Predictors of In-School and Post-School Success

Recently, the National Secondary Transition Technical Assistance Center (NSTTAC) conducted a systematic literature review to identify in-school predictors of post-school success in the areas of employment, education, and independent living for secondary students with disabilities (Test, Mazzotti, Mustian, Fowler, Kortering, & Kohler, 2009). As a result of this literature review, NSTTAC has identified 16 evidence-based predictors of post-school employment, education, and independent living success from the correlational research including career awareness, community experiences, exit exam requirements/high school diploma status, inclusion in general education, interagency collaboration, occupational courses, paid employment/work experience, parental involvement, program of study, self-advocacy/self-determination, self-care/independent living skills, social skills, student support, transition program, vocational education, and work study.

As NSTTAC has been disseminating these findings, we have had requests to gather a comprehensive list of predictors of in-school and post-school success for all secondary students. In an effort to respond to this request, NSTTAC has begun to develop a comprehensive list of predictors of in-school and post-school success across students with disabilities, students without disabilities, students at-risk, and students with mental health issues. To do this, NSTTAC reviewed reports and documents from various sources, including the *National High School Center, Center for the School of the Future*, *National Dropout Prevention Center*, *Manpower Demonstration Research Corporation*, *Center for Research on the Education of Students Placed At Risk*, and *National Network on Youth Transition for Behavioral Health*.

To be included reports and documents had to meet the following criteria: (a) included secondary education for students with and/or without disabilities, students at-risk, and/or students with mental health issues and (b) provided information or data on secondary in-school program variables as predictors of in-school and post-school success supported by research. Reports and documents were excluded from analysis if they did not supply empirical references and did not discuss secondary variables as predictors of in-school and post-school success.

From the reports/documents, NSTTAC has developed an initial draft of the following table, which provides information about in-school predictors of in-school and post-school success for students with disabilities, students without disabilities, students at-risk, and students with mental health issues. At this point, we are asking for your assistance. Please review the following tables and provide any feedback or additional information or references that you feel needs to be included. Please send your feedback to David W. Test at dwtest@uncc.edu.

Predictors of In-School Success

Predictor	Description	Students with Disabilities	Students w/out Disabilities	Students at-risk	Students with Mental Health Issues	References
1. Freshman Course Performance[2]	• Students who had higher course performance during the first year of high school were more likely to complete high school[2]	X	X			(Allensworth & Easton, 2005)[2]
2. Taking Algebra Early[2]	• Taking algebra in the first year of high school rather than later is a strong predictor of students being on track to graduate[2]	X	X			(Allensworth & Easton, 2005)[2]
3. On-Track (i.e., at least five full-year course credits; no more than one F in one semester in a core course during the first year of high school)[2]	• Students who are on-track are more than 3.5 times more likely than students who are off track to graduate from high school in 4 years[2]	X	X			(Allensworth & Easton, 2005)[2]
4. School Attendance[2]	• Students who had higher rates of school attendance during the first year of high school are more likely to complete high school[2]	X	X			(Allensworth & Easton, 2005; 2007)[2]
5. School Leadership[3]	• School leadership was a significant predictor of academic achievement in 8th grade based on teacher responses[3]	X	X			(Taylor, West, & Smith, 2006)[3]
6. Teacher/Instructional Quality[3, 2]	• Instructional quality was a significant predictor of academic achievement in 8th grade based on student and teacher responses; in 11th grade based on parent, student, and teacher responses[3] • Teacher expertise was the largest factor that explained the gap between African American and Caucasian student	X X				(Taylor, West, & Smith, 2006)[3] (Ferguson, 1991)[2]

	achievement[2] • Teacher excellence was a significant predictor of academic achievement in 8th and 11th grade based on parent responses; in 11th grade based on teacher responses[3]	X	X			(Taylor, West, & Smith, 2006) [3]
7. Resource Management[3]	• Resource management was a significant predictor of academic achievement in 8th and 11th grade based on teacher responses[3]	X	X			(Taylor, West, & Smith, 2006) [3]
8. School Safety[3]	• School safety was a significant predictor of academic achievement in 8th grade based on teacher responses; in 11th grade base on parent and student responses[3]	X	X			(Taylor, West, & Smith, 2006) [3]
9. Student Committment[3]	• Student commitment was a significant predictor of academic achievement in 8th grade based on student responses[3]	X	X			(Taylor, West, & Smith, 2006) [3]
10. IEP Goals[1, 8]	• Students with 4+ transition goals met were more likely to graduate from high school[1] • Students who had measurable post-secondary goals on their IEP were more likely to participate in work experience and have successful VR referrals in-school[8]	X				(Benz et al., 2000) [1] TransQUAL Online[8]
11. Social Skills[1]	• High social skills in high school was a significant predictor of students' capacity to perform self-determination behaviors and opportunities to engage in self-determined behavior in-school[1]	X				(Pierson et al., 2008) [1]
12. Mentors[7]	• Students with formal or informal mentors had higher self-esteem and were more likely to be employed during high school[7]	X			X	(Linnehan, 2003) [7]
13. Parental Involvement / Parent Support[1, 3, 4, 6]	• Parental involvement in high school for students was positively correlated with in-school employment[1] • Parent support was a significant predictor of academic achievement in 8th grade based on student and teacher responses; in11th grade based on parent and teacher	X				• (Reiter & Palnizky, 1996) [1] • (Taylor, West, & Smith, 2006) [3]

	responses[3] • Family engagement was positively correlated with student academic achievement[4] • Parental encouragement to attend college for students in twelfth grade was a significant predictor of mathematics achievement standardized test scores (SAT/ACT) in twelfth grade[6]		X	X		• (Henderson & Mapp, 2002) [4] • (Catsambis, 1998) [6]
14. Paid work experience [1]	• Students with 2 or more paid jobs during high school were more likely to graduate from high school[1] • Students who participated in paid or nonpaid work experiences in the Spring semester were more likely to have summer employment[1]	X				(Benz et al., 2000) (Carter et al., 2010) [1]
15. Vocational training[8]	• Students who participated in programs with pre-vocational training, job search training, specific job skills training, and student internships were more likely to have work experience opportunities in school[8]	X				TransQUAL Online[8]
16. After-school Programs[5]	• Students who participated in after-school programs were less likely to get into trouble, have improved academic performance, and were more likely to attend school more often[5]	X	X			(Grossman et al., 2002) [5]
17. Career Academies[2, 14]	• Students most at-risk for dropping out, who participated in Career Academies, were more likely to stay in-school through 12th grade, have improved attendance, and have increased number of credits earned toward graduation[2, 14] • Students at medium or low risk of dropping out, who participated in Career Academies, were more likely to take career and technical courses and participate in career development activities without reducing academic course load[2]	X	X			(Kemple & Snipes, 2000; Kemple & Scott-Clayton, 2004) [2, 14]
18. Achieving Success Identity Pathways	• A curricular intervention designed to empower teachers, administrators, and			X		(Solberg, 2001) [10]

program (ASIP) [10]	support staff with the knowledge and skills needed to help their students succeed in school and prepare them for school to work to life transitions. • Student s in 9th and 10th grades who participated in the ASIP curricula were more likel y to have higher GPAs, increased attendance, and more credits earned.[10]					(Solberg, Carlstrom, & Kowalchuk, 2001) [10]
19. Career Development Activities (CDA) [8]	• 19 days of lesson plans designed to help a student discover specific information about him or herself through awareness, self-knowledge, and education and occupational exploration. The broad goal of theses 19 days is to help students begin to "figure out who they are while they decide what they want to become." (Source: U.S. Department of Labor - Finding One's Way: Career Guidance for Disadvantaged Youth.) • Schools that expanded CDA and engaged students in CDAs were more likely to experience successful in-school transition outcomes (e.g. participation in work experience)[8]	**X**				(TransQUAL Online[8])
20. Project Lead the Way (PLTW) [9]	• PLTW prepares students to be the most innovative and productive leaders in Science, Technology, Engineering and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning and a love of learning. • Students who participated in PLTW, an 8	**X**	**X**			(Phelps, Durham, & Camburn) [9]

	week high school engineering curriculum, were more likely to receive higher composite ACT scores[9] • Students who participated in PLTW, an 8 week high school engineering curriculum, were more likely to attain high ACT math scores[9] • Students who participated in PLTW, an 8 week high school engineering curriculum, were more likely to complete approximately the same amount of math and science credits in high school[9] • Students who participated in PLTW, an 8 week high school engineering curriculum, were more likely to be involved in career exploration, including talking with adults about career goals and participating in school experiences that help them clearly define career goals[9] • Students (i.e., seniors) who participated in PLTW, an 8 week high school engineering curriculum, were more likely to have higher attendance rates during the senior year than non-PLTW seniors[9] • Students (i.e., seniors) who participated in PLTW, an 8 week high school engineering curriculum, were more likely to complete math courses during the senior year[9] • Students who participated in PLTW, an 8 week high school engineering curriculum, were more likely to score higher on 10th grade state assessment in math and reading[9]					
21. Project Transition – (Milwaukee; Kansas City; project designed to change environment for 9th graders and teachers by creating student-	• Project designed to change environment for 9th graders and teachers by creating student-teacher teams, daily teacher team meetings, coach position, and other supports • Students who participated in Project Transition were more likely to pass	X	X			(Quint, Miller, Pastor, & Cytron 1999)[5]

teacher teams, daily teacher team meetings, coach position, and other supports) [5]	courses, have increased average number of credits earned, were more engaged, and had greater autonomy[5]					
22. Talent Development High School (TDHS) Ninth Grade Instructional Interventions (program designed to accelerate the learning of at-risk students) [6, 14]	• The TDHS instructional program was a significant predictor of higher reading and math achievement for at-risk students who participated in the program for an entire school year [6] • **TDHS-** Ninth grade instructional interventions (program designed to accelerate the learning of at-risk students); In low-performing public high schools in U.S. cities, high proportions of students drop out, students who stay in school typically do not succeed academically, and efforts to make substantial reforms often meet with little success. The Talent Development High School model is a comprehensive school reform initiative that has been developed to address these challenges (MDRC, 2005). • Students enrolled in Talent Development High Schools earned on average 9.5 more course credits than those students enrolled in typical high schools[14] • Students enrolled in Talent Development High Schools were more likely to be promoted to the 10th grade than students enrolled in typical high schools[14]			**X**		(Balfanz, Legters, & Jordan, 2004)[6] (Kemple, Herlihy, & Smith, 2005)[14]
23. Transition Service Integration Model[7]	• The Transition Services Integration Model expands the availability of integrated career, community living, and postsecondary education options for individuals with significant disabilities who are in their last year of public school (i.e., age 20-21). The Transition Services Integration Model is designed to combine the resources of school and post-school	**X**				(Certo et al., 2005)[7]

	systems in sharing the costs of a student-driven approach to transition planning, resulting in integrated employment, with wages paid directly by the employer. • Students who participated in the Transition Service Integration Model had higher rates of successful secondary graduation[7]					
24. Youth Transition Program [1]	• The Youth Transition Program (Oregon) youth are served by a transition team consisting of a Vocational Rehabilitation Counselor, a Transition Specialist, and a Special Education Instructor from the local school district, who together with the participant develop a transition plan. During this program youth are given a variety of services which may include: career exploration, job shadows, unpaid and paid community work experiences, mentoring, classroom instruction in academic and vocational skills, independent living and personal/social skills and on-the-job training. • The purpose of the program is to prepare youth with disabilities for employment or career related post secondary education or training. • Students who participated in the Youth Transition Program (Oregon) for 12+ months were more likely to graduate from high school[1]	**X**				(Benz et al., 2000) [1]
25. Person-centered teacher variables (i.e., empathy, warmth, genuineness, composites, nondirective, encourage learn, encourage think, adapt to differences,	• Students who had teachers that possessed person-centered teaching qualities were more likely to have positive outcomes in critical/creative thinking, math achievement, verbal achievement, grades, IQ, and perceived achievement.[11] • Students who had teachers that possessed person-centered teaching qualities were more likely to participate in class, have higher self-efficacy/mental health skills,	**X**	**X**	**X**		(Cornelius-White, 2007)[11]

learner-centered beliefs)[11]	have higher motivation, and higher social connection skills. Students were less likely to drop out.[11]					
26. Teacher expectations of employment	• Students who had teachers who expected them to be employed were more likely to participate in summer employment activities[12]	X				(Carter et al., 2010)[12]
27. Achievement for Latinos with Academic Success (ALAS)[14]	• The ALAS model involves four interrelated program components for (1) students, (2) schools, (3) families and (4) communities. The program focuses on middle school, the juncture at which students are most likely to drop out of school and emphasized a combination of psycho-social and academic interventions. • Students who participated in the ALAS program were more likely to stay in school • Students who participated in the ALAS[14] program were more likely to be on track to graduate at the end of the ninth grade[14]			X		(Larson & Rumberger, 1995)[14]
28. Check and Connect[14]	• *Check & Connect* is a dropout prevention strategy that relies on close monitoring of school performance, as well as mentoring, case management, and other supports. The program has two main components: "Check" and "Connect." The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. The Connect component involves program staff giving individualized attention to students, in partnership with school personnel, family members, and community service providers. • Students enrolled in Check and Connect Program were less likely to drop out of school[14] • Students enrolled in Check and Connect program were more likely to have earned	X				(Sinclair et al., 1998; Sinclair, Christenson, & Thurlow, 2005)

	more credits toward high school completion					
29. Talent Search[14]	• The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. • Students who participate in the talent Search projects are more likely to complete high school[14]			X		(Constantine et al., 2006)[14]
30. Twelve Together[14]	• *Twelve Together* is a peer support and mentoring program for middle and high school students. The one-year voluntary program offers weekly after-school discussion groups. Each group consists of about 12 students, who are a mix of students at high risk of academic failure and others at lower academic risk. Groups are led by two trained volunteer adult facilitators who moderate discussions. • Students who participated in the Twelve Together peer support and mentoring program were less likely to drop out of school[14]			X		(Dynarski et al., 1998)[14]

Predictors of Post-School Success

Predictor	Description	Students with Disabilities	Students w/out Disabilities	Students at-risk	Students with Mental Health Issues	References
1. Inclusion in General Education[1]	• Students who participated in regular academics were 5 times more likely to participate in postsecondary education • Students who took academic courses in regular education placements were more likely to be engaged in post-school	Education Employment Independent Living[1]				(Baer et al., 2003) [1] (Blackorby et al., 1993) [1]

	education, employment, and independent living [1]					
	• Students with high performance in five areas, including reading, writing, math, behaving responsibly, and problem solving skills were more likely to be engaged in postsecondary education [1]					(Halpern et al., 1995) [1]
	• 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 [1]					(Halpern et al., 1995) [1]
	• 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 [1]					(Heal & Rusch, 1994) [1]
	• 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 [1]					(Heal & Rusch, 1995) [1]
	• 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) 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) [1]					(Heal et al., 1997) [1]
	• Students who spent more hours in regular education courses were more likely to be					(Heal et al., 1997) [1]

	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, 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) educational status, dropout to college graduation) [1] • Students who were integrated into a regular school setting for most of their schooling were more likely to be engaged in post-school employment [1] • Students who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment [1] • Higher performance scaled to the National Assessment of Educational Progress (NAEP) in mathematics was positively correlated with enrollment in postsecondary education, selectivity of postsecondary institutions that students attend, and the likelihood that the students receive a bachelor's degree[1] • Students, including those with low achievement levels, who take more rigorous, academically intense programs in high school are more likely to enroll and		Education[2]			(Leonard et al., 1999) [1] (White & Weiner, 2004) [1] (Scott & Ingles, 2007) [1] (Adelman, 2006; Oakes & Saunders, 2007) [2]

	persist in post-school education[2]					
2. Exit Exam Requirements/ High School Diploma Status[1]	• Students who received a high school diploma were more likely to participate in postsecondary education[1] • 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 and be engaged in post-school employment[1] • Students who graduated with a diploma (versus a certificate) were more likely to be engaged in post-school employment [1] • *Students who had high GPA at graduation were more likely to have high GPA in post-school education* [1]	Education Employment Independent living[1]				(Harvey, 2002) [1] (Heal & Rusch, 1994; 1995) [1] (Rabren et al., 2002) [1] *(DaDeppo, 2009)* [1]
3. Program of Study[1]	• Students who participated in school-based programs that included career major ("sequence of 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 [1]	Employment[1]				(Shandra & Hogan, 2008) [1]
4. Transition Program[1, 8]	• The Youth Transition Program's (YTP) goal is to improve participant's post school outcomes by preparing them for meaningful competitive employment or career related post secondary training. Through the YTP students receive (a) transition planning	Education Employment [1]				(Benz et al., 2000) [1] (Halpern et al.,

	focused on post school goals, (b) instruction in academic, vocational and independent living and personal social areas, (c) paid job training while in the program, and assistance to secure employment or enter postsecondary education upon leaving the program; and (d) follow up support for up to 2 years after leaving the program to help youth negotiate the uncertainties of the transition years. • Students who participated in the YTP with 4+ transition goals met were more likely to be engaged in post-school employment or education [1] • Students who received transition 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 [1] • 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 positively correlated with the rate of exiters found in postsecondary education [1] • 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 positively correlated with the rate of exiters found in postsecondary education [1]	Education[7] Employment[7]			Education[7]	1995) [1] (Repetto et al., 2002) [1] (Karpur, Clark, Caproni, & Sterner, 2005)[7] (Certo et al., 2005)[7]

	• Transition program characteristics (i.e., 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 positively correlated with the rate of exiters found in postsecondary education [1] • Students with EBD, who received TIP-based transition services, were more than three times more likely than youth with EBD, who did not receive TIP services, to be engaged in post-school education[8] • Students who participated in the Transition Service Integration Model were more likely to be engaged in post-school employment[8] • Students who participated in transition programs that included student involvement in the IEP, skill development, and opportunities for self-advocacy and self-determination, postsecondary education preparation, independent living preparation, and career preparation had higher postsecondary self-determination skills as measured by the Psychological Empowerment subscale of the ARC's Self-Determination Scale (Wehmeyer & Kelchner, 1995), the How I feel About Myself Scale (Rehfeldt, 2006), and the Adult Trait Hope Scale (Snyder et al., 1991)[13]	Independent Living				(Morningstar et al., 2010)[13]
5. Occupational Courses[1]	• 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	Education[1] Employment				(Halpern et al., 1995) [1] (Flannery et al.,

	postsecondary education [1] • Students who participated successfully in Occupational Skills Training (OST) program services which included characteristics: individualized design, work-site based curriculum, and a focus on the existing labor market and employment., were more likely to higher wages and worked more hours per quarter.					2008)
6. Paid Work Experience[1]	• 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 [1] • 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 [1] • Students who had worked for pay during high school for a full year were more likely to be living independently [1] • Students with two or more jobs during their last two years of high school were more likely to be engaged in post-school employment [1] • 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 [1]	Education Employment Independent Living[1]				(Benz et al., 2000) [1] (Benz et al., 1997) [1] (Bullis et al., 1995) [1] (Doren & Benz, 1998) [1] (Rabren et al., 2002) [1]
7. Vocational Education[1, 2]	• Students who participated in vocational education were 2 times more likely to be engaged in full-time employment [1] • 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	Education Employment [1]				(Baer et al., 2003) [1] (Halpern et al., 1995) [1]

	postsecondary education [1] • 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 [1] • Students who received technology training were more than twice as likely to be employed than those who did not receive technology training [3] • Vocational courses (CTE) improved later earnings for those students who enrolled in postsecondary education or training[2]		Employment[2]			(Harvey, 2002) [1] (Leonard et al., 1999) [1] (Silverberg et al., 2004) [2]
8. Work Study[1]	• Participation in work study increased the likelihood of full-time employment more than two times [1] • Students in the Bridges School to Work Program who completed the internship were more likely to accept a post-school job offer [1] • 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 [1] • Students who received a job offer after completion of the Bridges internship were five times more likely to be employed [1]	Employment [1]				(Baer et al., 2003) [1] (Fabian et al., 1998) [1] (Luecking & Fabian, 2000) [1]
9. Career Awareness[1]	• 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 [1] • 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 [1]	Education Employment[1]				(Benz et al. 1997) [1]

10. Community Experiences[1]	• Students who participated in community-based training which involved instruction in non-school, 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 [1]	Employment [1]				(White & Weiner, 2004) [1]
11. Self-Advocacy/Self-Determination[1]	• 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 [1] • Students with higher self-determination skills were more likely be engaged in post-school employment and independent living [1] • Students who participated in self-determination skill development programs had higher postsecondary self-determination skills as measured by the Psychological Empowerment subscale of the ARC's Self-Determination Scale (Wehmeyer & Kelchner, 1995), the How I feel About Myself Scale (Rehfeldt, 2006), and the Adult Trait Hope Scale (Snyder et al., 1991)[13]	Education Employment Independent Living[1, 13]				(Halpern et al., 1995) [1] (Wehmeyer & Schwartz, 1997) [1] (Morningstar et al., 2010)[13]
12. Self-Care/Independent Living Skills[1, 7]	• 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 and be engaged in post-school employment [1] • Students who had high self-care skills were more likely to be engaged in post-school education, employment, and independent living [1] • Students with high daily living skills (based	Education Employment Independent Living[1]				(Heal & Rusch, 1994; 1995) [1] (Blackorby et al., 1993) [1] (Roessler et al.,

	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 [1] • Students with strength-based adaptive behavior skills were more likely to be engaged in post-school independent living[7]				Independent living[7]	1990) [1] (Armstrong, Dedrick, & Greenbaum, 2003)[7]
13. Social Skills[1]	• 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 [1] • 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 [1] • 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 [1]	Education Employment Independent Living[1]				(Benz et al. 1997) [1] (Halpern et al., 1995) [1] (Roessler et al., 1990) [1]
14. Parental Involvement[1]	• 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 more likely to be engaged in post-school employment [1] • Students with positive perceptions of their parents' involvement in the IEP meeting (e.g., active participants, provided some input, attended meetings but did not actively participate) had higher postsecondary self-	Employment[1] Independent Living[13]				(Fourqurean et al., 1991;) (Morningstar et al., 2010) [13]

	determination skills as measured by the Psychological Empowerment subscale of the ARC's Self-Determination Scale (Wehmeyer & Kelchner, 1995), the How I feel About Myself Scale (Rehfeldt, 2006), and the Adult Trait Hope Scale (Snyder et al., 1991)[13] • Students with positive perceptions of activities parents involved them in to prepare them for postsecondary education had higher postsecondary self-determination skills as measured by the Psychological Empowerment subscale of the ARC's Self-Determination Scale (Wehmeyer & Kelchner, 1995), the How I feel About Myself Scale (Rehfeldt, 2006), and the Adult Trait Hope Scale (Snyder et al., 1991)[13] • Students with positive perceptions of career skills parents taught them had greater postsecondary self-determination skills • Students with positive perceptions of independent living skills parents taught them had greater postsecondary self-determination skills as measured by the Psychological Empowerment subscale of the ARC's Self-Determination Scale (Wehmeyer & Kelchner, 1995), the How I feel About Myself Scale (Rehfeldt, 2006), and the Adult Trait Hope Scale (Snyder et al., 1991)[13]					
15. Student Support[1]	• Students who had support from self-family-friend network to find a job were more likely to be engaged in post-school employment [1] • 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 [1]	Education Employment Independent Living[1]				(Doren & Benz, 1998) [1] (Halpern et al., 1995) [1] (Heal et al;

	• Students who spent more time per week with friends during school were more likely to experience higher quality of life (independent living) [1] • 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 [1] • Student who had support from informal (family/friends) or formal (vocational rehabilitation service) were more likely to work in community-based work settings.					1999) [1] (Roessler et al., 1990) [1] (Hasnain & Balcazar, 2009)
16. Interagency Collaboration[1]	• Students who received assistance from 3 to 6 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[1] • 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 [1]	Education Employment[1]				(Bullis et al., 1995) [1] (Repetto et al., 2002) [1]
17. Student Involvement in the IEP	• Students perceptions of their involvement in the IEP meeting (e.g., active participants, provided some input, attended meetings but did not actively participate) as measured by the Psychological Empowerment subscale of the ARC's Self-Determination Scale (Wehmeyer & Kelchner, 1995), the How I feel About Myself Scale (Rehfeldt, 2006), and the Adult Trait Hope Scale (Snyder et al., 1991)[13]	Independent Living[13]				(Morningstar et al., 2010)[13]

Source:

[1] = NSTTAC; [2] = National High School Center; [3] = Center for the School of the Future; [4] =National Dropout Prevention Center; [5] = Manpower Demonstration Research Corporation (MDRC); [6] = Center for Research on the Education of Students Placed At Risk; [7] = National Network on Youth Transition for Behavioral Health; [8] = TransQUAL Online, Cornell University; [9] = The Center on EDUCATION AND WORK; [10] = Solberg and Colleagues, University of Wisconsin-Milwaukee; [11] =Texas A & M Regents' Initiative Collaborative and International University; [12] =Carter and Colleagues, University of Wisconsin-Madison/Milwaukee, [13] =Morningstar and Colleagues, university of Kansas; [14] =IES Practice Guide for Dropout Prevention

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