

THE EXPECTED AND ACTUAL POSTSCHOOL OUTCOMES FOR STUDENTS WITH LEARNING DISABILITIES IN THE STATE OF OHIO ONE YEAR AFTER GRADUATION (174 PP.)

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The Ohio Longitudinal Transition Study (OLTS) was funded by the Office for Exceptional Children and the Office of Special Education and Rehabilitation Services (OSERS). Its purpose was to identify and track school and postschool outcomes of students with disabilities for the purpose of promoting the continuous improvement of secondary education programs at the local level. The overall design of this study was longitudinal and involved collecting information on students with disabilities in their final year at school and 1, 3, and 5 years after graduation.

The purpose of this study was to identify the expected and actual postschool outcomes for students with learning disabilities using findings from the OLTS. This study included 416 participants with learning disabilities exiting high school. This study describes the OLTS sampling process, data collection procedures, findings from 2 years of in-school transition surveys and 1 year of postschool follow-up information for students with learning disabilities ($n = 86$). These findings were detailed by sample demographics (school setting, school type, gender, and ethnicity) and various postschool goals (employment, postsecondary education). Ratings provided by students present information regarding services and activities valued by study participants.

Based on the information from the respondents, students with learning disabilities that have the expected postschool goal of employment are better prepared if they have employment experiences in-school, specifically, a paying job at the time of graduation

and participation in career and technical education program. Students expecting to attend postsecondary education are better prepared when they take advance academic classes to prepare them for state graduation tests.