

# Assessing English Literacy as a Predictor of Postschool Outcomes in the Lives of Deaf Individuals

## Why was this work done?

- Deaf adults often do not experience success on the same level as the general population in life, employment, and education.
- It is unclear exactly how English literacy influences life for deaf adults, particularly school-based literacy.
- It is often proposed that deaf adults experience negative outcomes because of low English literacy skills.

“Deaf students may not always master traditional school-based measures of English literacy, but these literacy practices are specific to the school environment and are not reflective of the lived experience of literacy for deaf individuals.”

## How was this work done?

- Data were from the 2000-2010 National Longitudinal Transition Study–2(NLTS2), which collected information from over 1,000 deaf students about their experiences in high school and afterwards.
- Statistical analyses assessed whether or not those deaf students’ English skills, as measured in high school by standardized tests, predicted outcomes in life, employment, and education. Specific outcomes included:
  - Life – Living independently and self-beliefs
  - Employment – Having a job, hourly wage earned, and job satisfaction
  - Education – Enrollment in and completion of any postsecondary program

## Does English literacy predict success?

- Standardized measures of English literacy did predict some of the outcomes, but to differing degrees.
- English literacy skills predicted:
  - Living independently and more positive self-beliefs
  - Higher hourly wages, but not employment or job satisfaction
  - College enrollment, but not college completion
- Yet, when significant, literacy did not predict a large amount of variation in the above outcomes.

## What do these results mean, overall?

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- English literacy may not be a comprehensive predictor of successful adult life experiences for deaf individuals.
- Standardized measures of English literacy do not fully capture how deaf individuals navigate the world.

## Reference

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Garberoglio, C.L., Cawthon, S., & Bond, M. (in press). Assessing English literacy as a predictor of postschool outcomes in the lives of deaf individuals. *Journal of Deaf Studies and Deaf Education*.



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