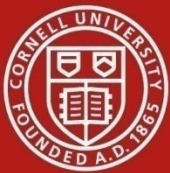


Cornell University  
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# Statistical Evidence in Support of Transition Services for Students with Disabilities

David Brewer

Cornell University

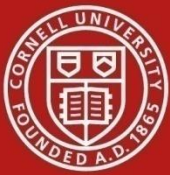


## **New York and National Data**

From the Model Transition Program (2008), data on 16,000 students was collected.

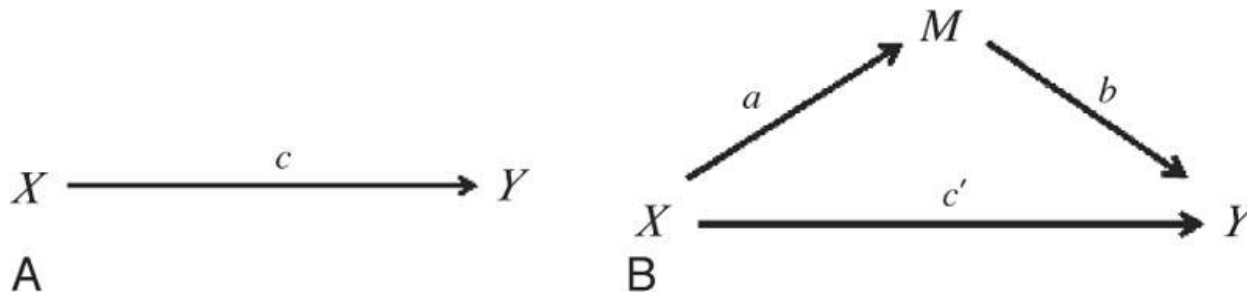
Data was compared with the National Longitudinal Transition Study-2 (NLTS-2).

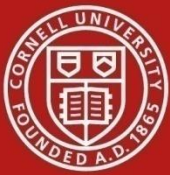
Through extensive statistical analysis, we were able to balance the populations of the two studies and use the NLTS-2 as a comparison group...



## So what drives successful outcomes?

Mediation analysis – a statistical beast that examines the effect of a given variable on the outcome as a function of third variable.

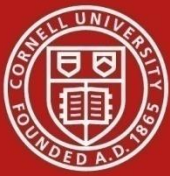




## What this means...

Student participation in the following activities had an increased (%) likelihood of post-school success:

- ✓ Participation in career development activities (17%)  
(e.g., transition assessment, employability training, career and technical education, job search skills training)
  - ✓ Participation in in-school work experience (13%)
  - ✓ Participation in paid work experience (25%)
  - ✓ Receiving services from community agencies (9%)
  - ✓ Post-school goals in the IEP (18%)
- ...add it up!

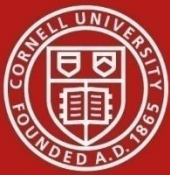


## Carlos' Video – Scavenger Hunt



Check all that apply as you watch this video:

- Career development activities
- In-school work experience
- Paid work experience
- Services from community agencies
- Post-school goals in the IEP



## Questions About Carlos

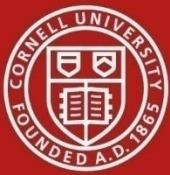
How was Carlos able to get his job at the barber shop?

What was the school's role in Carlos' employment?

How would you describe this job? How long will he have it?

No employment agency was mentioned in the video.

*How might an agency have helped Carlos further his career?*



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ILR School  
Employment and Disability Institute

## Questions? Contact Information...

Dave Brewer

Employment and Disability Institute

ILR School

Cornell University

307 Dolgen Hall

Ithaca, NY 14853

607-254-4696

[drb22@cornell.edu](mailto:drb22@cornell.edu)