

# Ohio Longitudinal Transition Study State Support Team Region 3 Report 2010-2019

**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 2019 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 2010-2019 exiters.

The purpose of this regional report is to provide a comparison of aggregate regional and state data related to the transition experiences and outcomes reported for exiters to help inform planning and programming for transition services. The report is divided into five sections which begins with Section A. These sections include respondent 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	Region 3
<b>Gender</b>		
Male	7,150 (61.9%)	726 (60.4%)
Female	4,408 (38.1%)	476 (39.6%)
<b>Ethnicity</b>		
White, Non-Hispanic	8,928 (77.6%)	533 (44.5%)
Black or African American (Non-Hispanic)	1,854 (16.1%)	561 (46.8%)
Hispanic/Latino	282 (2.5%)	39 (3.3%)
Other	444 (3.9%)	65 (5.4%)
<b>Disability Category</b>		
Autism	629 (5.5%)	76 (6.4%)
Deaf-Blindness	7 (0.1%)	1 (0.1%)
Hearing Impairment	126 (1.1%)	16 (1.3%)
Intellectual Disabilities	1,244 (10.9%)	127 (10.7%)

Multiple Disabilities	471 (4.1%)	49 (4.1%)
Orthopedic Impairments	74 (0.7%)	7 (0.6%)
Emotional Disturbance	495 (4.4%)	67 (5.6%)
Specific Learning Disability	6,349 (55.8%)	600 (50.6%)
Speech and Language Impairments	74 (0.7%)	16 (1.3%)
Traumatic Brain Injury	90 (0.8%)	12 (1.0%)
Visual Impairments	73 (0.6%)	15 (1.3%)
Other Health Impairments	1,736 (15.3%)	200 (16.9%)

<b>Projected Age at Graduation (Average)</b>	18.3 (0.87)	18.3 (0.91)
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<b>Proficiency Test Information (% Passing)</b>	<b>Ohio</b>	<b>Region 3</b>
Mathematics	6,219 (53.7%)	587 (48.8%)
English Language Arts	6,891 (59.5%)	680 (56.5%)
Science	5,984 (51.6%)	555 (46.1%)
Social Studies	6,337 (54.7%)	609 (50.6%)

<b>Special Education Services Received Outside a General Ed. Classroom</b>	<b>Ohio</b>	<b>Region 3</b>
Less than 21%	7,683 (69.8%)	687 (59.4%)
21% - 60%	2,225 (20.2%)	298 (25.8%)
61% or more	1,104 (10.0%)	171 (14.8%)

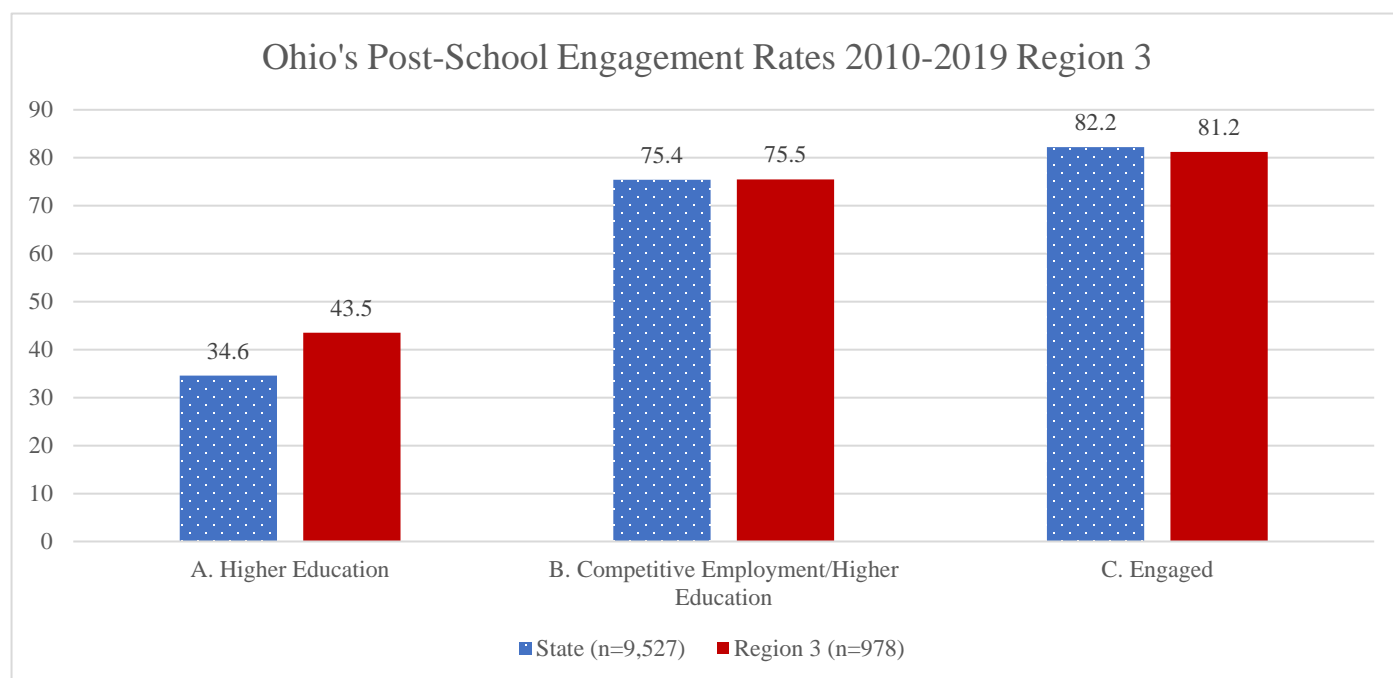
<b>Transition Services Exiters Experienced</b>	<b>Ohio</b>	<b>Region 3</b>
School Supervised Paid Work in the Community	3,256 (28.1%)	319 (26.5%)
School Supervised Volunteer Experience	4,857 (41.9%)	539 (44.8%)
Job Shadowing	4,867 (42.0%)	435 (36.1%)
In-School Job	3,530 (30.5%)	300 (24.9%)
Paid Work on Own	6,405 (55.3%)	636 (52.8%)
Job Training Coordinator (JTC)	395 (3.4%)	39 (3.2%)
Career and Technical Education (CTE)	5,554 (47.9%)	538 (44.7%)
Career Assessment	7,471 (64.5%)	791 (65.7%)
Extracurricular Activities	6,582 (56.8%)	685 (56.9%)
Courses for College Credit	395 (3.4%)	39 (3.2%)
Preparing for College Entrance Exams	4,948 (42.7%)	577 (47.9%)
Visits to College	5,719 (49.3%)	672 (55.8%)
Assistive Technology	618 (5.3%)	68 (5.6%)
IEP/Transition Meetings	10,609 (91.5%)	1,104 (91.7%)
Student-led IEPs	942 (8.1%)	92 (7.6%)
Transition Specialist	1,014 (8.7%)	107 (8.9%)
Opportunities for Ohioans with Disabilities (OOD)	655 (5.7%)	54 (4.5%)
County Board of Developmental Disabilities (DD)	503 (4.3%)	64 (5.3%)
Mental Health Services	342 (3.0%)	38 (3.2%)
Self-Determination/ Advocacy Training	651 (5.6%)	65 (5.4%)
Other School-to-Career Activities	2,157 (18.6%)	241 (20.0%)

## 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 2010-2019 state and regional exiters (i.e., Chart 1) and the types of post-school engagement reported by 2010-2019 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., Chart 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.

**Chart 1: Post-School Engagement Rates Reported by 2010-2019 Region 3 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.

<b>Table 1: Types of Post-School Engagement Reported by 2010-2019 Region 3 Graduates Compared to State Graduates</b>	<b>Ohio (N=11,591)</b>	<b>Region 3 (N=1204)</b>
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	4,006 (42.05%)	524 (53.58%)
2. Number of respondent youth who competitively employed within one year of leaving high school (but not enrolled in higher education)	4,728 (49.63)	385 (39.37%)
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)	217 (2.27%)	22 (2.25%)
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)	576 (6.05%)	47 (4.80%)
Engagement Categories Total	9,527 (100%)	978 (100%)

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

<b>Table 2: Exiters' Field of Employment or Education</b>				
	<b>Ohio</b>		<b>Region 3</b>	
	<b>Planned</b>	<b>Actual</b>	<b>Planned</b>	<b>Actual</b>
Hospitality and Tourism (Food Service)	920 (8.6%)	1,621 (23.3%)	97 (8.7%)	172 (26.3%)
Transportation Systems (Auto Mechanics)	512 (4.8%)	284 (4.1%)	32 (2.9%)	21 (3.2%)
Information Technology (Computers)	416 (3.9%)	96 (1.4%)	48 (4.3%)	12 (1.8%)
Construction Technologies (Construction/Custodial)	996 (9.3%)	675 (9.7%)	71 (6.4%)	38 (5.8%)
Manufacturing Technologies (Industry/Factory Work)	663 (6.2%)	917 (13.2%)	48 (4.3%)	31 (4.7%)
Marketing (Retail/Marketing/Sales)	225 (2.1%)	319 (4.6%)	44 (3.9%)	32 (4.9%)
Finance	89 (0.8%)	16 (0.2%)	9 (0.8%)	3 (0.5%)
Arts and Communication	891 (8.3%)	81 (1.2%)	125 (11.2%)	11 (1.7%)
Agricultural / Environmental Systems (Agricultural/Farming)	530 (4.9%)	403 (5.8%)	22 (2.0%)	21 (3.2%)
Education and Training (Child Care)	803 (7.5%)	203 (2.9%)	79 (7.1%)	30 (4.6%)
Engineering / Science Technologies	543 (5.1%)	63 (0.9%)	63 (5.7%)	5 (0.8%)
Health Science (Health Care)	1,486 (13.9%)	315 (4.5%)	192 (17.2%)	33 (5.0%)
Human Services (Cosmetology)	784 (7.3%)	995 (14.3%)	67 (6.0%)	83 (12.7%)
Government / Public Administration	126 (1.2%)	88 (1.3%)	15 (1.3%)	12 (1.8%)
Law and Public Safety	757 (7.1%)	93 (1.3%)	76 (6.8%)	9 (1.4%)
Business / Administrative Services (Secretarial/Clerical)	556 (5.2%)	144 (2.1%)	73 (6.5%)	14 (2.1%)
Other	422 (3.9%)	653 (9.4%)	54 (4.8%)	128 (19.5%)

## 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 Versus Actual Participation in Postsecondary Education and Related Training**

	Ohio		Region 3	
	Planned	Actual	Planned	Actual
4-Year College	3,149 (27.2%)	1,753 (15.1%)	389 (32.3%)	235 (19.5%)
2-Year College	1,149 (9.9%)	2,340 (20.2%)	171 (14.2%)	303 (25.2%)
Other Education/Training	1,028 (8.9%)	527 (4.5%)	103 (8.6%)	62 (5.1%)
Any College	5,017 (43.3%)	4,419 (38.1%)	617 (51.2%)	573 (47.6%)

**Table 4: Accommodations Received by Respondents in Postsecondary Education**

	Ohio	Region 3
Remedial Classes	904 (7.8%)	122 (10.1%)
Note Taking Service	631 (5.4%)	71 (5.9%)
Tutoring	1,529 (13.2%)	220 (18.3%)
Extra Time on Tests	1,873 (16.2%)	259 (21.5%)
Tapes of Books or Lectures	431 (3.7%)	46 (3.8%)
Accommodations for Visual Impairments	139 (1.2%)	8 (0.7%)
Reduced Schedule Loads	284 (2.5%)	44 (3.7%)
Sign Language Interpreters	76 (0.7%)	9 (0.7%)
Other	436 (3.8%)	43 (3.6%)

**Table 5: Reasons for Not Pursuing Postsecondary Education**

	Ohio	Region 3
Plans Changed	1,541 (13.3%)	140 (11.6%)
Not Enough Money	1,017 (8.8%)	84 (7.0%)
Needed Help Applying	154 (1.3%)	27 (2.2%)
Transportation Issues	32 (0.3%)	4 (0.3%)
Not Accepted	90 (0.8%)	15 (1.2%)
Did Not Have Required Courses	80 (0.7%)	9 (0.7%)
Other	2,382 (20.6%)	248 (20.6%)

## 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 2010-2019 Ohio and Region 3 exiters who intended to seek employment and those who did so. Table 7 reflects exiters' choice in their current position (more than 70% of Region 3 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 notes exiters' reports of interactions with coworkers with and without disabilities. Table 11 focuses on exiters' level of satisfaction with their employment situation. Table 12 reports the reasons exiters noted for current unemployment.

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

	Ohio		Region 3	
	Planned	Actual	Planned	Actual
Full-Time Work (35 hours or more per week)	4,690 (40.5%)	4,099 (35.4%)	372 (30.9%)	335 (27.8%)
Part-Time Work (20-34 hours or more per week)	4,309 (37.2%)	2,902 (25.0%)	528 (43.9%)	319 (26.5%)
Other Work (less than 20 hours per week)	430 (3.7%)	1,387 (12.0%)	75 (6.2%)	146 (12.1%)
Any Work	8,922 (77.0%)	7,551 (65.1%)	904 (75.1%)	725 (60.2%)

**Table 7: Chose Current Job**

	Ohio	Region 3
Individual Chose Current Job	7,366 (68.6%)	742 (66.3%)

**Table 8: Source of Assistance in Finding Employment**

	Ohio	Region 3
Parent Assistance	1,504 (18.2%)	141 (16.7%)
Friend Assistance	1,539 (18.6%)	136 (16.1%)
Agency Assistance	946 (11.5%)	107 (12.7%)
Found on Own	3,193 (38.7%)	322 (38.1%)
Other	1,072 (13.0%)	139 (16.4%)

**Table 9: Exiter Competitive Integrated Employment**

	Ohio			Region 3		
	Yes	No	I Don't Know	Yes	No	I Don't Know
Paid Same Amount as Coworkers	1,142 (85.0%)	106 (7.9%)	95 (7.1%)	112 (85.5%)	6 (4.6%)	13 (9.9%)
Have Same Benefits as Coworkers	1,066 (80.8%)	167 (12.7%)	87 (6.6%)	84 (66.1%)	25 (19.7%)	18 (14.2%)
Have Opportunities for Pay Raises and/or Promotions	322 (32.2%)	677 (67.8%)	N/A	32 (28.3%)	81 (71.7%)	N/A
Have Sick Days and/or Vacation Days	250 (25.0%)	749 (75.0%)	N/A	20 (17.7%)	93 (82.3%)	N/A

**Table 10: Exiter Interaction with Coworkers without Disabilities**

	Ohio			Region 3		
	Yes	No	I Don't Know	Yes	No	I Don't Know
Work/Interact with Coworkers Without Disabilities	1,314 (94.1%)	68 (4.9%)	14 (1.0%)	125 (94.7%)	6 (4.5%)	1 (0.8%)

	Never	Sometimes	A lot	Always	Never	Sometimes	A lot	Always
How Often Work/Interact with Coworkers without Disabilities	47 (3.5%)	193 (14.2%)	357 (26.3%)	762 (56.1%)	4 (3.1%)	18 (14.1%)	30 (23.4%)	76 (59.4%)

**Table 11: Satisfaction with Current Employment**

	Ohio	Region 3
Very Dissatisfied	732 (9.8%)	86 (11.2%)
Dissatisfied	492 (6.6%)	60 (7.8%)
Neutral	294 (3.9%)	33 (4.3%)
Satisfied	3,539 (47.3%)	347 (45.2%)
Very Satisfied	2,420 (32.4%)	242 (31.5%)

**Table 12: Reasons for Not Working if Unemployed**

	Ohio	Region 3
Enrolled in Postsecondary Education	1,276 (11.0%)	153 (12.7%)
Cannot Find Job of Interest	444 (3.8%)	53 (4.4%)
Cannot Find Any Job	757 (6.5%)	104 (8.6%)
Help Needed To Find A Job But Not Available	198 (1.7%)	35 (2.9%)
Lack Required Skills	232 (2.0%)	34 (2.8%)
Transportation Issues	308 (2.7%)	35 (2.9%)
Don't Want to Lose Benefits	195 (1.7%)	10 (0.8%)
Don't Want to Work	352 (3.0%)	36 (3.0%)
Other	1,237 (10.7%)	151 (12.5%)

## 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 often associated with increasing levels of independence and self-sufficiency as exiters transition into adult roles. Results in **Section E** reflect exiters planned and reported activity one year later related to community living. Table 13 compares the 2010-2019 state of Ohio and Region

3 exiters' planned and actual participation in agency services. In addition, data regarding factors related to independence reflected in Table 14 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 15 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 16 reports living arrangement satisfaction and Table 17 presents the exiters' participation in community and personal activities, such as voting or using public transportation. Table 18 represents exiters' perceptions regarding their preparedness for their goals after high school.

**Table 13: Exiters Planned Versus Actual Participation in Agency Services**

	Ohio		Region 3	
	Planned	Actual	Planned	Actual
OOD Services	1,244 (10.7%)	108 (0.9%)	163 (13.5%)	7 (0.6%)
DD Services	745 (6.4%)	751 (6.5%)	117 (9.7%)	110 (9.1%)
Mental Health Services	78 (0.8%)	66 (0.6%)	10 (1.0%)	10 (0.8%)

**Table 14: Paying for Needs After Graduation**

	Ohio			Region 3		
	Planned	Applied	Actual	Planned	Applied	Actual
Competitive Work	7,612 (65.7%)	3,055 (26.4%)	6,897 (59.5%)	760 (63.1%)	344 (28.6%)	675 (56.1%)
Work Incentives (PASS; IRWE)	90 (0.9%)	18 (0.2%)	30 (1.3%)	5 (0.5%)	0 (0.0%)	1 (0.5%)
Work Below Minimum Wage	83 (0.8%)	19 (0.2%)	39 (1.7%)	8 (0.8%)	1 (0.1%)	6 (2.7%)
Medicaid for Health Expenses	1,554 (13.4%)	1,066 (9.2%)	1,548 (13.4%)	160 (13.3%)	143 (11.9%)	211 (17.5%)
Family Members' Help	5,320 (45.9%)	1,224 (10.6%)	6,653 (57.4%)	565 (46.9%)	177 (14.7%)	750 (62.3%)
Disability benefits (SSI)	1,208 (10.4%)	912 (7.9%)	1,421 (12.3%)	134 (11.1%)	128 (10.6%)	168 (14.0%)
Food Stamps	913 (7.9%)	395 (3.4%)	788 (6.8%)	141 (11.7%)	61 (5.1%)	84 (7.0%)
Aid in Paying Rent	909 (7.8%)	213 (1.8%)	381 (3.3%)	124 (10.3%)	29 (2.4%)	41 (3.4%)
Scholarships	2,529 (21.8%)	1,567 (13.5%)	858 (7.4%)	312 (25.9%)	173 (14.4%)	109 (9.1%)
Student Loans	3,206 (27.7%)	1,093 (9.4%)	1,341 (11.6%)	344 (28.6%)	135 (11.2%)	165 (13.7%)

**Table 15: Anticipated and Actual Living Arrangements**

	Ohio		Region 3	
	Planned	Actual	Planned	Actual
Living with Parents or a Relative	6,042 (52.8%)	8,601 (74.4%)	619 (51.7%)	966 (80.4%)
Living Alone	2,192 (19.2%)	1,395 (12.1%)	234 (19.5%)	138 (11.5%)
Living with a Friend	1,109 (9.7%)	905 (7.8%)	82 (6.9%)	62 (5.2%)
Living with a Husband/Wife/Partner	304 (2.7%)	182 (1.6%)	18 (1.5%)	7 (0.6%)
Living with Children	67 (0.6%)	126 (1.1%)	3 (0.3%)	9 (0.7%)
Living with Foster Family	13 (0.1%)	17 (0.1%)	0 (0.0%)	1 (0.1%)
Living in a Group Home	55 (0.5%)	47 (0.4%)	7 (0.6%)	6 (0.5%)
Living on a College Campus/Military	1,355 (11.8%)	102 (4.5%)	200 (16.7%)	17 (7.7%)
Other	305 (2.7%)	252 (2.2%)	34 (2.8%)	32 (2.7%)

**Table 16: Participant Satisfaction with Current Living Arrangements**

	Ohio	Region 3
Very Dissatisfied	897 (9.2%)	101 (9.9%)
Dissatisfied	508 (5.2%)	52 (5.1%)
Neutral	336 (3.5%)	40 (3.9%)
Satisfied	4,620 (47.5%)	450 (43.9%)
Very Satisfied	3,369 (34.6%)	381 (37.2%)

**Table 17: Leisure and Community Participant Goals**

	Ohio	Region 3
Voting	7,508 (64.8%)	810 (67.3%)
Driver's License	8,544 (73.7%)	913 (75.8%)
Own a Car	8,068 (69.6%)	822 (68.3%)
Use Public Transportation	1,986 (17.1%)	385 (32.0%)
Using a Computer	8,119 (70.0%)	851 (70.7%)
Playing Sports	3,611 (31.2%)	478 (39.7%)
Doing Hobbies	7,618 (65.7%)	767 (63.7%)
Going to Church or Religious Activities	4,484 (38.7%)	469 (39.0%)
Going to the Mall	1,524 (14.9%)	154 (15.5%)
Going to the Movies	1,679 (16.4%)	167 (16.8%)
Doing Outdoor Activities	8,276 (71.4%)	829 (68.9%)
Other (camping, cooking, hunting & fishing, performing)	917 (7.9%)	86 (7.1%)

**Table 18: Student Perceptions on Preparation for Postsecondary Goals**

	Ohio					Region 3				
	Not Well	Neutral	Somewhat Well	Well	Very Well	Not Well	Neutral	Somewhat Well	Well	Very Well
Postsecondary Education Goals	507 (6.4%)	453 (5.7%)	1,114 (14.1%)	3,385 (42.8%)	2,450 (31.0%)	56 (6.3%)	52 (5.8%)	120 (13.4%)	370 (41.4%)	295 (33.0%)
Post School Employment Goals	521 (5.3%)	408 (4.2%)	1,029 (10.5%)	4,724 (48.3%)	3,093 (31.6%)	43 (4.2%)	54 (5.3%)	115 (11.2%)	475 (46.2%)	341 (33.2%)
Independence	587 (7.1%)	419 (5.0%)	1,223 (14.7%)	3,809 (45.9%)	2,266 (27.3%)	49 (5.8%)	51 (6.0%)	126 (14.9%)	373 (44.1%)	246 (29.1%)

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 or KSU project staff at [olts@kent.edu](mailto:olts@kent.edu).