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| Predictor Category | Outcome Area(s) | Description |
| Career Awareness | * Education * Employment | Students in a School to Work Transition Program who exited school with high career awareness skills were more likely to be engaged in post-school employment or education. |
| Community Experiences | * Employment | Students who participated in community- based training in natural environments focused on social skills, domestic skills, transportation, on-the-job training were more likely to be engaged in post-school employment. |
| Exit Exam Requirements/High School Diploma Status | * Employment | Students who had high scores (adaptive, academic, self-care, GPA) and received a diploma were more likely to be engaged in post-school employment. |
| Inclusion in General Education | * Education * Employment * Independent Living | Students who participated in regular academics were 5 times more likely to participate in postsecondary education, and more likely to be engaged in employment and living independently. |
| Interagency Collaboration | * Education * Employment | Students who received assistance from 3 to 6 community based agencies (as compared to students with assistance from 0-2) were more likely to be engaged in post school education or employment. |
| Occupational Courses | * Education * Employment | 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. |
| Paid Employment/Work  Experience | * Education * Employment * Independent Living | Students who had worked for pay during high school were more likely to be engaged in post-school education and employment and living independently. |
| Parent Expectations | * Education * Employment | Students who had parents with high expectations were more likely to be engaged in postsecondary education or employment. |
| Parental Involvement | * Employment | Students with one or more parents who participated in more IEP meetings during the 11thand 12th grade year were more likely to be engaged in employment. |
| Program of Study | * Employment | Students who participated in school-based programs that included career major (“sequence of course based on a occupational goal). |
| Self-Advocacy/Self-Determination | * Education * Employment | Students with higher self-determination skills were more likely to be engaged in post-school education and employment. |
| Self-care/Independent  Living Skills | * Education * Employment * Independent Living | Students who had high self-care skills were more likely to be engaged in post-school education and employment and living independently. |
| Social Skills | * Education * Employment | 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 education and employment. |
| Student Support | * Education * Employment * Independent Living | Students who had support for self-family-friend network to find a job were more likely to be engaged in post-school employment. Students with more interaction were more likely to live independently. |
| Transition Program | * Education * Employment | Students who received transition planning services during the year prior to leaving school were more likely to be engaged in post-school education. |
| Vocational Program | * Education * Employment | Students with vocational education credits in high school were more likely to be engaged in post-school employment and post-school education. |
| Work Study | * Employment | Students who participated in work study were 2 times more likely to be engaged in full-time post-school employment. |