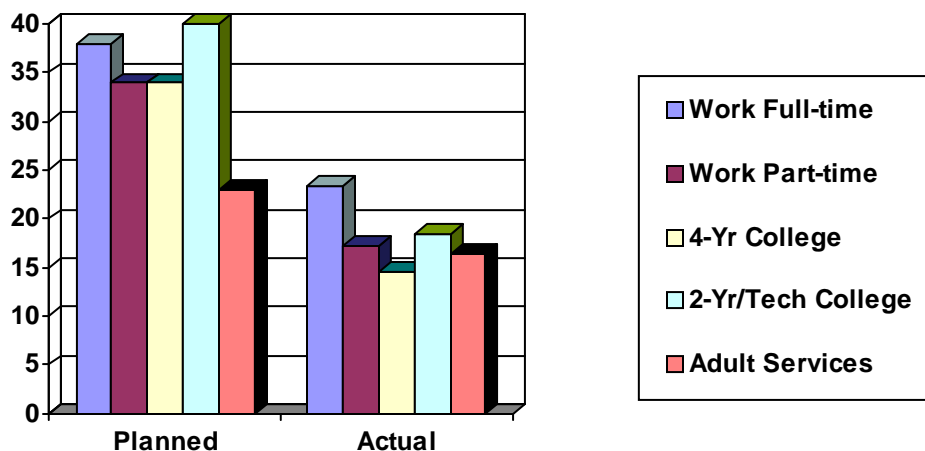


OLTS Highlights—SST 13

The sample for State Support Team Region 13 consisted of 1,783 exit surveys for years 2005 through 2010. Three-hundred and eighty-four follow-up surveys have been collected representing graduates from 2005 through 2009 for a return rate of 38%. All districts in Region Thirteen have participated in the required Indicator 14 component of Ohio’s State Performance Plan. This brief provides this region’s highlights for participating in the Ohio Longitudinal Transition Study (OLTS).

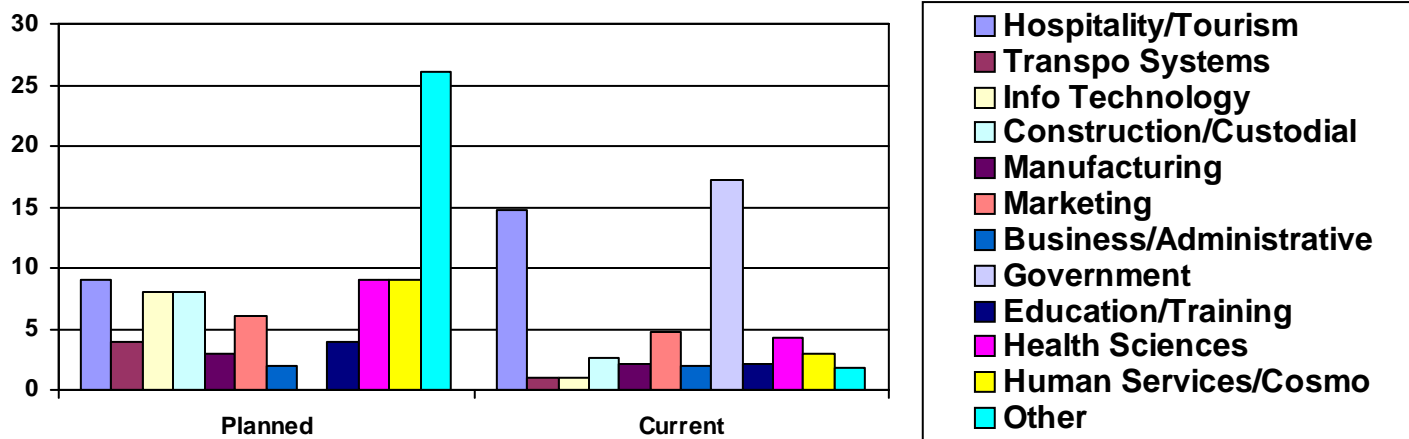
Expected and Actual Postschool Outcomes



Nearly 72% of the students interviewed at graduation planned to work and nearly 41% were working one year later. Seventy-four percent of the students surveyed planned to receive additional postsecondary education and 33% had participated in postsecondary education training one year later.

The top three reasons cited for not working included: enrolled in postsecondary education (65%), could not find a job of interest or any job at all (43%), and other (33%). “Other” reasons cited included medical issues, the economy and being laid off, incarceration, and pregnancy. The top three reasons for not attending a postsecondary education program included: other (43%), changing plans (16%), and not enough money (23%). The “other” reasons cited included: didn’t want to go, medical and mental health issues, child care issues, and needed more help with classes.

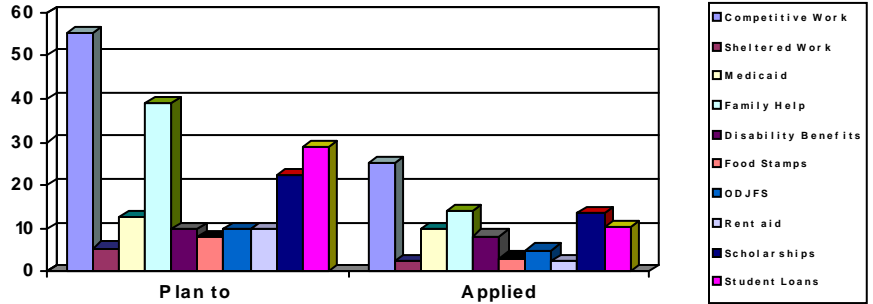
Expected and Actual Fields of Employment



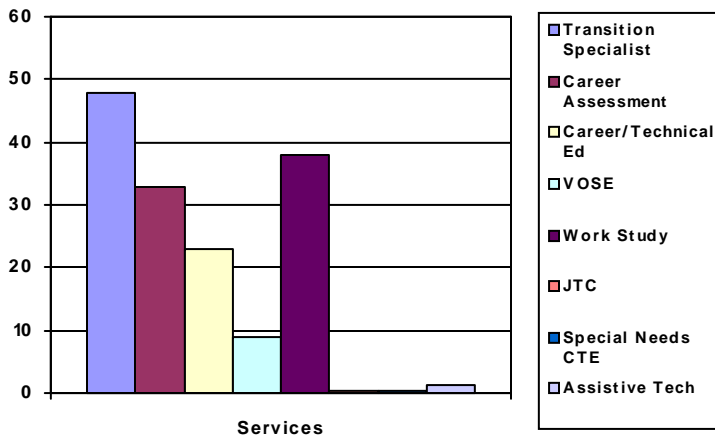
The categories for “fields of employment” now mirror Ohio’s 16 Career and Technical Education strands. The primary desired areas of employment included health care, human services, construction/janitorial, computers, and hospitality and tourism. Other areas of interest included: law and public safety, the military and other governmental jobs, and the arts. One year later, jobs in the food service industry, marketing, government and public admin jobs, and health sciences. The majority of the jobs students were working in required short term and on the job training—whereas many desired areas require more training and degrees.

Plans to Pay for Things

Students were asked at exit how they planned to support themselves. They were also asked at exit if any of those supports were in place. The most dramatic drops are seen in the categories of competitive employment, loans, and scholarships.



Transition Services Received



This follow-up sample consisted of students with the identified disabilities of: SLD (51%); MR (18%); OHI (12%); Multiple Disabilities (4%); SED (6%); Autism (4%); and HI, Speech/Lang., TBI, OI, VI (1%).

Sixty-three percent of this sample were males and 37% females. Sixty-nine percent were Caucasian and 25% were African-American. The remaining students identified Native American, Hispanic, Asian American, and Other as their ethnicity.

All students in this samples received services from transition professionals (i.e., WS, VOSE, JTC, or Transition Specialist). Twenty-three percent participated in Career and Technical Education programs.

Ratings of Services

Paid work on their own was rated the most helpful on a 4 point scale by students surveyed at exit. CTE and IEP meetings were close behind. Activities that involved testing were rated the least helpful by students.

Students were also asked which transition services would they have liked to received—but did not during their secondary career included those related to the outcomes of work (job shadowing, in-school jobs, and paid supervised work) and college (classes at community college, help applying for college, and visits to college)

