I don't know”.

If the answer is “yes” or “no”, write the new answer here _____

A. Competitive Earnings

NTACT Guidance

12. In this job, did you receive benefits (such as group insurance like health, dental, vision, paid sick leave or vacation, social security, unemployment insurance, workers' compensation)?

(1) NO

(2) YES

(99) No Answer

OLTS survey update

12. Do you receive the same benefits as your coworkers, such as group insurance like health, dental, paid sick leave or vacation, social security, unemployment insurance, worker's compensation?

a. Yes

b. No

c. I don't know

[Probing Question]

Probing Question

12. Do you receive the same benefits as your coworkers, such as group insurance like health, dental, paid sick leave or vacation, social security, unemployment insurance, worker's compensation?

- a. Yes
- b. No
- c. I don't know

Probing question: if the answer is "I don't know," ask

"When you get your paycheck, is there money taken out for additional benefits besides taxes?"

If the answer is still "I don't know," mark "I don't know."

If the new answer is "yes" or "no," write the new answer here _____

B. Integrated Location

Requires two components:

- Employment is in a setting typically found in the community.
- Employment is in a setting in which the employee with a disability interacts with employees and other persons without disabilities to the same extent as employees without disabilities in similar positions interact with these employees and other persons.

B. Integrated Location

NTACT Guidance

10. Describe the job you have or have had. (*CHECK ONE OPTION*) [NOTE: If a telephone survey, ask this question as an open-ended question and train interviewers to mark appropriate response.]

- **Record the company name:**_____
- In a company, business, or service **in your community** with people with and without disabilities
- In the military
- In supported employment (paid work with services and wage support to the employer)
- Self-employed
- In your family's business (e.g., farm, store, fishing, ranching, catering)
- In sheltered employment (where most workers have disabilities)
- Employed while in jail or prison
- Other (Specify)
- No Answer

B. Integrated Location

OLTS survey update

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

- **Attend**
 - a. A 4-year college for at least one complete term (quarter or semester)
 - b. A 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 (in the community)**
 - e. 35 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)

8. If working, where do you work? (what is the name of your place of employment?)

B. Integrated Location

NTACT Guidance

8. When doing your job, did you interact or talk with co-workers without a disability to get your job done? [NOTE: Emphasis is on interaction with other employees, not supervisors or customers.]

(1) NO

(2) YES

(99) No Answer

OLTS survey update

13. Do you work/interact with coworkers (without disabilities) to get your job done?

a. Yes

b. No

c. I don't know

[Probing Question]

Probing Question

13. Do you work/interact with coworkers (without disabilities) to get your job done?

- a. Yes
- b. No
- c. I don't know

Probing question: if the answer is “I don't know,” ask

“Do you work side by side with anyone?”

If the answer is still “I don't know,” mark “I don't know.”

If the new answer is “yes” or “no,” write the new answer here _____

B. Integrated Location

NTACT Guidance – *no corresponding question*

OLTS survey updates

14. If yes, how often do you work/interact with coworkers (without disabilities) to get your job done?

- Never (work alone)
- Sometimes (less than half of the time)
- A lot (more than half of the time)
- Always

20. Please rate how satisfied you are with the following:

- a. Your current job.
- b. Your current postsecondary education
- c. Your current contact with friends
- d. Your transportation arrangements
- e. Adult services
- f. Your contact/interactions at work with coworkers without disabilities

C. Opportunities for Advancement

Requires two components

- The employee with a disability must be eligible for the same opportunities for advancement as are available to employees without disabilities in similar positions.
 - Eligible for pay raises
 - Eligible for promotions

C. Opportunities for Advancement

NTACT Guidance

9. In this job, were you eligible for (can you get) a pay raise or promotion?

- (1) NO
- (2) YES
- (99) No Answer

OLTS survey updates

17. Do you currently have (Mark all that apply)

- a. Registration to vote
- b. Medical benefits through employer *(same as others doing same job)*
- c. Medical benefits through family
- [d. – j skipped]
- k. Pay raises and/or promotions
- l. Paid sick and/or vacation days.
- m. Other.

A top-down view of a wooden desk with a laptop, tablet, papers, and hands working. The desk is made of dark wood planks. On the left, a person's hands are on a silver laptop. In the center, a tablet is open. To the right, two people's hands are writing on papers. One paper is a resume with sections like 'SUMMARY', 'WORK EXPERIENCE', 'ACADEMIC QUALIFICATIONS', and 'EDUCATION'. Another paper is an 'Application for Employment'. A yellow mug of coffee is on the right. A small wooden box with pens and a small white box are also on the desk.

Exit and Follow-Up Interviews

OLTS Instructions

OLTS Protocol

- Principles
- Pre-planning
- Process

Additional Considerations

- Interviewing
- Using outcome data

OLTS Protocol

Principles

–Voluntary

- Permission page
- Encouraging participation

–Confidential

- Survey numbers
- OLTS packets/online submission

–Accuracy

- Consistent survey administration
- Understanding the purpose of study
- Ability to understand questions

OLTS Protocol

Pre-Planning

–OLTS Self-Review Summary

- Who will do what for exit
- Who will do what for follow-up

–Scheduling Interviews

- Identifying the time for interview
- Materials needed

–Train Interviewers

- Prepare for harder questions
- Consistency across interviewers

Interviewing

Pre-Planning

- Know the surveys
- Prepare for paraphrasing, examples, and probing
- Asking open-ended versus multiple answer questions
- Getting accurate responses and perceptions from students
- Multiple practicing opportunities with feedback
- Using supports from website www.olts.org
- Being prepared for exit interviews and follow-ups

OLTS Protocol

Process

–Exit interviews

- Materials for interviewer and student
- Interviewing one-on-one
- Questions and questionable responses
- Wrap up and preparation for follow-up

–Entering online

–Exit survey

- Addition of Checklist

Post-Exit Survey Checklist

Purpose: Prepare students for questions related to the updated definition of “*competitive integrated employment*.”

- Addition to In-School Exit Interview
- Outlines the process and expectations for the follow-up phone interviews.
- Provides overview of concepts new to the survey including - benefits, integration and interaction, equal pay and minimum wage and pay raises and promotions.

OLTS Protocol

Process

–Follow-Up Interviews

- When to attempt contact
- Interviewing over the phone
- Answering questions
- Wrap-up

–Entering online

–Follow-up survey

- New and updated questions
- New order and instructions

Cohort 3 ONLY – Follow Up Addendums

- New questions on the addendum will only be asked to students who answered YES to 1-E or 1-F in Question 1.
- 1-E is answered if the graduate is working full-time currently or during the past year.
- 1-F is answered if the graduate is working part-time currently or during the past year.
- Work less than 20 hours (1-G) or in sheltered employment (1-H) do not answer new survey questions.
- The number of addendums you receive will be based on the number of exits you collected last year.

Cohort 3 ONLY – Follow Up Addendums

- Conduct phone interviews from April - August, 2019.
- Attempt contact at least 4 times – call at various times of the day and evening, weekdays, weekends, and over time.
- Document attempts –date, time, and result (e.g., no answer, left message)
- Use information from someone reliable and knowledgeable; Ideally, after the 4 attempts
- Enter online in numerical order with new questions added after the follow-up survey questions - only if 1-E or 1-F is answered.

Using Your Outcome Data

- What can you do with your data?
 - Revisit OLTS protocol and district approach to data collection
 - Stress importance of underlying principles for increased response rates
 - Preplanning must occur for data collection *and* data usage
 - Need a systematic process for collecting exits and follow-ups
 - Utilize supports from www.olts.org.
 - Align and infuse Transition-related Indicators (1, 2, 13, 14) with your district's Continuous Improvement efforts

QUESTIONS?

OLTS Training Evaluation

Click on Ohio Map below



OHIO LONGITUDINAL TRANSITION STUDY

KENT / CENTER FOR INNOVATION IN TRANSITION & EMPLOYMENT / OHIO LONGITUDINAL TRANSITION STUDY



Questions and Comments

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