

Summary of Predictor Categories, Outcome Areas, Level of Evidence, Descriptions, and Student Populations

Predictor Categories	Outcome Area (s)	Level of Evidence	Descriptions	Disability Categories
Career Awareness	<ul style="list-style-type: none"> Education Employment 	<ul style="list-style-type: none"> Potential Potential 	<ul style="list-style-type: none"> Students in the School to Work Transition Program (Oregon) who exited school with high job search skills were more likely to be engaged in post-school employment (Benz et al. 1997) Students in the School to Work Transition Program (Oregon) who exited school with high career awareness skills were more likely to be engaged in post-school employment or education (Benz et al. 1997) 	<ul style="list-style-type: none"> All disability categories All disability categories
Community Experiences	<ul style="list-style-type: none"> Employment 	<ul style="list-style-type: none"> Potential 	<ul style="list-style-type: none"> Students who participated in community-based training which involved instruction in non-school, 	<ul style="list-style-type: none"> Students with severe disabilities

			natural environments focused on development of social skills, domestic skills, accessing public transportation and on-the-job training were more likely to be engaged in post-school employment (White & Weiner, 2004)	
Exit Exam Requirements/High School Diploma Status	<ul style="list-style-type: none"> • Employment 	<ul style="list-style-type: none"> • Potential 	<ul style="list-style-type: none"> • Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to be engaged in post-school employment (Heal & Rusch, 1994) 	<ul style="list-style-type: none"> • All disability categories • Students without disabilities
Inclusion in General Education	<ul style="list-style-type: none"> • Education • Employment • Independent Living 	<ul style="list-style-type: none"> • Moderate • Moderate • Moderate 	<ul style="list-style-type: none"> • Students who participated in regular academics were 5 times more 	<ul style="list-style-type: none"> • All disability categories except speech

			<p>likely to participate in postsecondary education (Baer et al., 2003)</p> <ul style="list-style-type: none"> • Students who spend higher percentages of time in regular education placements were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993) • Students who took academic courses in regular education placement were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993) • Students with high performance in five areas, including 	<ul style="list-style-type: none"> • Students with learning disabilities, mental retardation, sensory impairment, and physical disabilities • All disability categories • All disability categories
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			<p>reading, writing, math, behaving responsibly, and problem solving skills were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <ul style="list-style-type: none"> • Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) • Students who had high scores on 	<ul style="list-style-type: none"> • All disability categories • All disability categories
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			<p>adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to live independently (Heal & Rusch, 1994)</p> <ul style="list-style-type: none"> • Students who took more hours of academic and occupational courses, and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995) • Students who participated in more highly integrated and less highly specialized school programs were more likely to be living independently (i.e., high independence defined as:[a] 	<ul style="list-style-type: none"> • Students without disabilities • Students with emotional disabilities, speech impairments, learning disabilities, mental retardation, severe disabilities, physical disabilities, hearing impairments, visual impairments • All disabilities
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			<p>parent’s prediction of youth’s future home independence, sum of cooking, shopping, washing, and cleaning skills, [b] sum of phone, time-keeping, counting, reading skills; [c] sum of dressing, feeding, and going out skills; [d] respondent’s claim of youth’s ability to respond on a follow-up questionnaire; Heal et al., 1997)</p> <ul style="list-style-type: none"> • Students who spent more hours in regular education courses were more likely to be living independently (i.e., high independence, high esteem, minimal (i.e., high independence defined as:[a] parent’s prediction of youth’s future home independence, 	<ul style="list-style-type: none"> • All disabilities
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			<p>sum of cooking, shopping, washing, and cleaning skills; [b] sum of phone, time-keeping, counting, reading skills; [c] sum of dressing, feeding, and going out skills; [d] respondent's claim of youth's ability to respond on a follow-up questionnaire; high esteem defined as: [a] respondent's or school's claim of therapeutic counseling for youth; [b] number of developmental disabilities services attributed to the youth; [c] youth used some developmental disabilities prosthetic device in the past year; [d] youth worked for pay in the past year; [e] youth worked with or without pay in the past year; [f]</p>	
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			<p>educational status, dropout to college graduation; Heal et al., 1997)</p> <ul style="list-style-type: none"> • Students who were integrated into a regular school setting (as opposed to special schooling for persons with a disability) for most of their schooling were more likely to be engaged in post-school employment (Leonard et al., 1999) • Students who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment (White & Weiner, 2004) 	<ul style="list-style-type: none"> • Individuals with visual impairments • Students with severe disabilities
Interagency Collaboration	<ul style="list-style-type: none"> • Education • Employment 	<ul style="list-style-type: none"> • Potential • Potential 	<ul style="list-style-type: none"> • Students who received assistance from 3 to 6 	<ul style="list-style-type: none"> • Students with deafness or with disabilities plus deafness

			<p>community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education (Bullis et al., 1995)</p> <ul style="list-style-type: none"> • Transition interagency council characteristics (i.e., agency directories, agreements, councils, general information, local business advisory boards, parent network, statements) were significantly and positively correlated with postsecondary education (Repetto et al., 2002) • Transition service characteristics (i.e., Association of Retarded Citizens, Department of 	<ul style="list-style-type: none"> • Disability not reported • Disability not reported
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			<p>Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security Initiatives, United Cerebral Palsy) were significantly and positively correlated with the rate of exiters found in postsecondary education (Repetto et al., 2002)</p> <ul style="list-style-type: none"> • Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, 	<ul style="list-style-type: none"> • Disability not reported
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			<p>Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were significantly and positively correlated with the rate of exiters found in postsecondary education (Repetto et al., 2002)</p>	
Occupational Courses	<ul style="list-style-type: none"> • Education • Employment 	<ul style="list-style-type: none"> • Potential • Potential 	<ul style="list-style-type: none"> • Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in 	<ul style="list-style-type: none"> • All disabilities

			<p>postsecondary education (Halpern et al., 1995)</p> <ul style="list-style-type: none"> • Students who took more hours of academic and occupational courses, and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995) 	<ul style="list-style-type: none"> • Students with emotional disabilities, speech impairments, learning disabilities, mental retardation, severe disabilities, physical disabilities, hearing impairments, visual impairments
<p>Paid Employment/Work Experience</p>	<ul style="list-style-type: none"> • Education • Employment • Independent Living 	<ul style="list-style-type: none"> • Moderate • Moderate • Potential 	<ul style="list-style-type: none"> • Students who participated in the Youth Transition Program (Oregon) with 2 or more paid jobs during high school were more likely to be engaged in post-school employment or education (Benz et al., 2000) 	<ul style="list-style-type: none"> • All disability categories

			<ul style="list-style-type: none"> • Students in the School to Work Transition Program (Oregon) who had 2 or more jobs during the last two years of high school were more likely to be engaged in post-school employment (Benz et al., 1997) • Students who had year round paid job for one full year during high school were 5 times more likely to be engaged in post-school employment and education (Bullis et al., (1995) • Students who had worked for pay during high school were more likely to be living independently (Bullis et al., 1995) • Students with two or 	<ul style="list-style-type: none"> • All disabilities • Students with deafness or with disabilities plus deafness • Students with deafness or with disabilities plus deafness • All disability
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			<p>more jobs during their last two years of high school were more likely to be engaged in post-school employment (Doren & Benz, 1998)</p> <ul style="list-style-type: none"> • Students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment (Rabren et al., 2002) • Students who had paid work experience were more likely to have employment in the first two years after graduation (Carter, et al. 2012). • Students who have paid work experience in high school are more likely to be engaged in post-school employment (McDonnall & O’Mally, 2012; McDonnall, 2011). 	<ul style="list-style-type: none"> • Students with learning disabilities, mental retardation, and other not specified disabilities • Students with severe disabilities • Students with visual impairments
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<p>Parent Expectations</p>	<ul style="list-style-type: none"> • Employment • Education 	<ul style="list-style-type: none"> • Moderate • Moderate 	<ul style="list-style-type: none"> • Students who had parents with high expectations were more likely to be engaged in postsecondary education or employment (Doren, Gau, & Lindstrom, 2012) • Students who had parents with high expectations were more likely to attend postsecondary education (Chiang et al., 2012) • Students who had parents with high expectations were more likely to be engaged in postsecondary employment (Carter et al., 2012) 	<ul style="list-style-type: none"> • Students across all disability categories • Students with autism • Students with severe disabilities
<p>Parental Involvement</p>	<ul style="list-style-type: none"> • Employment 	<ul style="list-style-type: none"> • Potential 	<ul style="list-style-type: none"> • Students with one or more parents who participated (as measured by the percentage) in more IEP meetings during the 11th and 12th grade year were 	<ul style="list-style-type: none"> • Students with learning disabilities

			<p>more likely to be engaged in post-school employment (i.e., Employment Status defined as employed, skilled laborer receiving more than minimum wage that requires specific skill training prior to beginning the job; Employment Stability defined as high scores on the Employment Training Index [ETI] which measures month of full and part-time employment, months out of high school, months enrolled in post-secondary education; Fourqurean et al., 1991)</p>	
Program of Study	<ul style="list-style-type: none"> • Employment 	<ul style="list-style-type: none"> • Potential 	<ul style="list-style-type: none"> • Students who participated in school-based programs that included career major (“sequence of 	<ul style="list-style-type: none"> • Disability defined as one or more serious functional limitations, or no serious limitation but one or more moderate limitations

			<p>courses based on occupational goal”), cooperative education (“combines academic and vocational studies with a job in a related field”), school-sponsored enterprise (“involves the production of goods or services by students for sale to or use by others”) and technical preparation (“a planned program of study with a defined career focus that links secondary and post-secondary education”) were 1.2 times more likely to be engaged in post-school employment (i.e., employment defined as (a) stability with benefits, insurance, paid sick days and (b) full-time employment;</p>	<p>(concept of disability drawn from World Health Organization’s International Classification of Functioning, Disability, and Health model)</p>
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			Shandra & Hogan, 2008)	
Self Advocacy/Self-Determination	<ul style="list-style-type: none"> • Education • Employment 	<ul style="list-style-type: none"> • Potential • Potential 	<ul style="list-style-type: none"> • Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) • Students with higher self-determination skills were more likely be engaged in post-school employment (Wehmeyer & Schwartz, 1997) 	<ul style="list-style-type: none"> • All disability categories • Students with mental retardation and learning disabilities

			<ul style="list-style-type: none"> Students with high self-determination skills were more likely to be engaged in postsecondary education (Berry et al. 2012) 	<ul style="list-style-type: none"> Students with learning disabilities, visual impairments, orthopedic impairments, autism, hearing impaired, emotional disability, intellectual disability
Self-care/Independent Living Skills	<ul style="list-style-type: none"> Education Employment Independent Living 	<ul style="list-style-type: none"> Potential Potential Moderate 	<ul style="list-style-type: none"> Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to live independently (Heal & Rusch, 1994) Students who had high self-care skills were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993) Students with high 	<ul style="list-style-type: none"> All disability categories Students without disabilities Students with learning disabilities, mental retardation, emotional disabilities, sensory impairments, physical disabilities Students with mild

			<p>daily living skills (based on teacher and student ratings from the Life Centered Career Education rating scales) were more likely to have higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)</p>	<p>mental retardation and learning disabilities</p>
<p>Social Skills</p>	<ul style="list-style-type: none"> • Education • Employment 	<ul style="list-style-type: none"> • Potential • Potential 	<ul style="list-style-type: none"> • Students in the School to Work Transition Program (Oregon) who exited high school with high social skills at exit were more likely to be engaged in post-school employment (Benz et al. 1997) • Students who passed more than half or all courses in 8 curriculum areas (remedial academics, 	<ul style="list-style-type: none"> • All disability categories • All disability categories

			<p>traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <ul style="list-style-type: none"> • Students with high social skills (based on teacher ratings from the Life Centered Career Education rating scales) were more likely to have higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990) • Students with high peer social skills were 	<ul style="list-style-type: none"> • Students with mild mental retardation and learning disabilities • Students with visual impairment
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			3.5 times more likely to obtain postsecondary employment (McDonnall, 2011).	
Student Support	<ul style="list-style-type: none"> • Education • Employment • Independent Living 	<ul style="list-style-type: none"> • Potential • Potential • Potential 	<ul style="list-style-type: none"> • Students who had support from self-family-friend network to find a job were more likely to be engaged in post-school employment (Doren & Benz, 1998) • Students who indicated high levels of satisfaction with instruction received (reading, writing, math, behaving responsibly, and problem solving) during high school were more likely to be engaged in post-school education (Halpern et al., 1995) • Students who spent more time per week with friends or family (i.e., days per 	<ul style="list-style-type: none"> • All disability categories • All disability categories • Students with mild disabilities, learning

			<p>week in 1987 that the youth interacted socially with friends or family members) during school were more likely to experience higher quality of life (i.e., independence defined as [a] self-sufficiency, [b] community living skills, [c] youth has post-high school education, [d] youth has checking/savings account, and [e] adaptive behavior; social relationships defined as [a] how well youth gets along with others, [b] days per week youth sees friends or family, [c] whether youth attending social groups in past twelve months, [d] if parent says youth is not socially isolated, and [e] days per week youth usually sees family; Heal et</p>	<p>disabilities, emotional disabilities, speech impairments, sensory (vision, hard of hearing, deaf) orthopedic impairments, other health impairments, and severe disabilities</p>
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			<p>al., 1999)</p> <ul style="list-style-type: none"> Students with high occupational guidance and preparation (based on teacher student ratings from the Life Centered Career Education rating scales) were more likely to have higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990) 	<ul style="list-style-type: none"> Students with mild mental retardation and learning disabilities
Transition Program	<ul style="list-style-type: none"> Education Employment 	<ul style="list-style-type: none"> Moderate Potential 	<ul style="list-style-type: none"> Students who participated in the Youth Transition Program (Oregon) with 4+ transition goals met were more likely to be engaged in post-school employment or education (Benz et al., 2000) Students who received transition 	<ul style="list-style-type: none"> All disability categories All disability categories

			<p>planning services (compared to those who did not) during the year prior to leaving school were more likely to be engaged in post-school education (Halpern et al., 1995)</p> <ul style="list-style-type: none"> • Transition service characteristics (i.e., Assoc. of Retarded Citizens, Department of Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security Initiatives, United Cerebral Palsy) were significantly and positively correlated with the rate of exiters found in postsecondary education (Repetto et 	<ul style="list-style-type: none"> • Disability categories not defined
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			<p>al., 2002)</p> <ul style="list-style-type: none"> • Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were significantly and positively correlated with the rate of exiters found in postsecondary education (Repetto et al., 2002) • Transition program characteristics (i.e., 	<ul style="list-style-type: none"> • Disability categories not defined • Disability categories not defined
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			<p>academic, adult ed. Career education, college, community training, course mod., developmental train., employment, entrepreneurship, follow-up services, goodwill, job coach, job corp, life skills, military, vocational training, voc eval/assess) were significantly and positively correlated with the rate of exiters found in postsecondary education (Repetto et al., 2002)</p> <ul style="list-style-type: none"> • Students with autism whose primary post-high school goal involved preparing them for postsecondary education were more likely to be encouraged to participate in the transition planning process by their 	<ul style="list-style-type: none"> • Students with autism
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			schools and were more likely to be engaged in postsecondary education (Chiang, Austin, Trainor, 2012).	
Vocational Education	<ul style="list-style-type: none"> • Education • Employment 	<ul style="list-style-type: none"> • Moderate • Moderate 	<ul style="list-style-type: none"> • Students who participated in vocational education were 2 times more likely to be engaged in full-time post-school (Baer et al., 2003) • Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in 	<ul style="list-style-type: none"> • All disability categories except speech • All disability categories

			<p>postsecondary education (Halpern et al., 1995)</p> <ul style="list-style-type: none"> • Students with vocational education credits in high school (versus those with none) were more likely to be engaged in post-school employment and post-school education (Harvey, 2002) • Students who received technology training were more than twice as likely to be employed than those who did not receive technology training (Leonard et al., 1999) • Students who took more hours of academic and occupational courses, and spent more time in regular education were more 	<ul style="list-style-type: none"> • Students with learning disabilities, orthopedic impairments, visual or hearing problems, deafness, speech problems, physical disabilities, learning problems, emotional problems, or other health problems, mental or physical disabilities • Students with disabilities • Individuals with visual impairments • Students with emotional disabilities, learning disabilities, mental retardation, severe disabilities, physical disabilities, hearing impairments, visual impairments
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			<p>likely to be engaged in post-school employment (Heal & Rusch, 1995)</p> <ul style="list-style-type: none"> • More recent research shows a lack of impact of a functional/vocational curriculum on postschool outcomes for students with intellectual disabilities (Bouck & Joshi, 2012). • Vocational education was not a predictor of postschool employment for students with intellectual disability (Joshi, Bouck, & Maeda, 2012). 	<ul style="list-style-type: none"> • Students with intellectual disability • Students with intellectual disability
Work Study	<ul style="list-style-type: none"> • Employment 	<ul style="list-style-type: none"> • Moderate 	<ul style="list-style-type: none"> • Students who participated in work study were 2 times more likely to be engaged in full-time post-school employment (Baer et al., 2003) • Students in the Bridges School to 	<ul style="list-style-type: none"> • All disability categories except speech • Students with learning disabilities, mental

			<p>Work Program who accepted a post-internship job offer and who completed the internship were more likely to engage in post-school employment (Fabian et al., 1998)</p> <ul style="list-style-type: none"> • Students who participated in the Bridges program in their last year of high school and completed the internship were 4 times more likely to be employed (Luecking & Fabian, 2000) • Students who received a job offer after completion of the Bridges internship were five times more likely to be employed (Luecking & Fabian, 2000) • Students who 	<p>retardation, emotional disability, other disabilities that included epilepsy, sensory impairments, head injury, and orthopedic and mobility impairments</p> <ul style="list-style-type: none"> • Students with mental retardation, emotional disabilities, and learning disabilities • Students with mental retardation, emotional disabilities, and learning disabilities • Students with intellectual disability
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			participated in school sponsored work were more likely to have employment after high school (Joshi, Bouck, & Maeda, 2012).	
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