

# 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

# Presentation Goals

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1. Provide population and changes on students with disabilities vs 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

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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](#)

Overview

Overview

Trends Over Time

Disability Categories

State Profiles

Additional Information



## Overview: Percent of Students with Disabilities by State, 2016-17

Students with disabilities in the Individualized Education Program (IEP). The U.S. Department of Education tracks the percentage of students with disabilities by category, and by state. This report provides the percentage of these students by state. For more information, see the Additional Information tab for details.

### Regular States - Percent of Students with Disabilities by State, 2016-17

Make choice in menu to compare states.

Year

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





## Percent of Students with Disabilities by Disability Categories

Make choice in menu to change view.

Year

2016-17 ▼



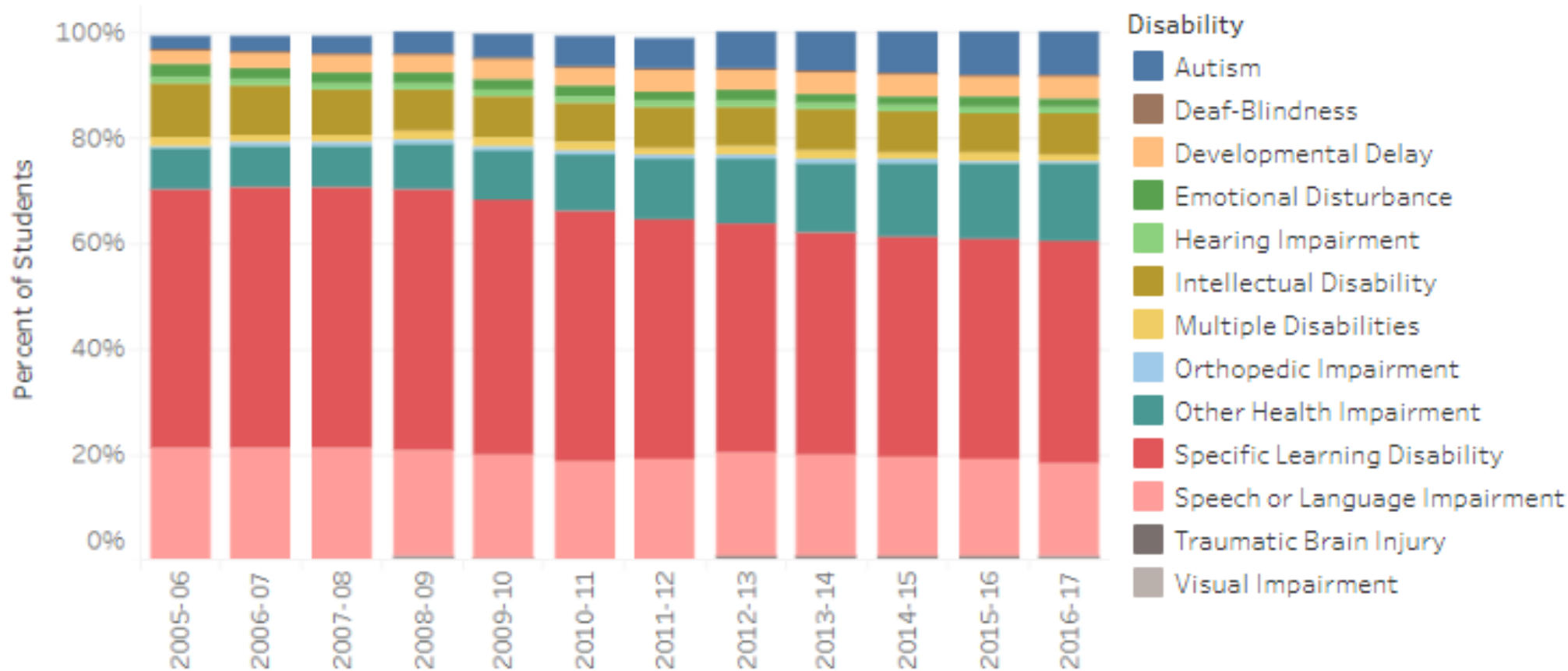
Disability

- 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

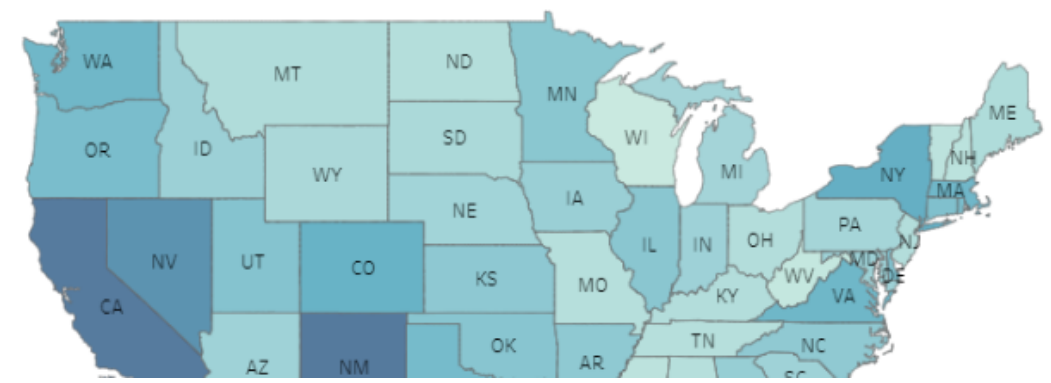
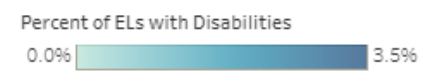
## Overview: Percent of ELs with Disabilities from 2013-14 to 2016-17

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

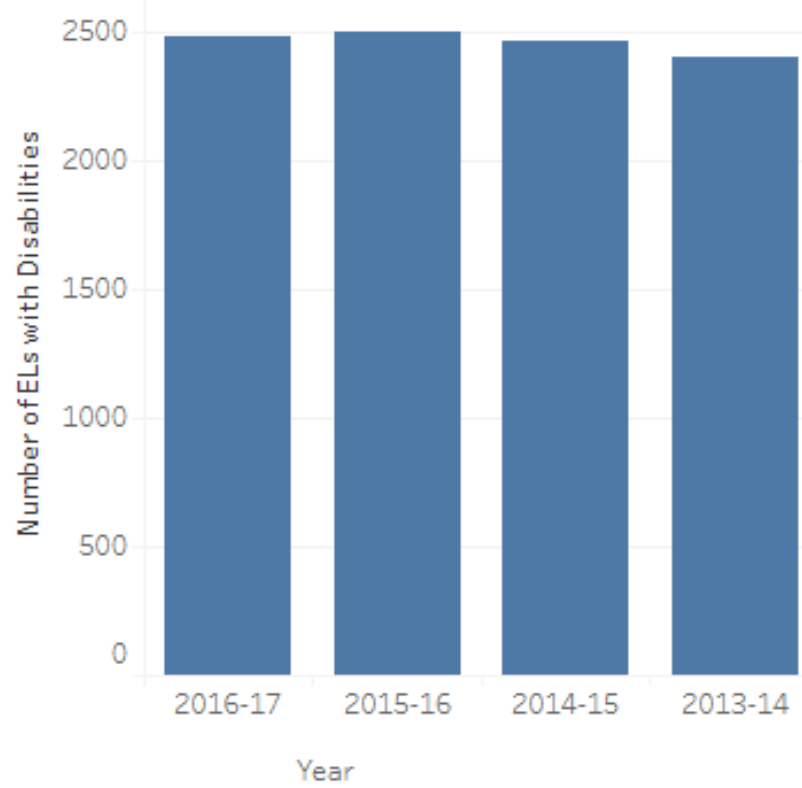
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Year

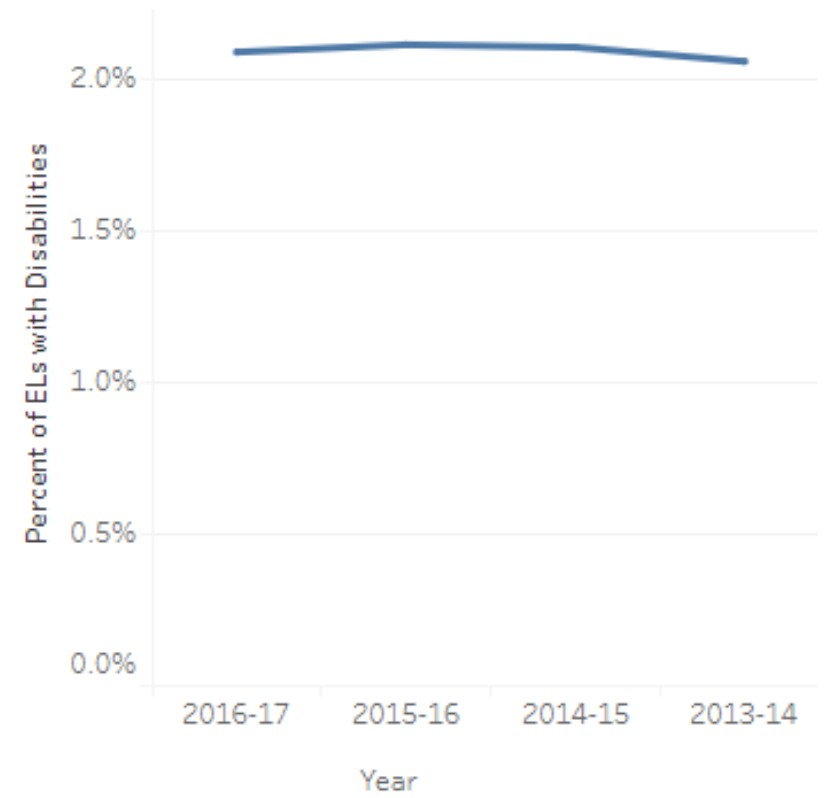




**Number of ELs with Disabilities**



**Percent of ELs with Disabilities**



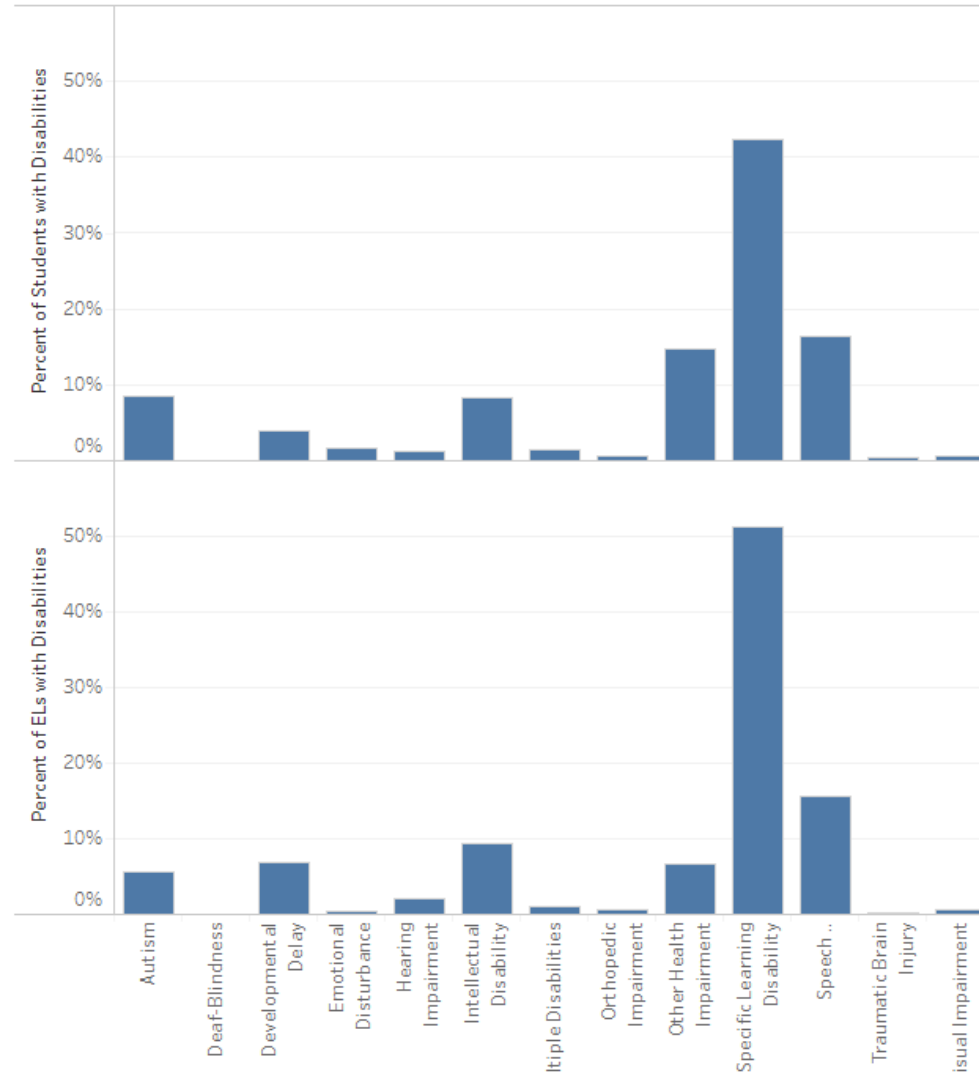


### By Disability Category

Make choice in menu to change views.

Year

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



# NLTS 2012 Design

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- 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

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- For this presentation data
  - Enrolled in school
  - 14-22 years old
    - ELs with disabilities (n = 420) a
    - 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

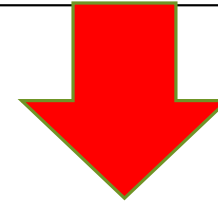
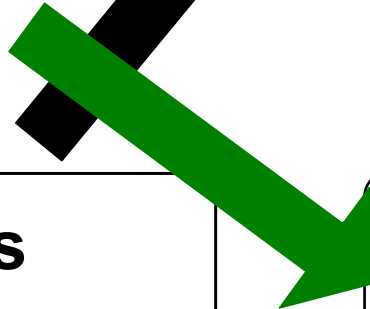
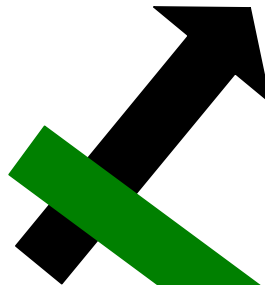
Youth's role in the meeting  
Youth's contribution in coming up with goals

## 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

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## RQs

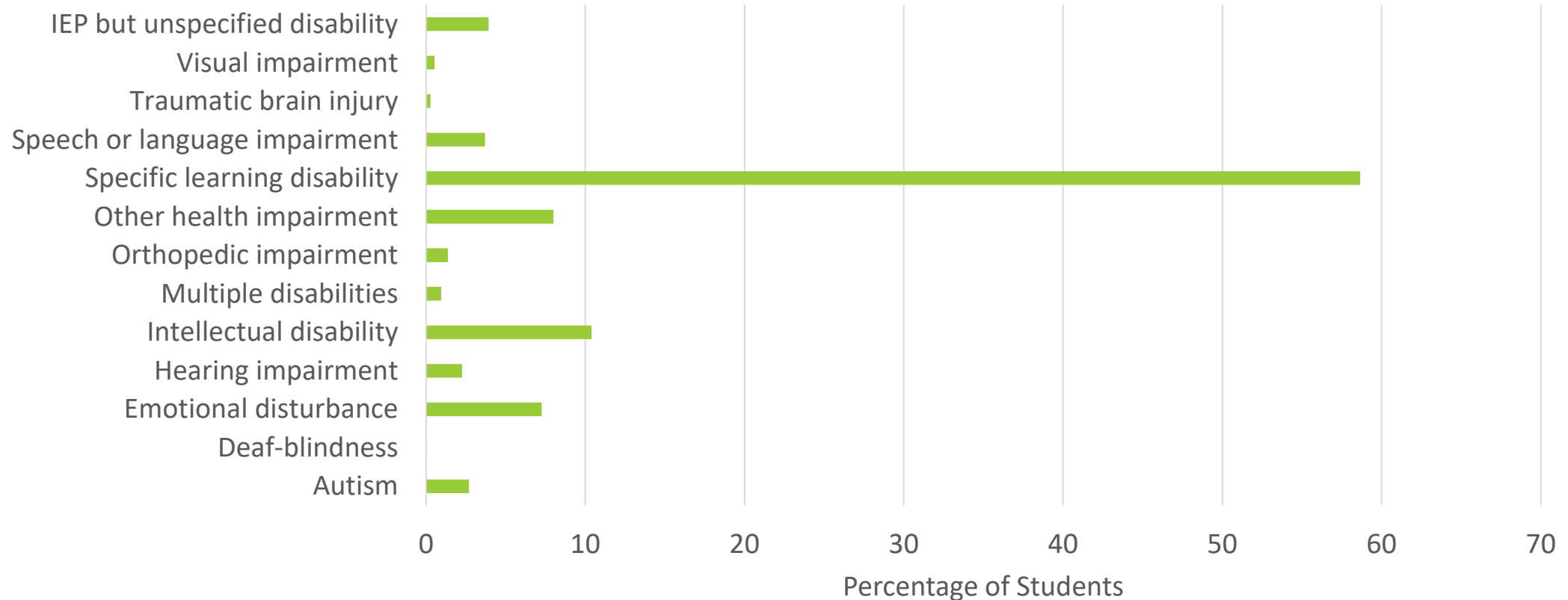
1. To what extent do parents and ELWD and non-ELWD participate in IEP/transition planning meetings?
2. To what extent do parents and ELWD and non-ELWD expect on the post-school outcomes (employment, living independently, financial independently, and post-secondary education)?
3. Does student and family 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

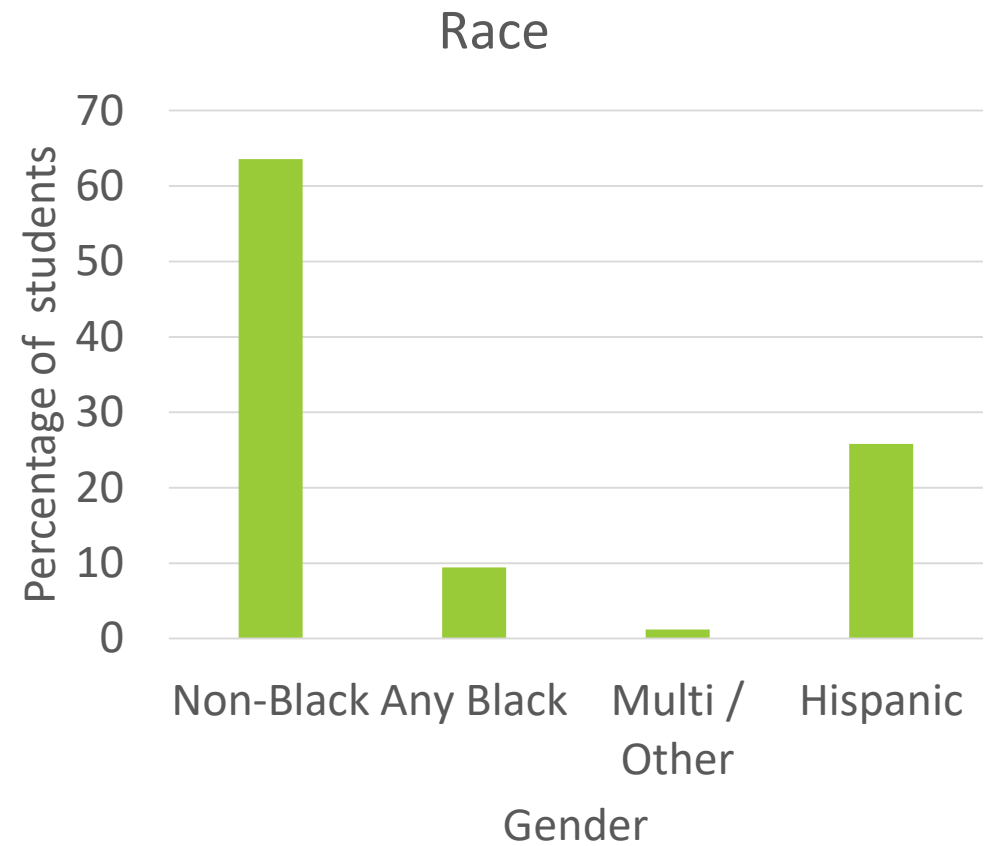
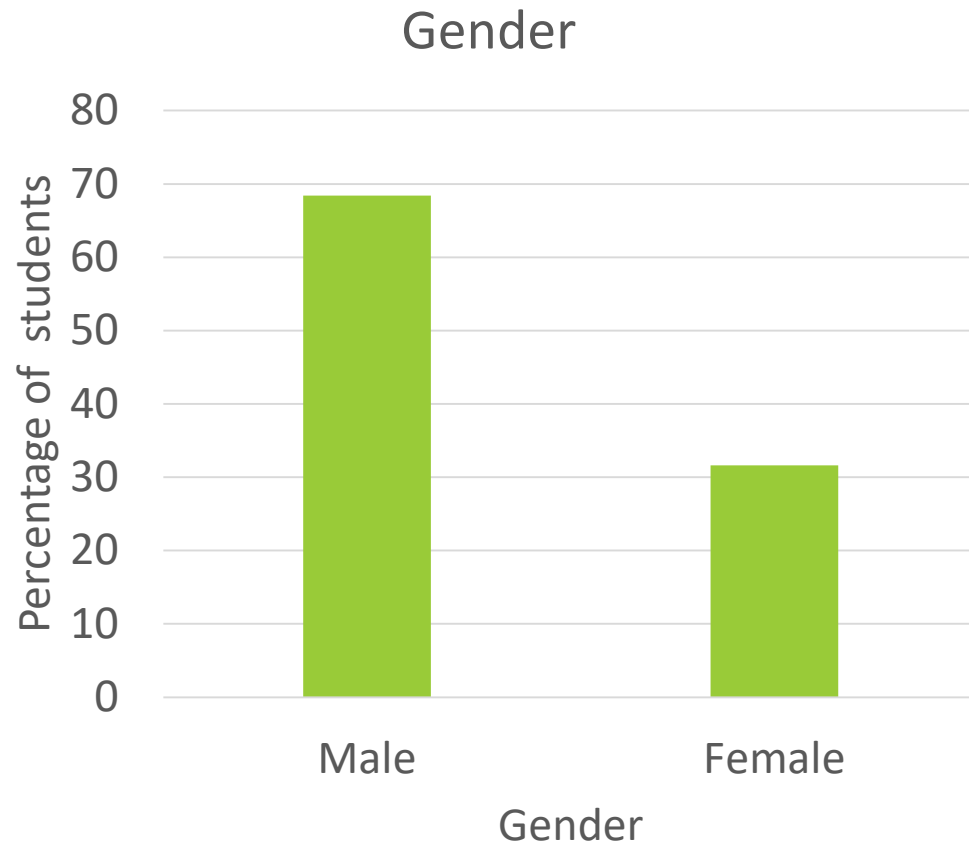
# Sample—Disability Group

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



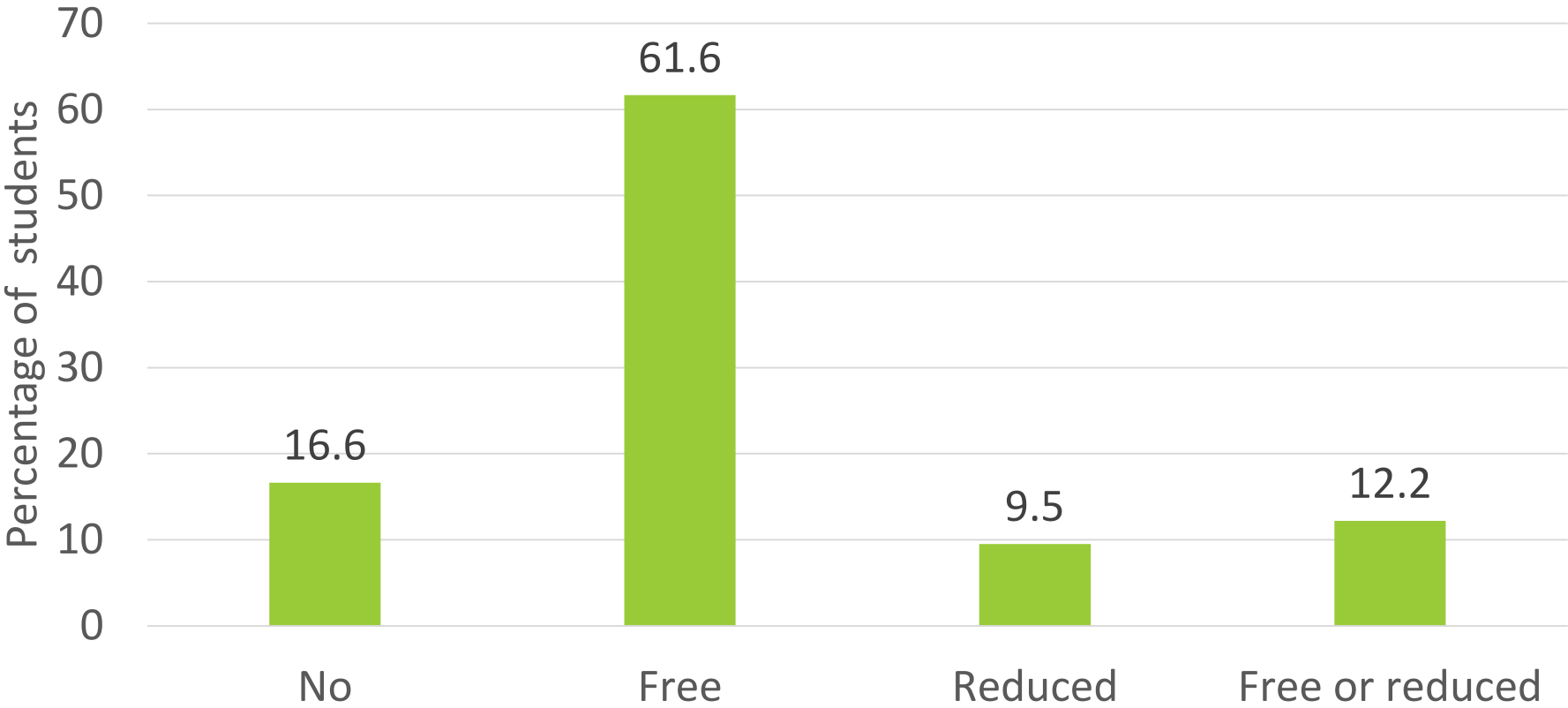
# Sample—Gender & Ethnicity

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# Free/reduced lunch

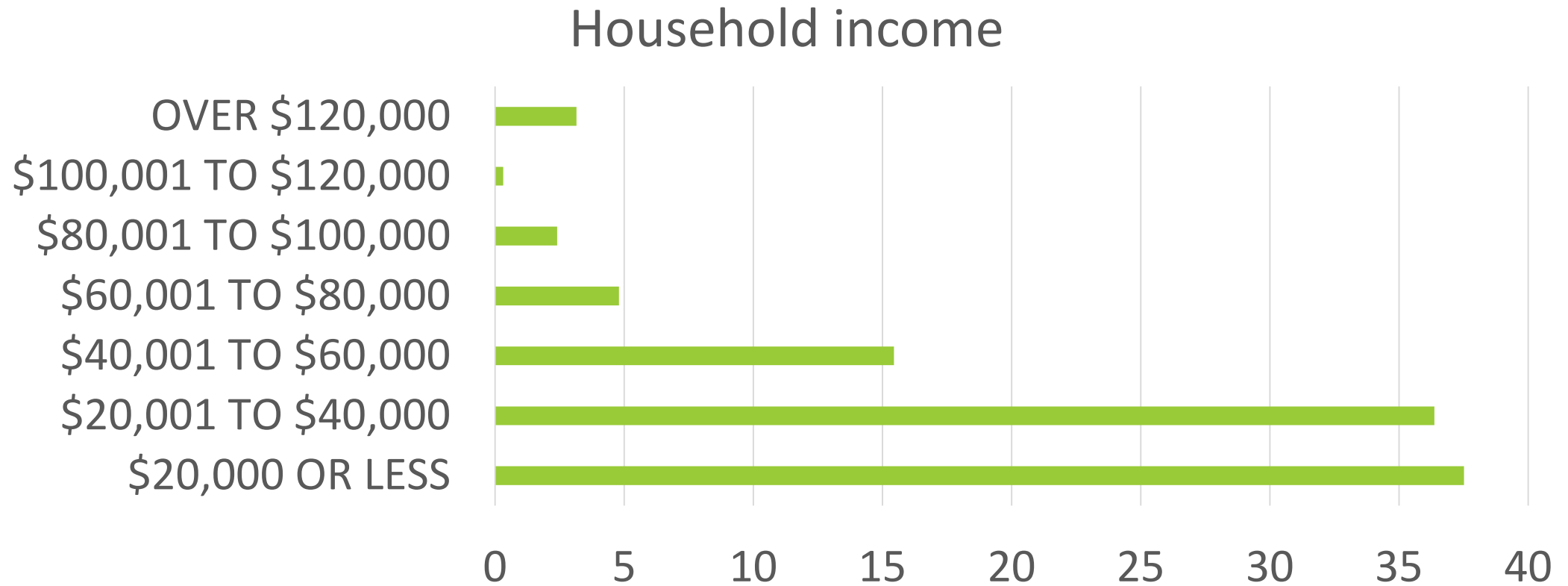
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# Sample—Household Income

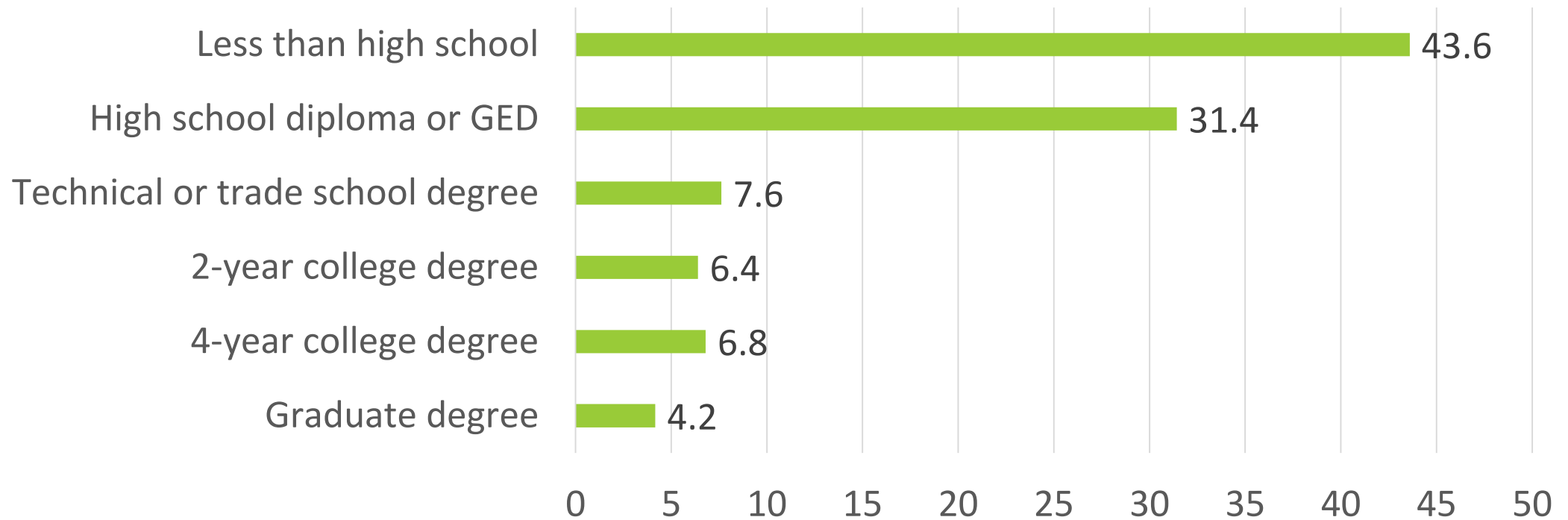
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# Sample—Parent Highest Education

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Parent highest education



# Measures

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## 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?

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## 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

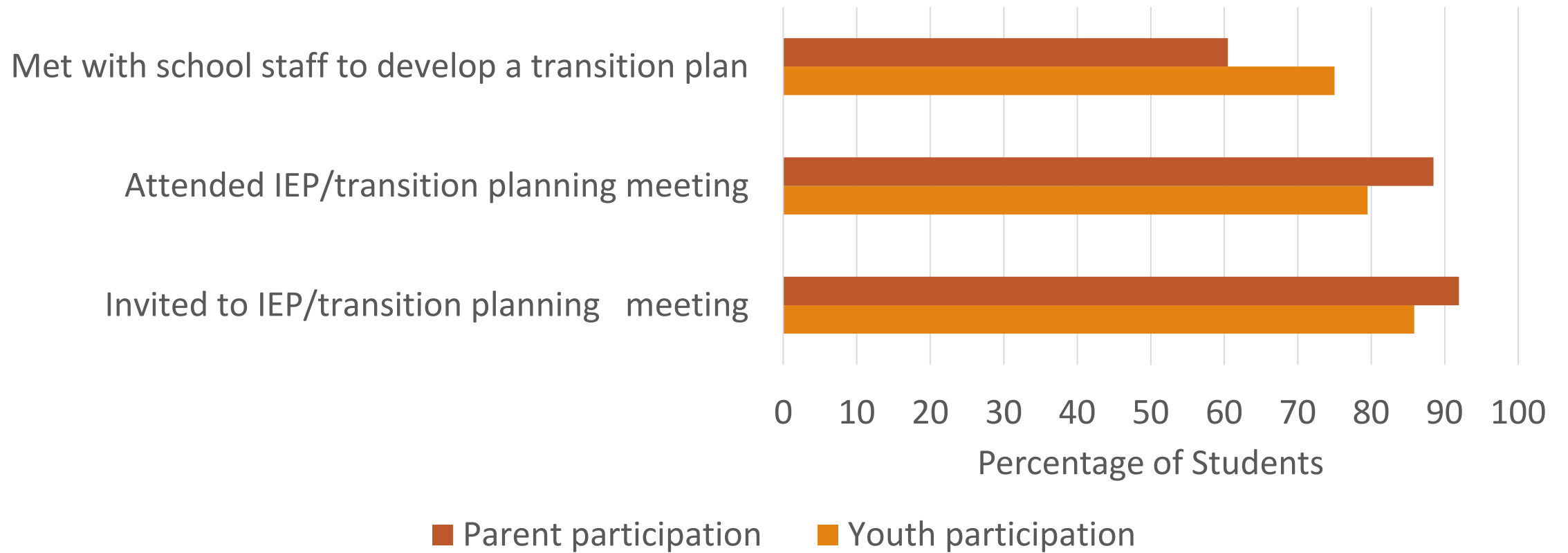
Postsecondary education

Living independently

Financial independence

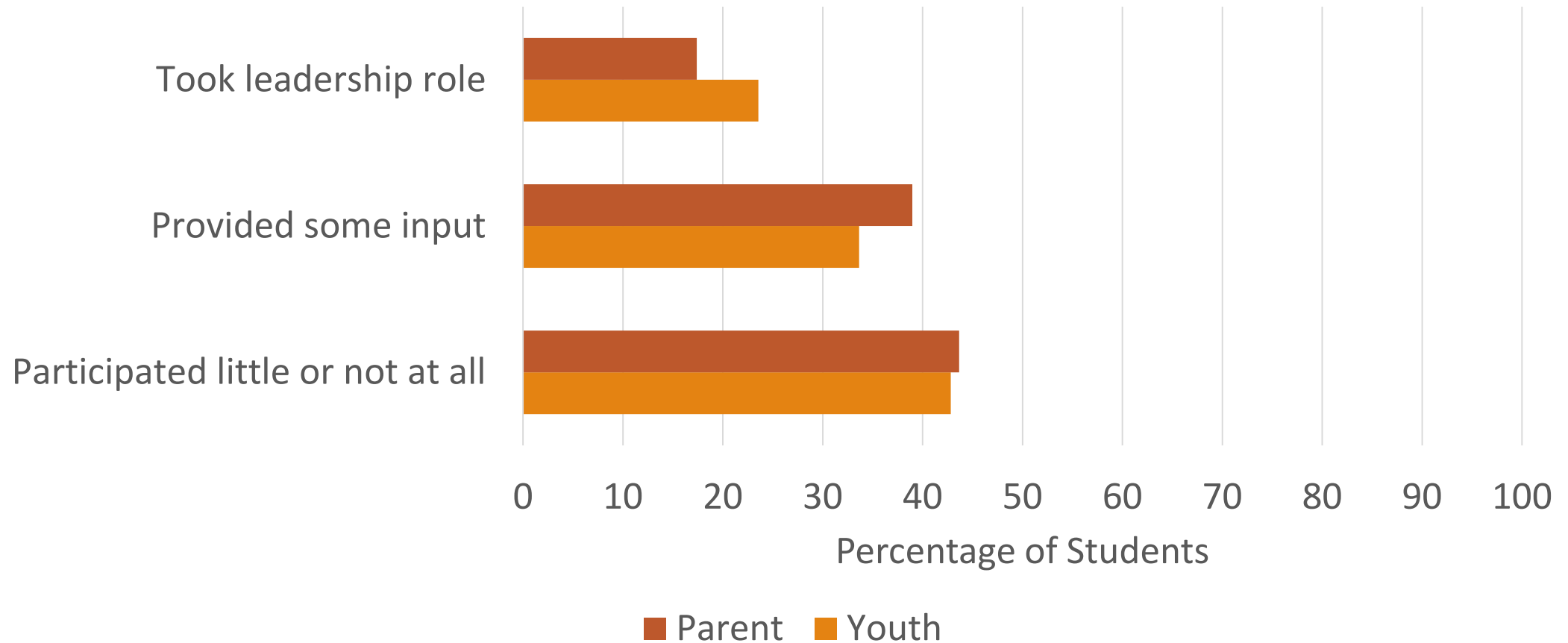
# IEP/Transition Planning Meeting Participation

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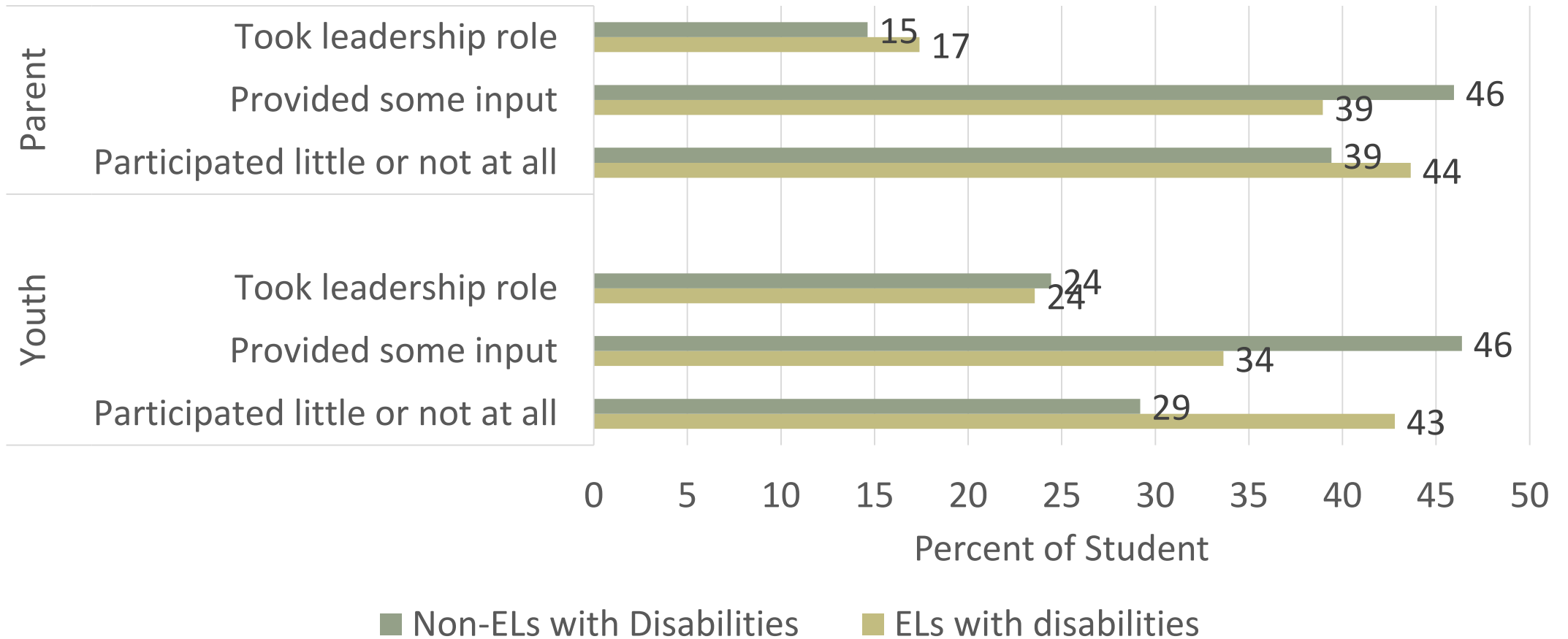


# Youth's Role in IEP/Transition Planning Meeting (P vs. Y)

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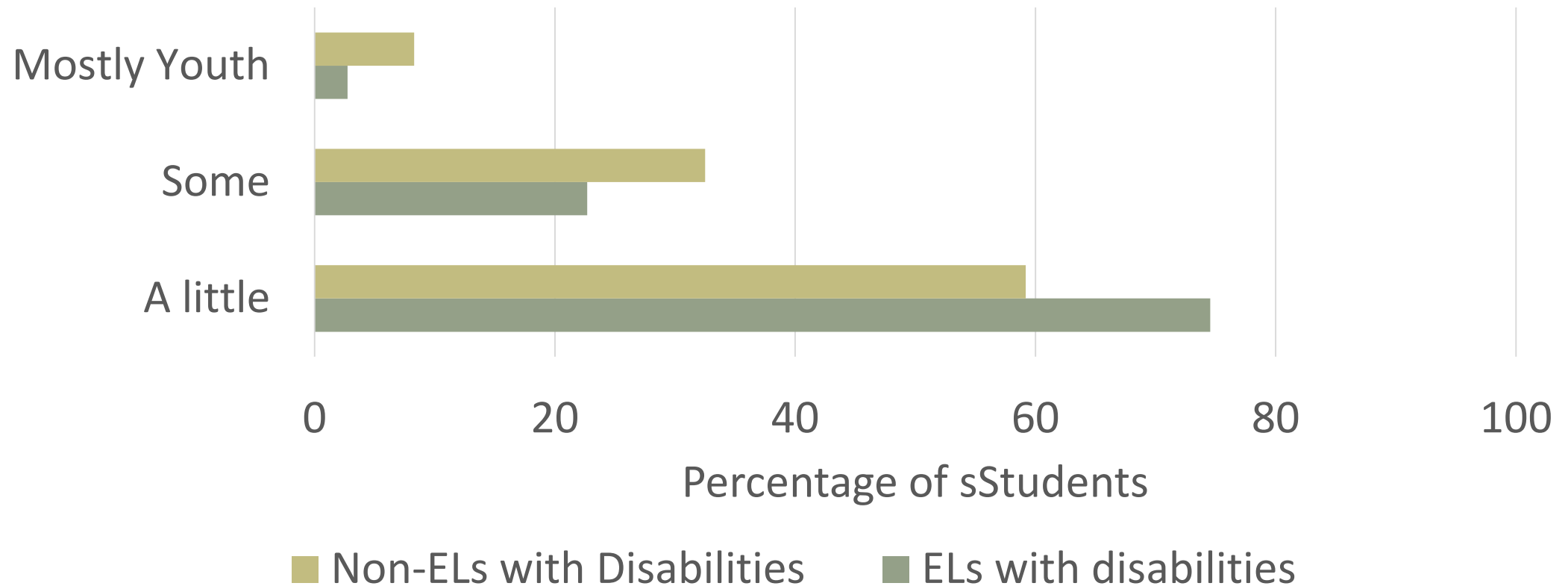


# Youth's Role in IEP/Transition Planning Meeting (ELWD vs. non-ELWD)





# 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 independence, and post-secondary education)?

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## 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

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## Postsecondary education

- Opinion of how far youth will get in school

## Living independently

- Likelihood of youth living independently when 30 years old

## Financial independence

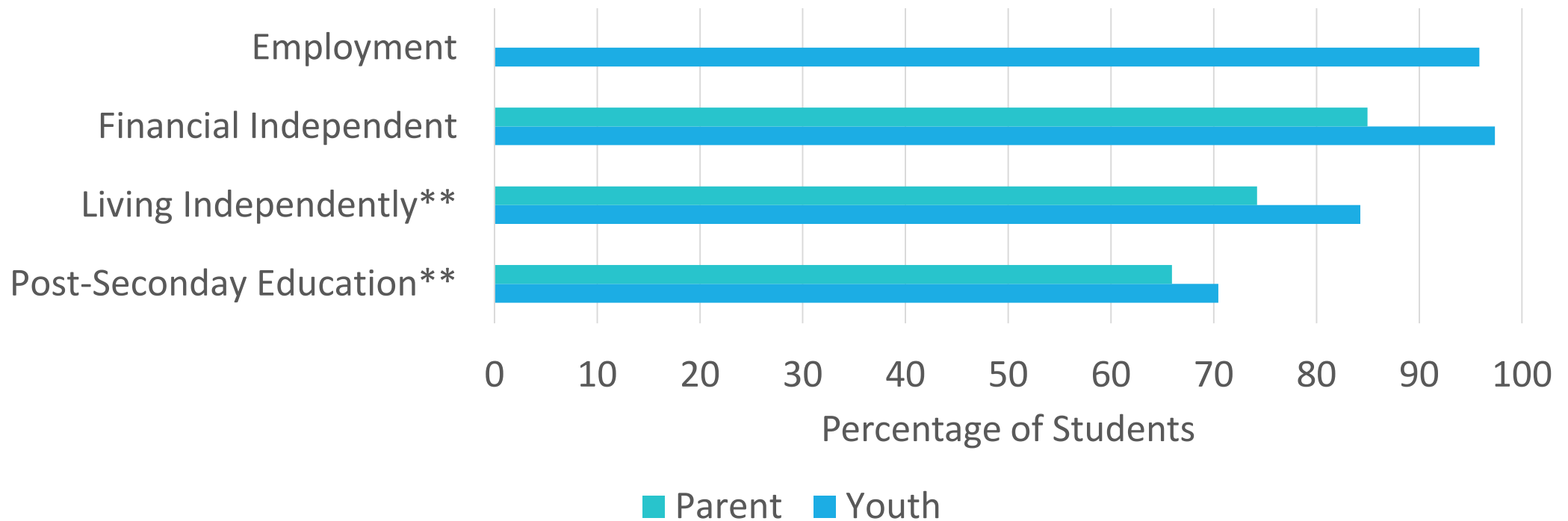
- Likelihood of youth's financial independence when 30 years old

## Employment

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

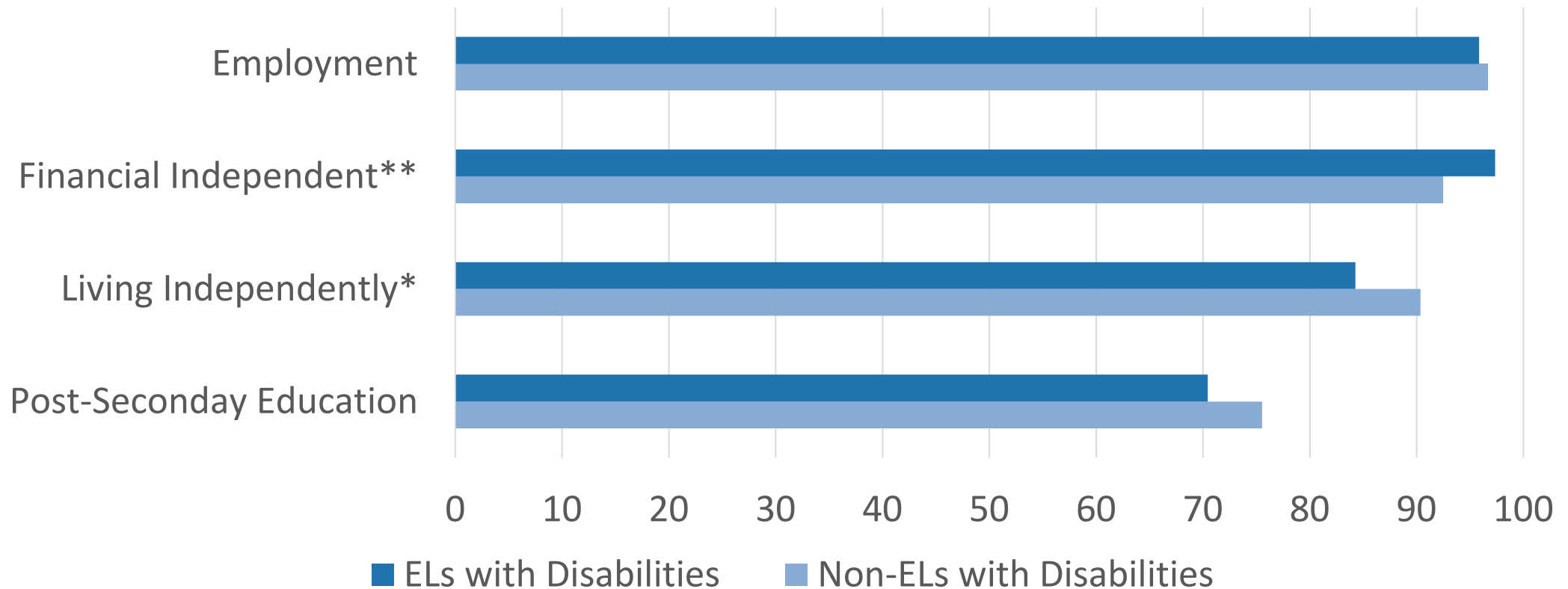
# Goal Aspirations on Post-school Outcomes (P vs. Y)

## Expectation on Postschool Outcomes for ELs with Disabilities



*Note.* The percentages were significantly different between parent and youth (\*\*p < .01).

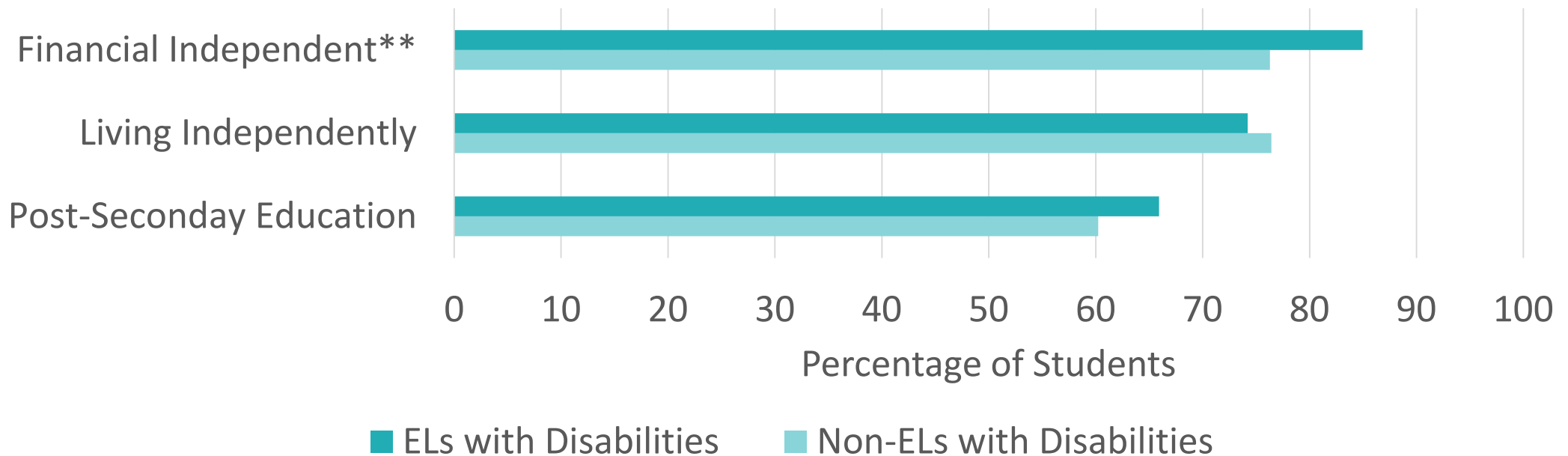
# Goal Aspirations on Post-school Outcomes (Youth: ELWD vs. Non-ELWD)



*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)

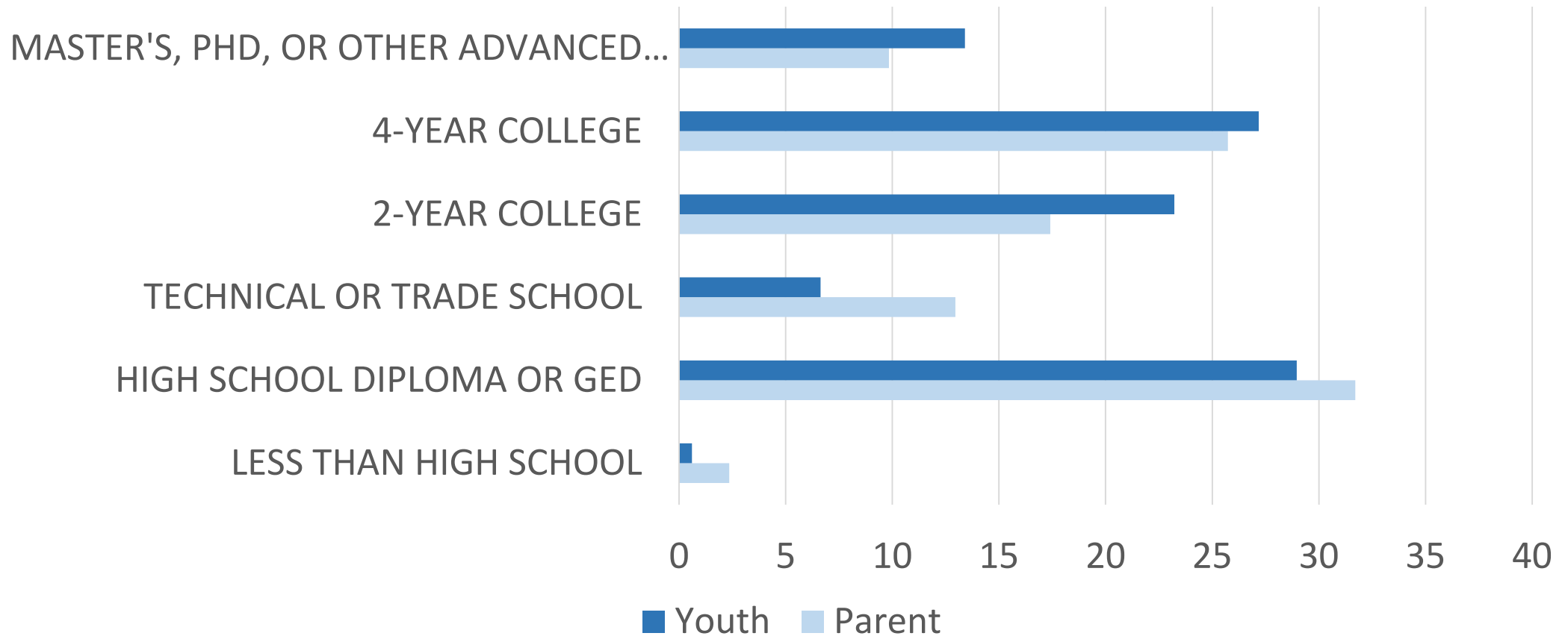


*Note\**: The percentages were significantly different between parents of ELWD and non-ELWD (\*\* $p < .01$ ).

# Post-secondary Education

## —How far youth will get in school

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RQ3-1

Predictors for the  
IEP/transition planning  
meeting Participation

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## 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

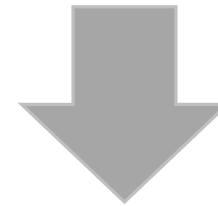
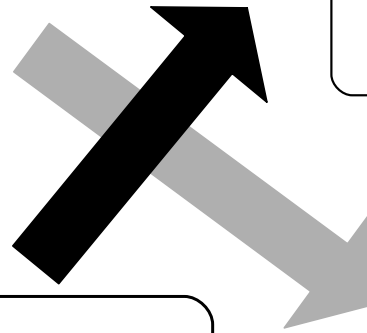
Youth's role in the meeting  
Youth's contribution in coming up with goals

## 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

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## Independent Variables

- Youth/parent meeting et 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

	ELWD				non-ELWD			
	Metting with school staff to set goals		youth involvement		Metting with school staff to set goals		youth involvement	
	parent	youth	parent	youth	parent	youth	parent	youth
Female (Compared with Male)							-**	
Hispanic (Compared with non-Hispanic)								
Had Free/Reduced lunch						+*		
Age					+**	+***		
Youth functional abilities index score			+*		-*	+*	+***	

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

# Student's educational history

	ELWD				non-ELWD			
	Meeting with school staff to set goals		youth involvement		Meeting with school staff to set goals		youth involvement	
	parent	youth	parent	youth	parent	youth	parent	youth
Ever held back a grade								
Ever suspended or expelled	-*						+*	
out-of-school suspension			+*					-*

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

# Parent/Family Characteristics

	ELWD				non-ELWD			
	Metting with school staff to set goals		youth involvement		Metting with school staff to set goals		youth involvement	
	parent	youth	parent	youth	parent	youth	parent	youth
Household Income (ref: < 20K)								
\$20,001 TO \$40,000					_**		_**	
\$40,001 TO \$60,000								
\$Over 60,000					_**		_*	
Parent highest education (ref: HS)								
Less than high school								
More than High School								

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

# Parent expectations and involvement in Education

	ELWD				non-ELWD			
	Meeting with school staff to set goals		youth involvement		Meeting with school staff to set goals		youth involvement	
	parent	youth	parent	youth	parent	youth	parent	youth
Expectations for student's postsecondary education					+	+	+	
Parent involvement at home								
Parent involvement at school								

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

Q3-2

Predictors for Post-  
school Goals Aspirations

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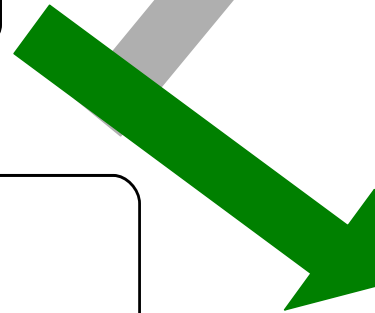
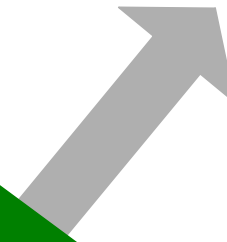
## Individual characteristics

### Demographic information

Gender  
Race  
Age  
Free/reduced lunch  
Functional skills

### Education experiences

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



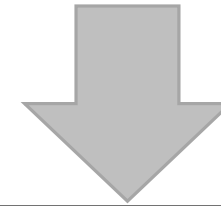
## IEP/transition planning meeting experiences

### 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.

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## 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)

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## **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)

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## 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

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

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

# Postsecondary Education

## --Family characteristics

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	ELWD		Non-ELWD	
	Parent	Youth	Parent	Youth
Household Income (ref: < \$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				
at school		+		

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

# Postsecondary Education

## --Expected Challenges after HS

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	ELWD		Non-ELWD	
	Parent	Youth	Parent	Youth
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)

	ELWD	Non-ELWD
<b><i>Individual characteristics</i></b>		
Age		-**
Youth functional abilities index score	+*	+**
<b><i>Family Characterisitcs</i></b>		
Household Income (compared with Less than 20K)		
\$20,001 TO \$40,000		
\$40,001 TO \$60,000		
\$Over 60,000		+*
<b><i>Expected Challenges after HS</i></b>		
Challenges after high school		+**
Issues youth facing in furthering education and training after HS	-**	
Issues youth facing in getting a job after HS		

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



# Living Independently

--Individual characteristics & education history

	ELWD		Non-ELWD	
	Parent	Youth	Parent	Youth
<b><i>Individual characteristics</i></b>				
Female (Compared with Male)				
Hispanic (Compared with non-Hispanic)	***			
Had Free/Reduced lunch				
Age	*			
Youth functional abilities index score	***	**	***	***
<b><i>Student's educational history</i></b>				
Ever held back a grade		-*		
Ever suspended or expelled out-of-school suspension		***s		

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

# Living Independently

## --Family Characteristics & Expected challenges

	ELWD		Non-ELWD	
	Parent	Youth	Parent	Youth
<b><i>Family Characteristics</i></b>				
<b>Household Income</b> (ref: < \$20K)				
\$Over 60,000	+**		+***	
<b>Parent involvement</b>				
at home				
at school				+***
<b><i>Expected Challenges after HS</i></b>				
Challenges after high school				
Issues youth facing in furthering education and training after HS	-*		-***	-*
Issues youth facing in getting a job after HS	+*	+*	-***	

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

# Financial Independence

--Individual characteristics & education history

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

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

# Financial Independence

## --Family Characteristics

	ELWD		Non-ELWD	
	Parent	Youth	Parent	Youth
Household Income (ref: < \$20K)				
\$20,001 TO \$40,000		+***		
\$40,001 TO \$60,000		+***		
\$Over 60,000		+***		
Parent highest education (ref: HS or GED)				
Less than high school		+**		-*
More than High School				
Parent involvement				
at home				
at school		+***		

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

# Financial Independence

## --Expected Challenges after HS

	ELWD		Non-ELWD	
	Parent	Youth	Parent	Youth
<b><i>Expected Challenges after HS</i></b>				
Challenges after high school		+***	+*	+*
Issues youth facing in furthering education and training after HS		+***	-***	
Issues youth facing in getting a job after HS		+***	-***	

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

# Next step

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- 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

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- 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