Predictors of Participation of Transition Planning Participation and Future Goal Aspirations for Secondary ELs with Disabilities

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NATIONAL CENTER ON EDUCATIONAL OUTCOMES
UNIVERSITY OF MINNESOTA

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Presentation Goals

1. Provide population and changes on students with disabilities vs ELs with disabilities
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. Support 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.
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
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

Minnesota

2016-17
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: (All)

Disability Categories:
- 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

Years: 2005-06 to 2016-17
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
2014-17

Percent of ELs with Disabilities
0.0% 3.5%
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.
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
RQs & Data Analyses

RQs

1. To what extent do parents and ELWD and non-ELWD participate in IEP/transition planning meetings?

2. To what extent do parents and ELWD and non-ELWD expect on the post-school outcomes (employment, living independently, financial independently, and post-secondary education)?

3. Does student and family characteristics predict the IEP/transition planning meeting participation and future goal aspirations for ELWD and non-ELWD?

Descriptive and logistic regression analysis

◦ IEP/transition planning meeting experiences
◦ Postschool future goal aspirations
Sample—Disability Group

Percentage of ELs with IEPs (age 14-22) enrolled in school

- IEP but unspecified disability
- Visual impairment
- Traumatic brain injury
- Speech or language impairment
- Specific learning disability
- Other health impairment
- Orthopedic impairment
- Multiple disabilities
- Intellectual disability
- Hearing impairment
- Emotional disturbance
- Deaf-blindness
- Autism

Percentage of Students

Percentage of students for each disability group is shown on the chart, with Specific learning disability having the highest percentage of students enrolled in school.
Sample—Gender & Ethnicity

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>80</td>
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<tr>
<td>Female</td>
<td>20</td>
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Race

<table>
<thead>
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<th>Gender</th>
<th>Percentage of students</th>
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<tbody>
<tr>
<td>Non-Black</td>
<td>60</td>
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<tr>
<td>Any Black</td>
<td>10</td>
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<tr>
<td>Multi / Other</td>
<td>10</td>
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Free/reduced lunch

<table>
<thead>
<tr>
<th>No</th>
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<th>Reduced</th>
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<tbody>
<tr>
<td>16.6</td>
<td>61.6</td>
<td>9.5</td>
<td>12.2</td>
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</table>

Percentage of students
Sample—Household Income

Household income

- OVER $120,000
- $100,001 TO $120,000
- $80,001 TO $100,000
- $60,001 TO $80,000
- $40,001 TO $60,000
- $20,001 TO $40,000
- $20,000 OR LESS
Sample—Parent Highest Education

Parent highest education

- Less than high school: 43.6%
- High school diploma or GED: 31.4%
- Technical or trade school degree: 7.6%
- 2-year college degree: 6.4%
- 4-year college degree: 6.8%
- Graduate degree: 4.2%
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 ELWD and non-ELWD 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

Parent/Family characteristics

Household income
Parent’s highest education level
Parent involvement
  - At home
  - At school

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
Living independently
Financial independently
IEP/Transition Planning Meeting Participation

- Met with school staff to develop a transition plan
- Attended IEP/transition planning meeting
- Invited to IEP/transition planning meeting

Percentage of Students

- Parent participation
- Youth participation
Youth’s Role in IEP/Transition Planning Meeting (P vs. Y)

- **Took leadership role**
  - Parent
  - Youth

- **Provided some input**
  - Parent
  - Youth

- **Participated little or not at all**
  - Parent
  - Youth
Youth’s Role in IEP/Transition Planning Meeting (ELWD vs. non-ELWD)

<table>
<thead>
<tr>
<th></th>
<th>Parent</th>
<th>Youth</th>
<th>Percent of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Took leadership role</td>
<td>15 17</td>
<td>24 29</td>
</tr>
<tr>
<td></td>
<td>Provided some input</td>
<td>39 39</td>
<td>34 34</td>
</tr>
<tr>
<td></td>
<td>Participated little or not at all</td>
<td>44 46</td>
<td>43 46</td>
</tr>
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</table>

Non-ELs with Disabilities | ELs with disabilities
Youth’s Contribution in Coming up Goals (ELWD vs Non-ELWD)

Note. Parent report
RQ2
To what extent do parents and ELWD and non-ELWD expect on the post-school outcomes (employment, living independently, financial independently, 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

Parent/Family characteristics

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

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
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 independently
  ◦ 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 (P vs. Y)

Expectation on Postschool Outcomes for ELs with Disabilities

- Employment
- Financial Independent
- Living Independently**
- Post-Secondary Education**

Note. The percentages were significantly different between parent and youth (**p < .01).
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).
Goal Aspirations on Post-school Outcomes (Parent: ELWD vs. Non-ELWD)

Parent Expectation on Postschool Outcomes (ELWD vs. non-ELWD)

- **Financial Independent**
- **Living Independently**
- **Post-Secondary Education**

Note*: The percentages were significantly different between parents of ELWD and non-ELWD (**p < .01).
Post-secondary Education — How far youth will get in school

- Master's, PhD, or other advanced...
- 4-Year college
- 2-Year college
- Technical or trade school
- High school diploma or GED
- Less than high school

Youth vs Parent
RQ3-1
Predictors for the 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

Postschool future goal aspirations

Employment
Postsecondary education
Living independently
Financial independently
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 (n.s.)
  - 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
## Predictors of Individual Characteristics

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<th></th>
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<th>non-ELWD</th>
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<tbody>
<tr>
<td></td>
<td>Metting with school staff to set goals</td>
<td>Metting with school staff to set goals</td>
</tr>
<tr>
<td></td>
<td>parent youth</td>
<td>parent youth</td>
</tr>
<tr>
<td>Female (Compared with Male)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic (Compared with non-Hispanic)</td>
<td></td>
<td>-**</td>
</tr>
<tr>
<td>Had Free/Reduced lunch</td>
<td></td>
<td>+*</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td>+**</td>
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<tr>
<td>Youth functional abilities index score</td>
<td>+*</td>
<td>-*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+***</td>
</tr>
</tbody>
</table>

Note. *** $p < .001$. ** $p < .01$. * $p < .05$. 
## Student’s educational history

<table>
<thead>
<tr>
<th></th>
<th>ELWD</th>
<th>non-ELWD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting with school staff to set goals</td>
<td>Meeting with school staff to set goals</td>
</tr>
<tr>
<td></td>
<td>youth involvement</td>
<td>youth involvement</td>
</tr>
<tr>
<td></td>
<td>parent youth</td>
<td>parent youth</td>
</tr>
<tr>
<td></td>
<td>** Ever held back a grade **</td>
<td>** Ever suspended or expelled **</td>
</tr>
<tr>
<td></td>
<td>- *</td>
<td>+ *</td>
</tr>
<tr>
<td></td>
<td>** out-of-school suspension **</td>
<td>- *</td>
</tr>
</tbody>
</table>
### Parent/Family Characteristics

<table>
<thead>
<tr>
<th></th>
<th>ELWD</th>
<th>non-ELWD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Metting with school staff to set goals</td>
<td>youth involvement</td>
</tr>
<tr>
<td></td>
<td>parent</td>
<td>youth</td>
</tr>
<tr>
<td>Household Income (ref: &lt; 20K)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$20,001 TO $40,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$40,001 TO $60,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$Over 60,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent highest education (ref: HS)</td>
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<td></td>
</tr>
<tr>
<td>Less than high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than High School</td>
<td></td>
<td></td>
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</tbody>
</table>

Note. *** p < .001. ** p < .01. * p < .05.
### Parent expectations and involvement in Education

<table>
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<tr>
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<th>ELWD</th>
<th>non-ELWD</th>
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</thead>
<tbody>
<tr>
<td><strong>Meeting with school staff to set goals</strong></td>
<td>parent youth youth</td>
<td>parent youth youth</td>
</tr>
<tr>
<td><strong>Expectations for student’s postsecondary education</strong></td>
<td></td>
<td>+*** +* +***</td>
</tr>
<tr>
<td><strong>Parent involvement at home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent involvement at school</strong></td>
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Note. *** $p < .001$. ** $p < .01$. * $p < .05$. 
Q3-2
Predictors for Post-school Goals Aspirations
### Variables Included in the Logistic Regression Model – Postschool Goals.

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Predictors</th>
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<tbody>
<tr>
<td>◦ Obtaining post-secondary education (parent/youth)</td>
<td>◦ Individual</td>
</tr>
<tr>
<td>◦ Independent living (parent/youth)</td>
<td>◦ Disability group</td>
</tr>
<tr>
<td>◦ Financial independence (parent/youth)</td>
<td>◦ Gender</td>
</tr>
<tr>
<td>◦ Employment (youth only)</td>
<td>◦ Race</td>
</tr>
<tr>
<td></td>
<td>◦ Free/Reduced Lunch</td>
</tr>
<tr>
<td></td>
<td>◦ EL status</td>
</tr>
<tr>
<td></td>
<td>◦ Age</td>
</tr>
<tr>
<td></td>
<td>◦ Index of Functional skills</td>
</tr>
<tr>
<td></td>
<td>◦ Education experience</td>
</tr>
<tr>
<td></td>
<td>◦ Held back a grade</td>
</tr>
<tr>
<td></td>
<td>◦ Expelled from school</td>
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<tr>
<td></td>
<td>◦ Out-of-school suspension</td>
</tr>
<tr>
<td></td>
<td>◦ Parent/family</td>
</tr>
<tr>
<td></td>
<td>◦ Household income</td>
</tr>
<tr>
<td></td>
<td>◦ Parent’s highest education</td>
</tr>
<tr>
<td></td>
<td>◦ Parent involvement</td>
</tr>
<tr>
<td></td>
<td>◦ Expected challenges</td>
</tr>
<tr>
<td></td>
<td>◦ Youth</td>
</tr>
<tr>
<td></td>
<td>◦ Parent (education, Job)</td>
</tr>
</tbody>
</table>
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)
### Postsecondary Education
--Individual characteristics & education history

<table>
<thead>
<tr>
<th>Individual characteristics</th>
<th>ELWD</th>
<th>Non-ELWD</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Parent</td>
<td>Youth</td>
</tr>
<tr>
<td>Female (ref: Male)</td>
<td>-</td>
<td>+*</td>
</tr>
<tr>
<td>Hispanic (ref: non-Hispanic)</td>
<td>-</td>
<td>+*</td>
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<tr>
<td>Had Free/Reduced lunch</td>
<td>+*</td>
<td>+*</td>
</tr>
<tr>
<td>Age</td>
<td>+*</td>
<td>+*</td>
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<tr>
<td>Youth functional abilities index score</td>
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<td>+*</td>
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<table>
<thead>
<tr>
<th>Student’s educational history</th>
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<th>Non-ELWD</th>
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<tbody>
<tr>
<td></td>
<td>Parent</td>
<td>Youth</td>
</tr>
<tr>
<td>Ever held back a grade</td>
<td>-</td>
<td>+*</td>
</tr>
<tr>
<td>Ever suspended or expelled</td>
<td>-</td>
<td>+*</td>
</tr>
<tr>
<td>Out-of-school suspension</td>
<td>-</td>
<td>+*</td>
</tr>
</tbody>
</table>

Note. *** p < .001. ** p < .01. * p < .05.
# Postsecondary Education --Family characteristics

<table>
<thead>
<tr>
<th>Household Income (ref: &lt; $20K)</th>
<th>ELWD Parent</th>
<th>ELWD Youth</th>
<th>Non-ELWD Parent</th>
<th>Non-ELWD Youth</th>
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<td>$20,001 TO $40,000</td>
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<td>$40,001 TO $60,000</td>
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<tr>
<td>$Over 60,000</td>
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<table>
<thead>
<tr>
<th>Parent highest education (compared with high school or GED)</th>
<th>ELWD Parent</th>
<th>ELWD Youth</th>
<th>Non-ELWD Parent</th>
<th>Non-ELWD Youth</th>
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</thead>
<tbody>
<tr>
<td>Less than high school</td>
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<td>-*</td>
<td>+***</td>
<td>+*</td>
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<tr>
<td>More than High School</td>
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<table>
<thead>
<tr>
<th>Parent involvement</th>
<th>ELWD Parent</th>
<th>ELWD Youth</th>
<th>Non-ELWD Parent</th>
<th>Non-ELWD Youth</th>
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<tbody>
<tr>
<td>at home</td>
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<td>+*</td>
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</tr>
<tr>
<td>at school</td>
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Note. *** $p < .001. ** $p < .01. * $p < .05.
Postsecondary Education
--Expected Challenges after HS

<table>
<thead>
<tr>
<th></th>
<th>ELWD</th>
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<tr>
<td></td>
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<td></td>
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Challenges after high school
Issues youth facing in furthering education and training after HS
Issues youth facing in getting a job after HS
# Employment (youth)

<table>
<thead>
<tr>
<th>Individual characteristics</th>
<th>ELWD</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>+*</td>
<td>-**</td>
</tr>
<tr>
<td>Youth functional abilities index score</td>
<td></td>
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<table>
<thead>
<tr>
<th>Family Characteristics</th>
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<tbody>
<tr>
<td>Household Income (compared with Less than 20K)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$20,001 TO $40,000</td>
<td></td>
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Note. *** $p < .001$. ** $p < .01$. * $p < .05$. 
## Living Independently
--Individual characteristics & education history

<table>
<thead>
<tr>
<th></th>
<th>ELWD Parent</th>
<th>ELWD Youth</th>
<th>Non-ELWD Parent</th>
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<tbody>
<tr>
<td><strong>Individual characteristics</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Female (Compared with Male)</td>
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<tr>
<td>Hispanic (Compared with non-Hispanic)</td>
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</tr>
<tr>
<td>Had Free/Reduced lunch</td>
<td></td>
<td>+**</td>
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<tr>
<td><strong>Student’s educational history</strong></td>
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<tr>
<td>Ever held back a grade</td>
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## Living Independently
--Family Characteristics & Expected challenges

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# Financial Independence

--Individual characteristics & education history

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Financial Independence
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Next step

• Remove free/reduced lunch
  • 16% missing
  • 2% no FRL no annual income

• Adding measures of IEP/transition planning meeting participation to the regression model

• Comparing you and parent results
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 on the IEP/transition planning meeting and expectations on post-school outcomes for both youth and parents
  • Different strategies