

# Parental Expectations on the Post-school Outcomes for English Learners with Disabilities

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What's your role?

a. Administrator

b. Educator

c. Parent or guardian

d. Researcher

# Presentation Goals

Provide an overview of NLTS 2012

Describe the sample of transition-age ELs with disabilities

Present study findings on

- parent expectations for youth's post-school goals for ELs with disabilities
- parent-youth differences on youth's post-school expectations
- parent expectations in relation to post-school goals for postsecondary education, employment, community living, and financial independence

Discuss implications for research and practice

# Background

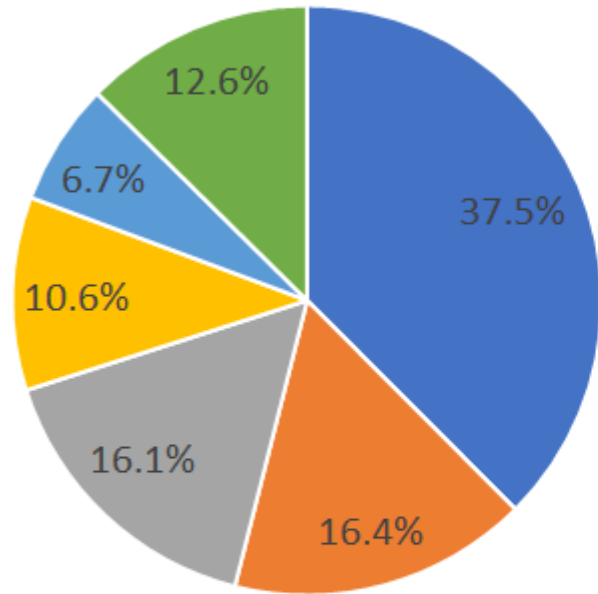
- Congressionally mandated study conducted between 2010-2015 (National Center for Educational Evaluation and Regional Assistance[NCEE], Institute of Educational Sciences [IES] ).
- Support the Individuals with Disabilities Education Act (IDEA) 2004 transition service requirements and use in any future reauthorization of the Act.
- Educational, social, and economic landscape for all youth has changed over time.
  - increased emphasis on postsecondary education
  - increased attention on school completion
  - college and career readiness
  - increased emphasis on self-determination

# NLTS 2012

- The National Longitudinal Transition Study **2012 (NLTS 2012)** is the **third** in the series of **NLTS** studies sponsored by the U.S. Department of Education to examine youth with disabilities receiving services under the Individuals with Disabilities Education Act (IDEA).
  - NLTS 1987
  - NLTS2 (ages 13-16 in 2000; ages 21-25 at the final data collection in 2009)
- Focused on youth with and without an IEP ages 13 to 21
- Parent and youth surveys
- resulted in a sample of 21,959 youth in 432 participating districts
  - 12,988 parent survey respondents
  - 11,128 youth survey respondents

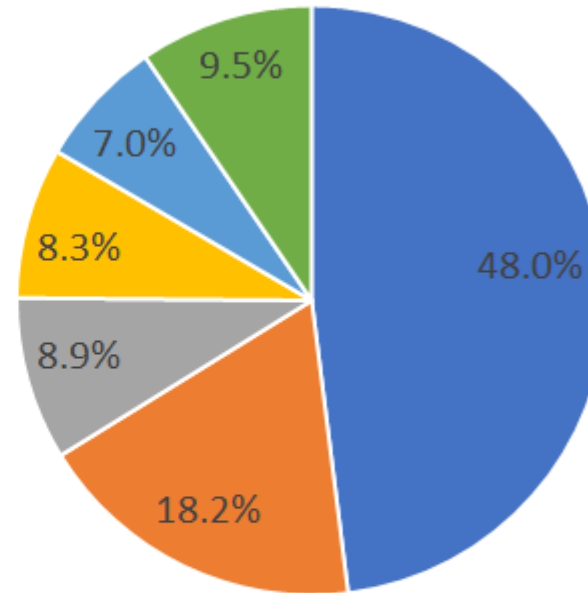
# Disability Category

Students with IEPs 2018-19



- Specific Learning Disability
- Other Health Impairment
- Intellectual Disability

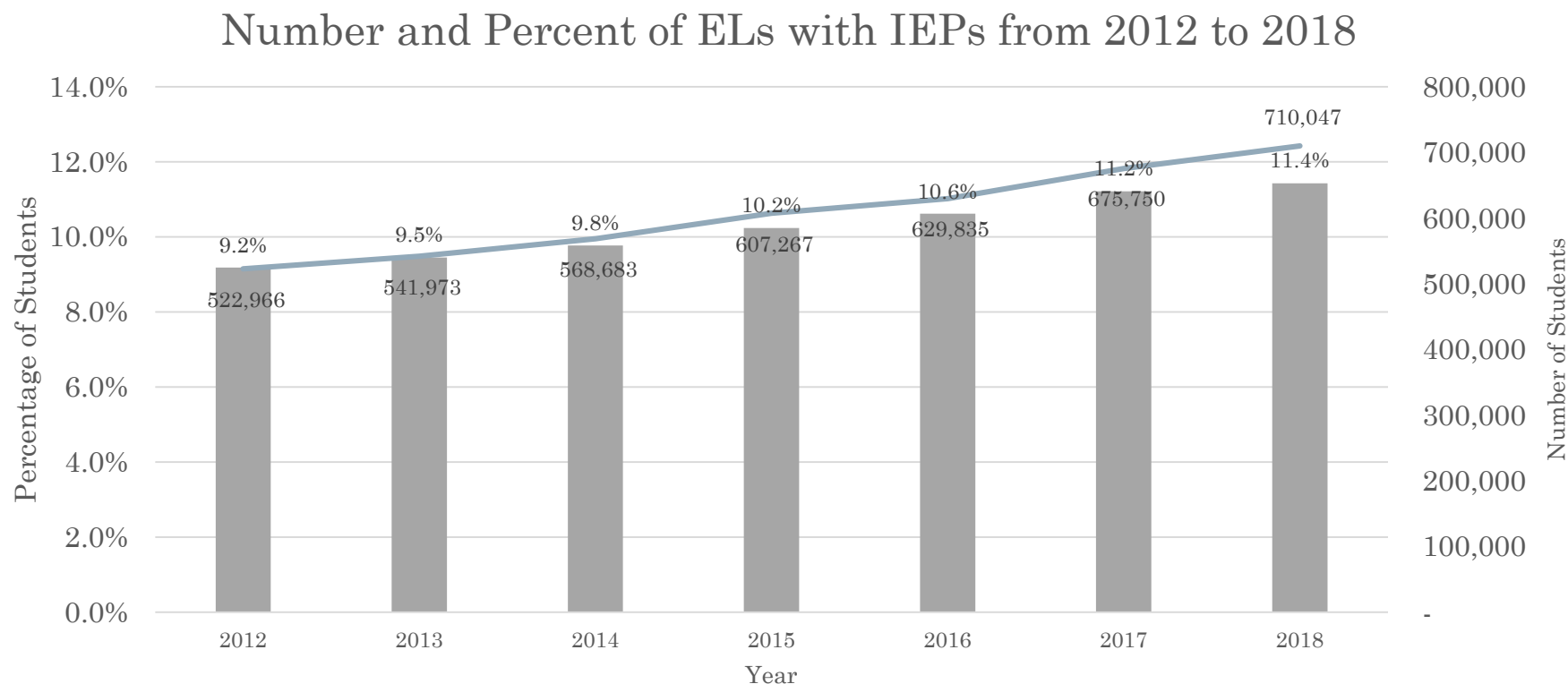
ELs with IEPs 2018-19



- Speech Or Language Impairment
- Autism
- Others

Source: NCEO ELs with Disabilities Brief

# ELs with disabilities over time



Resource: NCEO Data Analytics #9: [Percent of ELs with Disabilities from 2013-14 to 2016-17](#)  
Wu, Y.-C., Thurlow, M. L., & Liu, K. K. (2021, May). *Understanding the characteristics of English learners with disabilities to meet their needs during state and districtwide assessments* (NCEO Brief #23). National Center on Educational Outcomes.

# What do we know about post-school goals of students with disabilities?

- Student's future goals aspirations for postsecondary education, employment, living independently, and financial independence are significantly influenced by parent expectations (Kirby, 2016; Papay & Bambara, 2014; Qian et al., 2020).
- Parent expectations for postsecondary education is the same for ELs with disabilities and non-ELs with disabilities (Trainor et al., 2019)



# What do we know about the post-school goals of ELs with disabilities? (continued)

- Limited research has been conducted on the participation of ELs with disabilities in transition planning and in setting future goals (Trainor et al., 2016; Wu et al., 2019).
- While ELs with disabilities share many of the same transition experiences as other students with disabilities, factors such as language/racial characteristics, poverty, and parents' educational attainment serve as significant barriers to transition experiences (Trainor, 2016, 2019; Wu et al., 2019)

## Present study research questions:

- What is the relationship between parent attendance at IEP transition planning meetings and their expectations for their child's post-school goals?
- To what extent are there differences in parent expectations for the post-school goals of ELs with disabilities and non-ELs with disabilities?
- To what extent are there differences in parent and youth expectations for the post-school goals (postsecondary education, independent living, and financial independence) of ELs with disabilities and non-ELs with disabilities?
- What are significant predictors of parents' expectations for youths' post-school goals?

## Individual characteristics

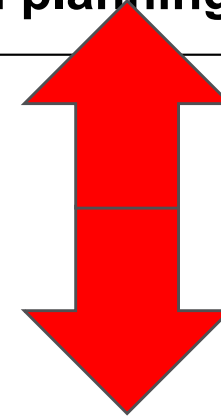
### Demographic information

Gender  
Race  
Age  
Free/reduced lunch  
Functional skills

### Education experiences

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

**Parent attendance**  
**: IEP transition planning meeting**

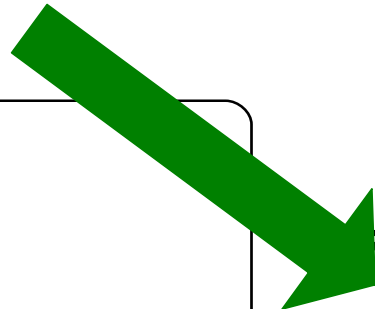


## Parent/Family characteristics

Household income  
Parent's highest education level  
Parent involvement  
    At home  
    At school  
Issues identified by parents in  
    furthering education or training after HS  
    getting a job after HS

## Post-school future goal aspirations

**Employment**  
**Postsecondary education**  
**Living independently**  
**Financial independently**



# Data

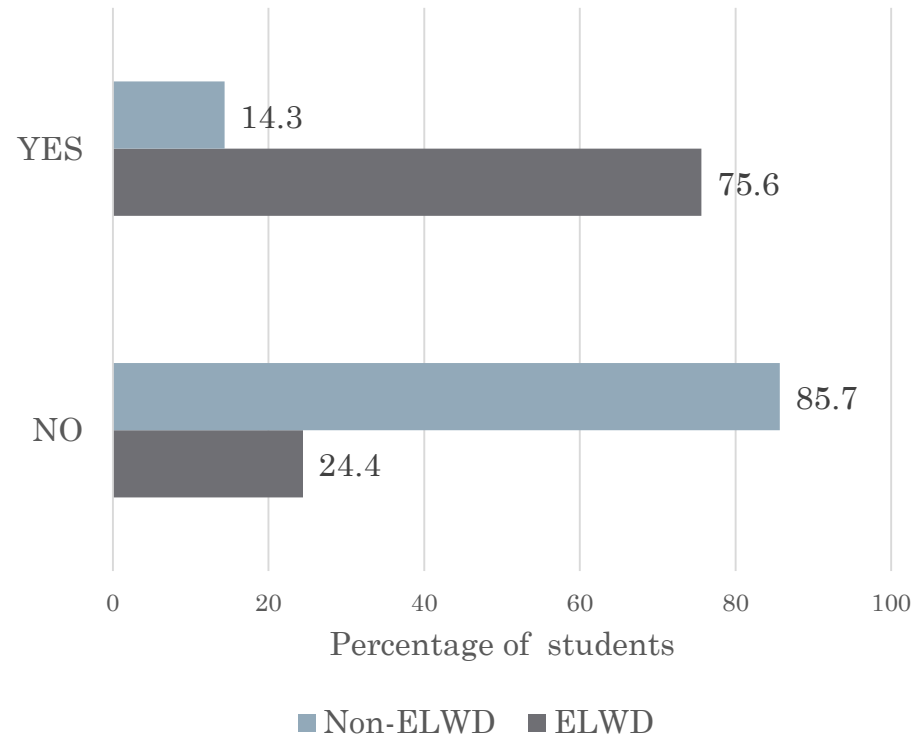
- 14-22 years old in December 2011
- enrolled in school when the data were collected
- They or their parents attended IEP transition planning meeting
- 420 ELs with disabilities and 5,240 non-ELs with disabilities
- 112,739 weighted ELs with disabilities and 1,272,708 weighted non-ELs with disabilities (8% vs. 92%)
- Data from non-ELs with disabilities are presented for comparison purposes

# Sample Data

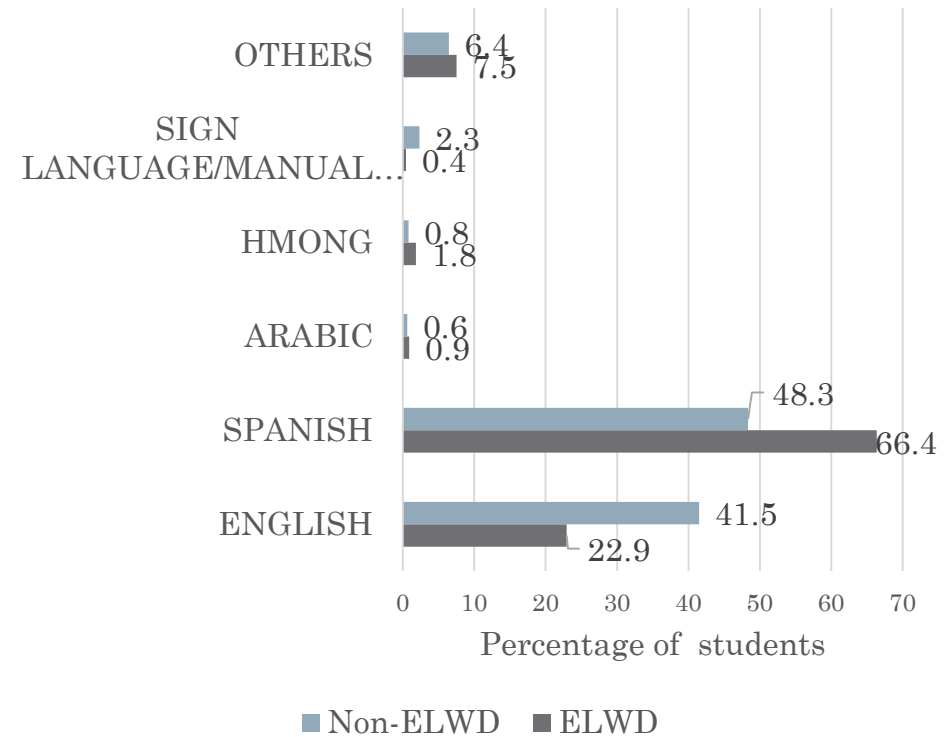
- Any language other than English spoke at home
- Main language regularly spoken at home
- Amount of time youth lived with parent in past school year
- Parent marital status
- Relationship to youth
- Highest education level attained by the parent or parent's spouse
- Youth in household in which the parent or parent's spouse has a paid job
- Household income
- Parent involvement at home & at school
- Number of adults/youth living in household

# Sample Description

Any language other than English spoken at home

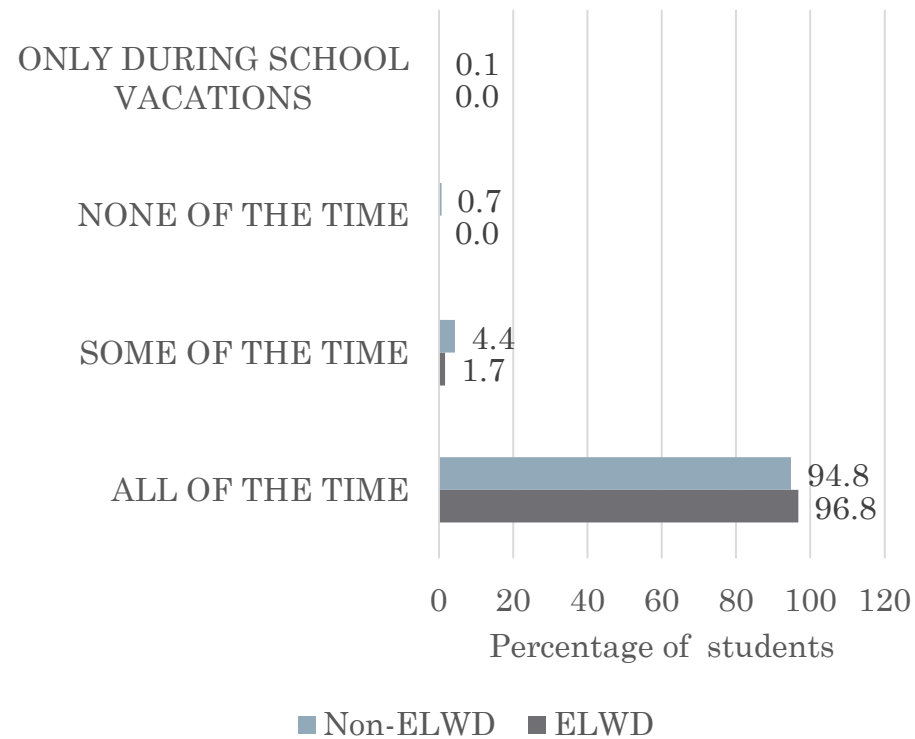


Main language regularly spoken at home

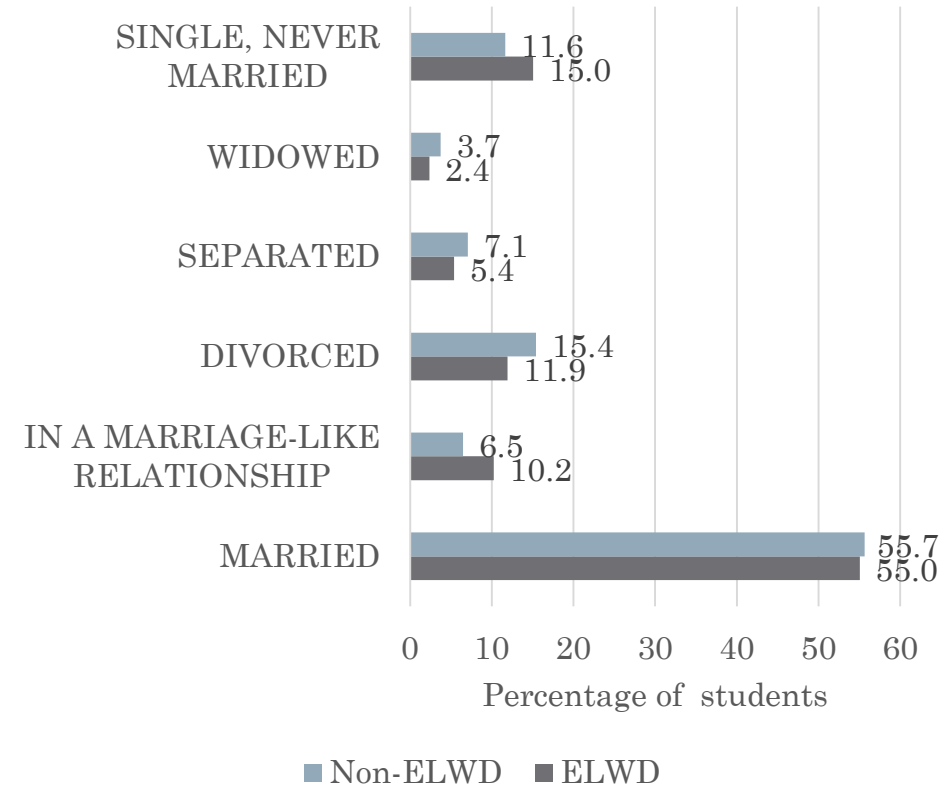


# Sample Description (continued)

Amount of time youth lived with parent in past school year

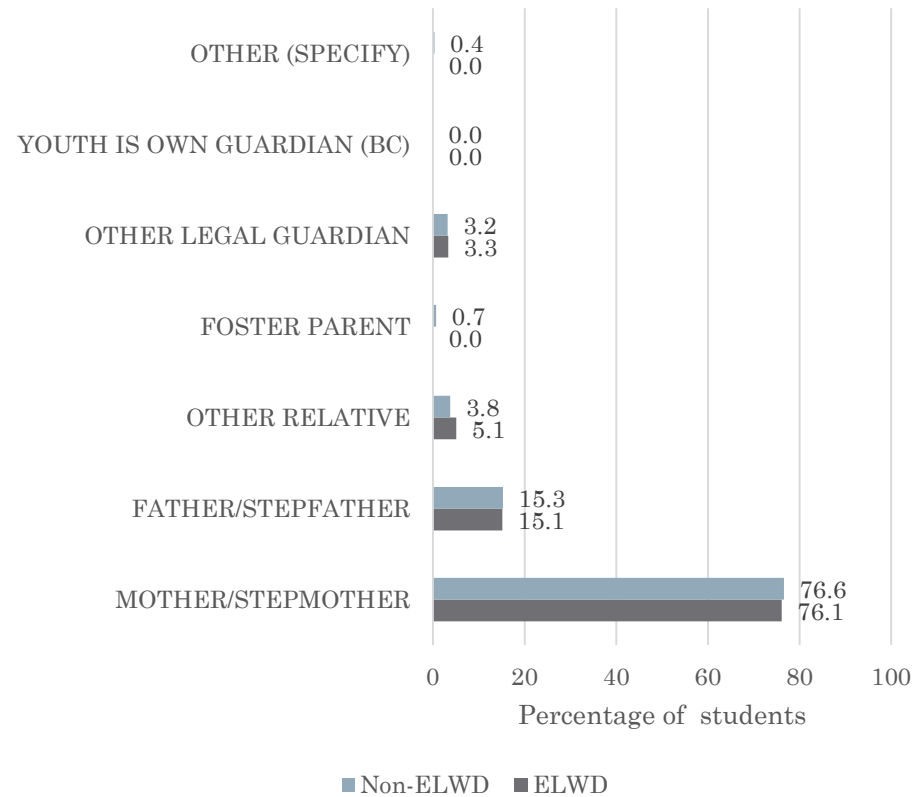


Parent marital status

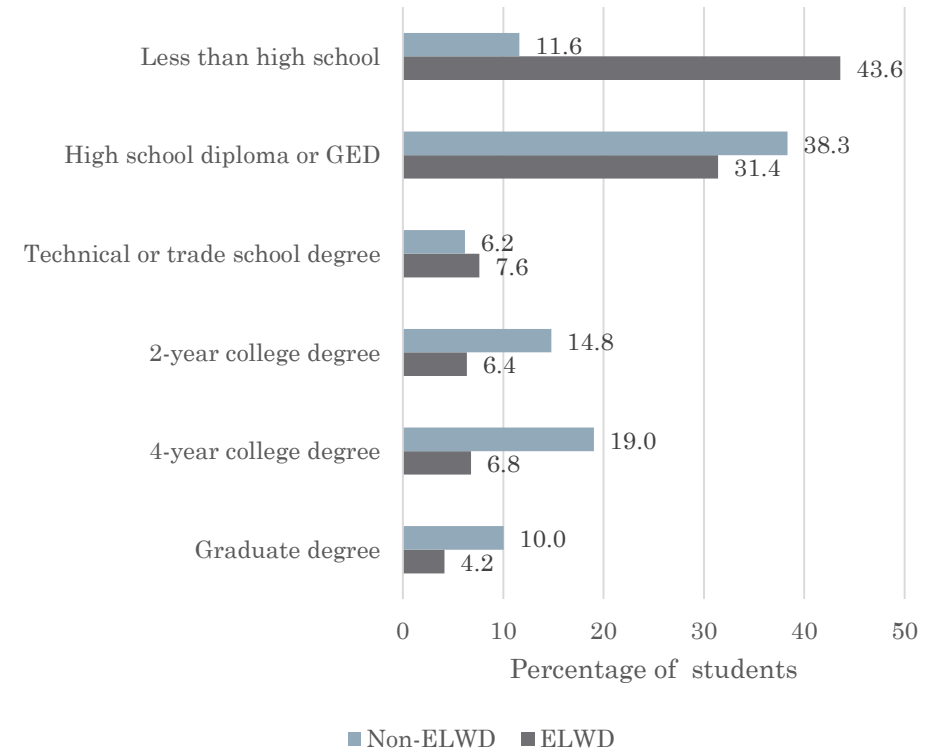


# Sample Description (continued)

Relationship to youth

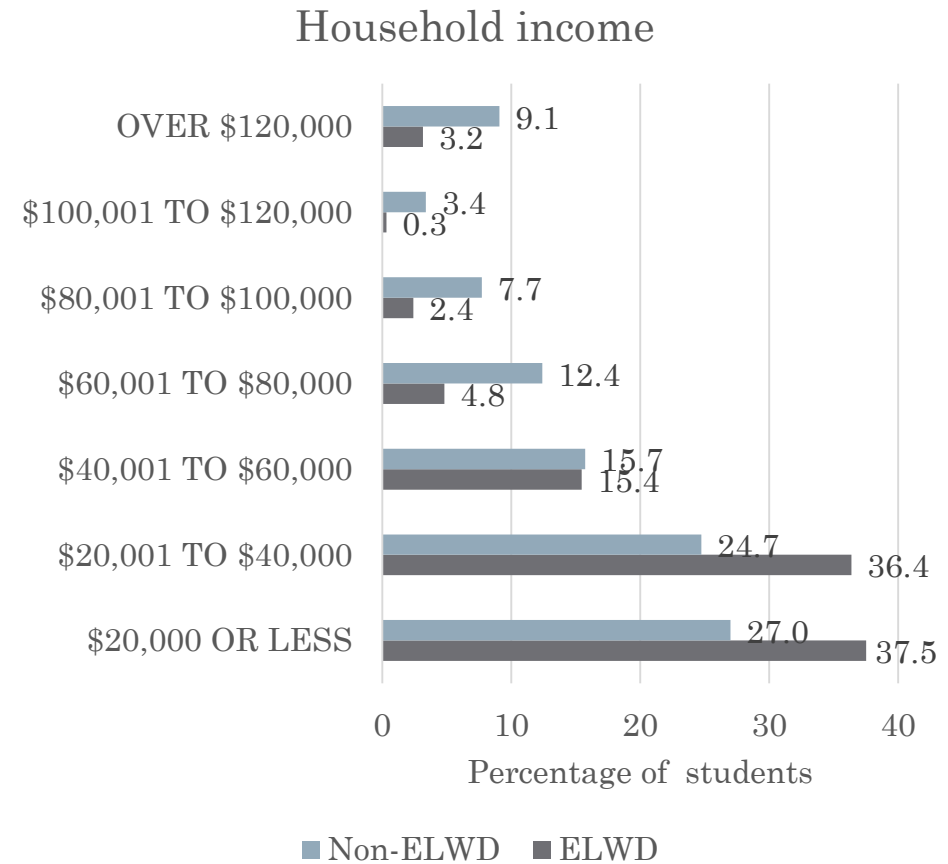
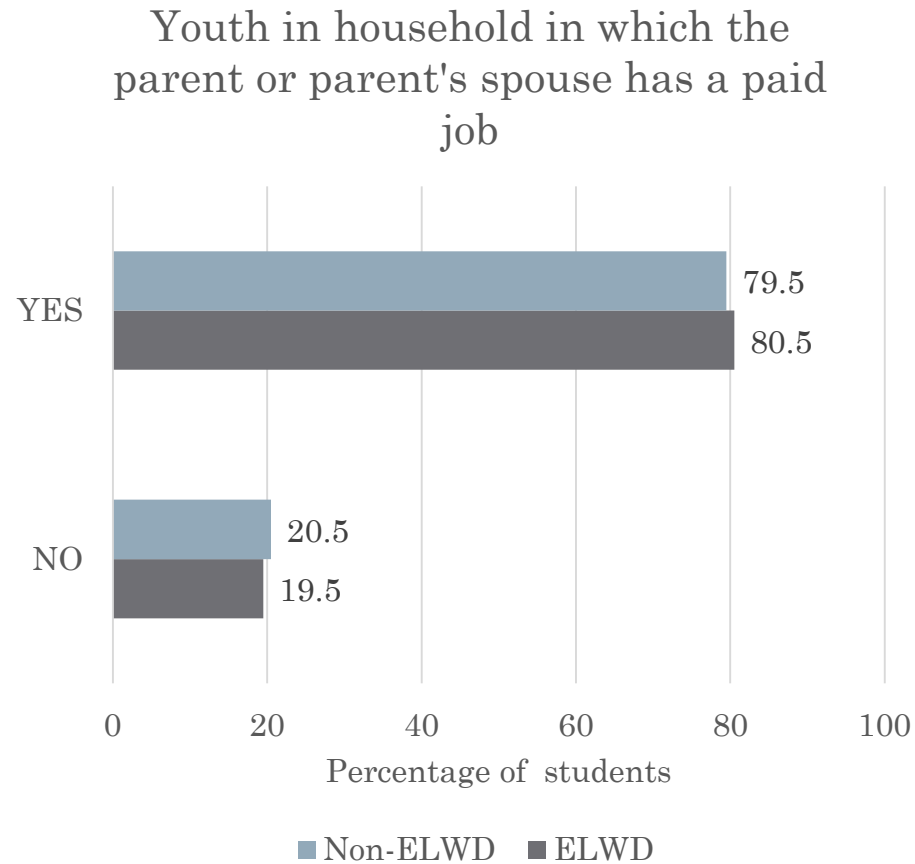


Highest education level attained by the parent or parent's spouse



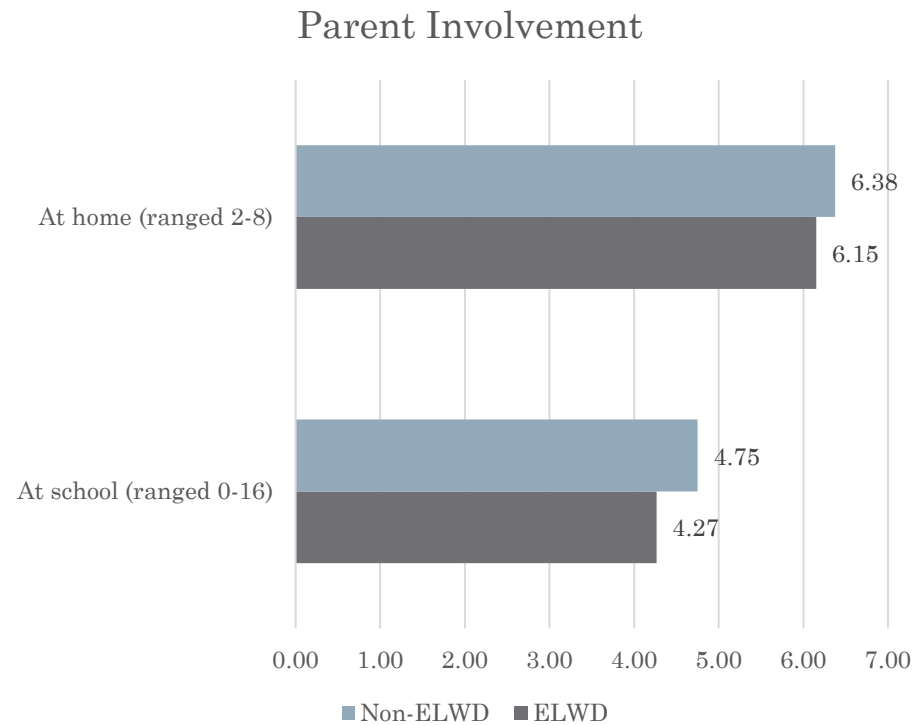


# Sample Description (continued)



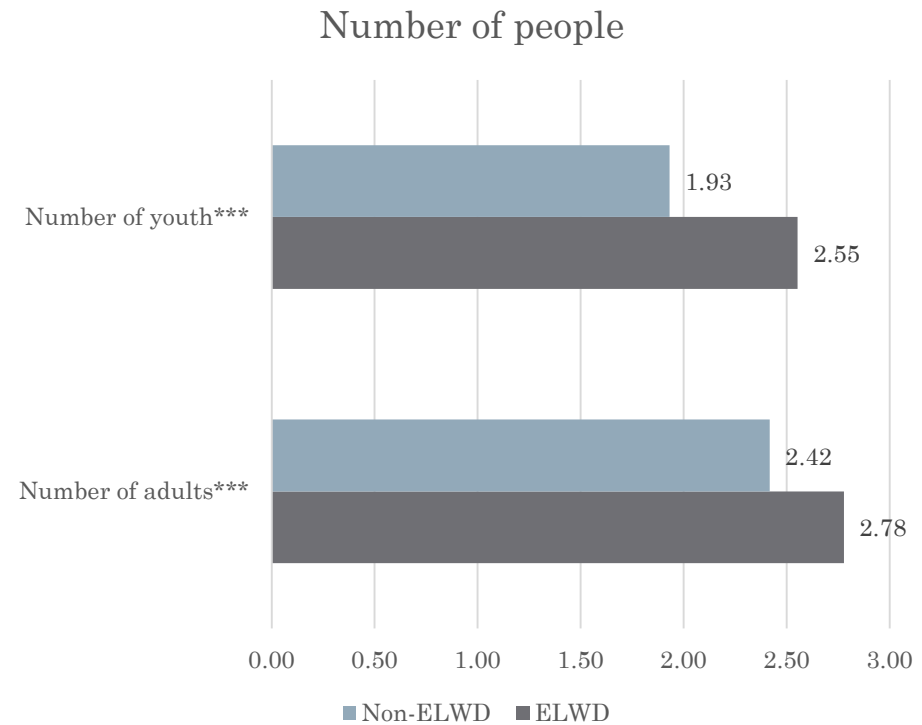
# Parent involvement & Number of adults/youth living in household

Parent involvement



See slide 22 for the calculation

Number of adults/youth living in household



Adults:  $F = 13.82^{***}$ ; Youth:  $F = 12.50^{***}$

# Measures

- IEP/transition planning meeting attendance
- Post-school future goal aspirations
- Individual characteristics
- Parent/family characteristics

# Post-school Future Goal Aspirations

- Postsecondary education
  - Opinion about 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

# Individual Characteristics

- Demographic information
  - Gender
  - Race
  - Age
  - Free/reduced lunch
- Functional skills (range 0-3)
- Education experiences
  - Held back a grade (Yes/No)
  - Expelled from school (Yes/No)
  - Out-of-school suspension (Yes/No)

# Parent/Family Variables

- Household income
  - <\$20,000,
  - \$20,000-\$40,000
  - \$40,000-\$60,000
  - over \$60,000.
- Parent's highest education level
  - less than high school
  - high school or GED
  - more than high school
- Issues identified by parents in
  - furthering education or training after HS (range 0-14)
    - e.g., youth's motivation, ability to work independently
  - getting a job after HS (range 0-14)
    - e.g., physical or mental health issues; losing SSI or other benefits, etc.

# Parent/Family Variables (continued)

- Parent involvement
  - At home (range 2-8): Parents were asked -
    - how often they spoke to the child about his or her school experiences (1 = *not at all* to 4 = *regularly*)
    - how often they helped their child with his or her homework (1 = *never* to 4 = *3 or more times a week*).
  - At school (range 0-16; 1 = *1-2 times* to 4 = *more than 5-6 times*): Parents were asked the frequency in the current school year they or another adult in the household had -
    - attended a general school meeting (e.g., back to school night),
    - attended a school or class event (e.g., a play or sports event)
    - volunteered at school (e.g., chaperoned a class field trip)
    - gone to a parent/teacher conference with youth's teacher

# Data Analysis

- Chi-square tests
  - What is the relationship between parent attendance at IEP transition planning meetings and their expectations for their child's post-school goals?
  - To what extent are there differences in parent expectations for the post-school goals of ELs with disabilities and non-ELs with disabilities?
  - To what extent are there differences in parent and youth expectations for the post-school goals (postsecondary education, independent living, and financial independence) of ELs with disabilities and non-ELs with disabilities?
- Logistic regression models
  - What are significant predictors of parents' expectations post-school goals?



# RQ1

What is the relationship between parent attendance at IEP transition planning meetings and their expectations for their child's post-school goals?

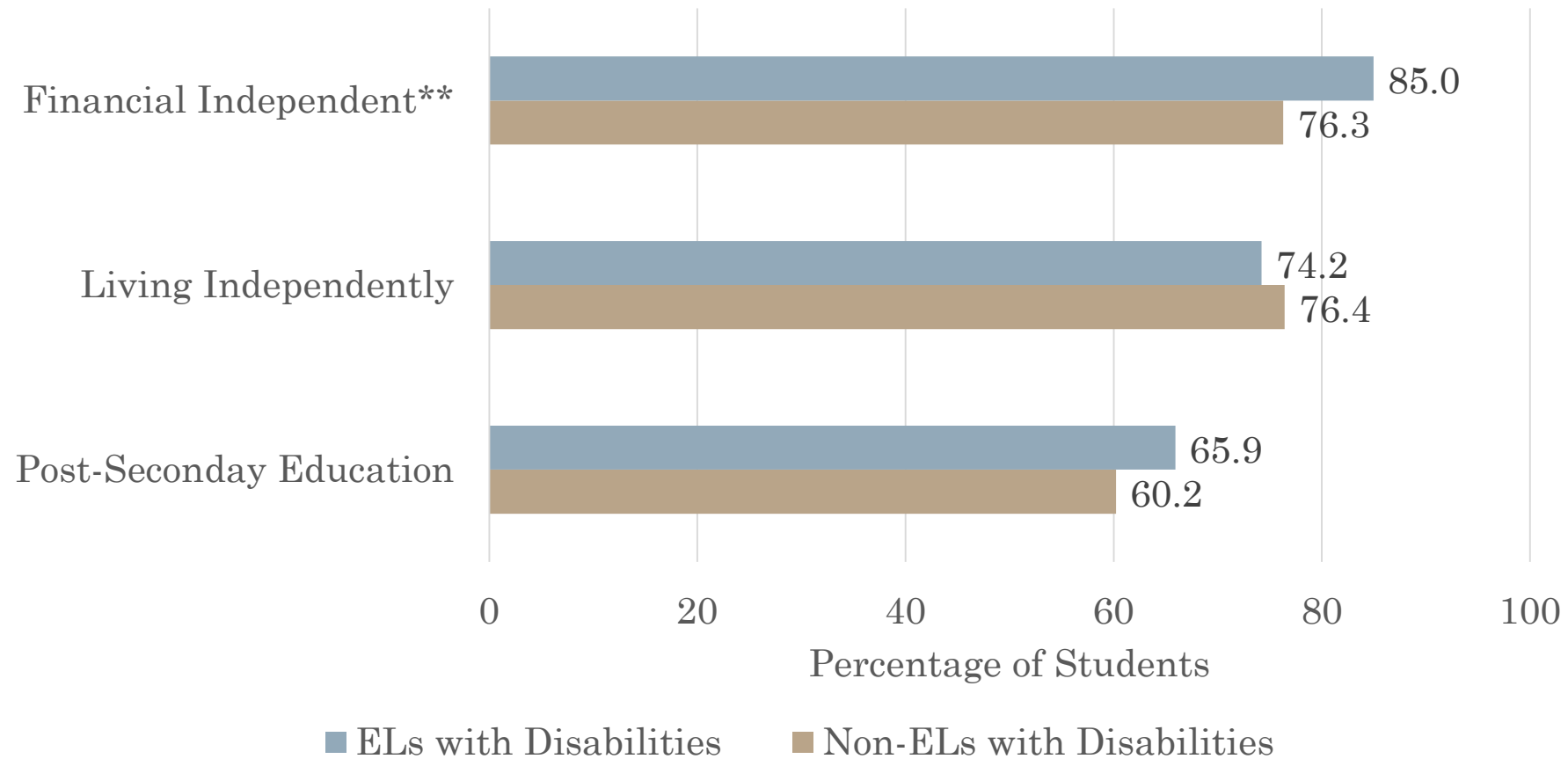
# Attendance vs. parent expectations for post-school goals

	Postsecondary education	Living independently	Financial independence
Parents of ELs with disabilities			
Parents of non-ELs with disabilities			$\chi^2 = 3.93, p < .05$

## RQ2

To what extent are there differences in parent expectations for the post-school goals of ELs with disabilities and non-ELs with disabilities?

# Parent expectations --ELWD vs. non-ELWD

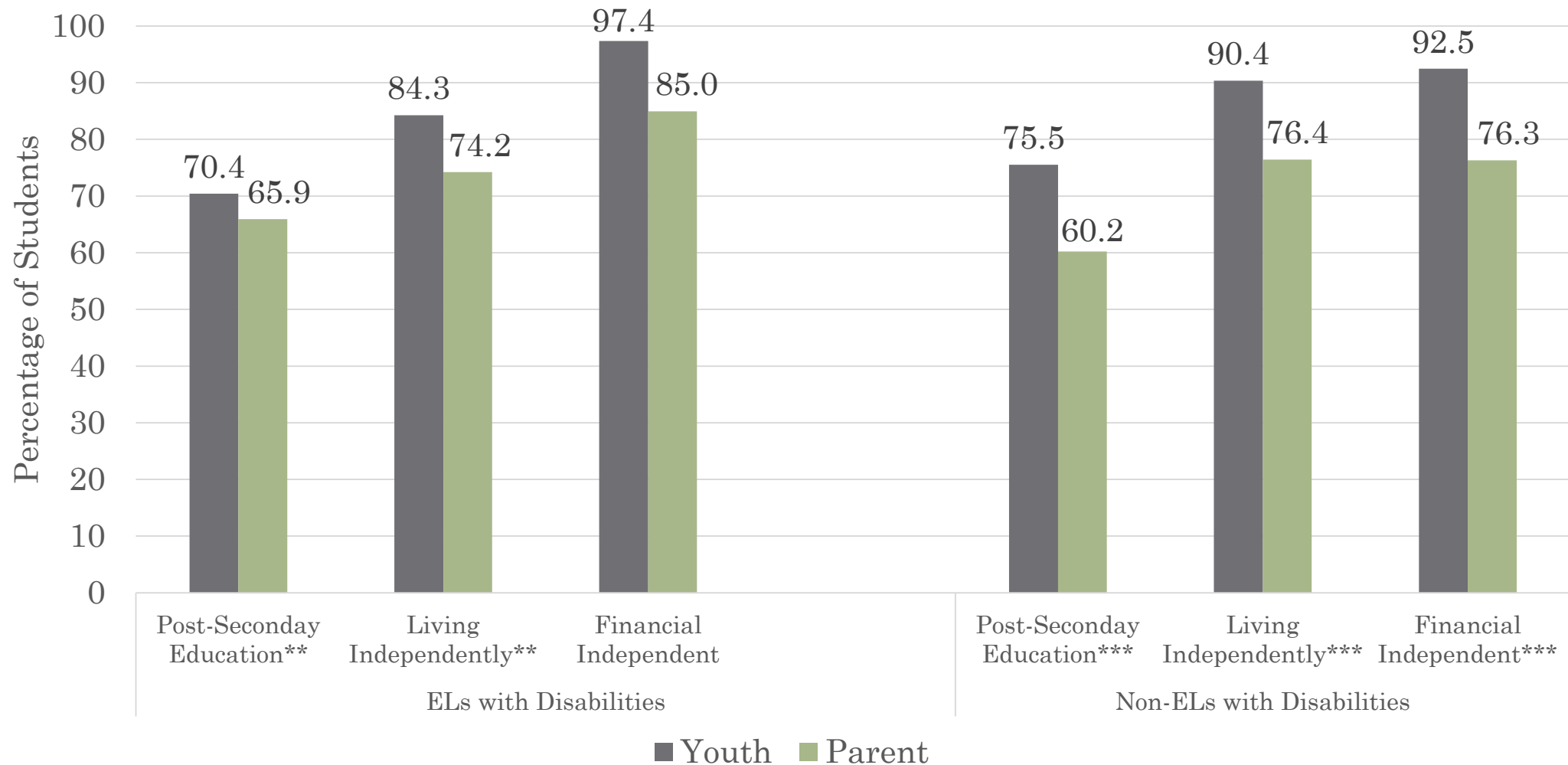


$\chi^2 = 9.08, p < .01$

## RQ3

To what extent are there differences in parent and youth expectations for the post-school goals (postsecondary education, independent living, and financial independence) of ELs with disabilities and non-ELs with disabilities?

# Post-school expectations --Parent vs. youth



RQ4

What are significant predictors of parents' expectations for youth post-school goals?

# Variables Included in the Logistic Regression Model

## *Independent Variables*

- Obtaining post-secondary education
- Independent living
- Financial independence

## *Predictors*

- Individual
  - 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
  - Issues identified in
    - furthering education and training after HS
    - getting a job after HS



*Summary of Logistic Regression Results from Parent and Student Future Goal Aspirations for ELs with Disabilities*

Characteristics	Postsecondary Education $\beta$ (OR) [95%CI]	Living Independently $\beta$ (OR) [95%CI]	Financial Independence $\beta$ (OR) [95%CI]
<b><i>Student demographics</i></b>			
Gender			
Female (reference: Male)	-5.15* (0.31) [0.11, 0.9]		
Age (in December 2011)		-6.1** (0.60) [0.42, 0.85]	-5.41* (0.63) [0.41, 0.98]
Youth functional abilities index score	8.14** (10.63) [2.02, 55.87]	13.06*** (41.99) [7.12, 247.77]	15.57*** (87.96) [12.52, 618.09]
<b><i>Family demographic</i></b>			
Parent highest education (reference: high school or GED)			
Less than high school	-7.19* (0.21) [0.05, 0.88]		
More than High School	-7.21* (0.18) [0.04, 0.76]		
<b><i>Number of predicted challenges after high school</i></b>			
Issues youth facing in furthering education and training after high school		-5.3* (0.69) [0.49, 0.97]	-4.36 (0.74) [0.51, 1.08]
Adjusted R <sup>2</sup> (n <sup>a</sup> ) [weighted n]	0.28 (190) [56,780]	0.30 (200) [56,791]	0.28 (200) [56,865]

Source: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Transition Study 2012 (NLTS 2012).

Note. CI = confidence interval; GED = General Education Development.

<sup>a</sup> Unweighted sample sizes were rounded to nearest 10.

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

*Summary of Logistic Regression Results from Parent and Student Future Goal Aspirations for Non-ELs with Disabilities*

Characteristics	Postsecondary Education	Living Independently	Financial Independence
	$\beta$ (OR) [95%CI]	$\beta$ (OR) [95%CI]	$\beta$ (OR) [95%CI]
<b><i>Student demographics</i></b>			
Hispanic (reference: non-Hispanic)	1.83* (1.69) [1.11, 2.55]		2.76** (2.21) [1.34, 3.65]
Had Free/Reduced lunch			2.63** (1.76) [1.17, 2.66]
Age (in December 2011)		-1.91** (0.86) [0.77, 0.96]	-2.91*** (0.80) [0.72, 0.88]
Youth functional abilities index score	5.23*** (4.73) [3.31, 6.75]	9.04*** (14.66) [9.40, 22.90]	10.2*** (20.45) [13.50, 31.0]
<b><i>Family demographic</i></b>			
Household Income (reference: $\leq$ 20K)			
\$20,001 to \$40,000	1.49* (1.46) [1.03, 2.07]		
\$40,001 to \$60,000		1.78* (1.66) [1.05, 2.61]	
\$Over 60,000		3.65*** (2.29) [1.48, 3.56]	
Parent highest education (reference: HS or GED)			
More than high School	3.24*** (2.01) [1.49, 2.70]		
Parent involvement at school			1.42* (1.05) [1.0, 1.1]
<b><i>Number of predicted challenges after high school</i></b>			
Issues youth facing in furthering education and training after HS	-3.65*** (0.77) [0.70, 0.84]	-3.37*** (0.78) [0.71, 0.86]	-3.86*** (0.75) [0.67, 0.85]
Issues youth facing in getting a job after HS	-1.59* (0.83) [0.70, 0.97]	-3.79*** (0.64) [0.54, 0.75]	-3.35*** (0.67) [0.57, 0.80]
Adjusted R <sup>2</sup> (n <sup>a</sup> ) [weighted n]	0.17 (2,720) [777,821]	0.23 (2,700) [769,927]	0.26 (2,730) [776,093]

Source: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Transition Study 2012 (NLTS 2012).

Note. CI = confidence interval; GED = general education development.

<sup>a</sup> Unweighted sample sizes were rounded to nearest 10.

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

# Summary Table

Summary of Significant Findings from Logistic Regression Results<sup>a</sup> for English Learners with Disabilities' Future Goal Aspirations

Characteristics	Postsecondary Education		Independent Living		Financial Independence	
	ELWD	Non-ELWD	ELWD	Non-ELWD	ELWD	Non-ELWD
<b>Student demographics</b>						
Gender: Female (compared with Male)	- *					+ **
Ethnicity: Hispanic (compared with non-Hispanic)		+ *				+ **
Age			- **	- **	- *	- ***
Youth functional abilities index score	+ **	+ ***	+ ***	+ ***	+ ***	+ ***
<b>Student's educational history</b>						
Ever held back a grade						
Ever suspended or expelled						
Out-of-school suspension						
<b>Family demographic</b>						
Household Income (compared with ≤ 20K)						
\$20,001 to \$ 40,000		+ *				
\$40,001 to & 60,000				+ *		
\$Over 60,000				+ ***		
Parent highest education (compared with high school or GED)						
Less than high school	- *					
More than high school	- *	+ ***			- *	
Parent involvement at home						
Parent involvement at school						+ *
Issues in furthering education and training after HS		- ***	- *	- ***		- ***
Issues in getting a job after HS		- *		- ***		- ***

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Transition Study 2012 (NLTS 2012).

<sup>a</sup>*p* < .05. <sup>\*\*</sup>*p* < .01. <sup>\*\*\*</sup>*p* < .001.

# Summary and Discussion

- Characteristics
  - ELWD from more adults and more youth living in the same household
  - ELWD were more likely from annual income <\$40,000
  - Parents of ELWD were more likely to have had less than a high school diploma
- Relationship (attendance vs. expectations)
  - Significant association only found for financial independence for parents of non-ELWD
- Significant group differences were found
  - Postsecondary education: ELWD = non-ELWD
  - Living independently : ELWD = non-ELWD
  - Financial independence: ELWD > non-ELWD

# Summary and Discussion

- Significant parent-youth differences were found
  - ELs with Disabilities
    - Postsecondary education: parent = youth
    - Living independently : parent < youth
    - Financial independence: parent < youth
  - Non-ELs with Disabilities
    - Postsecondary education: parent < youth
    - Living independently: parent < youth
    - Financial independence: parent < youth
- Predictors
  - ELWD: Youth functional ability index score
  - Non-ELWD: youth functional ability index score & # issues identified by parents

# Limitations

- Inconsistency in self report about attending the meeting
  - ELs with disabilities: 70% vs. 30% (consistency vs. inconsistency)
  - Non-ELs with disabilities: 78% vs. 22%
  - Overall: 77% vs. 23%
- Limited number of items available

# Implications

- Practice
  - Close the gap between parent and youth expectations
  - Use predictors as starting points for intervention
    - Provide parent support and information to reduce their perceived barriers to success in postsecondary settings
    - Negative association between age and post-school expectations  
=> early planning for the transition to postsecondary education settings
    - Provide extra support for parents without a high school diploma
    - Youth's functional ability index score is very important to parent expectations for post-school goals for both parent groups.  
=> Work/intervention to increase functional abilities of students
    - ELs with disabilities may need different approaches to increase their parent expectations than students with other disabilities

# Implications

- Research

- Examine how to increase parent involvement for parents of ELs with disabilities
- Examine how family characteristics are associated with parent or youth's post-school expectations
  - Consider other variables
- Identify effective interventions for ELs with disabilities for both parent and youth groups