Ohio Longitudinal Transition Study
State Support Team Region 16

Overview: The Individuals with Disabilities Education Act of 2004 (IDEA) and subsequent amendments require each state to evaluate the implementation of services and results for children and adolescents receiving special education services by responding to 16 indicators of program performance. Data collected through the Ohio Longitudinal Transition Study (OLTS), coordinated by Kent State University, is used by the Ohio Department of Education (ODE) in responding to one of the requirements, Indicator 14. This data represents the post-school outcomes of graduating or exiting students (exiters) with Individualized Education Programs (IEP) one year after exiting high school.

State and **regional** data reflected in this report originate from the OLTS study, beginning with the 2010 school year, collected from or about OLTS participants by school district representatives through the 2020 exiters. Survey participants were students who graduated, reached the maximum age for special education services, or formally dropped out; as well as their caregivers who were willing to participate. Data is collected by district representatives during the exiters' final year of school (i.e., OLTS Exit Survey) and again one year after the student has exited (i.e., OLTS Follow-Up Survey). Aggregated regional and state data reflected in this report represent special education exiters, for which matched Exit and Follow Up Survey data were recorded for the 2010-2020 exiters.

The purpose of this regional report is to provide a comparison of aggregate regional and state data related to the transition experiences and Indicator 14 outcomes reported for exiters to help inform planning and programming for transition services. The report is divided into five sections: exiter demographics and educational experiences; post-school engagement; planned and actual postsecondary education experiences; planned and actual postsecondary employment experiences; and planned and actual community engagement and participation.

Section A provides aggregate data related to demographic characteristics of exiters, including gender, ethnicity, disability, proficiency testing, and transition services provided for the state and the region.

SECTION A. DEMOGRAPHICS OF OLTS EXITERS

	Ohio (n=12,445)	Region 16 (n=306)
Gender		
Male	61.9%	61.6%
Female	38.1%	38.4%

Ethnicity	**Ohio**	
White, Non-Hispanic	79.3%	97.7%
Black or African American (Non-Hispanic)	16.3%	0.7%
Hispanic/Latino	2.5%	0
Other Ethnicity	1.9%	1.7%

Disability Category	**Ohio**	**Region 16**
Autism	5.9%	3.3%
Deaf-Blindness	0.1%	0

Hearing Impairment	1.1%	1.0%
Intellectual Disabilities	11.0%	14.3%
Multiple Disabilities	4.1%	6.3%
Orthopedic Impairments	0.6%	0
Emotional Disturbance	4.4%	3.3%
Specific Learning Disability	55.4%	60.7%
Speech and Language Impairments	0.7%	0
Traumatic Brain Injury	0.8%	0.3%
Visual Impairments	0.6%	0.7%
Other Health Impairments	15.3%	10.0%

Projected Age at Graduation (Average)	18.3years old	18.2 years old

Time in the General Education Environment		
	Ohio	**Region 16**
80% or More of Time Spent in General Education	69.6%	76.4%
40% to 79% of Time Spent in General Education	19.8%	13.9%
Less than 40% of Time Spent in General Education	10.6%	9.8%

Transition Services Exiters Experienced		
	Ohio	**Region 16**
School Supervised Paid Work in the Community	28.0%	24.5%
School Supervised Volunteer Experience	41.6%	35.6%
Job Shadowing	42.2%	44.1%
In-School Job	30.3%	31.7%
Paid Work on Own	55.0%	55.6%
Job Training Coordinator (JTC)	4.3%	5.2%
Career and Technical Education (CTE)	47.7%	54.2%
Career Assessment	64.8%	68.6%
Extracurricular Activities	56.1%	49.0%
Courses for College Credit	4.2%	4.2%
Preparing for College Entrance Exams	41.9%	38.9%
Visits to College	48.6%	49.0%
Assistive Technology	6.6%	4.9%
IEP/Transition Meetings	91.5%	90.5%
Student-led IEPs	11.2%	13.1%
Transition Specialist	11.2%	8.8%
Opportunities for Ohioans with Disabilities (OOD)	7.5%	12.1%
County Board of Developmental Disabilities (DD)	5.1%	3.9%
Mental Health Services	3.9%	2.9%
Self-Determination/ Advocacy Training	7.0%	5.2%
Other School-to-Career Activities	18.4%	15.0%

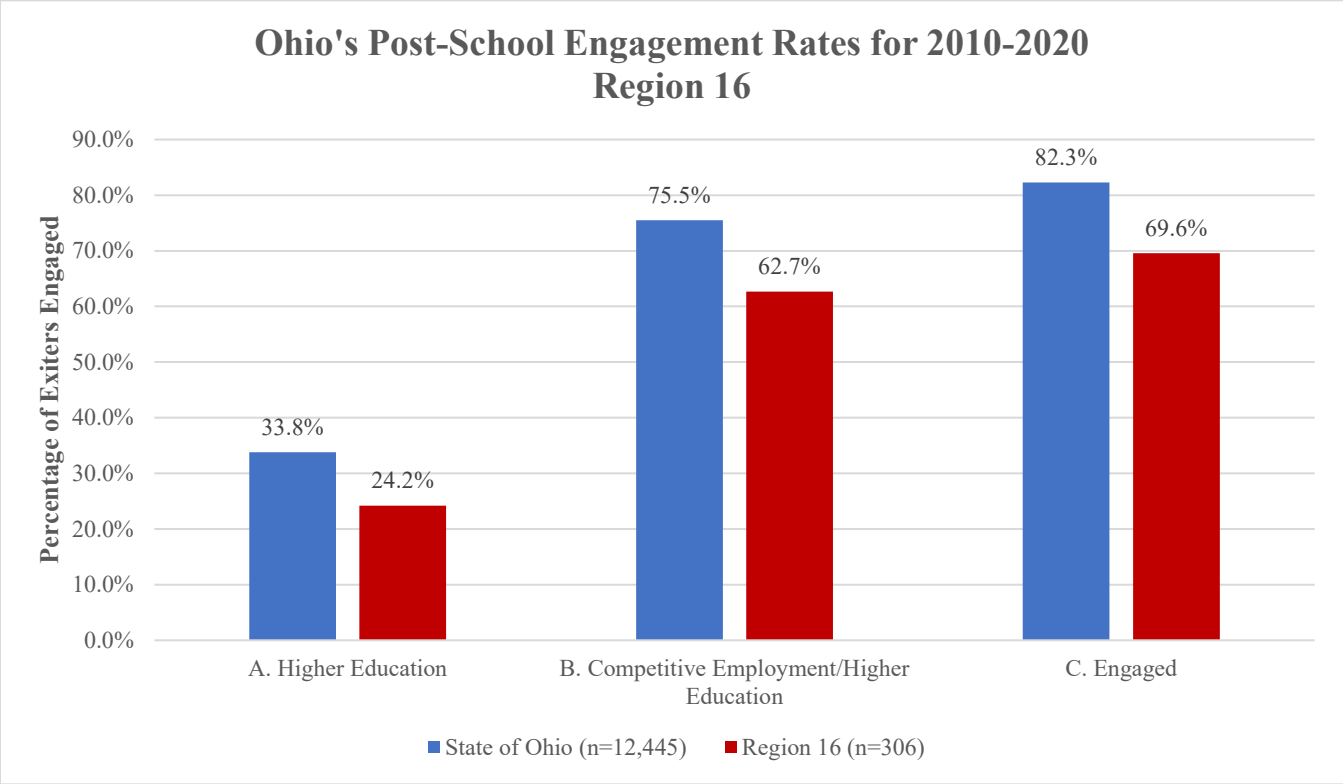
SECTION B. EXITER POST-SCHOOL ENGAGEMENT

The primary purpose of OLTS is to collect, analyze, and report on Indicator 14 requirements. Section B includes the post-school outcomes for 2010-2020 state and regional exiters (i.e., Chart 1) and the types of post-school engagement reported by 2010-2020 exiters (i.e., Table 1). It is important to understand the relationship

between Indicator 14 Post-School Outcomes A-C and the engagement category definitions because the terms are often confused.

Post-school outcomes are used for reporting and determining the state's overall post-school engagement rate. The U.S. Department of Education's Office of Special Education Programs has provided guidance and operational definitions for engagement categories (see Table 1; Indicator 14 1-4) used by states to inform their data collection for post-school outcomes (i.e., Figure 1; Indicator 14 A-C). Exiters responded to a series of questions about education, employment, military service, and involvement with human service agencies on the OLTS Exit and Follow-Up Surveys that align with these engagement categories.

Figure 1: Post-School Engagement Rates Reported by 2010-2020 Region 16 Graduates Compared to Ohio Graduates



Postschool engagement categories include participation in (a) higher education including 2- or 4-year programs; (b) competitive employment (CE)/higher education (HiEd), including the addition of part- to full-time (i.e., competitive employment) outcomes to higher education; and (c) addition of other categories (working less than 20 hours per week or accessing other training programs) for an overall engagement percentage. Percentages for outcome or service areas exceed 100% as respondents could check more than one response.

It is important to keep these subtle distinctions in mind in reviewing the information in the report and as district representatives collect OLTS data from students. For an Ohio exiter to be considered engaged for reporting purposes, the post-high school activities needed to be aligned with one of the four engagement categories (Table 1; Indicator 14 1-4). The bar graph (i.e., Chart 1), communicates engagement rates for respondents one year after they have exited high school, and reflects the data required for the Federal/State's Indicator 14 reporting requirements.

Table 1: Types of Post-School Engagement Reported by 2010-2020 Region 16 Graduates Compared to State Graduates	Ohio (n=12,445)	Region 16 (n=306)
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	4,208 (33.8%)	74 (24.2%)
2. Number of respondent youth who competitively employed within one year of leaving high school (but not enrolled in higher education)	5,183 (41.6)	118 (38.6%)
3. Number of respondent youth 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)	229 (1.8%)	7 (2.3%)
4. Number of respondent youth who are 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)	617 (5.0%)	14 (4.6%)
Engagement Categories Total	10,237	213

Table 2 reflects exiters' plans regarding their field of employment or education before leaving high school and their actual field reported one year later.

Table 2: Exiters' Field of Employment or Education

	Ohio		Region 16	
	Planned	Actual	Planned	Actual
Hospitality and Tourism (Food Service)	8.8%	23.2%	8.5%	8.8%
Transportation Systems (Auto Mechanics)	4.8%	4.6%	8.5%	5.6%
Information Technology (Computers)	3.9%	1.0%	2.1%	0
Construction Technologies (Construction/Custodial)	9.3%	10.9%	13.5%	19.2%
Manufacturing Technologies (Industry/Factory Work)	6.6%	14.8%	4.3%	6.4%
Marketing (Retail/Marketing/Sales)	2.1%	4.6%	1.8%	5.6%
Finance	0.8%	0.2%	0.4%	0
Arts and Communication	8.3%	0.8%	7.1%	0
Agricultural / Environmental Systems (Agricultural/Farming)	5.0%	6.0%	6.0%	7.2%
Education and Training (Child Care)	7.4%	2.3%	7.8%	3.2%
Engineering / Science Technologies	5.1%	0.8%	7.1%	1.6%
Health Science (Health Care)	13.7%	4.5%	11.7%	5.6%
Human Services (Cosmetology)	7.4%	13.7%	9.3%	20.8%
Government / Public Administration	1.2%	1.5%	1.1%	1.6%
Law and Public Safety	6.9%	1.4%	5.3%	1.6%
Business / Administrative Services (Secretarial/Clerical)	5.3%	2.2%	3.9%	6.4%
Other	3.7%	7.6%	1.4%	6.4%

SECTION C. TRANSITION TO POSTSECONDARY EDUCATION

Increasingly, students with disabilities are enrolling in a variety of postsecondary education opportunities. **Section C** describes exiters' data related to enrollment and participation in postsecondary education. Table 3 shows students' plans to participate in postsecondary education when exiting and their actual postsecondary education activities reported one year after leaving high school. Table 4 reflects the types of accommodations received by exiters enrolled in two- and four-year colleges and universities. Exiters who had planned to participate in postsecondary education reported why they did not pursue it during the year after leaving high school in Table 5.

Table 3: Exiters Planned and Actual Participation in Postsecondary Education and Related Training

	Ohio		Region 16	
	Planned	**Actual**	**Planned**	**Actual**
4-Year College	26.5%	14.9%	19.6%	9.8%
2-Year College	11.0%	19.7%	12.4%	14.7%
Other Education/Training	9.1%	4.5%	8.2%	2.3%
Any College	44.0%	37.3%	37.9%	26.5%

Table 4: Accommodations Received by Respondents in Postsecondary Education

	Ohio	**Region 16**
Remedial Classes	18.5%	12.3%
Note Taking Service	13.3%	9.9%
Tutoring	32.9%	25.9%
Extra Time on Tests	40.7%	37.0%
Tapes of Books or Lectures	9.4%	3.7%
Accommodations for Visual Impairments	2.9%	2.5%
Reduced Schedule Loads	5.9%	3.7%
Sign Language Interpreters	1.6%	1.2%
Other	8.7%	7.4%

Table 5: Reasons for Not Pursuing Postsecondary Education

	Ohio	**Region 16**
Plans Changed	25.7%	25.4%
Not Enough Money	14.0%	10.2%
Needed Help Applying	2.5%	0
Transportation Issues	1.0%	0
Not Accepted	1.5%	0
Did Not Have Required Courses	0.8%	0
Other	31.2%	32.2%

SECTION D. TRANSITION TO POSTSECONDARY EMPLOYMENT

Results in **Section D** reflect exiters' planned and reported activity one year later regarding postsecondary employment. Table 6 compares 2010-2020 Ohio and Region 16 exiters who intended to seek employment and those who did so. Table 7 reflects exiters' choice in their current position (more than 94% of Region 16 exiters chose their current job). Table 8 reflects any assistance exiters received in finding their employment. The data in Table 9 focuses on exiters' reports about competitive integrated employment, including wages, benefits, and vacation/sick days. Table 10 focuses on exiters' level of satisfaction with their employment situation. Table 11 reports the reasons exiters noted for current unemployment.

Table 6: Exiters Participation in Postsecondary Employment and Other Vocational Activity

	Ohio		Region 16	
	Planned	**Actual**	**Planned**	**Actual**
Full-Time Work (35 hours or more per week)	41.0%	36.1%	45.8%	33.7%
Part-Time Work (20-34 hours per week)	36.4%	24.9%	34.3%	16.7%
Other Work (less than 20 hours per week)	4.2%	11.9%	3.3%	10.1%
Any Work	77.3%	65.9%	75.2%	55.6%

Table 7: Chose Current Job

	Ohio	**Region 16**
Individual Chose Current Job	90.5%	94.4%

Table 8: Source of Assistance in Finding Employment

	Ohio	**Region 16**
Parent Assistance	18.4%	20.7%
Friend Assistance	20.2%	15.0%
Agency Assistance	8.4%	2.1%
Found on Own	40.4%	55.7%
Other	12.6%	6.4%

Table 9: Exiter Competitive Integrated Employment

	Ohio			Region 16		
	Yes	**No**	**I Don't Know**	**Yes**	**No**	**I Don't Know**
Paid the Same Amount as Coworkers	83.6%	8.4%	7.9%	82.5%	10.5%	7.0%
Have the Same Benefits as Coworkers	79.2%	12.7%	8.2%	91.1%	5.4%	3.6%
Opportunities for Pay Raises and/or Promotions	37.2%	62.8%	N/A	35.4%	64.6%	N/A
Have Sick Days and/or Vacation Days	27.6%	72.4%	N/A	26.8%	73.2%	N/A

Table 10: Satisfaction with Current Employment

	Ohio	**Region 16**
Very Dissatisfied	9.0%	6.9%
Dissatisfied	6.5%	6.9%
Neutral	5.4%	7.4%
Satisfied	49.2%	50.9%
Very Satisfied	29.8%	28.0%

Table 11: Reasons for Not Working if Unemployed

	Ohio	**Region 16**
Enrolled in Postsecondary Education	24.9%	16.2%
Cannot Find a Job of Interest	7.0%	5.1%
Cannot Find Any Job	13.1%	11.8%
Help Needed To Find A Job But Not Available	3.6%	6.6%
Lack Required Skills	4.4%	8.8%
Transportation Issues	5.2%	9.6%
Don't Want to Lose Benefits	4.1%	6.6%
Don't Want to Work	7.0%	8.1%
Other	20.2%	21.3%

SECTION E. COMMUNITY LIVING AND PARTICIPATION

The IEP communicates a student's postsecondary goal related to community living. The OLTS Exit and Follow-Up Surveys address questions associated with increasing levels of independence and self-sufficiency as exiters transition into adult roles. Results in **Section E** reflect exiters' reports prior to leaving high school about what they planned to do after leaving and one year later noting what they actually did regarding agency services, how they paid for their needs, community living, and participation. Table 12 compares the 2010-2020 state of Ohio and Region 16 exiters' planned and actual participation in agency services. In addition, data regarding factors related to independence reflected in Table 13 compares respondents' perceptions of how they planned to pay for their future expenses at the time of high school exit, what they applied for before exiting, and then how exiters actually paid for personal costs one year after exiting high school. Similarly, Table 14 presents data regarding exiters' perceptions of their future living arrangements as they left high school as well as their actual living arrangements one year after leaving. Table 15 reports living arrangement satisfaction and Table 16 presents the exiters' participation in community and personal activities, such as voting or using public transportation.

Table 12: Exiters Planned Versus Actual Participation in Agency Services

	Ohio		Region 16	
	Planned	**Actual**	**Planned**	**Actual**
OOD Services	11.3%	1.7%	9.5%	1.6%
DD Services	6.6%	6.7%	6.3%	5.2%
Mental Health Services	0.9%	0.8%	0.3%	1.0%

Table 13: Paying for Needs After Graduation

	Ohio			Region 16		
	Planned	**Applied**	**Actual**	**Planned**	**Applied**	**Actual**
Competitive Work	66.2%	26.2%	60.1%	69.0%	24.5%	49.7%
Work Incentives (PASS; IRWE)	1.1%	0.2%	1.5%	2.0%	0	1.9%
Work Below Minimum Wage	0.9%	0.3%	1.5%	1.4%	0.3%	4.8%
Medicaid for Health Expenses	13.3%	9.0%	13.6%	18.6%	9.2%	16.3%
Family Members' Help	45.9%	10.6%	57.6%	51.6%	9.8%	58.2%
Disability benefits (SSI)	10.5%	7.9%	12.3%	10.8%	7.2%	11.8%
Food Stamps	7.8%	3.3%	6.7%	12.1%	2.9%	10.8%
Aid in Paying Rent	7.8%	1.8%	3.2%	12.1%	2.9%	5.9%
Scholarships	21.3%	13.0%	7.4%	10.3%	3.6%	4.6%
Student Loans	26.9%	9.1%	11.2%	27.5%	6.2%	7.2%

Table 14: Anticipated and Actual Living Arrangements

	Ohio		Region 16	
	Planned	**Actual**	**Planned**	**Actual**
Living with Parents or a Relative	53.8%	74.7%	50.3%	66.3%
Living Alone	18.5%	11.5%	23.7%	11.1%
Living with a Friend	9.8%	7.8%	10.3%	9.8%
Living with a Husband/Wife/Partner	2.7%	1.8%	4.0%	2.6%
Living with Children	0.6%	1.0%	0.3%	0.3%
Living with Foster Family	0.1%	0.1%	0	0.3%
Living in a Group Home	0.5%	0.4%	0.3%	0.3%

Living on a College Campus/Military	11.4%	3.8%	9.0%	3.8%
Other	2.6%	2.3%	2.0%	2.0%

Table 15: Participant Satisfaction with Current Living Arrangements

	Ohio	Region 16
Very Dissatisfied	8.5%	4.8%
Dissatisfied	5.1%	6.8%
Neutral	4.6%	9.6%
Satisfied	49.9%	51.0%
Very Satisfied	31.9%	27.7%

Table 16: Leisure and Community Participant Goals

	Ohio	Region 16
Voting	64.4%	61.8%
Driver's License	73.5%	78.78%
Own a Car	69.1%	79.1%
Use Public Transportation	17.1%	12.7%
Using a Computer	69.9%	69.3%
Playing Sports	30.6%	18.0%
Doing Hobbies	65.7%	64.4%
Going to Church or Religious Activities	38.3%	31.4%
Going to the Mall	18.1%	21.4%
Going to the Movies	19.8%	22.8%
Doing Outdoor Activities	70.8%	77.1%
Other (camping, cooking, hunting & fishing, performing)	8.0%	9.5%

If you would like additional information about the OLTS Project or information contained in the report, please contact your state support team regional transition consultant (https://education.ohio.gov/getattachment/Topics/District-and-School-Continuous-Improvement/State-Support-Teams/SST-Directory-081522.pdf.aspx?lang=en-US) or KSU project staff at olts@kent.edu.