Update from OSEP
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OSEP Investments
• NLTS2
• SLIIDEA
• WWSTP
• NDPC-SD
• Nat'l Comprehensive Content Centers for Instruction and High Schools
• OSEP Community of Practice
• Comprehensive Planning Priorities

Comparison of NLTS & NLTS2 Data
Changes over time in the early postschool outcomes of youth with disabilities. A report of findings from the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS2)

- The school completion rate of youth with disabilities, ages 15 through 19, increased and the dropout rate decreased by 17 percentage points between 1987 and 2003. With these changes, 70% of cohort 2 youth with disabilities had completed high school.
- Youth with emotional disturbances demonstrated a substantial improvement (16 percentage points) in their school completion rate. Nonetheless, their 56% cohort 2 school completion rate remained among the lowest of any disability category.

Data from NLTS2
After high school: A first look at the postschool experiences of youth with disabilities.

- This report focuses on the 28% of youth with disabilities who were out of secondary school and ages 15 through 19 when telephone interviews were conducted with their parents and, whenever possible, with youth themselves in 2003 and for whom interviews also were conducted in 2001.
- Dropouts are significantly less likely to be engaged in school, work, or preparation for work shortly after high school than are school completers; two-thirds of dropouts have been engaged in these activities, compared with almost seven in eight school completers.
- Not surprisingly, the forms of engagement of dropouts are unlikely to include postsecondary education. Controlling for other differences between dropouts and completers, including their functional cognitive abilities and previous academic achievement, dropouts with disabilities are 18 percentage points less likely to have enrolled in a 2- or 4-year college shortly after high school than are school completers. Eight percent of dropouts have attended vocational, business, or technical schools, and 1% have attended a 2-year college at some time since leaving high school.

Data from NLTS2

- The rate of holding a paid job since high school among both dropouts and school completers is about 85%. However, dropouts with disabilities tend to work more hours per week (an average of 34 vs. 27 for school completers). Because dropouts and school completers earn quite similar hourly wages, the longer hours worked by dropouts result, in the short run, in their total earnings being higher on average than those of completers.
- Dropouts are more likely to support independent households and children than are school completers. More than one-fourth of dropouts with disabilities are living independently with a spouse or partner, and one-fifth are parenting, rates of independent living and parenting that are more than four times those of youth with disabilities who completed high school.
**Data from NLTS2**

- Dropouts are less likely than school completers to have such supports for independence as a driver’s license or a checking account, and they are much less likely to be registered to vote.
- More than one-third of dropouts with disabilities have spent a night in jail, three times the rate of youth with disabilities who finished high school. Controlling for other differences between them, dropouts are 10 percentage points more likely to have been arrested than youth with disabilities who finished high school.

**Data from SLIIDEA**

- State and district implementation of dropout prevention initiatives are increasing

**Data from NDPCSD – National Specialty Center**

- State Surveys and SPP Analysis
- States – Implementation and Capacity Building

**SEA Survey Results**

- Number of states using evidence-based programs increased from 4 in 2004 to 15 in 2005
- Number of states developing initiatives using a combination of research-based strategies that address individual risk factors related to dropout prevention increased from 18 in 2004 to 34 in 2005
- Reliable data collection will require consistent definitions and calculations for dropout and graduation

**TA&D Network Projects & Specialty Centers**

- WWSTP
- Nat’l Comprehensive Content Centers for Instruction and High Schools
- OSEP Community of Practice
- Comprehensive Planning Priorities
- Aligning TA&D & MSIP
- Implementing SPP Improvement
- Collaborative Efforts
- Leveraging Resources
- Aligning TA Activities with SEA Resources and Schedules
Next Steps