

Correlational Results Table

Reference	<i>n</i>	Disability	Other Demographics	Predictor Variable	Post-school Outcome Variable	Statistical Analysis	Relationship	Significance level	Effect Size
Baer et al. (2003)	140	All disability categories except speech	59% male 41% female 18% minority Urban, suburban, and rural representation	1. Work study	1. Employment	Logistic Regression	1. 3.67	1. $p < .01$	1. 0.45 (medium)
				2. Vocational education	2. Employment		2. 2.60	2. $p < .05$	2. 0.34 (medium)
				3. Regular academics	3. Education		3. 5.13	3. $p < .01$	3. 0.55 (large)
Benz, Lindstrom, & Yovanoff (2000)	709	All disability categories	62% male 38% female 87% Caucasian 5% Hispanic 3% African American 3% Asian/Pacific Islander 2% Native American	1. Number of paid jobs	1. Productive Engagement (employment or education)	Logistic Regression	1. 1.80	1. $p < .001$	1. 0.22 (small)
				2. Transition goals met	2. Productive Engagement (employment or education)		2. 3.82	2. $p < .001$	2. 0.46 (medium)
Benz, Yovanoff, & Doren (1997)	218	All disability categories	63% male 37% female 92% Caucasian 8% minority	1. Social skills at exit	1. Employment	Logistic Regression	1. 3.44	1. $p < .05$	1. 0.43 (medium)
				2. Number of jobs in school	2. Employment		2. 2.03	2. $p < .01$	2. 0.26 (small)
				3. Job search skills at exit	3. Employment		3. 2.11	3. $p < .05$	3. 0.27 (small)
				4. Career awareness at exit	4. Productive Engagement (employment or education)		4. 1.89	4. $p < .05$	4. 0.23 (small)
Blackorby, Hancock, & Siegel (1993)	939	LD, MR, ED, Sensory Impairments, Physical Disabilities	62% male 38% female	1. Student's School Programs (percentage of time spent in regular	1. Employment, education, and independent living	Correlated Factor Analysis	1. 0.27	1. $p < .001$	1. 0.27 (small)

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				education placement; student took academics in regular education placement)					
				2. Individual aptitude (student's self-care ability scale; student's IQ level)	2. Employment, education, and independent living		2. 0.42 Pearson <i>r</i>	2. <i>p</i> <.001	2. 0.42 (medium)
Bullis, Davis, Bull, & Johnson (1995)	308	Students with deafness or with disabilities plus deafness	Data not reported	1. Year-round job	1. Engagement (Education or employment)	Logistic Regression	1. 4.94	1. <i>p</i> =.05	1. 0.54 (large)
				2. Paid work	2. Independent living		2. 2.21	2. <i>p</i> =.05	2. 0.29 (medium)
				3. Assistance from 3-6 community-based agencies	3. Independent Living		3. 2.34	3. <i>p</i> =.05	3. 0.31 (medium)
Doren & Benz (1998)	422	All disability categories	65% male 35% female	1. Number of jobs in school (males only)	1. Employment	Logistic Regression	1. 2.04	1. <i>p</i> <.05	1. 0.26 (small)
				2. Method used to find job (self-family-friend network)	2. Employment		2. Males: 2.33 Females: 3.77	2. <i>p</i> <.05 <i>p</i> <.05	2. 0.31 (medium) 0.46 (medium)
Fabian, Lent, & Willis	2,258	LD, MR, ED, other disabilities that	62% male 48% African American	1. Acceptance of post-internship job offer	1. Employment	Discriminant Analysis	1. 0.23 (.89 structure coefficient)	1. <i>p</i> <.001	1. 0.23 (small)

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(1998)		included epilepsy, sensory impairments, head injury, and orthopedic and mobility impairments	21% Hispanic 5% Asian American 22% European American 3% Other urban location of Bridges' programs	2. Internship completion	2. Employment		2. 0.23 (.44 structure coefficient) Canonical Correlation	2. <i>p</i> <.001	2. 0.23 (small)
Fourquarean, Meisgeier, Swank, & Williams (1991)	123	LD	75% male 82% White 11% Hispanic 7% Black	1. High school employment 2. Parent participation 3. Parent participation 4. Math ability	1. Employment (stability) 2. Employment (stability) 3. Employment (status) 4. Employment (status)	Multiple Regression Discriminant Analysis	1. .05 2. .03 3. .43 Canonical Correlation	1. <i>p</i> <.01 2. <i>p</i> <.05 3. <i>p</i> <.01	1. 0.05 (small) 2. 0.03 (small) 3. 0.43 (medium)
Halpern, Yovanoff, Doren, & Benz (1995)	Oregon/ Nevada: 422	All disability categories	60% male 10% minorities 61% family income >\$25K/yr	1. Instruction received 2. Transition planning 3. Student satisfaction	1. Education 2. Education 3. Education	Logistic Regression	1. 3.91 2. 3.21 3. 22.48	1. <i>p</i> <.05 2. <i>p</i> <.05 3. <i>p</i> <.01	1. 0.47 (medium) 2. 0.41 (medium) 3. 0.82 (large)
	Arizona: 565		63% male 23% minorities 48% family income >\$25K/yr	1. Functional achievement 2. Instruction received 3. Transition planning 4. Student	1. Education 2. Education 3. Education 4. Education	Logistic Regression	1. 12.67 2. 4.82 3. 6.61 4. 27.65	1. <i>p</i> <.01 2. <i>p</i> <.05 3. <i>p</i> <.05 4. <i>p</i> <.01	1. 0.74 (large) 2. 0.53 (large) 3. 0.61 (large) 4. 0.85 (large)

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				satisfaction					
Harvey (2002)	7,007	LD, orthopedic impairments, visual or hearing problems, deafness, speech problems, orthopedic problems, physical disabilities, learning problems, emotional problems, or other health problems, mental or physical disabilities; students without disabilities	50.8% male 49.2% female 79.4% White 20.0% Other 23.5% urban 42.3% suburban 34.3% rural 18.7% low SES 23.7% mid-low SES 26.6% mid-high SES 31.0% high SES	1. Vocational education credit in high school 2. Vocational education credit in high school 3. Vocational education credit in high school	1. Employment 2. Employment (wage earnings) 3. Employment (hours worked)	Logistic and Ordinary Least-Squares Regression	1. 1.75 2. 3.19 3. 3.65	1. $p < .001$ 2. $p < .001$ 3. $p < .001$	1. 0.21 (small) 2. 0.41 (medium) 3. 0.45 (medium)
Heal, Khoju, & Rusch (1997)	713	All disability categories	Data not reported	1. Extent of school integration 2. Percent of hours spent in regular education classes	1. Independent Living: (QOL: Independence) 2. Independent Living : (QOL: Independence) (QOL Esteem)	Hierarchical Multiple Regression	1. 0.37 2. 0.48 0.32	1. $p < .001$ 2. $p < .001$ $p < .001$	1. 0.37 (medium) 2. 0.48 (medium) 0.32 (medium)

Reference	<i>n</i>	Disability	Other Demographics	Predictor Variable	Post-school Outcome Variable	Statistical Analysis	Relationship	Significance level	Effect Size
							Pearson <i>r</i>		
Heal, Khoju, Rusch, & Harnisch (1999)	505	Mild disabilities, LD, ED, speech impairments, sensory (vision, hard of hearing, deaf), orthopedic impairments, other health impairments, severe disabilities;	Data not reported	Amount of time per week students spent with friends or family (student support)	Independent Living: (QOL: Independence) (QOL: Social Relationships)	Hierarchical Multiple Regression	0.19	<i>p</i> <.001	0.26 (medium)
							0.40	<i>p</i> <.001	0.06 (small)
							<i>R</i> ²		
Heal & Rusch (1994)	2,686	All disability categories; students without disabilities	61.6% male 38.4% female 23.5% Black 63.6% White 7.9% Hispanic 2.4% Other 30.7% from single parent family	High scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs	Independent Living	Hierarchical Multiple Regression	0.03	<i>p</i> =.001	0.06 (small)
							<i>R</i> ²		
Heal & Rusch (1995)	2,405	ED, speech impairments, LD, MR, severe disabilities, physical disabilities, hearing impairments, visual impairments	62.8% male 37.2% female 24.5% Black 64.6% White 7.8% Hispanic 3.4% Other 32.3% from single parent family	Hours in vocational education courses, academic courses, occupational courses, percent of hours in regular education	Employment	Hierarchical Multiple Regression	0.08	<i>p</i> <.001	0.09 (small)
							<i>R</i> ²		

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Leonard, D'Allura, & Horowitz (1999)	167	Individuals with visual impairments	55.7% male 47.1% White 26.5% Black 16.8% Hispanic 5.2% Asian 4.5% Other	1. Type of school (integrated) 2. Received technology training	1. Employment 2. Employment	Logistic Regression	1. 1.74 2. 2.20	1. <i>p</i> <.05 2. <i>p</i> <.05	1. 0.20 (small) 2. 0.29 (small)
Luecking & Fabian (2000)	3,024	MR, ED, LD	52.8% male 47.2% female 81% minority* *urban location of Bridges' programs	<i>6-month follow up:</i> 1. Internship completion 2. Post-internship job offer <i>12-month follow up:</i> 1. Internship completion 2. Post-internship job offer	1. Employment 2. Employment 1. Employment 2. Employment	Logistic Regression	1. 4.50 2. 5.28 1. 1.84 2. 3.07	1. <i>p</i> <.01 2. <i>p</i> <.01 1. <i>p</i> <.05 2. <i>p</i> <.01	1. 0.51 (large) 2. 0.55 (large) 1. 0.22 (small) 2. 0.40 (medium)
Rabren, Dunn, & Chambers (2002)	1393	LD, MR, Other (not specified)	67% male 33% female 61% Caucasian 39% African American	1. Job at time of high school exit	1. Employment	Logistic Regression	5.10 Odds Ratio	<i>p</i> <.001	0.54 (large)
Repetto, Webb, Garvan, & Washington (2002)	Not specified	Students with disabilities (not specified)	Data not reported	1993 follow up: 1. Interagency council characteristics 2. Transition support characteristics 1997 follow up: 1. Interagency council	1. Education 2. Education 1. Education	Correlation	1. 0.26 2. 0.26 1. 0.34	1. <i>p</i> <.05 2. <i>p</i> <.05 1. <i>p</i> <.05	1. 0.26 (small) 2. 0.26 (small) 1. 0.34 (medium)

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				characteristics					
				2. Transition program characteristics	2. Education		2. 0.39	2. $p<.01$	2. 0.39 (medium)
				3. Transition service characteristics	3. Education		3. 0.36	3. $p<.05$	3. 0.36 (medium)
				4. Transition support characteristics	4. Education		4. 0.45	4. $p<.001$	4. 0.45 (medium)
							Pearson <i>r</i>		
Roessler, Brolin, & Johnson (1990)	38	Mild MR, LD	55% male 45% female 76% Caucasian 24% African American	1. Daily living skills (teacher rating)	1. Employment	Correlation	1. 0.53	1. $p=.01$	1. 0.53 (large)
				2. Personal/Social skills (teacher rating)	2. Employment		2. 0.47	2. $p=.02$	2. 0.47 (medium)
				3. Occupational guidance and preparation (teacher rating)	3. Employment		3. 0.56	3. $p=.01$	3. 0.56 (large)
				4. Daily living skills (student rating)	4. Independent Living (QOL)		4. 0.39	4. $p=.02$	4. 0.39 (medium)
				5. Personal/Social skills (student rating)	5. Independent Living (QOL)		5. 0.44	5. $p=.01$	5. 0.44 (medium)
				6. Occupational guidance and preparation (student rating)	6. Independent Living (QOL)		6. 0.37	6. $p=.03$	6. 0.37 (medium)
							Pearson <i>r</i>		
Shandra & Hogan (2008)	2,254	Disability defined as one or more serious functional	55.3% male 23.6% Black 15.9% Hispanic	1. Participation in school-based program of study	1. Employment (stability: benefits, insurance, paid	Generalized Estimating Equations	1. 1.27	1. $p<.05$	1. 0.09 (small)

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		limitations, or no serious limitation but one or more moderate limitations; concept of disability drawn from World Health Organization's International Classification of Functioning, Disability, and Health (ICF) model		2. Participation in school-based program of study	2. Employment (full-time)		2. 1.24	2. $p < .05$	2. 0.08 (small)
Wehmeyer & Schwartz (1997)	80	MR, LD	55% female 45% male 69% White 21% Black 5% Hispanic 5% Native American or Asian American	1. psychological empowerment 2. self-realization 3. self-regulation	Employment (hourly pay rate)	Multiple Regression	1. .72 2. .70 3. .86	1. $p = .04$ 2. $p = .05$ 3. $p = .02$	1. .72 (large) 2. .70 (large) 3. .86 (large)
							Standardized Regression Coefficients		
White & Weiner (2004)	104	Severe disabilities	53.8% male 46.2% female 53% Caucasian 28% Hispanic 13% Asian 4% African American 2% Pacific Islander 79.8% living at home with parents	1. Degree of school integration with age-appropriate peers 2. Duration of community-based training	1. Employment 2. Employment	Correlation	1. 0.36 2. 0.39	1. $p < .001$ 2. $p < .05$	1. 0.36 (medium) 2. 0.39 (medium)
							Pearson <i>r</i>		

Reference	<i>n</i>	Disability	Other Demographics	Predictor Variable	Post-school Outcome Variable	Statistical Analysis	Relationship	Significance level	Effect Size
			20.2% living in group home						