

Exploring IEP Transition Planning Experiences and Future Goal Aspirations of ELs and non-ELs with Disabilities

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NATIONAL CENTER ON EDUCATIONAL OUTCOMES

UNIVERSITY OF MINNESOTA

Presentation Goals

1. Describe populations and differences between students with disabilities and ELs with disabilities
2. Provide an overview of NLTS 2012.
3. Describe youth's and parent's experience in the IEP transition planning meeting and youth's role in decision making.
4. Examine students and parents expectations in relation to post-school goals for postsecondary education, employment, community living, and financial independence.

Background

1. Congressionally mandated study conducted between 2010-2015 (IES, NCEE).
2. Supports IDEA 2004 transition service requirements and used in any future reauthorization of the Act.
3. Educational, social, and economic landscape for all youth have changed over time.
 - increased emphasis on postsecondary education.
 - increased attention on school completion.
 - college and career readiness.
 - increased emphasis on self-determination.

Background - cont.

4. Shift in percentage of students in disability categories has occurred.

NCEO data analytic report #8 #9

Data Analytics #8: [Percent of Students with Disabilities by Disability Categories for 2005-06 to 2016-17](#)

Data Analytics #9: [Percent of ELs with Disabilities from 2013-14 to 2016-17](#)



DATA ANALYTICS

National Center on Educational Outcomes

Overview: Percent of Students with Disabilities from 2016-17

Students with disabilities are students who receive special education services as indicated in an Individualized Education Program (IEP). The U.S. Department of Education receives data from states on the number of students with disabilities by category, and by state. This report presents information on the percent of students with disabilities overall and the percent of these students by category for school years 2005-06 to 2016-17, for the 50 regular states. Click on the Additional Information tab for details on data sources used and the disability categories used.

Regular States - Percent of Students with Disabilities by Year

Make choice in menu to change views. Choose at least one option in menu to view data.

Year

Percent of Student with Disabilities



Note. Scale shifts across states to represent the midpoint



DATA ANALYTICS

National Center on Educational Outcomes February 2019 - Number 8

State Profiles: Percent of Students with Disabilities by State

Select a state to view data on the percent of students with disabilities overall and the percent of students receiving special education services by category, across years 2005-06 to 2016-17.

State





Percent of Students with Disabilities by Disability Categories

Make choice in menu to change view.

Year

2016-17 ▼



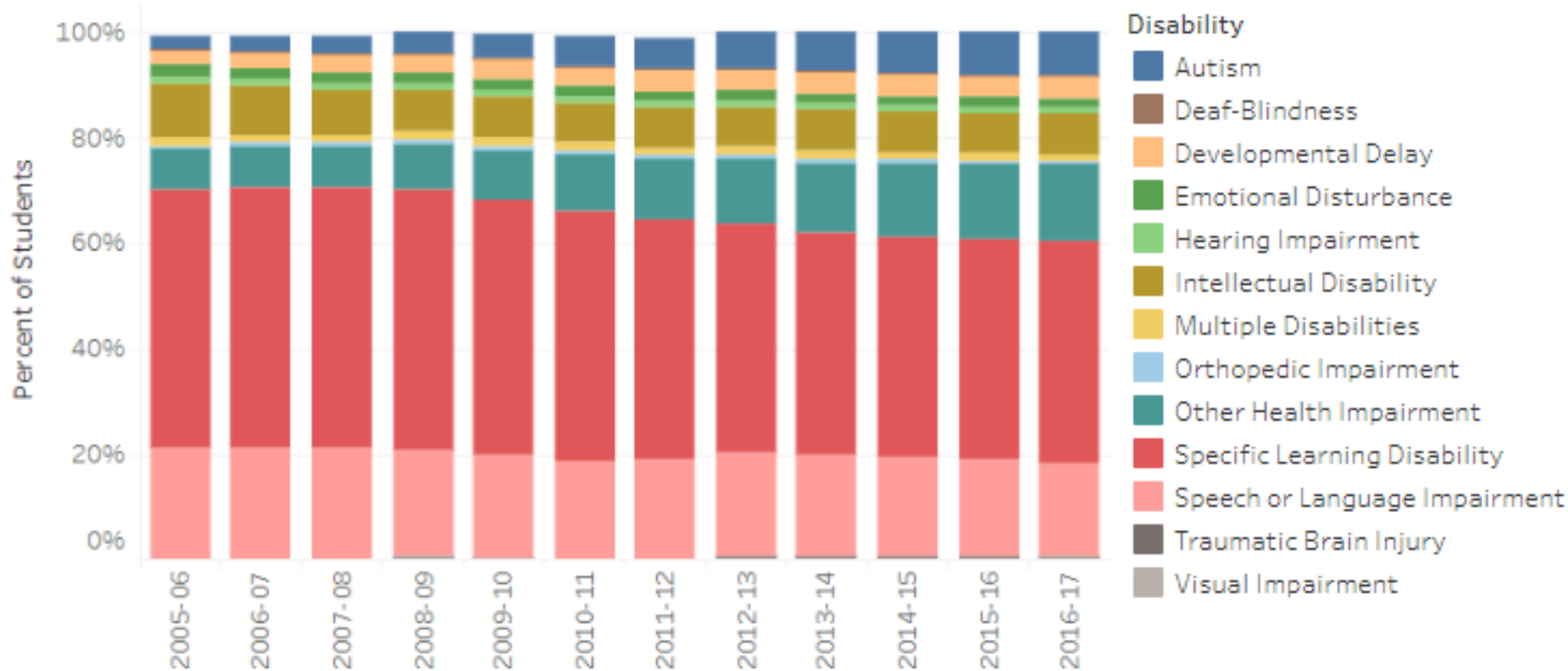
Disability

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Percent of Students with Disabilities by Disability Category and Year (Bar Graph)

Make choice in menu to change view.

Disability





DATA ANALYTICS



National Center on Educational Outcomes

May 2019 - Number 9

Overview: Percent of ELs with Disabilities from 2013-14 to 2016-17

English Learners with disabilities are students who receive special education services as indicated in an Individualized Education Program (IEP) and who also have limited English proficiency. The U.S. Department of Education receives data from states on the number of these students in each of 13 disability categories. The number and percent of ELs with disabilities varies over time, by category, and by state. This report presents information on the percent of students with disabilities ages 6-17 who are also ELs (i.e., ELs with disabilities), and the proportion of these students by category for school years 2013-14 to 2016-17, for the 50 regular states. See the Additional Information tab for details on data sources used, how values in this report were calculated, and the disability categories used.

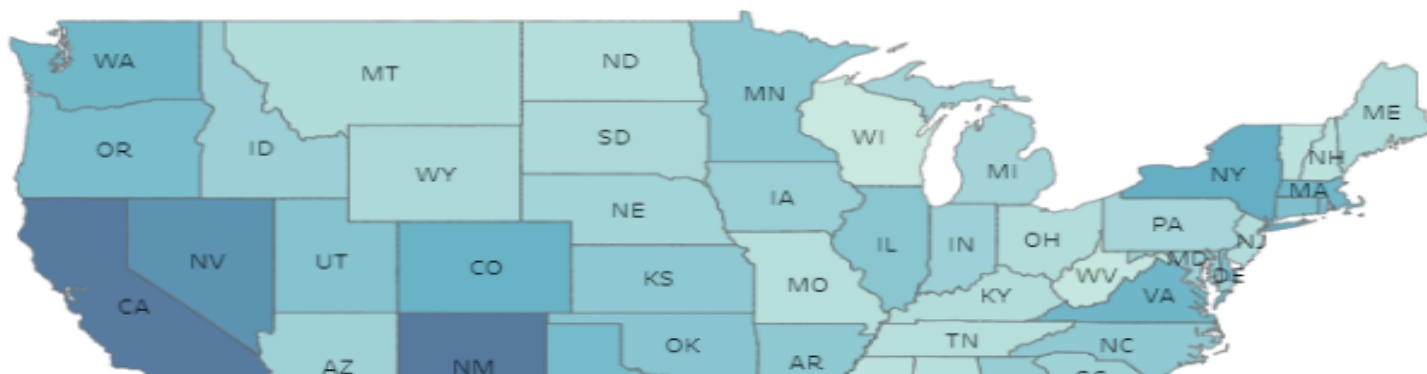
Percent of ELs with Disabilities by Year

Make choice in menu to change views.

Year

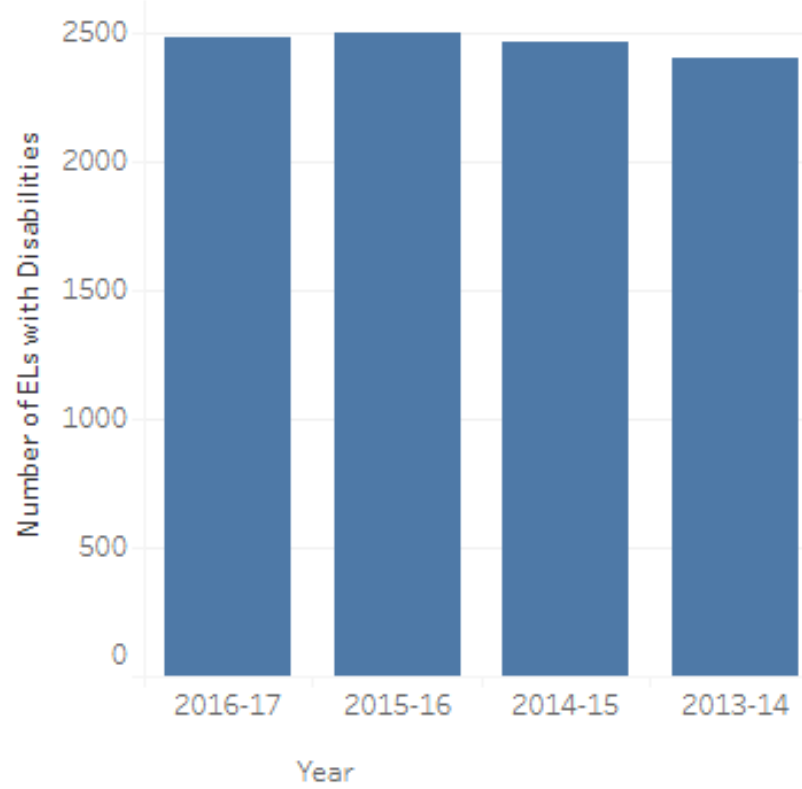
2016-17

Percent of ELs with Disabilities

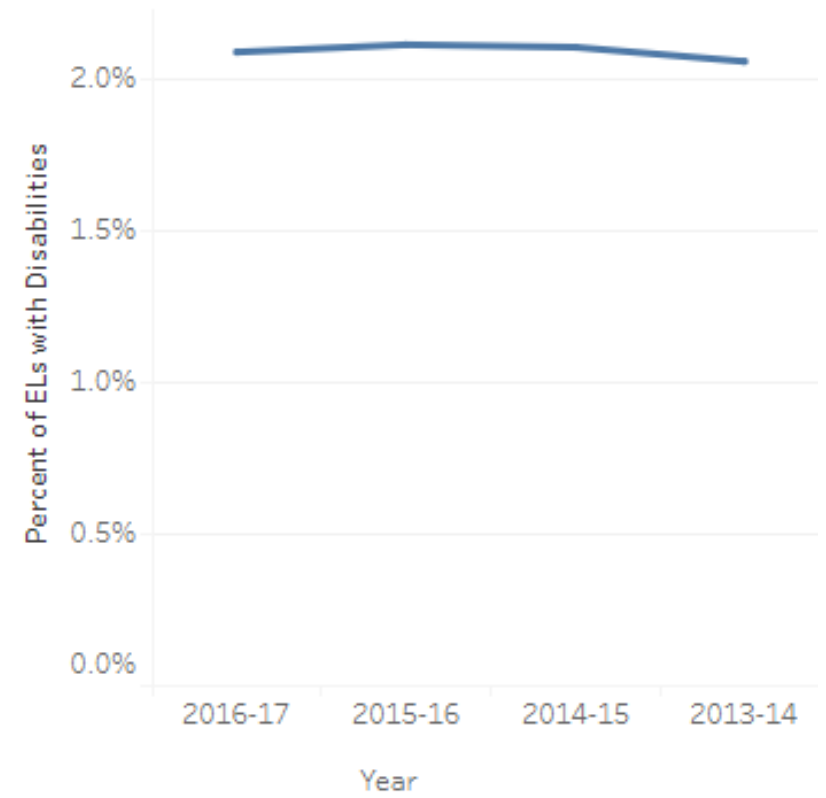




Number of ELs with Disabilities



Percent of ELs with Disabilities

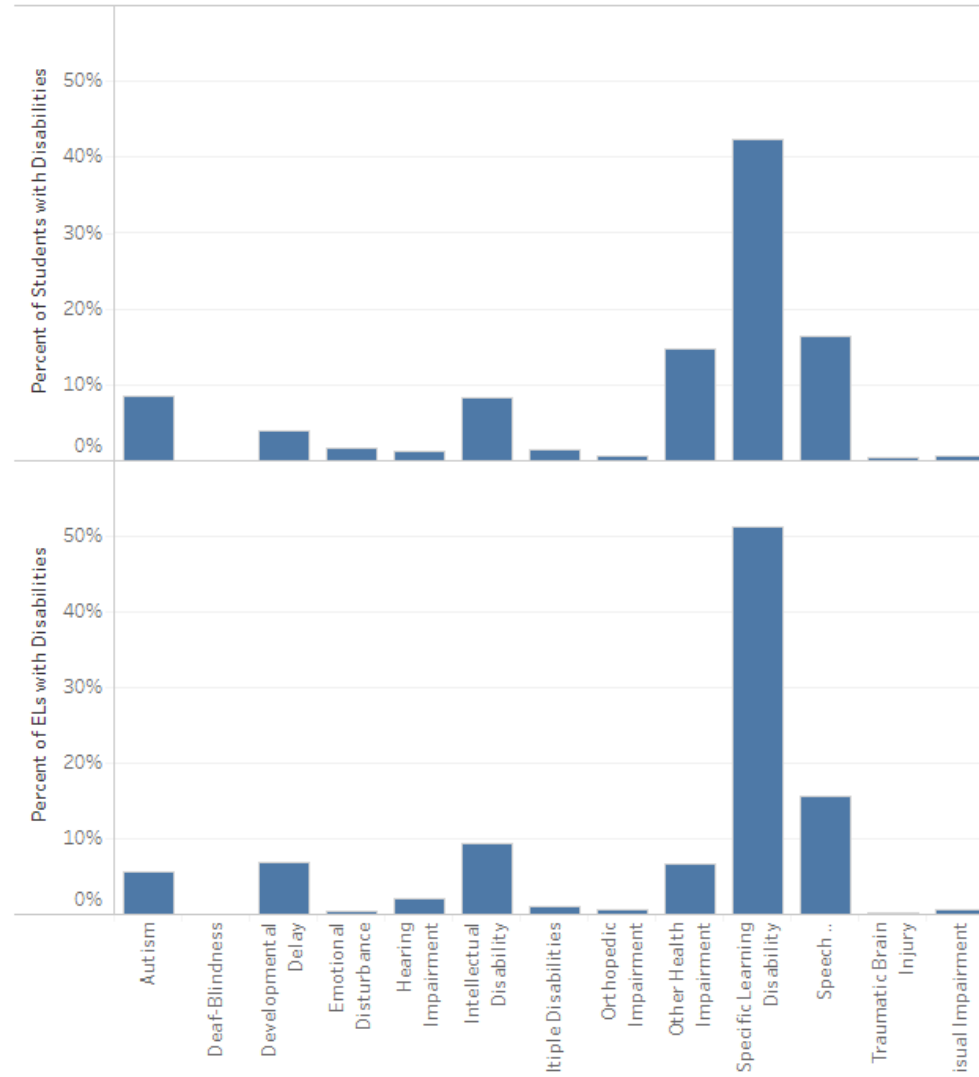


By Disability Category

Make choice in menu to change views.

Year

- 2017-18
- 2016-17
- 2015-16
- 2014-15
- 2013-14



NLTS 2012 Design

- **Sample**

- Nationally representative sample of nearly 13,000 youth in grades 7–12 (ages 13–21) and 13,000 parents from more than 400 districts.
- Youth with an IEP (81%) and without (19%)
- Representative samples of 12 disability groups, 504 plan youth

- **Surveys of parents and youth**

- Data collection over two years (2012–2013)
- Response rates: Parents (59%); Youth (49%)
- Weights adjusted so the findings represent those who did and did not respond to the survey

NLTS 2012 Design

- For this presentation data
 - Enrolled in school
 - 14-22 years old
 - ELs with disabilities (n = 420)
 - non-ELs with disabilities (n = 5,240)
- NLTS 2012 is a cross-sectional study-baseline data only.

Research Questions

- 1) To what extent do ELs with disabilities and non-ELs with disabilities participate in **IEP transition planning meetings**?
- 2) What do parents and students expect for **post-school outcomes** (including goals for post-secondary, living independent, and financial independent)?
- 3) How does participating in IEP transition planning meetings influence future goals for ELs with disabilities and non-ELs with disabilities? and
- 4) Do student and family characteristics predict (a) **IEP transition planning participation** and (b) **post-school goals** for ELs with disabilities and non-ELs with disabilities?

Individual characteristics

Demographic information

Gender
Race
Age
Free/reduced lunch
Functional skills

Education experiences

Held back a grade
Expelled from school
Out-of-school suspension

IEP/transition planning meeting experiences

Participation

Invitation
Attendance
Met with School staff to develop a transition plan

Student involvement

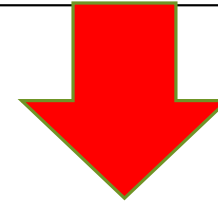
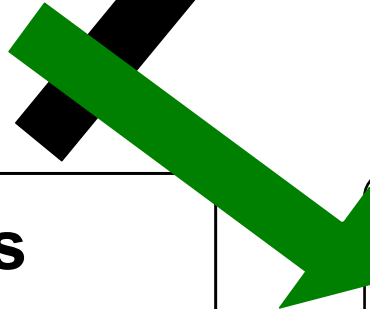
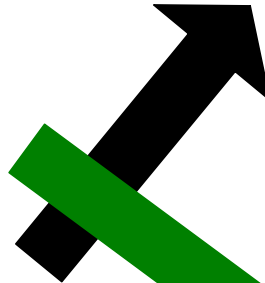
Youth's role in the meeting
Youth's contribution in coming up with goals

Parent/Family characteristics

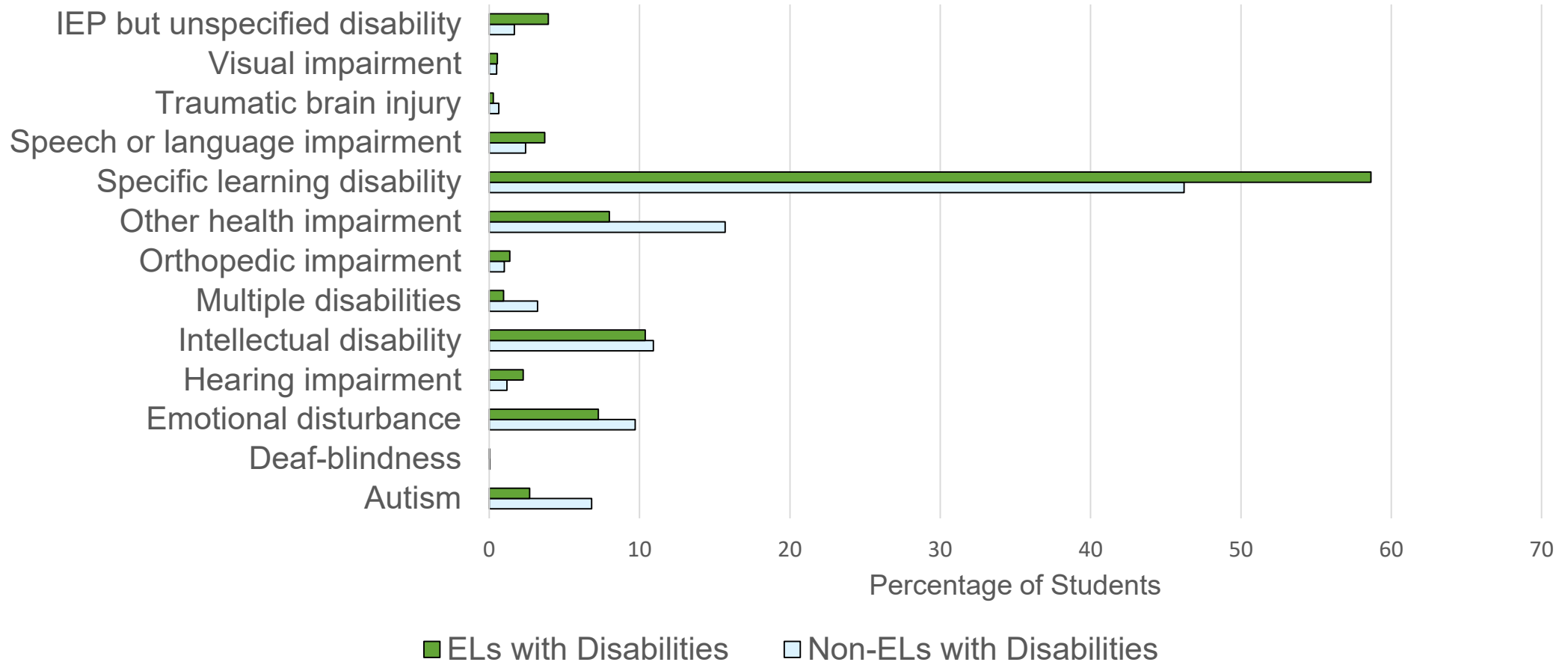
Household income
Parent's highest education level
Parent involvement
At home
At school

Post-school future goal aspirations

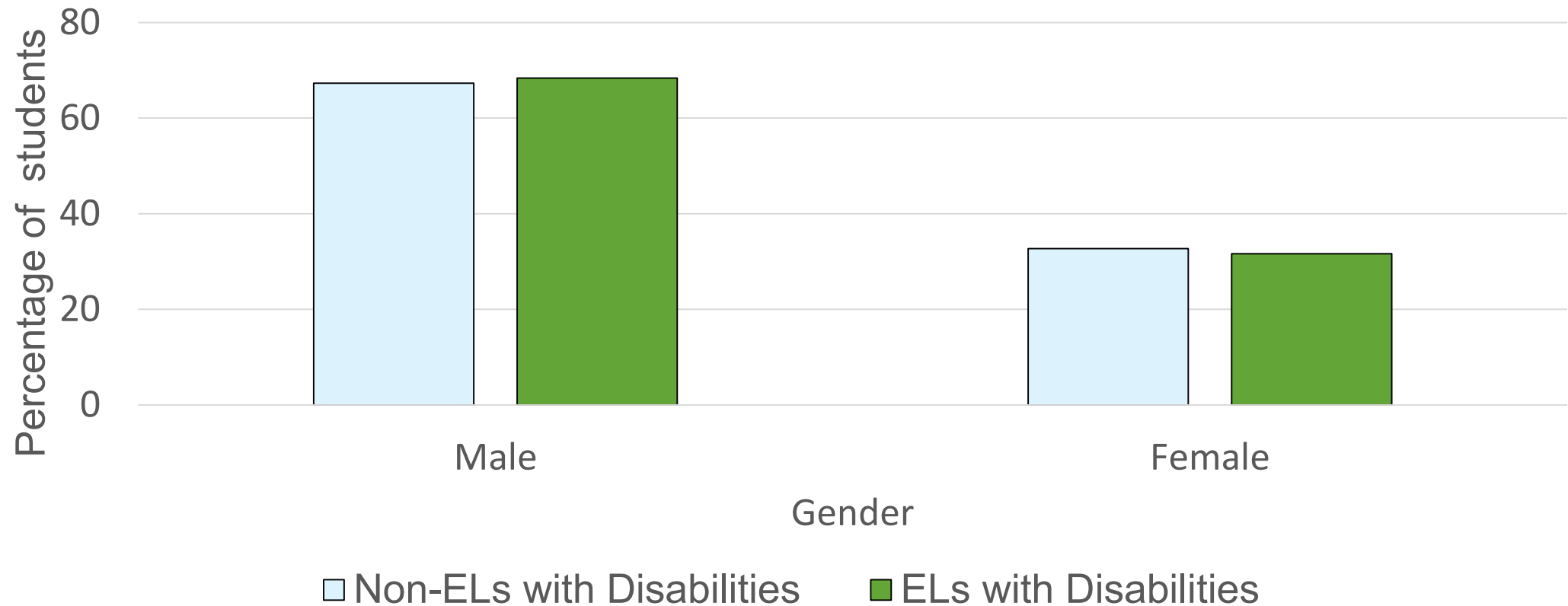
Employment
Postsecondary education
Living independently
Financial independently



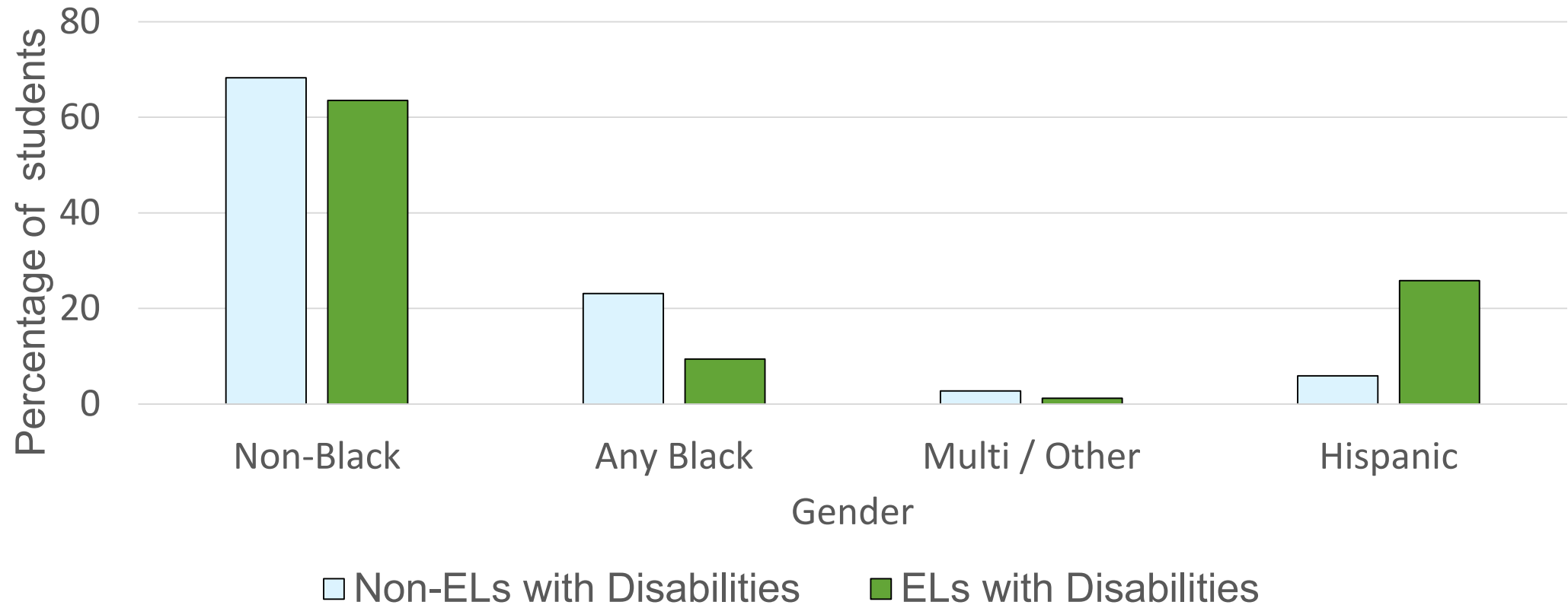
Sample—Disability Group



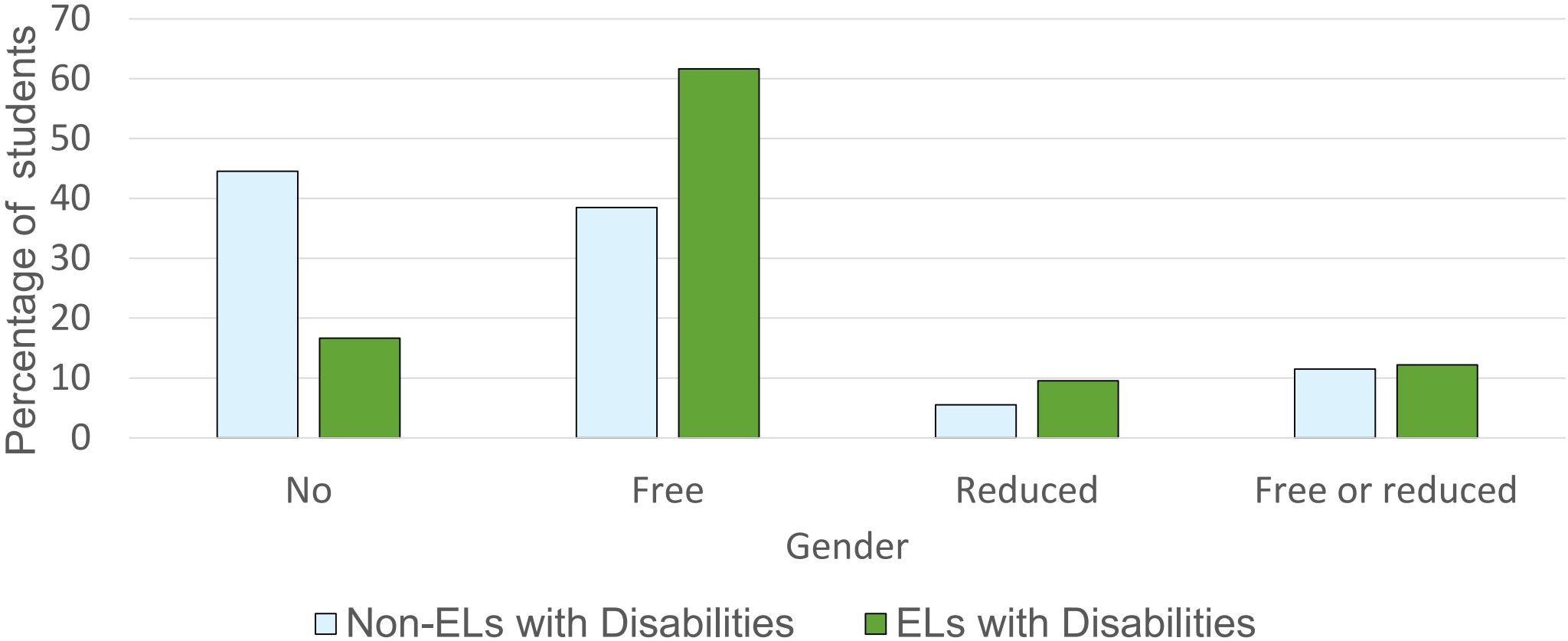
Sample—Gender



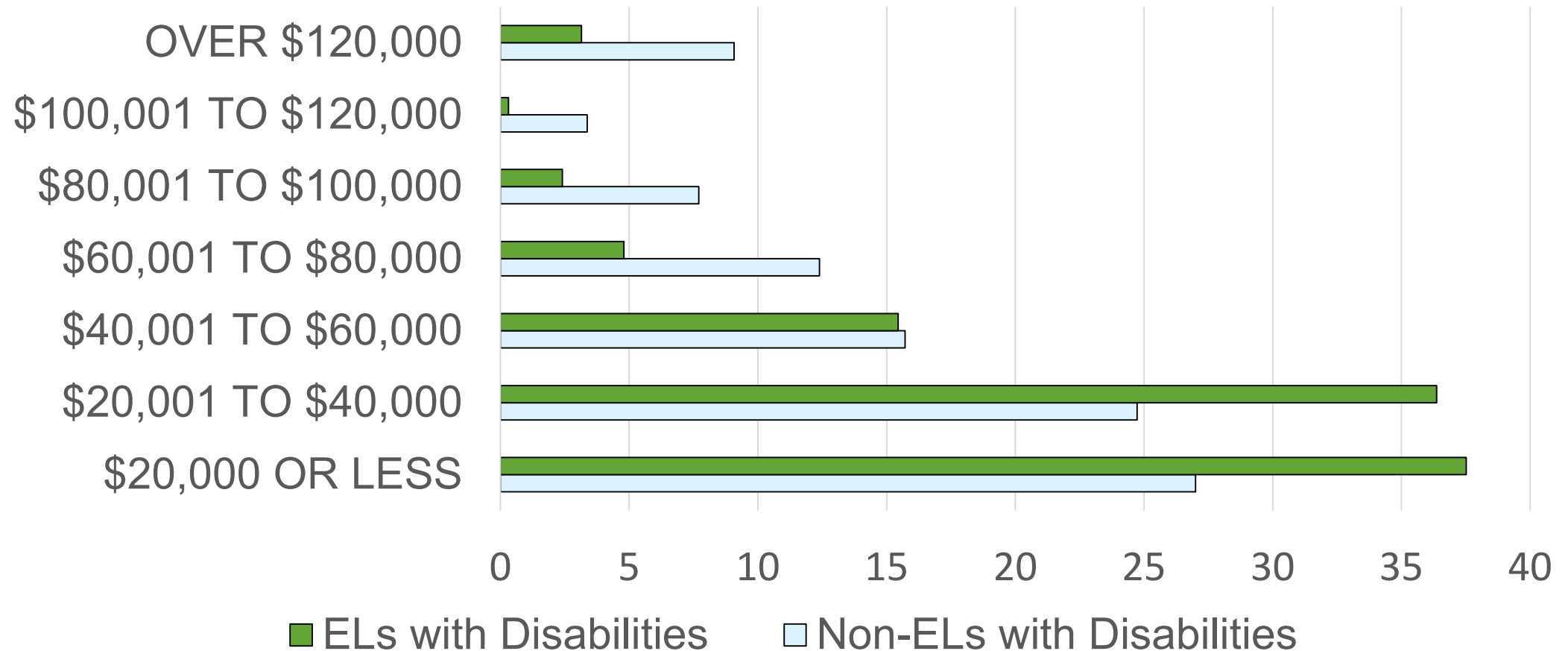
Sample—Ethnicity



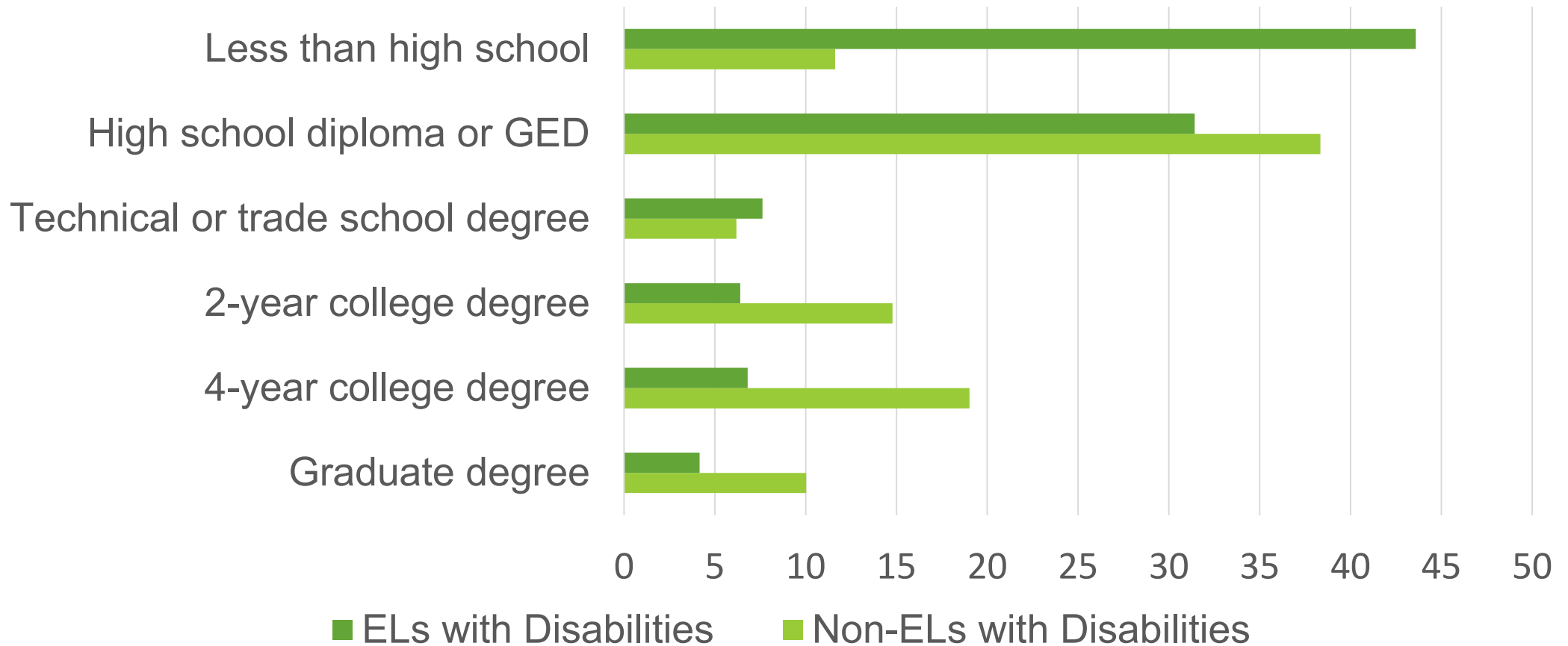
Free/reduced lunch



Sample—Household Income



Sample—Parent Highest Education



Measures

IEP/transition planning meeting experiences

- Participation
 - Invitation
 - Attendance
 - Met with School staff to develop a transition plan
- Student involvement
 - Youth's role in the meeting
 - Youth's contribution in coming up with goals

Postschool future goal aspirations

- Employment
- Postsecondary education (By age 30)
- Living independently (By age 30)
- Financial independently (By age 30)

Individual characteristics

- Demographic information
 - Gender
 - Race
 - Age
 - Free/reduced lunch
- Functional skills
- Education experiences
 - Held back a grade
 - Expelled from school
 - Out-of-school suspension

Parent/Family characteristics

- Household income
- Parent's highest education level
- Parent involvement

RQ1

To what extent do parents and ELWDs and non-ELWDs participate in IEP transition planning meetings?

Individual characteristics

Demographic information

Gender

Race

Age

Free/reduced lunch

Functional skills

Education experiences

Held back a grade

Expelled from school

Out-of-school suspension

IEP/transition planning meeting experiences

Participation

Invitation

Attendance

Met with School staff to develop a transition plan

Student involvement

Youth's role in the meeting

Youth's contribution in coming up with goals

Parent/Family characteristics

Household income

Parent's highest education level

Parent involvement

At home

At school

Students' future goal aspirations

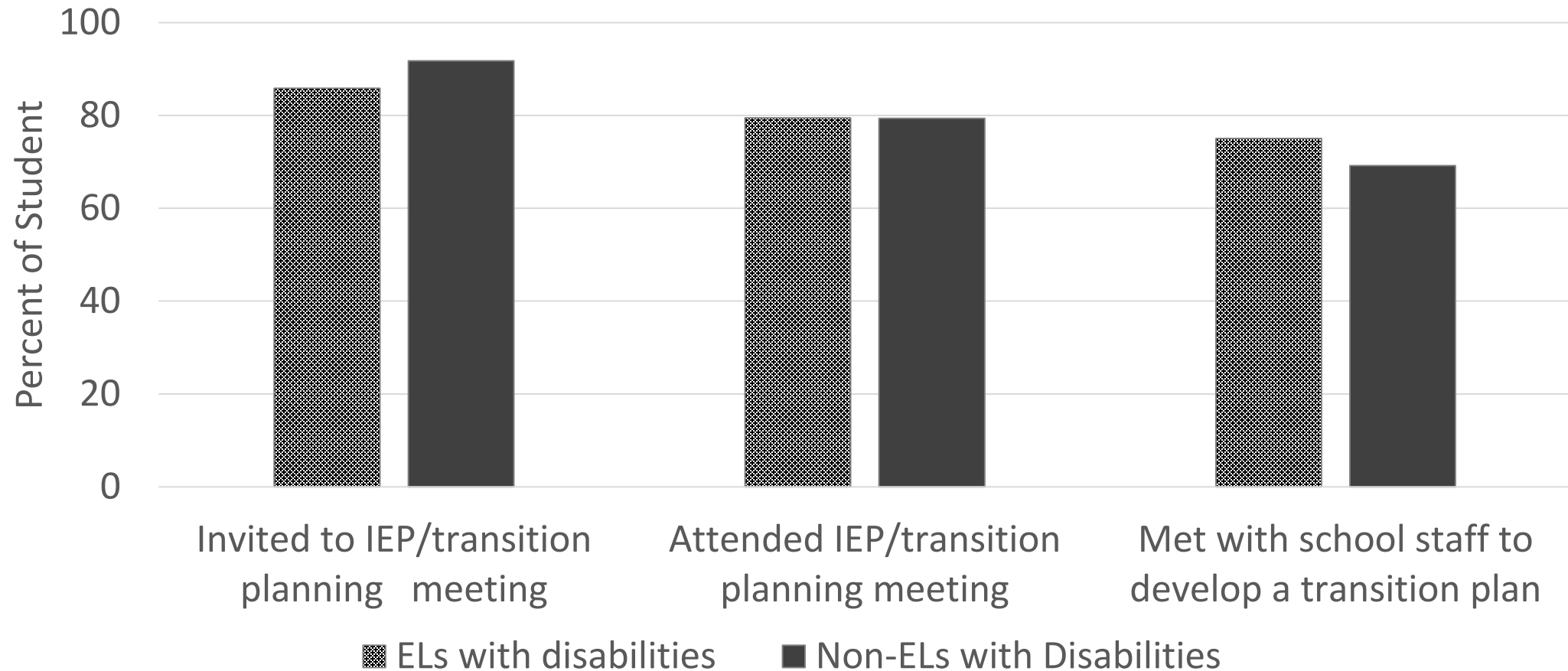
Employment

Postsecondary education

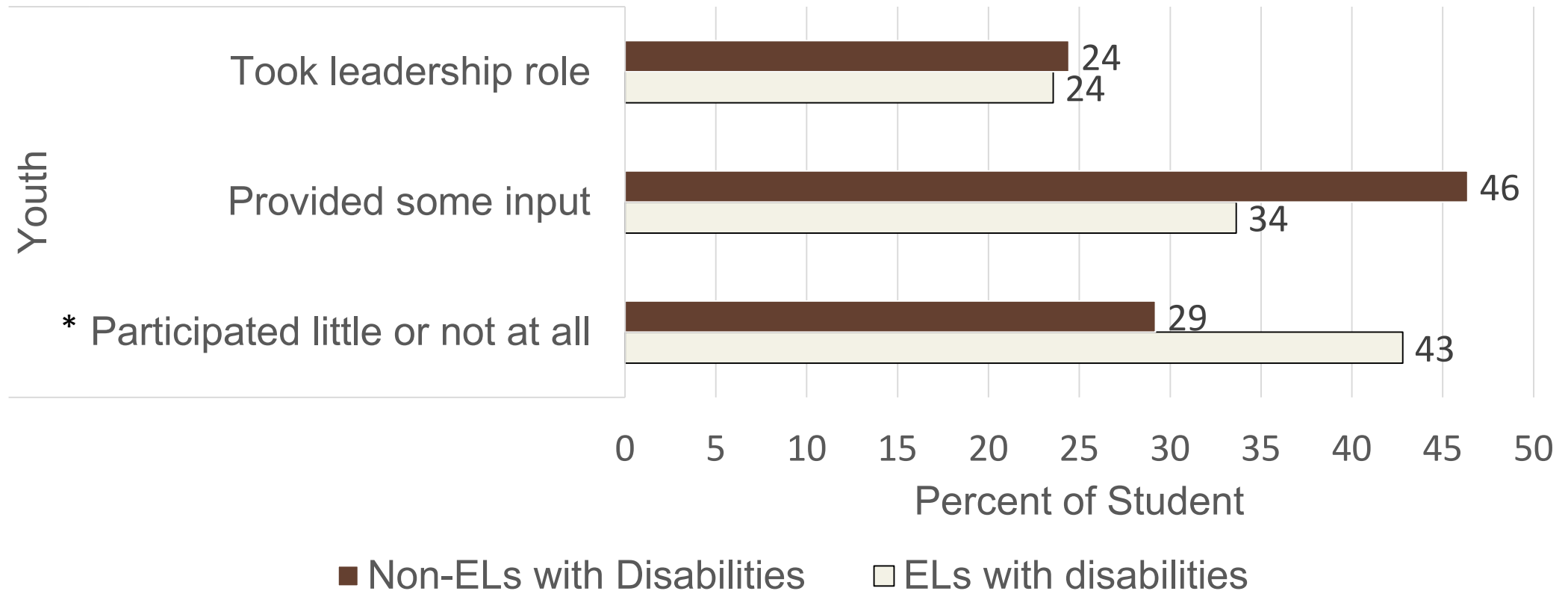
Living independently

Financial independence

IEP/Transition Planning Meeting Participation (ELWD vs. non-ELWD)

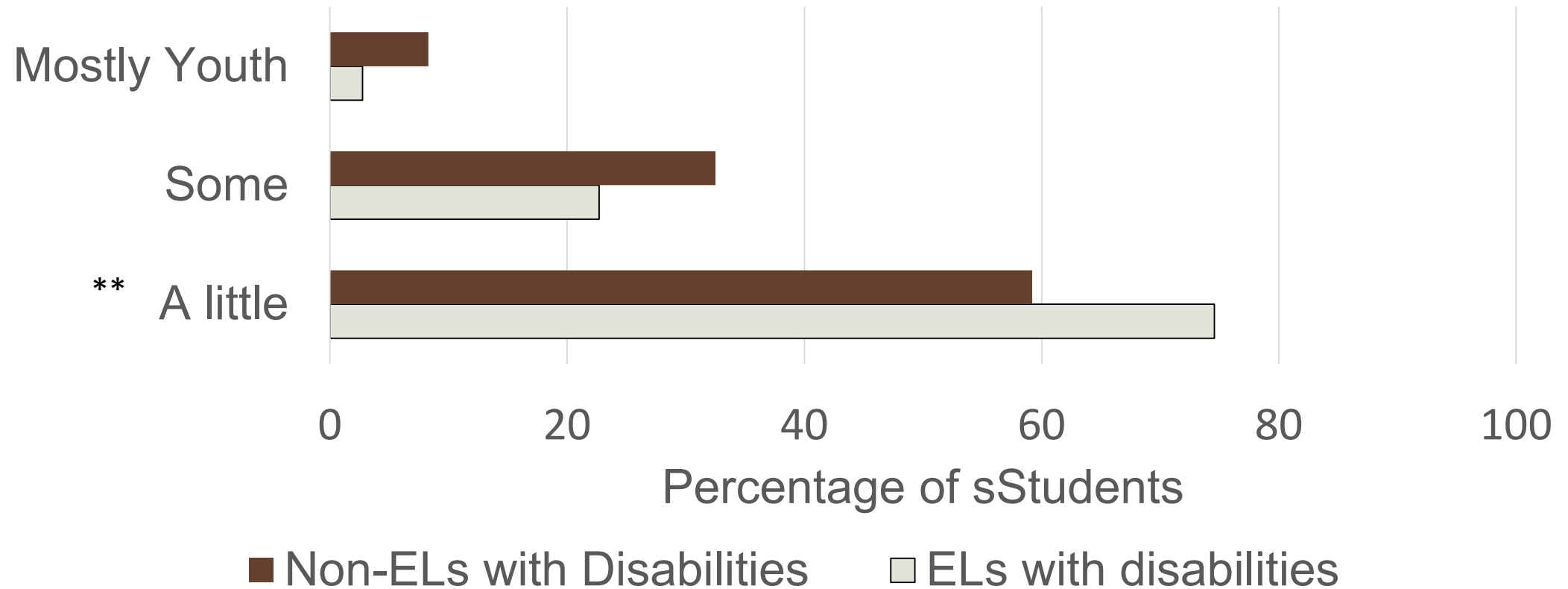


Youth's Role in IEP Transition Planning Meeting (ELWD vs. non-ELWD)



* $p < .05$

Youth's Contribution in Coming up with Goals (ELWD vs Non-ELWD)



Note. From the Parent survey. ** $p < .01$

RQ2

What do parents and ELWDs and non-ELWDs expect for the post-school outcomes (employment, living independently, financial independence, and post-secondary education)?

Individual characteristics

Demographic information

Gender

Race

Age

Free/reduced lunch

Functional skills

Education experiences

Held back a grade

Expelled from school

Out-of-school suspension

IEP/transition planning meeting experiences

Participation

Invitation

Attendance

Met with School staff to develop a transition plan

Student involvement

Youth's role in the meeting

Youth's contribution in coming up with goals

Parent/Family characteristics

Household income

Parent's highest education level

Parent involvement

At home

At school

Postsecondary future goal aspirations

Employment

Postsecondary education

Living independently

Financial independently

Items Related to Post-school Goal Aspirations

Postsecondary education

- Opinion of how far youth will get in school

Living independently

- Likelihood of youth living independently when 30 years old

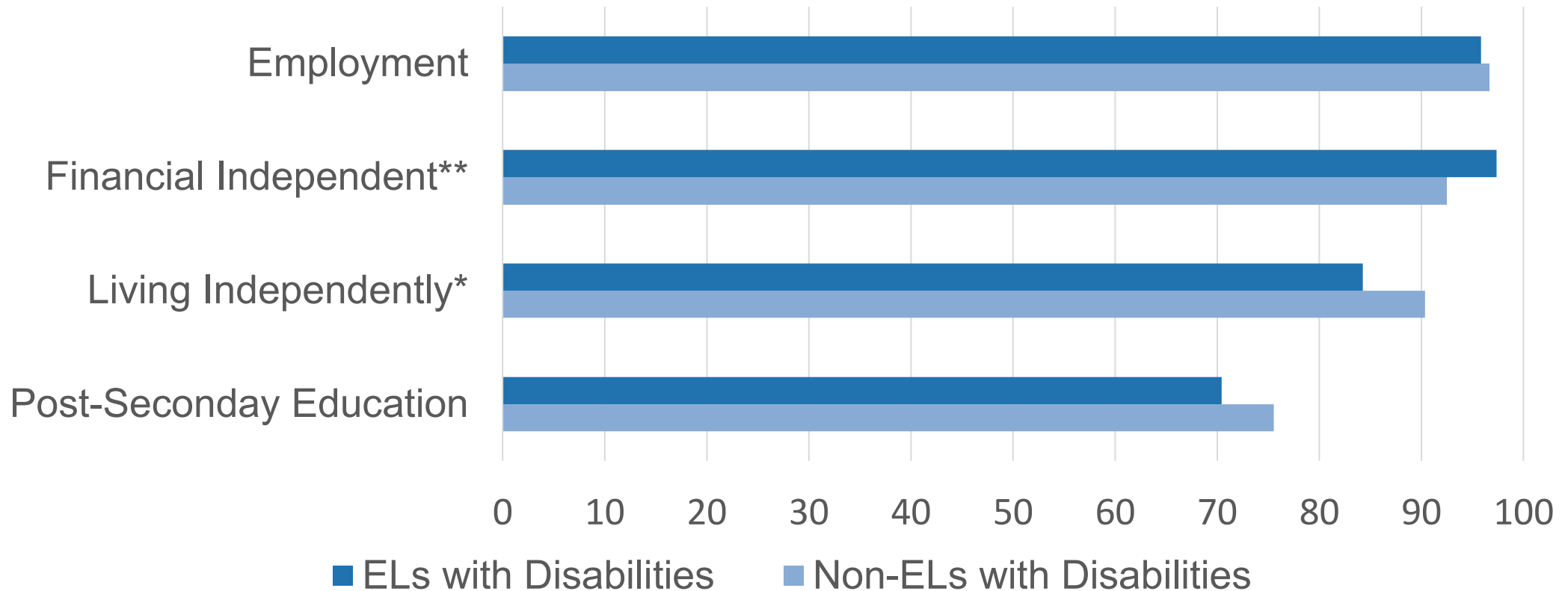
Financial independence

- Likelihood of youth's financial independence when 30 years old

Employment

- Youth's expectations: likelihood paid job by age 30 years old

Goal Aspirations on Post-school Outcomes (Youth: ELWD vs. Non-ELWD)



*Note**: The percentages were significantly different between ELWD and non-ELWD (*p < .05. **p < .01).

RQ3.

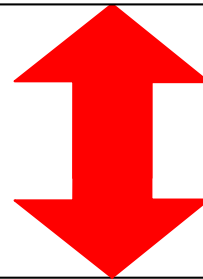
How does participating in IEP transition planning meetings influence future goals for ELs with disabilities and non-ELs with disabilities?

Association

IEP/transition planning meeting experiences

Attendance

Met with School staff to develop a transition plan



No significant
association was found

Postschool future goal aspirations

Employment

Postsecondary education

Living independently

Financial independently

RQ4-a

Predictors of IEP transition
planning meeting
participation

Individual characteristics

Demographic information

Gender
Race
Age
Free/reduced lunch
Functional skills

Education experiences

Held back a grade
Expelled from school
Out-of-school suspension

IEP/transition planning meeting experiences

Participation

Invitation
Attendance
Met with School staff to develop a transition plan

Student involvement

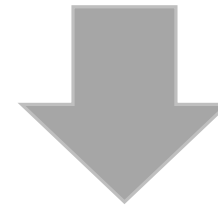
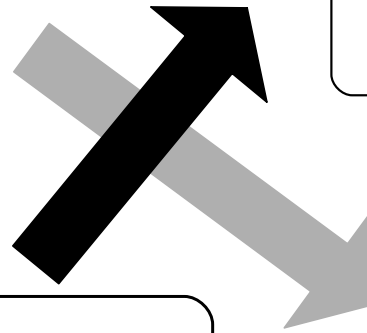
Youth's role in the meeting
Youth's contribution in coming up with goals

Parent/Family characteristics

Household income
Parent's highest education level
Parent involvement
At home
At school

Students' school future goal aspirations

Employment
Postsecondary education
Living independently
Financial independence



Variables Included in the Logistic Regression Model – IEP Transition Planning

Independent Variables

- Youth/parent meeting with school staff to set goals
- Youth/parent's perception of youth involvement in the IEP/transition planning meeting

Predictors

- Individual
 - Disability group
 - Gender
 - Race
 - Free/Reduced Lunch
 - Age
 - Index of Functional skills
- Education experience
 - Held back a grade
 - Expelled from school
 - Out-of-school suspension
- Parent/family
 - Household income
 - Parent's highest education
 - Parent involvement
 - Parent's postsecondary education expectation

Ls with Disabilities

Meeting with school staff

Perception on youth's role

Individual characteristics

Demographic information

Gender (ref: Male)

Age

Race (ref: non-Black)

Any Black

Hispanic

Multi/Other

Free/reduced lunch (ref: No)

LEP status (ref: No)

Functional skills

Education experiences/expectation

Held back a grade (ref: No)

Expelled from school (ref: No)

Out-of-school suspension (ref: No)

Youth's expectation on PSE (ref: No)

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K

\$40K-\$60K

Over \$60K

Parent's highest education level (ref: HS)

Less than HS

More than HS

Parent involvement

At home

At school

Parent Expectation on PSE

Individual characteristics

Demographic information

Gender (ref: Male)

Age

Race (ref: non-Black)

Any Black

Hispanic

Multi/Other

Free/reduced lunch (ref: No)

LEP status (ref: No)

Functional skills

Education experiences/expectation

Held back a grade (ref: No)

Expelled from school (ref: No)

Out-of-school suspension (ref: No)

Youth's expectation on PSE (ref: No)

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K

\$40K-\$60K

Over \$60K

Parent's highest education level (ref: HS)

Less than HS

More than HS

Parent involvement

At home

At school

Parent Expectation on PSE

Non-ELs with Disabilities

Meeting with school staff

Perception on youth's role

Individual characteristics

Demographic information

Gender (ref: Male)

Age

Race (ref: non-Black)

Any Black

Hispanic

Multi/Other

Free/reduced lunch (ref: No) **

LEP status (ref: No)

Functional skills **

Education experiences/expectation

Held back a grade (ref: No)

Expelled from school (ref: No)

Out-of-school suspension (ref: No)

Youth's expectation on PSE (ref: No) *

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K

\$40K-\$60K

Over \$60K

Parent's highest education level (ref: HS)

Less than HS

More than HS

Parent involvement

At home

At school

Parent Expectation on PSE **

Individual characteristics

Demographic information

Gender (ref: Male)

Age

Race (ref: non-Black)

Any Black

Hispanic

Multi/Other

Free/reduced lunch (ref: No)

LEP status (ref: No)

Functional skills

Education experiences/expectation

Held back a grade (ref: No)

Expelled from school (ref: No)

Out-of-school suspension (ref: No) *

Youth's expectation on PSE (ref: No)

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K

\$40K-\$60K

Over \$60K

Parent's highest education level (ref: HS)

Less than HS

More than HS

Parent involvement

At home

At school

Parent Expectation on PSE

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Summary

Predictors of **IEP transition planning meeting experiences** (meeting with school staff & Perception of youth's role) were different between ELWD and non-ELWD.

Meeting with school staff

1. ELWD: held back a grade (-)
2. Non-ELWD: age (+), Free/reduced lunch(+), functional skills(-), held back a grade (-), youth's expectation on post-secondary education(-), and parent's expectation on post-secondary education(+)

Perception of youth's role

1. ELWD: none
2. Non-ELWD: out-of-school suspension (-)

Q4-b

Predictors of Post-school Goals Aspirations

Individual characteristics

Demographic information

Gender

Race

Age

Free/reduced lunch

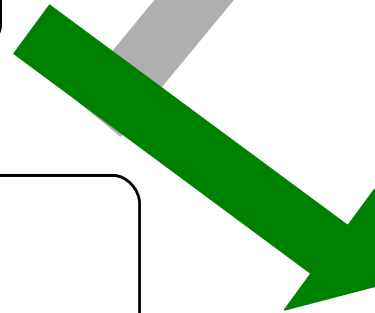
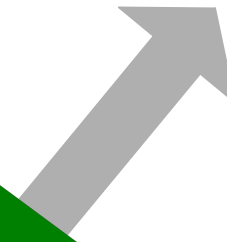
Functional skills

Education experiences

Held back a grade

Expelled from school

Out-of-school suspension



IEP/transition planning meeting experiences

Participation

Invitation

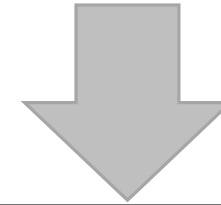
Attendance

Met with School staff to develop a transition plan

Student involvement

Youth's role in the meeting

Youth's contribution in coming up with goals



Parent/Family characteristics

Household income

Parent's highest education level

Parent involvement

At home

At school



Post-school future goal aspirations

Employment

Postsecondary education

Living independently

Financial independence

Variables Included in the Logistic Regression Model – Postschool Goals

Independent Variables

- Obtaining post-secondary education (parent/youth)
- Independent living (parent/youth)
- Financial independence (parent/youth)
- Employment (youth only)

Predictors

- Individual
 - Disability group
 - Gender
 - Race
 - Free/Reduced Lunch
 - EL status
 - Age
 - Index of Functional skills
- Education experience
 - Held back a grade
 - Expelled from school
 - Out-of-school suspension
- Parent/family
 - Household income
 - Parent's highest education
 - Parent involvement
- Expected challenges
 - Youth
 - Parent (education, Job)

Expected challenges (youth report)

People sometimes face challenges deciding what to do after high school. (Agree vs not agree)

- I know what kinds of jobs I would like or what I would be good at doing
- I am getting enough help from school staff in learning about different careers
- I know what further education is needed for jobs I might want
- I am getting enough help from my teachers or school counselors about schools I might want to attend after high school
- I know where to get help paying for college or other types of schools
- Others
 - financial problems, job/career/work , post high program, disability, transportation, socially/academically ready, living on own/independent, childcare needs

Expected challenges (parent report)

ISSUES YOUTH SOMETIMES FACE IN FURTHERING THEIR EDUCATION AND TRAINING AFTER HIGH SCHOOL.

We do not have enough information about education or training options for {YOUTH} after high school

{YOUTH} needs to work

We do not know how to get financial aid or help paying for school

{YOUTH} is not ready – either academically or socially

{YOUTH} has physical or mental health issues that would make it difficult

We don't think schools could accommodate {YOUTH}'s disability

Others (Transportation , Youth motivation, Can't work independently, Insufficient communication skills/unable to communicate well, School has not prepared youth for further education/job skills)

ISSUES YOUTH SOMETIMES FACE IN GETTING A JOB AFTER HIGH SCHOOL. FOR EACH STATEMENT I READ, PLEASE TELL ME WHETHER YOU THINK THAT THIS WILL BE AN ISSUE {YOUTH} IS LIKELY TO FACE

Physical or mental health issues could prevent [YOUTH] from working

[YOUTH] might lose SSI or other benefits

Staff at the high school has not provided enough information about career planning or job opportunities

Others (Transportation , Youth motivation, Can't work independently, Social skills/maturity, Needs additional training, Economy/lack of jobs, Criminal record/problems with law , Insufficient communication skills)

ILs with Disabilities

Postsecondary Education

Living Independently

Finance Independence ^a

Employment

Individual characteristics

Demographic information

Gender (ref: Male)
Race (ref: non-Hispanic)
Free/reduced lunch (ref: No)

Age
Functional skills ^{**}

Education experiences

Held back a grade (ref: No)
Expelled from school (ref: No) ^{**}
Out-of-school suspension (ref: No)

Individual characteristics

Demographic information

Gender (ref: Male)
Race (ref: non-Hispanic)
Free/reduced lunch (ref: No)

Age
Functional skills ^{****}

Education experiences

Held back a grade (ref: No) ^{*}
Expelled from school (ref: No) ^{****}
Out-of-school suspension (ref: No)

Individual characteristics

Demographic information

Gender (ref: Male) ⁺
Race (ref: non-Hispanic) ⁺
Free/reduced lunch (ref: No)

Age
Functional skills ⁺

Education experiences

Held back a grade (ref: No) ^{****}
Expelled from school (ref: No) ⁺
Out-of-school suspension (ref: No)

Individual characteristics

Demographic information

Gender (ref: Male)
Race (ref: non-Hispanic)
Free/reduced lunch (ref: No)

Age
Functional skills ^{**}

Education experiences

Held back a grade (ref: No)
Expelled from school (ref: No)
Out-of-school suspension (ref: No)

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
\$40K-\$60K
Over \$60K

Parent's highest education level (ref: HS)
Less than HS
More than HS

Parent involvement

At home ^{**}
At school

Parent expected challenges after HS

Furthering education and training
Getting a job

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
\$40K-\$60K
Over \$60K

Parent's highest education level (ref: HS)
Less than HS
More than HS

Parent involvement

At home
At school

Parent expected challenges after HS

Furthering education and training
Getting a job ^{**}

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
\$40K-\$60K ⁺
Over \$60K ⁺

Parent's highest education level (ref: HS)
Less than HS
More than HS ^{****}

Parent involvement

At home ⁺
At school ⁺

Parent expected challenges after HS

Furthering education and training
Getting a job

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
\$40K-\$60K
Over \$60K

Parent's highest education level (ref: HS)
Less than HS
More than HS

Parent involvement

At home
At school

Parent expected challenges after HS

Furthering education and training
Getting a job

^a. Small cell size

* $p < .05$. ** $p < .01$. *** $p < .001$.

Summary (ELWD)

Predictors of post-school expectations for ELWD varied by outcomes, except for youth's functional skills.

- 1. PSE:** functional skills (+), expelled from school (+), and parent involvement at home (+)
- 2. Living independently:** functional skills (+), Held back a grade (-), expelled from school (+), and number of issues parent identified on getting a job after HS (+)
- 3. Financial independence:** may not be meaningful
- 4. Employment:** functional skills and number of issues parent identified on furthering education or training after HS (+)

Non-ELs with Disabilities

Postsecondary Education

Individual characteristics

Demographic information

Gender (ref: Male)
 Race (ref: non-Hispanic)
 Free/reduced lunch (ref: No)

Age

Functional skills **

Education experiences

Held back a grade (ref: No)
 Expelled from school (ref: No)
 Out-of-school suspension (ref: No)

Living Independently

Individual characteristics

Demographic information

Gender (ref: Male)
 Race (ref: non-Hispanic)
 Free/reduced lunch (ref: No)

Age

Functional skills ****

Education experiences

Held back a grade (ref: No)
 Expelled from school (ref: No)
 Out-of-school suspension (ref: No) **

Finance Independence

Individual characteristics

Demographic information

Gender (ref: Male)
 Race (ref: non-Hispanic)
 Free/reduced lunch (ref: No)

Age

Functional skills ****

Education experiences

Held back a grade (ref: No)
 Expelled from school (ref: No)
 Out-of-school suspension (ref: No)

Employment

Individual characteristics

Demographic information

Gender (ref: Male)
 Race (ref: non-Hispanic)
 Free/reduced lunch (ref: No)

Age

Functional skills ****

Education experiences

Held back a grade (ref: No)
 Expelled from school (ref: No)
 Out-of-school suspension (ref: No)

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
 \$40K-\$60K **
 Over \$60K **

Parent's highest education level (ref: HS)

Less than HS
 More than HS **

Parent involvement

At home
 At school

Parent expected challenges after HS

Furthering education or training
 Getting a job

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
 \$40K-\$60K
 Over \$60K

Parent's highest education level (ref: HS)

Less than HS
 More than HS

Parent involvement

At home
 At school+***

Parent expected challenges after HS

Furthering education or training
 Getting a job

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
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 Over \$60K

Parent's highest education level (ref: HS)

Less than HS
 More than HS

Parent involvement

At home
 At school+***

Parent expected challenges after HS

Furthering education or training
 Getting a job

Parent/Family characteristics

Household income (ref: <= \$20K)

\$20K-\$40K
 \$40K-\$60K **
 Over \$60K **

Parent's highest education level (ref: HS)

Less than HS
 More than HS

Parent involvement

At home **
 At school

Parent expected challenges after HS

Furthering education or training
 Getting a job

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Summary (Non-ELWD)

Predictors of *post-school expectations* for non-ELWD varied by outcomes, except for youth's functional skills. Results also different from ELWD.

- 1. PSE:** functional skills (+), age (-), household income(>60K+), parent's highest education level (>HS+), and number of issues parent identified on furthering education or training after HS (+)
- 2. Living independently:** functional skills (+), out-of-school suspension(+), expelled from school (+), parent involvement at home, and number of issues parent identified on furthering education or training after HS (+)
- 3. Financial independence:** gender (Male+), functional skills(+), and parent's highest educational level (<HS-)
- 4. Employment:** functional skills(+), age (-), household income (>60K+), and parent involvement at home (+)

Implications -- Discussion

- Self report inconsistency on attending the meeting
 - ELWD: 70% vs. 30% (consistency vs. inconsistency)
 - Non-ELWD: 78% vs. 22%
 - Overall: 77% vs. 23%
- Parent expectations were lower than their child's in relation to youth's role in the IEP transition planning meeting and several post-school goals.
- ELs with disabilities and non-ELs with disabilities showed different patterns for IEP transition planning meeting experiences and expectations for post-school outcomes for both youth and parents
 - May need different strategies