



The 2022 Ohio Longitudinal Transition Study Annual Report:

Indicator 14 Data Collection and Reporting

Section I: Overview of Ohio's Indicator 14 Data Collection and Reporting

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires each state to develop an Annual Performance Report communicating the performance of publicly supported schools across 16 indicators of educational services for students with disabilities. The Ohio Department of Education (the Department) works with Ohio's State Advisory Panel for Exceptional Children to establish measurable and rigorous annual performance targets. Data related to each indicator is collected and analyzed at the district level with each district's performance related to state targets disseminated through the district's Special Education Profile.

View District Special Education Profiles Here:
<https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-s-Special-Education-Profiles>

District-level data is also aggregated and analyzed in relation to targets established for each performance indicator. Results are shared through the state's Annual Performance Report submitted to the US Department of Education.

Ohio's report can be accessed via the URL that follows:
<http://education.ohio.gov/Topics/Special-Education/State-Performance-Plan>

Figure 1: Indicator 14: Post-School Outcomes

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training, or competitively employed or in some other employment within one year of leaving high school [20 USC 1416(a)(3)(B)].

Indicator 14 Post-School Outcomes. One of the 16 indicators required for federal reporting, Indicator 14, requires all states to report data on post-school outcomes of students with an Individualized Education Program (IEP) in effect at the time they left school, including students who graduated, aged out of K-12 services, or formally dropped out of school. There are three post-school outcome categories defined by federal statute:

Data for these post-school outcome categories are collected through the Ohio Longitudinal Transition Study (OLTS). The study was designed to collect information about and from students regarding their secondary and post-school experiences at the end of their final year in high school and again one year later. The Indicator 14 post-school outcome categories (i.e., A-C in Figure 1) are used to measure the engagement of Ohio students with IEPs one year after leaving school as they transition from high school to adult life.

For more information on OEC OLTS, please visit:
<https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-Longitudinal-Transition-Study-OLTS>

Indicator 14: Engagement Categories. The US Department of Education's Office of Special Education Programs provided guidance and operational definitions for engagement categories (see Figure 2) used by states to inform post-school outcome data collection. The OLTS Exit and Follow-Up Surveys contain questions with response choices aligned with these engagement categories which provide data necessary for determining post-school outcomes (i.e., Indicator 14 A-C). Engagement categories include: (1) enrollment in higher education or training, (2) competitive integrated employment, (3) enrolled in some other postsecondary education or training program, and (4) some other employment. The operational definitions for each category are detailed in Figure 2.

Figure 2: Definitions for Indicator 14 Engagement Categories

1. Enrolled in higher education means youth that have been enrolled on a full- or part-time basis in a community college (2-year program) or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.
2. Competitive Integrated Employment, as defined in the Workforce Innovation and Opportunity Act (WIOA) 34 §CFR 361.5(c)(9) meaning full- or part-time work where an employee with a disability is:
a) making minimum wage or above and is compensated (including benefits) the same as employees without disabilities performing the same or similar work and who have similar experience, training, and skills; b) working in a job found in the community where the individual with a disability interacts, for the purpose of performing the duties of the job position, with other employees within the work unit and at the entire worksite, and, as appropriate for the work performed, with other persons (e.g., customers and vendors) who are not individuals with disabilities (and who are not supervisory personnel or service providers) to the same extent that non-disabled employees interact with these persons; and c) presented with opportunities for advancement that are similar to those available to employees without disabilities in similar positions.

Note 1: For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

3. Enrolled in other postsecondary education or training means youth that have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).
4. Some other employment means youth have worked for pay or have been self-employed at any time in the year since leaving high school. This includes working in some other employment means youth have worked for pay or have been self-employed at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Relationship Between Indicator 14 Engagement Categories and Post-School Outcomes Data. 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. Indicator 14 post-school outcomes refer to the A, B, and C categories described in Figure 1. Indicator 14 post-school outcomes are used for reporting and determining the state's overall post-school engagement rate for Ohio's Annual Performance Report. OLTS personnel review and analyze survey responses related to each of the four engagement categories and then align responses to the Indicator 14 post-school outcome requirements. It is important to keep these characteristics in mind when reviewing information in the report and as district representatives collect OLTS data from students. For Ohio exiters with IEPs to be considered engaged for reporting purposes, the post-high school activities need to be aligned with one of the four engagement categories defined in Figure 2.

Section II: How is Ohio's Indicator 14 Data Collected?

The Ohio Office for Exceptional Children (OEC) contracts with Kent State University's Center for Innovation in Transition and Employment (CITE) to support districts' collection and reporting of Indicator 14 data as well as other student data through the Ohio Longitudinal Transition Study (OLTS) Exit and Follow-Up Surveys. Approximately one-fifth of Ohio school districts are randomly selected to participate in the two-year OLTS data collection cycle once every five years.

Kent State University OLTS personnel work with representatives from OEC and transition consultants from 16 regional State Support Teams to provide training and support to districts selected to collect student exit or follow-up data. During the first year of participation, district personnel identify students with IEPs who will be exiting school and attempt to engage a representative sample of students for voluntary participation in OLTS data collection. Using the OLTS Exit Survey during year one and the OLTS Follow-Up Survey during year two, district representatives collect information about participants' planned and actual activities after leaving high school. OLTS data collection and reporting provide valuable information on students' expectations for the future and secondary experiences or services that may have contributed to these outcomes as well as data required for Indicator 14 reporting. Ohio school districts receive a rating of "met" or "not met" for OEC's Indicator 14 reporting requirements in the district's Special Education Profile based on a district's participation in the OLTS. All school districts are expected to complete the exit and follow-up data collection process at least once during a designated time over the five-year reporting cycle.

Section III: OLTS Exiters 2010–2020

The 2022 Annual OLTS report describes the experiences and engagement of OLTS respondents from 2010 through 2020. We also examine the experiences and engagement of OLTS exiters who identify as Black or African American given the disproportionate representation of Black or African American students receiving special education services. Sections VIII through XII provide results specific to our most recent exiters, those students who exited school during the height of the COVID-19 pandemic in 2020.

The distinction between the two groups of exiters will be noted by referring to the larger, 2010-2020 OLTS sample of 12,445 exiters as SAMPLE. The 854 OLTS respondents who exited school during 2020 are referred to as COHORT. During data collection and reporting, missing data occurs due to the nature of the survey and is not reflected in the results. We used and reported valid percentages based on complete data for survey responses. Therefore, specific responses to survey items may deviate from the overall number of respondents reported for the SAMPLE and COHORT.

To add clarity and consistency to the terminology used in the report, we have provided definitions for terms used throughout the report.

EXITERS: Exiters refers to OLTS SAMPLE and COHORT students who have graduated, aged out from services, or formally dropped out of school. The students or a parent/caregiver acting on their behalf voluntarily responded to OLTS Exit and Follow-up Survey questions.

SAMPLE: Aggregate OLTS Exit and Follow-Up data representing 12,445 individuals with IEPs who exited Ohio high schools from 2010 through 2020. Please note the number of SAMPLE respondents will vary in tables and figures so the number of exiters may be less than the number of overall participants (i.e., 12,445).

COHORT: Aggregate OLTS Exit and Follow-Up data representing 854 individuals with IEPs who exited Ohio high schools during the 2019-2020 school year. Please note the number of COHORT respondents will vary in tables and figures so the number of exiters may be less than the total number of participants (i.e., 854).

Only a sample of exiters from Ohio schools are identified by each district for potential involvement in the two-year OLTS data collection process and student participation is voluntary. Thus, it is important to note the results shared through this report may not reflect all Ohio exiters with IEPs during the eleven years of the OLTS Dataset. Results are also limited to those exiters who responded to questions during exit and follow-up interviews.

Section IV: OLTS SAMPLE (2010-2020) Exiters Characteristics and Services

Figures 3 through 5 provide descriptions of the demographic and educational characteristics of SAMPLE exiters recorded by district representatives during the student's final year of high school. These figures reflect the gender, disability, and ethnicity of individuals exiting school during 2010-2020.

Exiter Gender. OLTS SAMPLE exiters who identified as female (38.1%) were underrepresented in the sample with male students representing almost two-thirds of the overall respondents (see Figure 3). However, the percentage of OLTS exiters who are female was slightly higher than the reported percentage of female students who received special education services in Ohio (35.3%; US Dept. of Education, 2021). The percentage of OLTS exiters who identify as male was also higher than the percentage of male exiters across Ohio who received special education services (64.69%; US Dept. of Education, 2021).

Exiter Ethnicity. White, non-Hispanic (79.3%) and Black or African American (16.3%) participants represented the ethnicity of most OLTS exiters (95.6%; see Figure 4). White, non-Hispanic exiters (79.3%) were overrepresented in the OLTS SAMPLE compared to 66% of Ohio special education students who were 14 years or older identifying as white. In contrast, Black or African American (16.3%) and Hispanic and Latino (2.5%) exiters were underrepresented in the SAMPLE in comparison to students reflected in Ohio's special education data 21.5% and 5.8%, respectively.

Exiter Disability. As reflected in Figure 5, The majority of OLTS exiters were served under the IDEA disability categories of specific learning disability (SLD; 55.4%) and other health impairment (OHI; 15.3%). When comparing OLTS exiters with the state's overall special education population across disability categories,

Note: Exiter disability categories (Figure 5) representing less than 2% of participants matched dataset were not included in the chart (i.e., Traumatic Brain Injury [.8%], Orthopedic Impairments [.6%], Visual Impairments [.6%], and Deaf-Blindness [.1%]).

Figure 3: OLTS 2010–2020 Exiters' Gender (n=12,410)

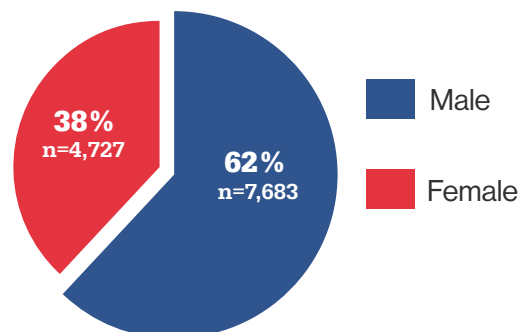


Figure 4: OLTS 2010–2020 Exiters' Ethnicity (n=12,122)

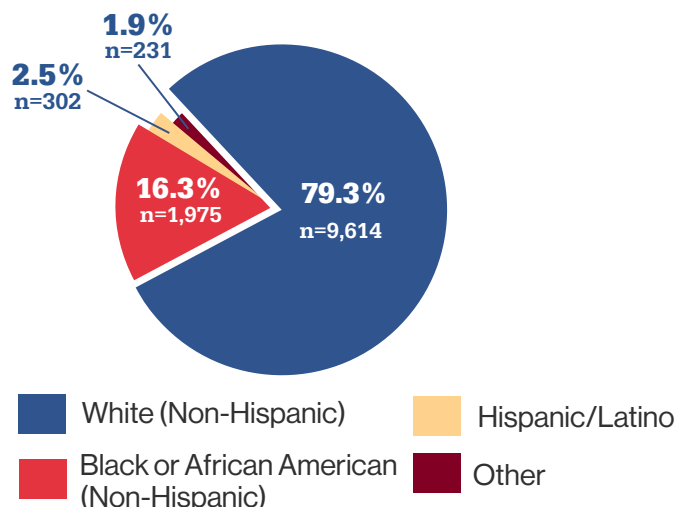
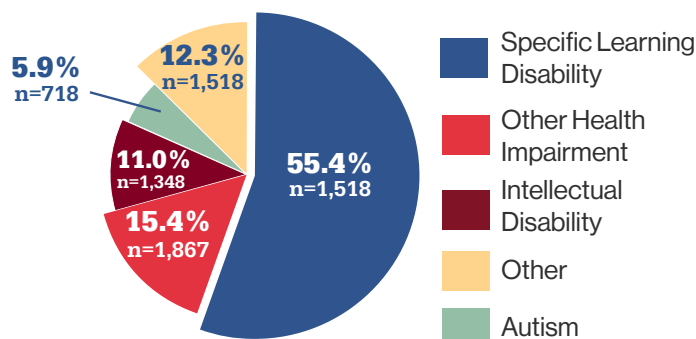


Figure 5: OLTS 2010-2020 Exiters' Disability (n=12,221)



Ohio students served under specific learning disabilities (35.38%) and intellectual disability (6.86%) were overrepresented in the OLTS database. Ohio students with other health impairments (18.39%) and autism (10.98%) were underrepresented in the OLTS SAMPLE (Ohio OEC, 2022).

Exiters' Time in General Education Environment and Transition Services. The majority of OLTS SAMPLE (69.6%) exiters received special education services in a general education environment for at least 80% of their day (see Figure 6). Inclusion in general education with typically developing peers is a strong predictor of transition to employment and postsecondary education (Chiang et al., 2012; Haber et al., 2016).

Although all non-White exiters ethnicity groups spent about 60% of their time in the general education environment, proportionally more exiters across other ethnicity groups received services outside of a general education environment for at least one-third of their day (See Figure 7).

The majority of Black or African American (59.3%) exiters received special education services in a general education environment for at least 80% of their day. This represents a 10% difference compared to White (69.6%) exiters. The proportion of Black or African American exiters receiving special education services outside of a general education environment for the majority of their school day (14.7%) or part of the school day (26.1%) were higher than proportions reported across the same categories for White SAMPLE exiters, 9.6% and 18.4%, respectively.

Exiters' Participation in Career-Technical Education. For transition-age youth with disabilities, participation in career and technical education (CTE) increases the likelihood of competitive employment after graduation (Mazzotti et al., 2021; Test et al., 2009; Wagner et al., 2015). Although, specifics about student characteristics (e.g., ethnicity, disability) and CTE participation such as program type and duration and whether students were CTE participants or concentrators are limited (Haber et al., 2016).

Figure 6: OLTS 2010-2020 Exiters' Time in the General Education Environment (n=12,410)

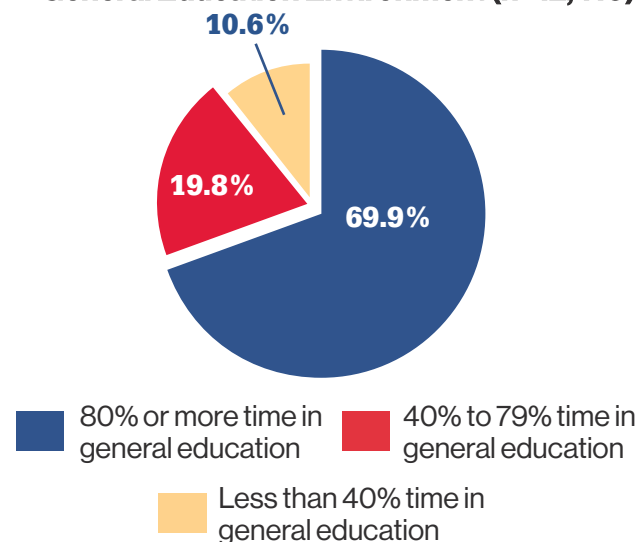
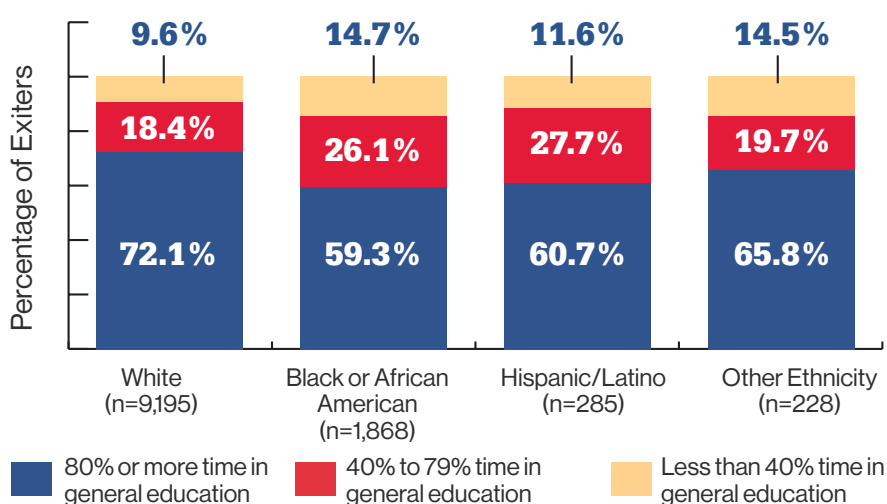


Figure 7: OLTS 2010-2020 Exiters' Time in the General Education Environment by Ethnicity (n=11,863)



More than two-thirds of OLTS SAMPLE exiters (66.5%) completed a CTE course. Approximately one-half (50.5%) of OLTS SAMPLE exiters who completed a CTE course, indicated they had completed at least three semesters in the same career pathway. Findings from prior research suggest that completing at least three semesters of CTE coursework in the same career pathway or concentration increases the likelihood of post-school employment (OLTS Annual Report, 2017; 2021; Theobald, Goldhaber, Gratz, & Holden, 2019; Wagner et al., 2015).

Almost three-fourths (62%) of Black or African American SAMPLE Exiters participated in career and technical education courses with 25% of those students completing three or more semesters in a career pathway. For Black and African American SAMPLE exiters, completing at least one semester in a career pathway is a predictor for post-school competitive integrated employment. For instance, the likelihood for Black or African American exiters to participate in post-school employment within one year of leaving high school increased by a factor of 1.11 when the number of semesters of career and technical education increased by one unit.

Exiters' Transition Services Experienced. OLTS SAMPLE exiters experience a variety of transition services while in school. Figure 8 indicates the top ten most reported services youth experienced during secondary school. Services most often identified by respondents included attending their IEP transition meeting (91.5%), career assessments (64.8%), paid work that they found on their own (55%), taking part in extracurricular activities (56.1%), and visiting colleges (48.6%). Exiters reported less experience taking courses for college credit (4.2%).

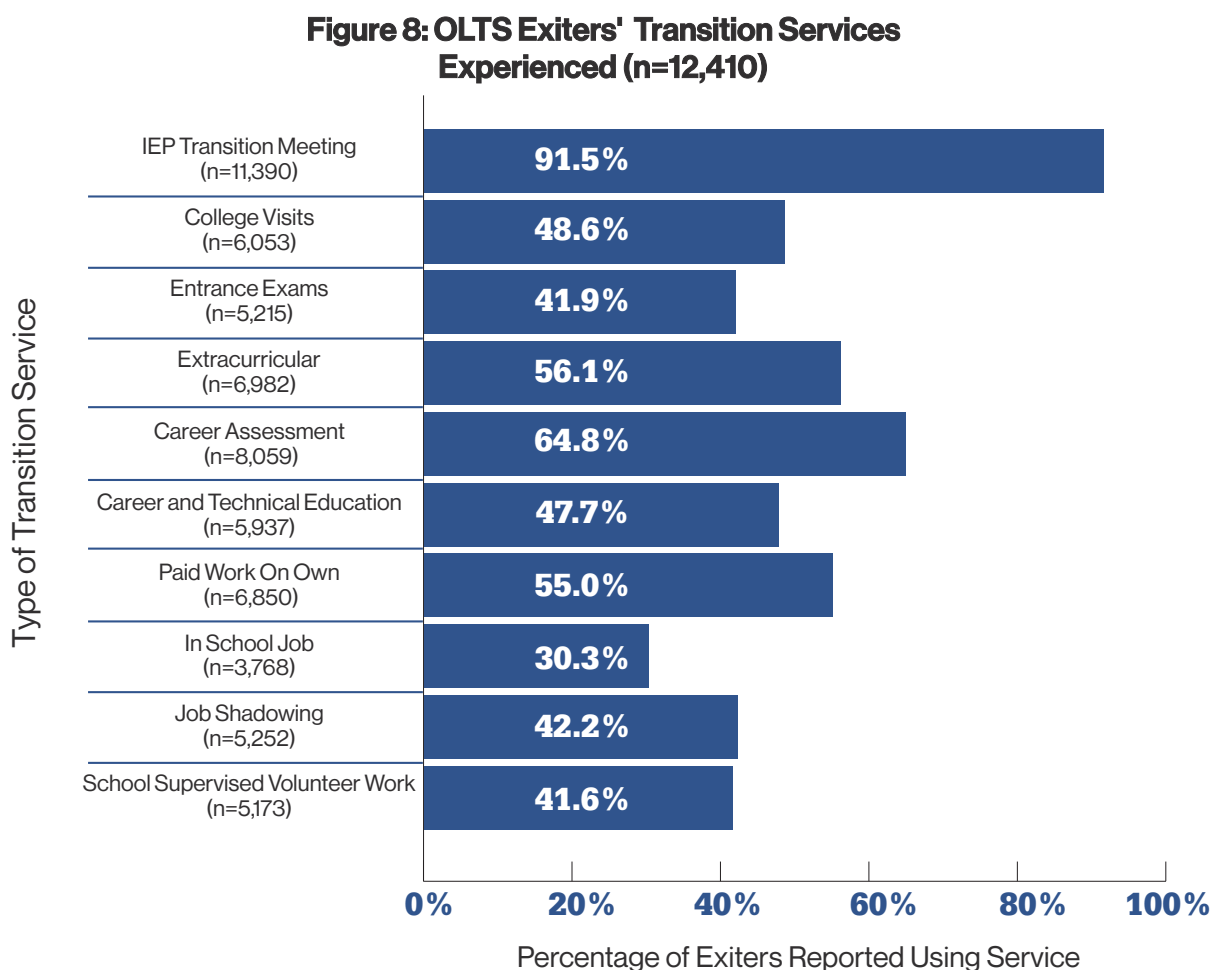
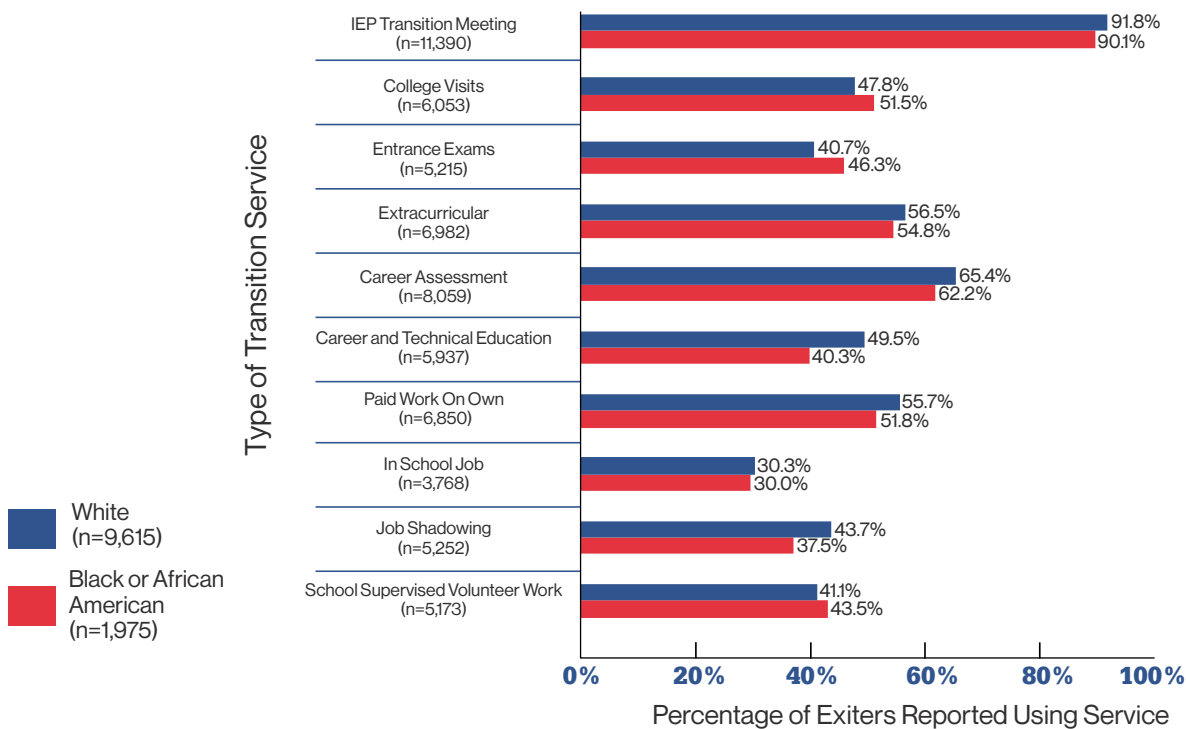


Figure 9: OLTS 2010-2020 Exiters' Transition Services Experienced by White and Black or African American Exiters (n=11,589)



Exiters' Ethnicity and Transition Services. Across most work-related transition experiences, OLTS SAMPLE exiters who identified as White were more likely to participate in work-related transition experiences than those who identified as Black or African American (see Figure 9). OLTS SAMPLE exiters who identified as Black or African American were more likely to report participation in college preparatory experiences, such as college visits and college entrance exam preparation, compared to the experiences of White exiters (see Figure 9). Black or African American exiters were less likely to report participation in career and technical education.

Section V: OLTS SAMPLE (2010-2020) Exiters Indicator 14 Post-School Engagement and Outcomes

Indicator 14 post-school outcomes and engagement rates for the OLTS SAMPLE exiters and the 2020 COHORT exiters are reflected in Tables 1 and 2, respectively. Descriptions for each engagement category and outcome area are contained in Section I of this report. Indicator 14 post-school outcome areas represent cumulative percentages, resulting in an overall post-school engagement rate for the state. Table 1 indicates an 82.28% engagement rate for SAMPLE exiters which is slightly lower than the 83.2 % engagement rate reported by 2020 exiters. It is interesting to note a 10% or greater difference between the two groups in exiters enrollment in 2- or 4-year colleges for at least one semester or term during the year since exiting school. Less than one-fourth (23.54%) of 2020 exiters reported enrollment in postsecondary education compared to more than one-third of exiters (33.81%) in the OLTS SAMPLE. When viewing the results for exiters in the 2020 COHORT, it is important to note the potential impact of COVID-19 on exiters' post-school plans and services as they prepared to graduate or leave school during the height of the pandemic.

Table 1: Ohio's Post-School Engagement for OLTS SAMPLE and COHORT Exiters

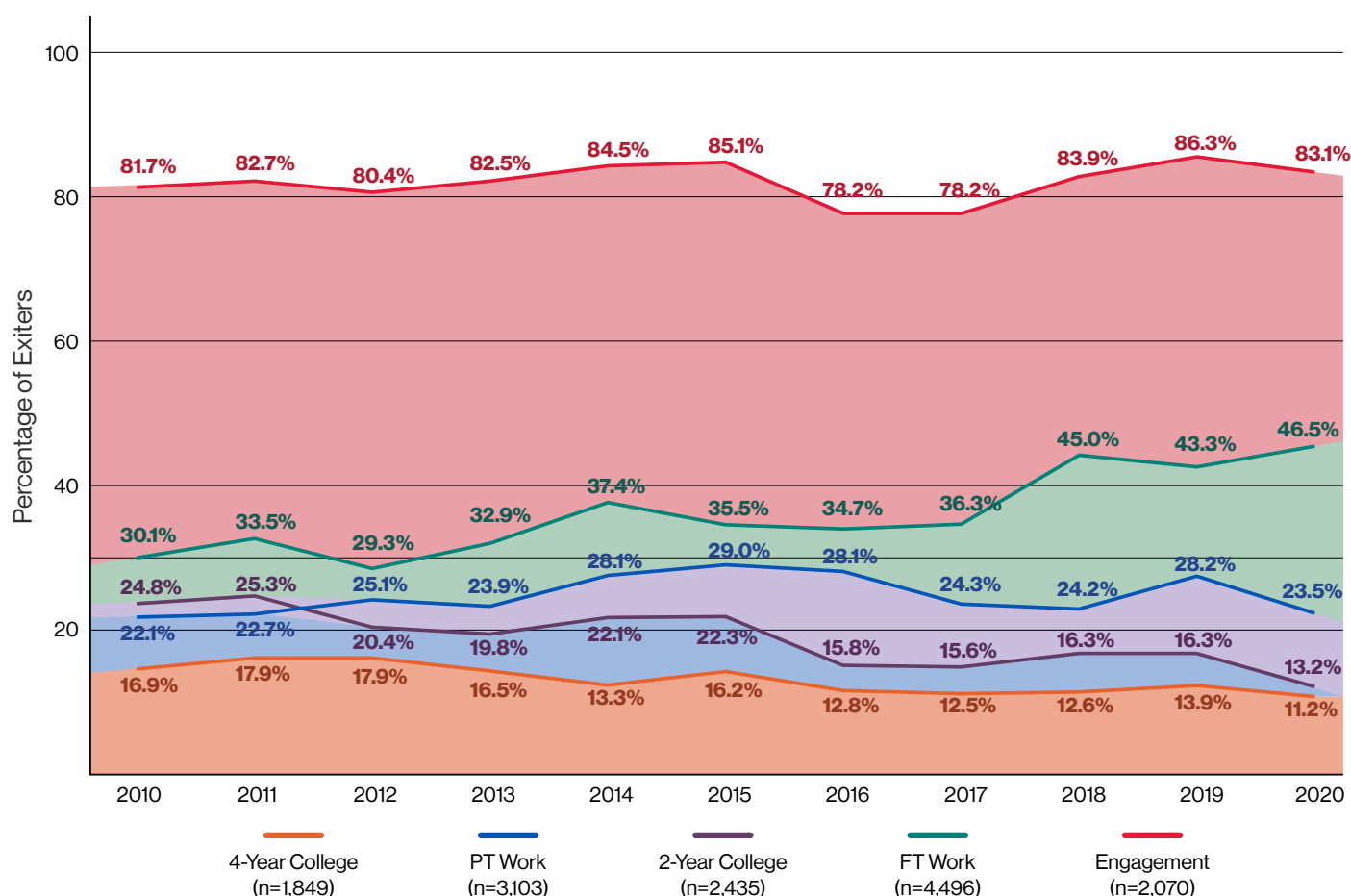
| | SAMPLE 2010-2020 Exiters | | COHORT 2020 Exiters | |
|---|------------------------------------|-------------------|-------------------------------|-------------------|
| Percent of Youth Who Are No Longer in Secondary School, Had IEPs in Effect at the Time They Left School, and Were: | Number | Percentage | Number | Percentage |
| A. Enrolled in higher education within one year of leaving high school. | 4,197 | 33.81 | 201 | 23.54 |
| B. Enrolled in higher education or competitively employed within one year of leaving high school. | 9,372 | 75.51 | 656 | 76.93 |
| 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. | 10,211 | 82.28 | 709 | 83.2 |
| Total Exiters | 12,445 | | 854 | |

Readers may note a difference in the number of exiters reported in the engagement categories for the SAMPLE (10,211) or COHORT (709) and the number of exiters surveyed across the SAMPLE (12,445) and COHORT (854). These differences are due to exiters not responding to the survey question about participation in postsecondary education, training, or employment during the collection of OLTS Follow-Up data.

Figure 10 contains annual data across eleven years of the OLTS Dataset related to postsecondary education and employment engagement categories used in determining Indicator 14 engagement rates. Across the three most recent years for which OLTS data are available, the state engagement rate continues to remain in the mid-to-high 80% range. It is also important to note the decline or level of enrollment across 2- and 4-year higher education programs beginning with 2016 exiters. These enrollment declines also occurred when increases in engagement in full-time employment were reported by exiters.



Figure 10: Trends in Post-School Outcomes 2010-2020 OLTS, Post-School Engagement Group by Year of Exit (n=12,410)



Note: Beginning with the 2018-2019 school year, the definition for competitive employment was updated to competitive integrated employment as defined in the Workforce Innovation and Opportunity Act of 2014.

Section VI: OLTS SAMPLE (2010-2020) Exiters Transition to Postsecondary Education

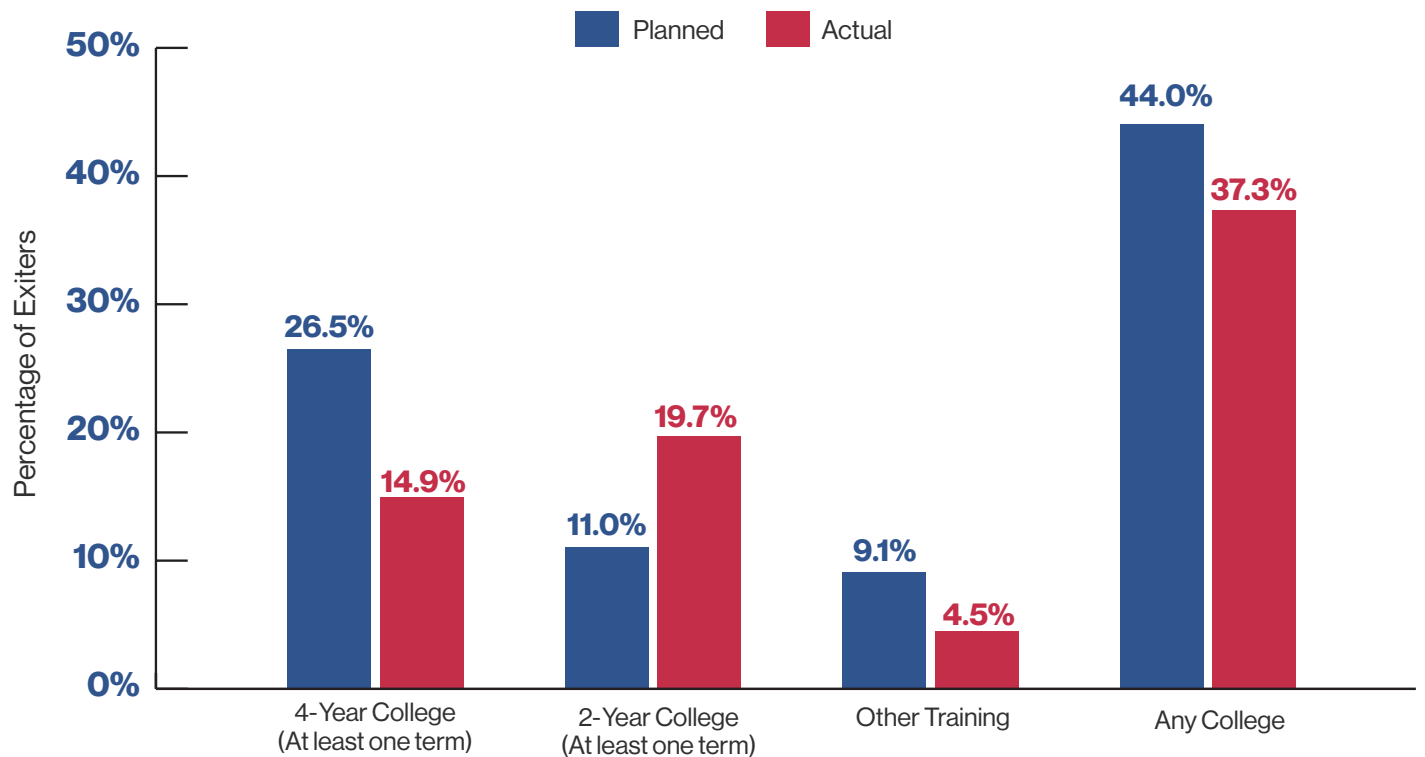
Section IV of this report provided the OLTS SAMPLE's outcomes and engagement rate for postsecondary education consistent with the requirements of Indicator 14.

The data indicated that 33.81% of SAMPLE exiters were enrolled in 2- or 4-year colleges or universities for at least one term or semester during the year since exiting high school.

However, it is important to note students with disabilities also pursued other educational programs or training after leaving school. Figure 11 provides data related to students' plans for postsecondary education when surveyed during their final months of school, well as their actual experiences with postsecondary education, collected one year after exiting. Other training includes any other formal educational programs exiters may participate in, such as programs through OhioMeansJobs or preparation for high school equivalency testing (e.g., GED or HiSET). The category labeled any college includes 2- and 4-year colleges, college programs for students with intellectual disabilities, as well as other training programs.

33.81% of OLTS 2010-2020 Exiters Enrolled in 2- or 4-Year Colleges or Universities

Figure 11: OLTS 2010-2020 Exiters' Postsecondary Education and Training Outcomes (n=12,410)



The percentage of OLTS SAMPLE (34.6%) exiters who enrolled in 2- or 4-year colleges is less than the state (53.2%; Thomas B. Fordham Institute, 2022) and national enrollment rates reported for peers without disabilities (62.7%; BLS, 2021).

Exiters' Ethnicity and Postsecondary Education

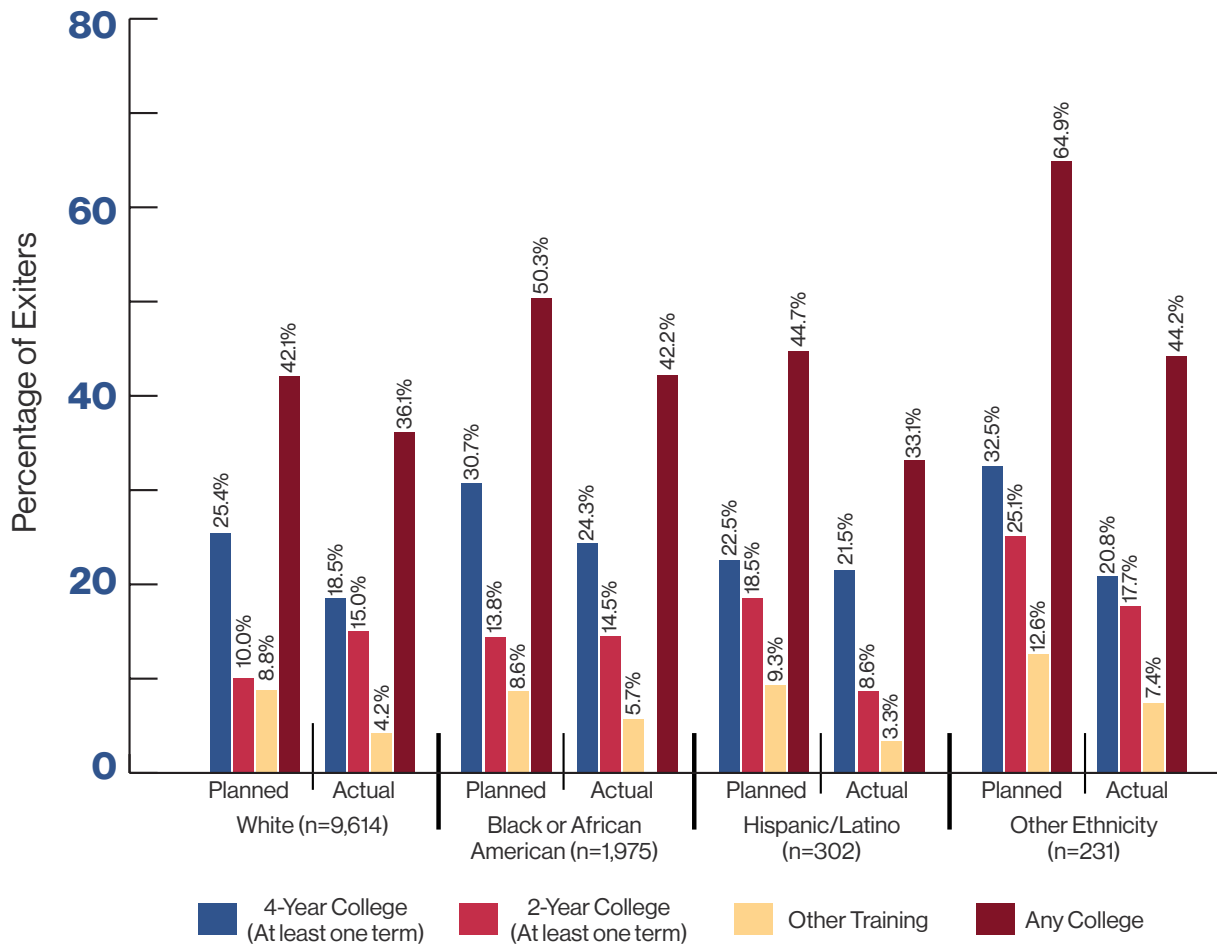
Engagement. Across OLTS ethnic groups, exiters representing most non-White ethnicities reported higher overall expectations for continuing their education after leaving high school (see Figure 12). Black or African American exiters reported the highest overall participation in 2- and 4-year colleges; a postsecondary education engagement rate of 38.8%. OLTS SAMPLE respondents who identified as Black or African American were 1.2 times more likely to enroll in 2- and 4-year colleges within one year of leaving school than exiters who identify as White.

Compared to White exiters, other ethnic groups were not significantly different in terms of the likelihood of enrolling in 2- and 4-year colleges within one year of leaving high school. The Hispanic or Latino ethnicity group's 2- and 4-year college enrollment (30.0%) was lower than the engagement rate for SAMPLE exiters (33.1%).

Black or African Americans exiters reported the highest overall participation in 2- and 4-year colleges; a postsecondary education engagement rate of 38.8%.

OLTS SAMPLE respondents who identified as Black or African American were 1.2 times more likely to enroll in 2- and 4-year colleges within one year of leaving school than exiters who identify as White.

Figure 12: OLTS 2010-2020 Exiters' Planned and Actual Participation in Postsecondary Education and Training by Ethnicity (n=12,122)



Specific to exiters who identify as Black or African American, the exiters' plans or goal to attend postsecondary education is a significant predictor of their actual postsecondary education enrollment. The likelihood for those individuals who planned to enroll in college to actually enroll in 2- and 4-year colleges within one year of leaving high school were about 3.6 times more likely than their Black or African American peers who did not plan to attend a 2- or 4-year college.

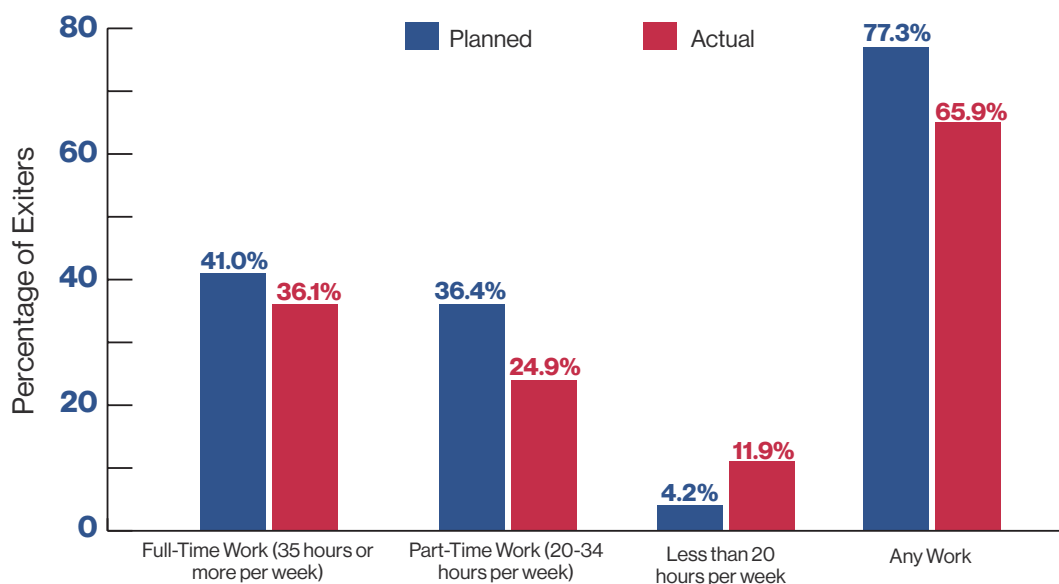
Reasons For Exiters Not Participating in Postsecondary Education. OLTS SAMPLE exiters who planned to attend postsecondary education but did not enroll provided a variety of reasons for not continuing their formal education. In addition to their plans changing (13.4%), exiters reported they were not able to attend school due to financial challenges (8.5%), and not having the prerequisite coursework (.7%). The category with the most responses (21.6%) was "other" reasons and included exiters delaying enrollment, working full- or part-time, and providing caregiving to family members.

Section VII: OLTS SAMPLE (2010-2020) Exiters Transition to Employment

This section describes post-school employment outcomes of OLTS SAMPLE exiters. Results provide an opportunity to compare students' plans for employment at exit with their experiences during the year since leaving high school. In reviewing the results related to post-school employment, please remember the Indicator 14 requirements for engagement in full- or part-time work (See Section I).

Figure 13 indicates the percentage of exiters who intended to work full- or part-time after graduation or leaving school were higher than the percentage of exiters working competitively during the year since exiting. It is also important to consider many exiters may choose to work part-time and less than 20 hours per week as they concurrently pursue postsecondary education opportunities.

Figure 13: OLTS 2010-2020 Exiters' Planned and Actual Post-School Employment Outcomes (n=12,410)

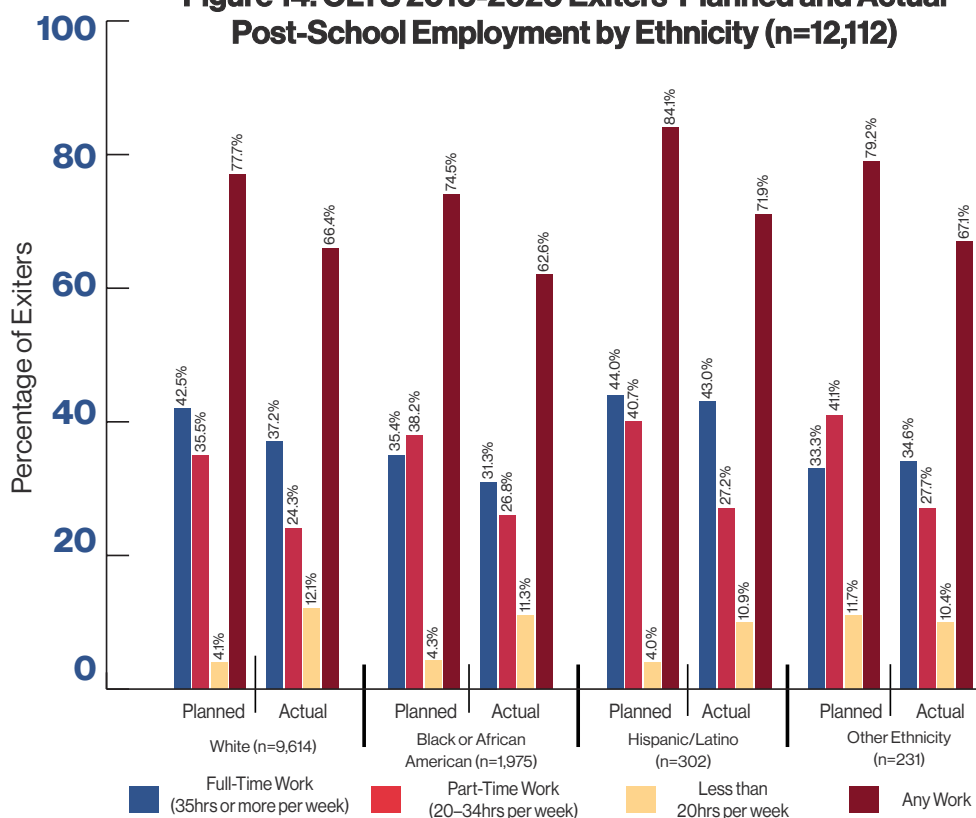


Ethnicity and Post-School Employment. Exiters working full- or part-time who identified as Hispanic/Latino (70.2%) reported the highest level of engagement in employment, followed by exiters reporting Other Ethnicities (67.1%), White (66.4%), and Black or African American (58.1%; See Figure 14). Black or African American exiters were significantly less likely to be competitively employed within one year of leaving high school than their White peers.

Black or African American exiters' plans or goals for post-school employment were a significant predictor of competitive employment during the year since leaving high school. Black or African American students who reported plans to work full- or part-time after exiting school, were 2.3 times more likely to indicate they had or were working competitively during the year since leaving school than their peers who did not plan to work competitively. These findings may speak to the importance of personal futures planning and goal setting for youth who identify as Black or African American.

Compared to White exiters, participants who identified as Black or African American,

Figure 14: OLTS 2010-2020 Exiters' Planned and Actual Post-School Employment by Ethnicity (n=12,112)



Hispanic/Latino or with other ethnicities groups were not significantly different in terms of participating in post-school employment within one year of leaving high school.

For exiters who identify as Black or African American, finding paid work on their own is a significant predictor of post-school employment. Black or African American exiters who reported finding paid work on their own while attending school were 1.5 times more likely to be engaged in post-school employment within one year of leaving high school than their Black or African American peers who did not report working on their own, while in high school.

How Exiters Found Employment After Leaving School. For the OLTS SAMPLE exiters (50.1%) who reported working for pay during the year following high school, the majority of exiters chose their own job (88.0%). Less than one-half (40.4%) of OLTS SAMPLE exiters who were working found employment on their own. Exiters relied on assistance from friends (20.2%), and parents (18.4%) in finding employment and a limited number of SAMPLE exiters (8%) relied on agency supports to secure employment.

Section VIII: OLTS COHORT (2020) Exiters Characteristics and Services

Figure 15: OLTS 2020 Exiters' Gender (n=852)

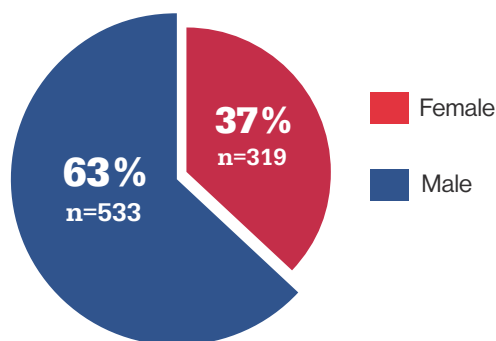
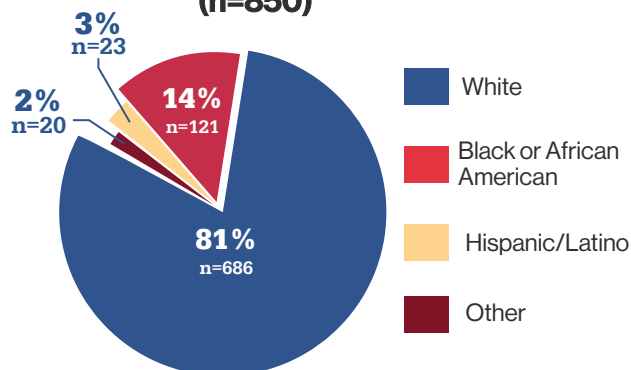


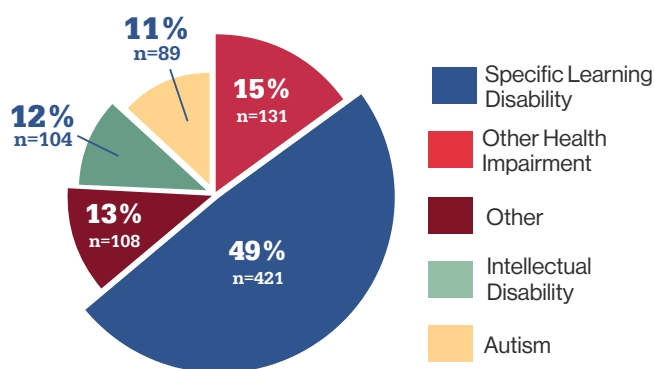
Figure 16: 2020 Exiters' Ethnicity (n=850)



Exiter Gender, Disability, and Ethnicity.

Figures 15 through 17 provide descriptions of the demographic and educational characteristics COHORT exiters recorded by district representatives during students' final year of high school. These figures reflect the gender, disability, and ethnicity of the 854 individuals exiting school in 2020. Due to Ohio's COVID-19 school building closures on March 16, 2020, these exiters received their final months of K-12 education remotely. On March 23rd, the governor's stay-at-home orders resulted in closures or reductions in non-essential business operations during the COVID-19 pandemic which may have impacted opportunities for authentic work experiences, competitive integrated employment, visit a college campus, and other transition-related activities. Furthermore, exiters' plans were likely impacted by the unique events during this unprecedented period of uncertainty.

Figure 17: OLTS 2020 Exiters' Disability (n=853)



Note: Exiter disability categories (Figure 17) representing less than 2% of participants matched dataset were not included in the chart (i.e., Traumatic Brain Injury [.8%], Orthopedic Impairments [.6%], Visual Impairments [.6%], and Deaf-Blindness [.1%]).

The demographic characteristics of exiters in the 2020 COHORT are similar to those reported for SAMPLE exiters. Female exiters (37.4%) were underrepresented in the COHORT in comparison to male (62.4%) exiters and the overwhelming majority of exiters identified as White (80.3%). The percentage of COHORT exiters receiving special education services under the disability category of autism (10.4%) was higher compared to SAMPLE exiters (5.9%). COHORT exiters with specific learning disabilities (49.4%) were slightly lower than SAMPLE exiters with specific learning disabilities (55.4%).

Section IX:

OLTS COHORT (2020) Exiters Post-School Engagement and Outcomes

In Section V of this report, the post-school outcomes and engagement for the COHORT exiters were discussed. For convenience, we have also included results for 2020 exiters in Table 2 in this section. Indicator 14 post-school outcome areas represent cumulative percentages, resulting in an overall post-school engagement rate for the state. Table 2 provides the percentage of 2020 exiters across Indicator 14 outcome categories. The overall engagement rates for OLTS 2020 exiters are similar to engagement rates reported for the SAMPLE (see e.g., Table 2) with a slightly higher overall engagement rate reported for COHORT exiters at 83.2%.

Table 2: Ohio's Post-School Engagement for OLTS COHORT

| Percent of Youth Who Are No Longer in Secondary School, Had IEPs in Effect at the Time They Left School, and Were: | COHORT 2020 Exiters | |
|---|------------------------|------------|
| | Number | Percentage |
| A. Enrolled in higher education within one year of leaving high school. | 201 | 23.54 |
| B. Enrolled in higher education or competitively employed within one year of leaving high school. | 656 | 76.93 |
| 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. | 709 | 83.2 |
| Total Exiters Engaged | 709 | 83.2 |
| Total Exiters | 854 | |

Despite the pandemic, the 2020 OLTS COHORT reported a higher overall Indicator 14 engagement rate in comparison to rates reported for the OLTS SAMPLE but less than 2019 exiters (86.4%).

It would also be helpful to review the post-school engagement trends (Figure 10) presented in Section V of this report. You will note that engagement rates for 2020 COHORT exiters were lower for all post-school outcome areas except full-time employment (46.5%), which increased by 3.1% from the rate reported for 2019. Enrollment across 2- and 4-year colleges for 2020 exiters was the lowest reported for any year across the 11-year OLTS Dataset, 13.2% and 11.2% respectively. It is important to remember that respondents in the 2020 COHORT exited school during the height of the COVID-19 pandemic and at a time of mandated school and business closures or reduction in hours of operation. Thus, these findings may be attributed

to the impact of the pandemic on exiters and their families, Ohio businesses, and the availability of transition and disability services. Overall, declines were noted with enrollment in postsecondary education and part-time employment. As businesses reopened employers' need for workers, nationally and across Ohio, was well documented with employers reporting more job openings than they could staff.

2020 Exiters Post-School Outcomes

- **3.1% Increase in Competitive Integrated Employment for 2020 Exiters (46.5%) Compared to 2019 Exiters (43.4%)**
- **Lowest Percentage Engagement in 2- and 4-Year Colleges Reported for Exiters Across 11 Years of OLTS Reporting**

COHORT Exiters' Education and Transition Services.

The majority of COHORT (67.9%) exiters received special education services in a general education environment for at least 80% of their day. Exiters receiving special education services outside of a general education environment for most of their school day was higher for COHORT exiters (17.4%) in comparison to SAMPLE exiters (10.6%). Findings suggest students with disabilities who receive 80% or more of their education in inclusive environments are more likely to enroll in postsecondary education and work competitively (Chiang et al., 2012; Haber et al., 2016).

Examining time spent in general education across ethnicity groups, more COHORT exiters in the White and Hispanic/Latino groups spent 80% or more of their time in the general education environment compared to exiters in the Black or African American and Other Ethnicity groups. Across all ethnic groups, the Black or African American group reported the highest proportion of exiters (29.2%) receiving services outside of the general education environment.

Transition Services Experienced.

Exiters participated in a variety of transition services while

Figure 18: OLTS 2020 Exiters' Time in the General Education Environment (n=852)

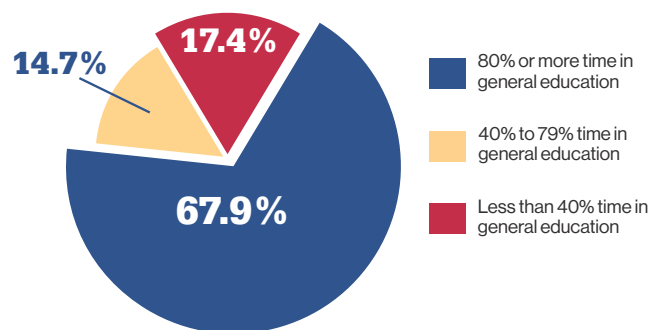
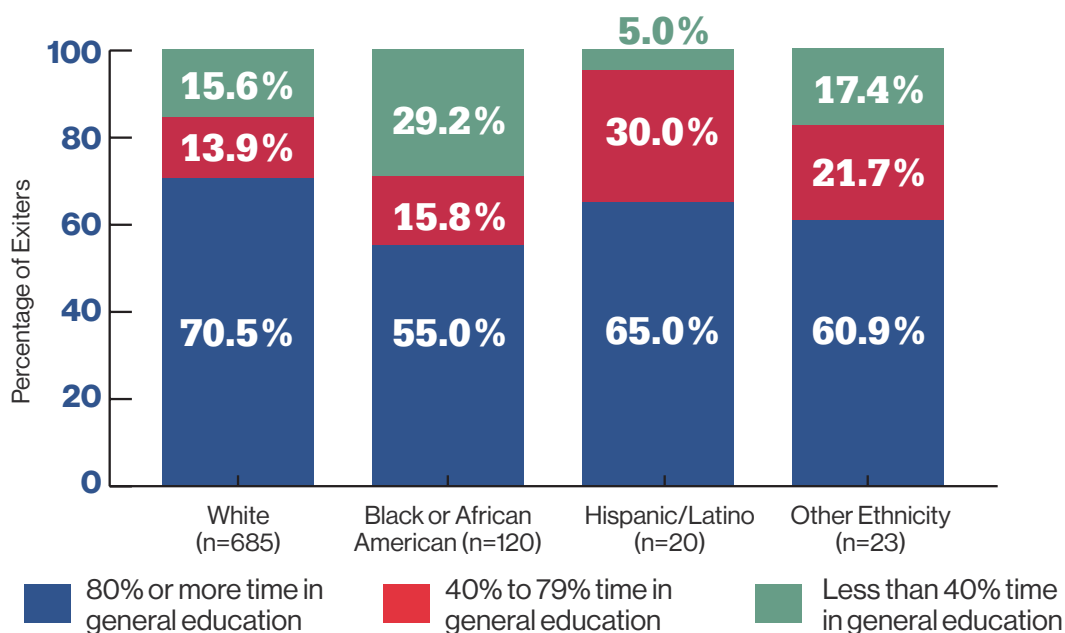


Figure 19: OLTS 2020 Exiters' Time in the General Education Environment by Ethnicity (n=850)

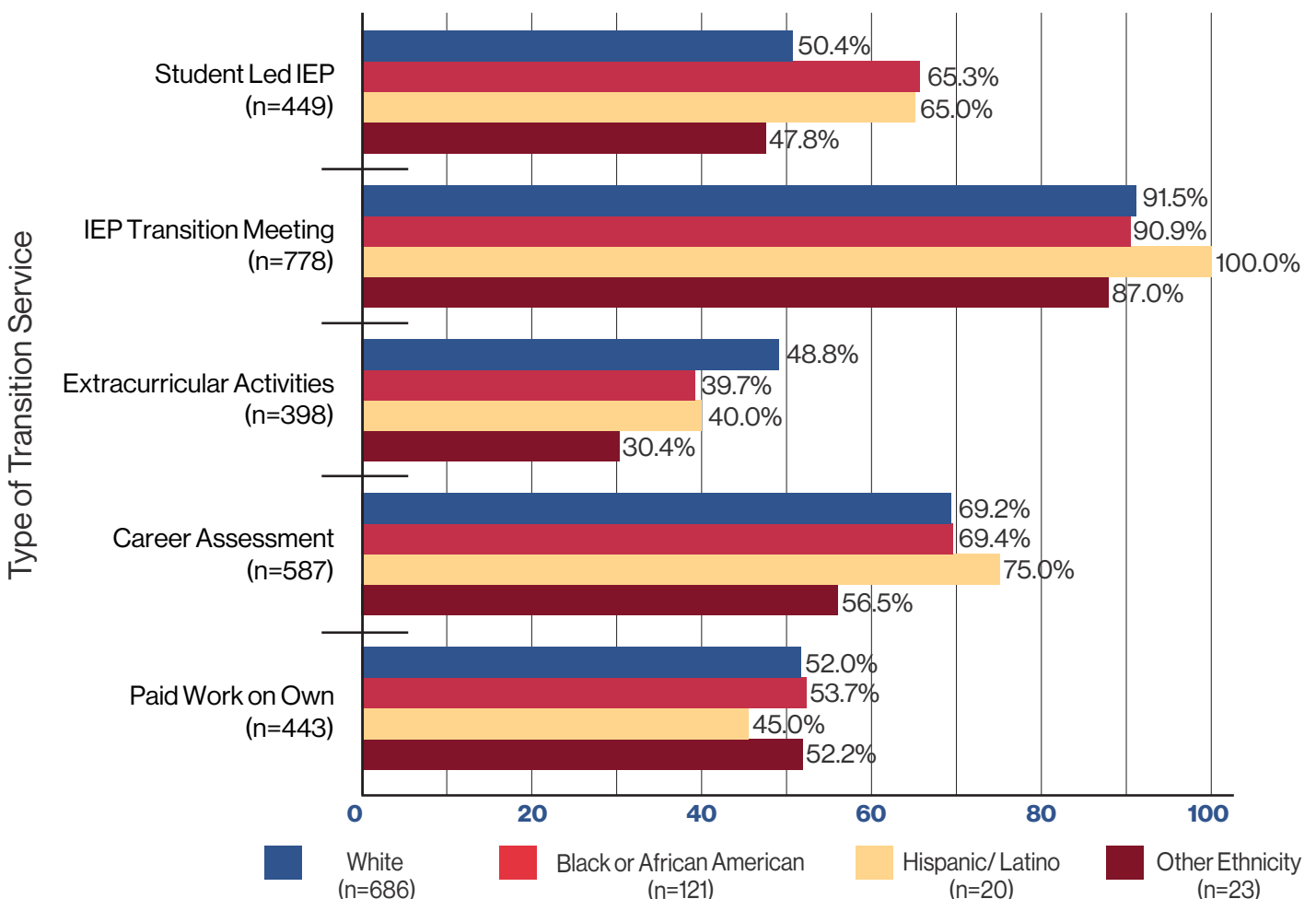


in school. Services most often identified by respondents included attending their IEP transition meeting (91.4%), career assessments (68.9%), leading their IEP meeting (52.9%), and finding paid work on their own (52.1%). Exiters reported less experience with: taking courses for college credit (15.3%), county boards of developmental disabilities services (15.7%), job training coordinators (16.0%), and mental health services (17.2%). Overall, results for transition services experienced by COHORT exiters are consistent with those reported by SAMPLE exiters in Section IV (see Figure 8). More COHORT exiters reported experiences with mental health services (17.2%), county boards of developmental disabilities services (15.7%), and taking courses for college credit (15.3%) than SAMPLE exiters. However, exiters' experiences with these services are limited across both groups of exiters.

Ethnicity and Transition Services. Figure 20 lists the top five transition experiences reported by OLTS COHORT Exiters. OLTS COHORT exiters who identified as Black or African American were more likely to lead their IEP meeting (65.3%) and find paid work on their own (53.7%) compared to the experiences of exiters across other ethnicity groups (see Figure 20). Hispanic/Latino exiters were more likely to participate in IEP transition meetings (100%) and career assessments (75%) than exiters across other ethnicity groups.

Section X: OLTS COHORT (2020) Exiters Transition to Postsecondary Education

Figure 20: OLTS 2020 Exiters' Transition Services Experienced by Ethnicity (n=850)



Section IV and Table 2 within this report provided the OLTS COHORT's outcomes and engagement rate for postsecondary education consistent with the requirements of Indicator 14. The data indicated approximately 24% of COHORT exiters were enrolled in 2- or 4-year colleges or universities for at least one term or semester during the year since exiting school. Figure 21 provides data related to students' plans for postsecondary education when surveyed during their final months of school, as well as their actual experiences with postsecondary education options, collected one year after exiting.

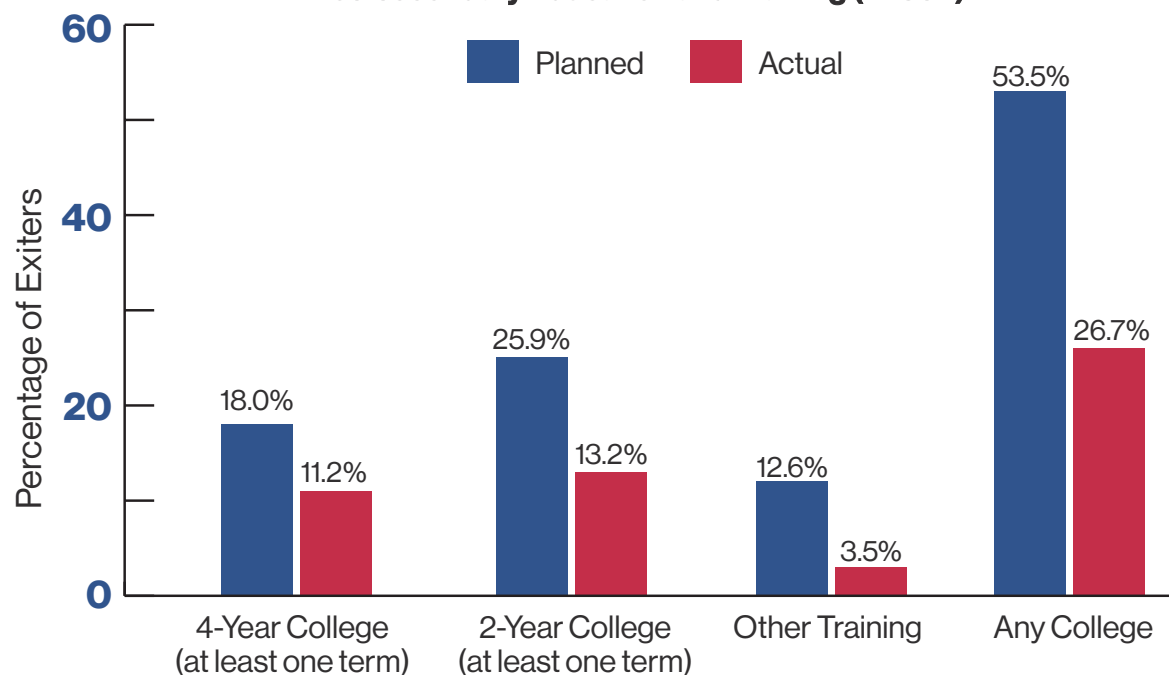
Other training includes any other formal educational programs exiters may participate in, such as programs through OhioMeansJobs or preparation for high school equivalency testing (e.g., GED or HiSET). The category labeled any college includes 2- and 4-year colleges, college programs for students with intellectual disabilities, as well as other training programs.

Across all postsecondary education or training options, more OLTS COHORT exiters planned to participate in postsecondary education or training than reported doing so during the year following school (see Figure 21). The majority of OLTS 2020 exiters (53.5%) communicated plans to pursue some type of postsecondary education or training after they left high school. Yet, slightly more than one-half of the students who planned to pursue postsecondary education or training (26.7%) reported doing so.

Overall, undergraduate enrollment in postsecondary education declined by 3.1% during the fall of 2020 (Sedmark, 2022; National Student Clearinghouse, 2021). Declines in enrollment in 2- and 4-year colleges were also experienced by OLTS exiters. Results indicated declines of 4.5% with participation in four-year colleges and 4.3% with two-year colleges when comparing OLTS postsecondary participation data from 2019 exiters with data reported by 2020 COHORT exiters (OLTS 2019 OLTS Annual Report, 2021). The percentage of COHORT exiters (24.4%) who enrolled in 2- or 4-year colleges are less than national enrollment rates reported for peers without disabilities enrolling in the fall of 2020 (62.7%; BLS, 2021).

53.5% of OLTS 2020 Exiters communicated at exit, they planned to attend a 2- or 4-year college
26.7% of OLTS 2020 of Exiters who planned to attend a 2- or 4-year college reported doing so during the year since leaving school

Figure 21: OLTS 2020 Exiters' Planned and Actual Participation in Postsecondary Education and Training (n=854)



Ethnicity and Postsecondary Education

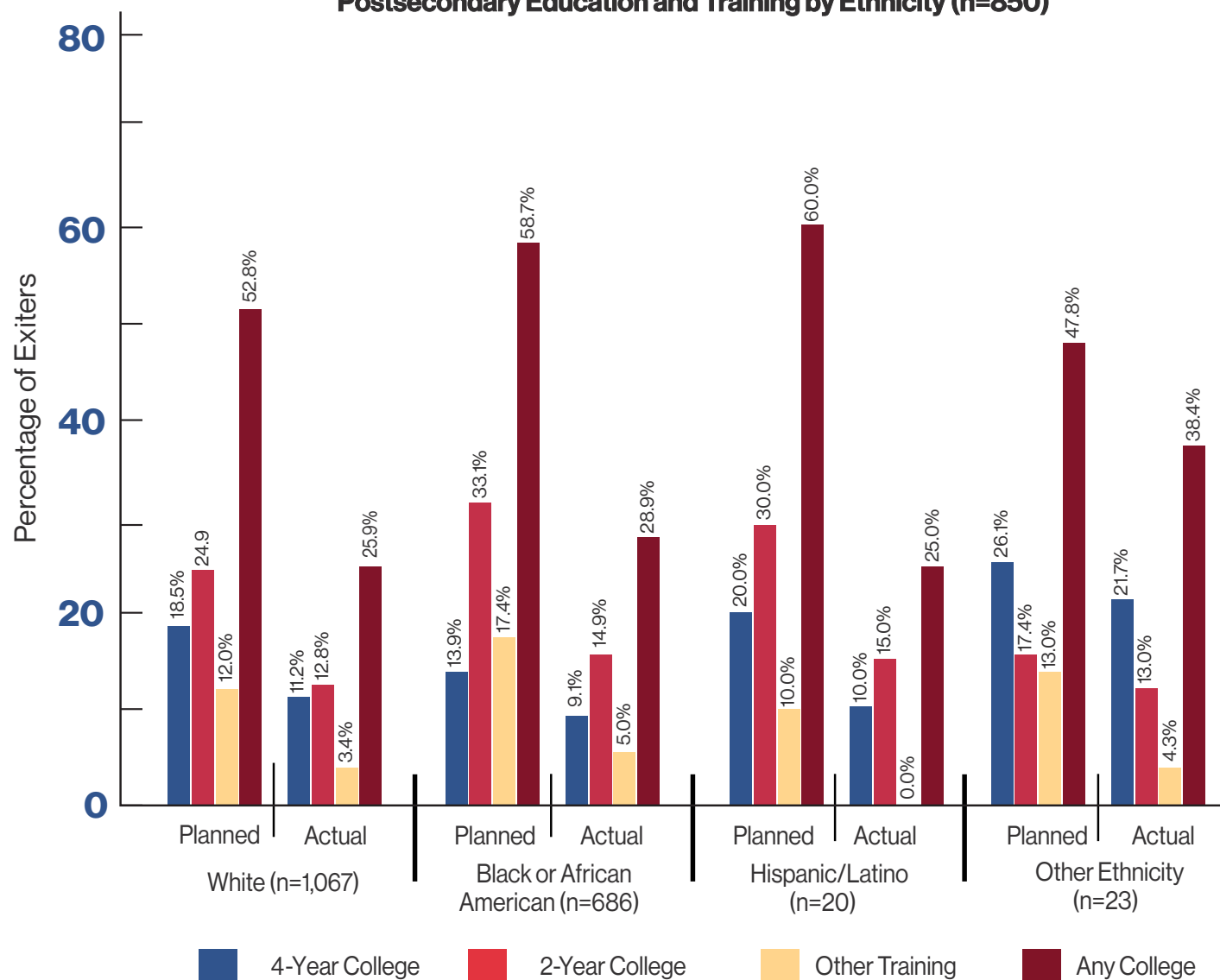
Engagement. Across all OLTS ethnicity groups, 2020 exiters reported high expectations for continuing their education after they left school (see Figure 22). Exiters in the Other Ethnicity group reported the highest 2- and 4-year college engagement rate, 34.7%.

Approximately, one-fourth of exiters identified as White (24.0%), Black or African American (24.0%), and Hispanic or Latino (25%) enrolled in 2- and 4-year colleges after high school. Compared to the other ethnicity groups, exiters in the Black or African American group reported the lowest percentage of exiters planning to attend a 4-year college but the highest 2-year college enrollment.

Declines in 2- and 4-Year College Enrollment Comparing OLTS 2020 & OLTS 2019 Exiters

- Four-year college attendance declined by 4.5%
- Two-year college attendance declined by 4.3%

Figure 22: OLTS 2020 Exiters' Planned and Actual Participation in Postsecondary Education and Training by Ethnicity (n=850)

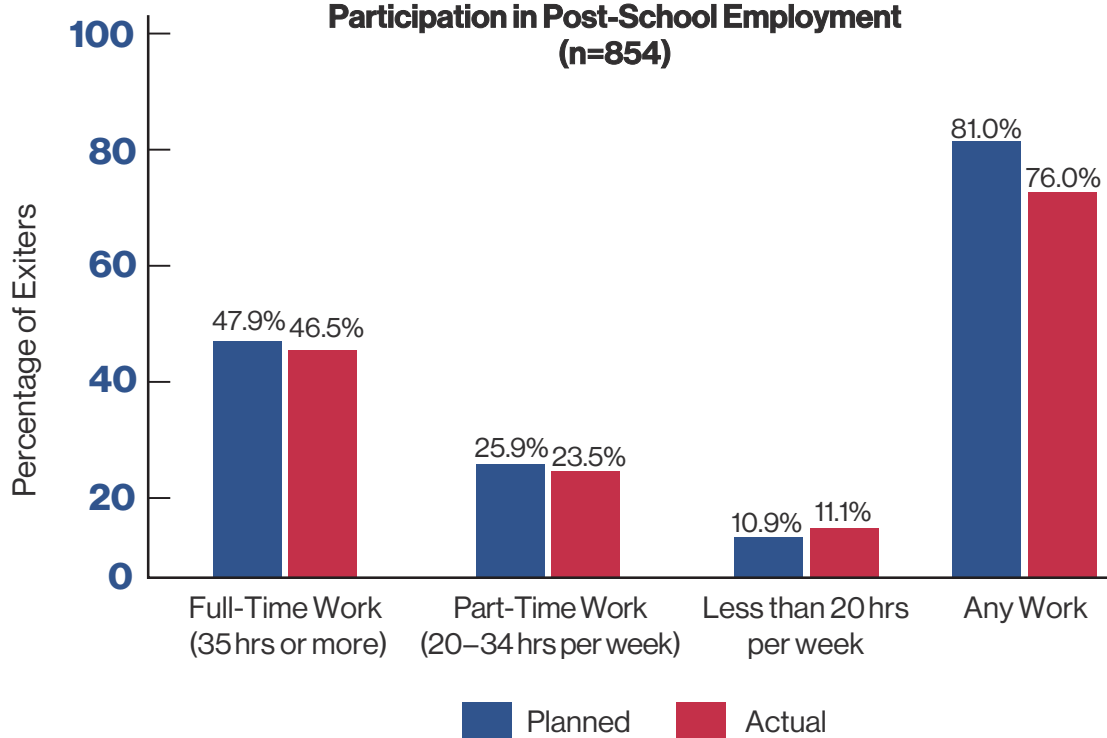




Section XI: OLTS COHORT (2020) Exiters Transition to Employment

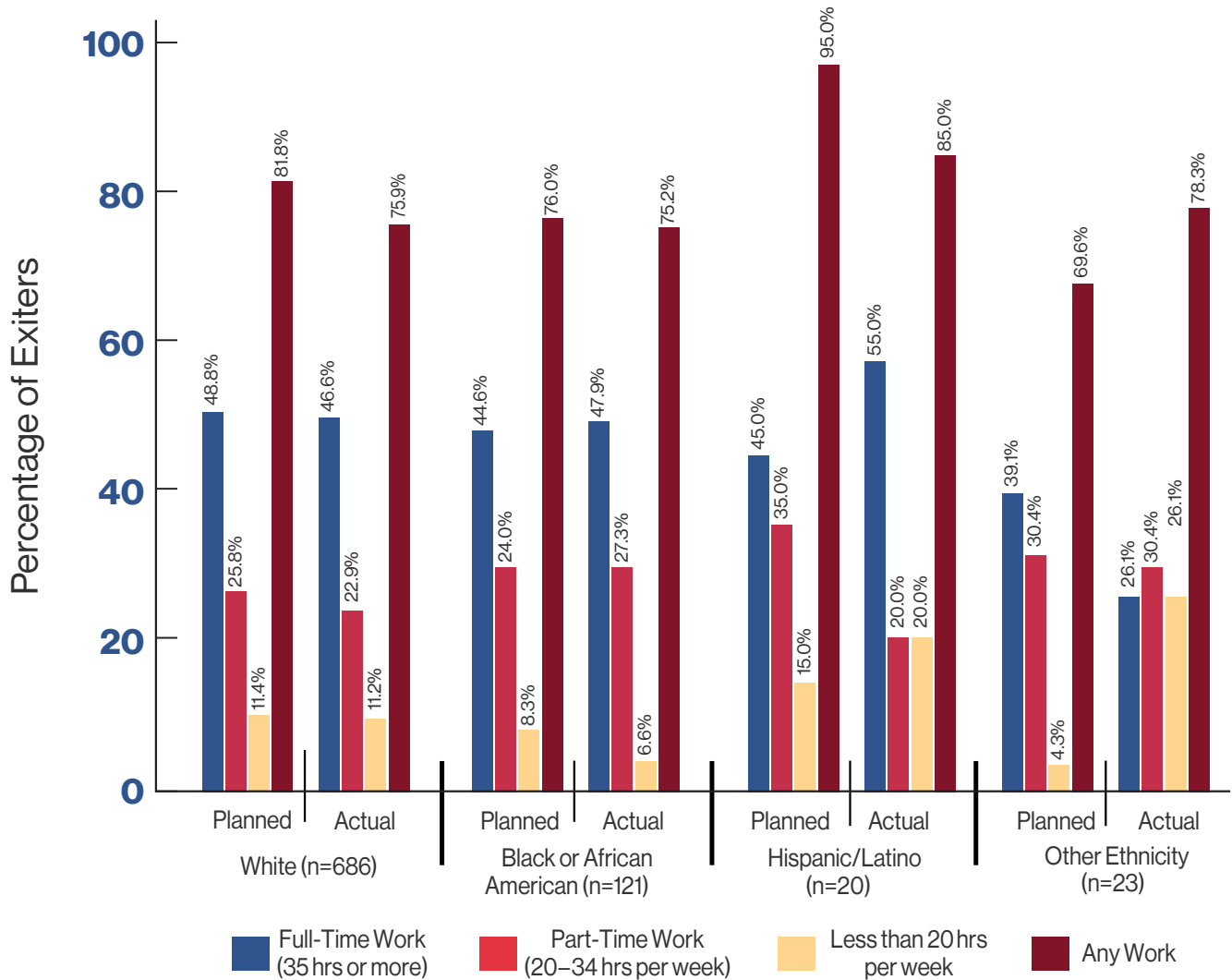
OLTS 2020 exiters' plans for employment at exit were consistent with their actual employment experiences reported during the year since leaving school (see Figure 23). Percentage differences between exiters' plans for employment and their employment experiences after leaving school ranged from a low of .2 (working less than 20 hours) to 2.4% (part-time work). Almost 50% of 2020 exiters reported working full-time in competitive integrated employment after leaving school. Any work represents the combined total number of exiters across the three OLTS survey response categories including full- and part-time work and working less than 20 hours.

Figure 23: OLTS 2020 Exiters' Planned and Actual Participation in Post-School Employment (n=854)



Ethnicity and Employment. Exiters working full- or part-time who identified as Black or African American (75.2%) reported the highest level of engagement in employment, followed by exiters who identified as Hispanic or Latino (75.0%), White (67.5%), and Other Ethnicity (see Figure 24). Across all ethnic groups except for Other Ethnicity, at least 44% of 2020 exiters' reported working full-time during the year since exiting high school.

Figure 24: OLTS 2020 Exiters' Planned and Actual Participation in Post-School Employment by Ethnicity (n=850)

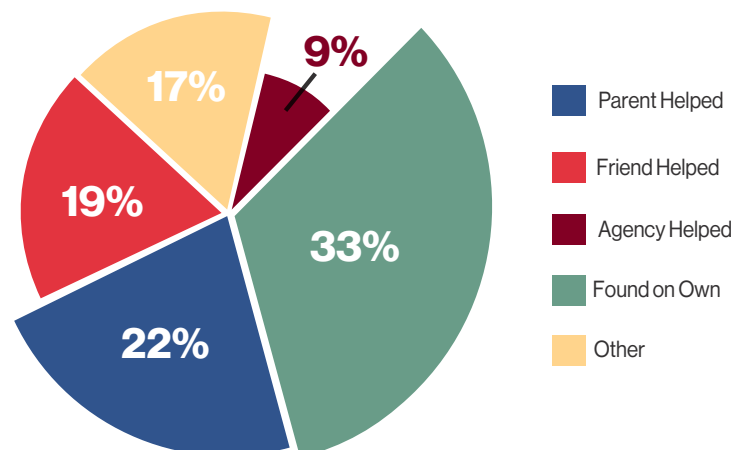


How Exiters Found Employment After Leaving School.

For 2020 exiters who reported working for pay during the year following high school, about one-third of exiters reported finding their job on their own, followed by help from their parents (22.9 %), and friends (19.0%).

Less than 10% of OLTS 2020 Exiters Working During the Year Since Leaving School Reported Receiving Support from an Agency to Find Employment

Figure 25: OLTS 2020 Exiters - Assistance in Finding Employment (n=547)



Section XII: Understanding National and Ohio Predictors of Post-School Outcomes

Sources of Evidence-Based Transition Practices or Predictors. Since the early 2000s, federal education legislation advanced the use of evidence-based practices, including teaching and learning strategies supported by research and objective evidence that would improve student learning and outcomes. Across Ohio, state support team professionals work with education and related services professionals to inform and support the implementation of evidence-based practices. These educational strategies and interventions are aimed at improving student behavior and learning, school retention, graduation, and post-school engagement in postsecondary education, careers, and military service.

Transition-focused evidence-based practices have been identified and advanced through the work of several federally funded research and technical assistance centers but most notably the National Technical Assistance Center on Transition: The Collaborative and its predecessor National Technical Assistance Center on Transition (NTACT). Through the work of the Center and researchers, a consistent set of in-school activities and student experiences (i.e., predictors) that positively relate to exiters' post-school success across employment, education, and independent living have been systematically identified from the research conducted over the last two decades. This means when these specific practices or activities are implemented with students with disabilities, the likelihood of a favorable employment or educational outcome increases. These predictors can be found at:

NTACT Predictors of Post-School Outcomes for Youth with Disabilities

<https://transitionta.org/effective-practices/all-predictors/>

Similarly, and since the inception of the OLTS, KSU researchers have identified predictors of transition to competitive employment and enrollment in 2- and 4-year colleges for OLTS exiters. These predictors have been shared through OLTS Annual Reports and derived from Ohio's Indicator 14 data collected by district representatives.

OLTS Annual State Reports

<https://www.kent.edu/ehhs/centers/cite/olts-state-reports>

Specific student characteristics and experiences (i.e., predictors) that demonstrate a strong relationship to positive Indicator 14 post-school outcomes follow. OLTS SAMPLE predictors are aligned with the Indicator 14 post-school engagement categories. NTACT predictors follow the OLTS predictors.

OLTS SAMPLE (2010-2020) Exiters Predictors of Postsecondary Education (Indicator 14 Post-school Engagement Status Category 1, 2- and 4-year college)

- Female students were 1.5 times more likely to be enrolled in 2- and 4-year colleges within one year of leaving high school than their male peers.
- Black or African American exiters were 1.2 times more likely to be enrolled in 2- and 4-year colleges within one year of leaving high school than their White counterparts.
- Specific to Black or African American exiters, female students were 1.4 times more likely to be enrolled in 2- and 4-year colleges within one year of leaving high school than their male peers.
- Black or African American students who, at the time of exit, indicated they planned to go on to postsecondary education were 3.6 times more likely to participate in postsecondary education. (NTACT Predictor: Goal Setting)

NTACT Predictors of Participation in Postsecondary Education

- Career technical education (formerly known as vocational education)
- Goal setting
- Inclusion in general education settings
- Paid employment and work experiences
- Program of study
- Self-advocacy/ Self-determination
- Transition programs
- Youth autonomy (e.g., decision making)

OLTS SAMPLE (2010-2020) Exiters Predictors of Competitive Employment (Post-school Engagement Status Category 2, Full- and Part-Time Work)

- Exiters completing three or more semesters in CTE are 1.17 more likely to be competitively employed. (NTACT Predictor: Career and Technical Education)
- Exiters who had paid school-supervised community work experience were 1.18 times more likely to participate in post-school employment within one year of leaving high school. (NTACT Predictor: Paid Employment and Work Experiences)
- Exiters working for pay on their own are 1.65 times more likely to participate in post-school employment within one year of leaving high school. (NTACT Predictor: Paid Employment and Work Experiences)
- Specific to Black or African American students, exiters working for pay at a job they found on their own are 1.5 times more likely to be competitively employed after leaving high school. (NTACT Predictor: Paid Employment and Work Experiences)
- Specific to Black or African American students, individuals who communicated they intended to work full- or part-time when surveyed during their final year of school, were 2.3 times more likely to report having worked full- or part-time during the year since exiting high school. (NTACT Predictor: Goal Setting)

NTACT Predictors of Post-School Competitive Employment

- Career technical education (formerly known as vocational education)
- Goal setting
- Inclusion in general education settings
- Paid employment and work experiences
- Parental expectations
- Self-advocacy/Self-determination
- Student support
- Work study
- Youth autonomy (e.g., decision making)

Using OLTS and existing national predictors of favorable post-school outcomes for students with disabilities represents a means for practitioners and transition stakeholders to examine program practices and student outcomes. Reviewing a district's OLTS and Indicator 14 data in consideration with other available state and district data represents a means for identifying areas to target for development or improvement related to transition programming as well as across specific student sub-groups served through special education.

It would also be important for transition teams to review the district's special education profile. In addition to providing results for Indicator 14, the district's profile provides data for other transition related indicators that are collected via Ohio's Education Management Information System (EMIS). Descriptions of the transition related indicators (1, 2, 13, 14) follow.

Ohio's Exiting Indicators

Indicator 1: Percentage of youth, aged 14-21, with Individualized Education Programs exiting high school with a regular high school diploma.

Indicator 2: Percentage of youth, aged 14-21, with Individualized Education Programs dropping out of high school.

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Indicator 14: Percentage of youth who are no longer in secondary school, had Individualized Education Programs in effect at the time they left school and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- 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.

View Ohio's Indicators and Targets Here:

<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>

National and Ohio predictors along with district and other stakeholder data represent important elements for transition teams to consider as they discern areas for improving or enhancing program practices and student services.

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