

2. TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES

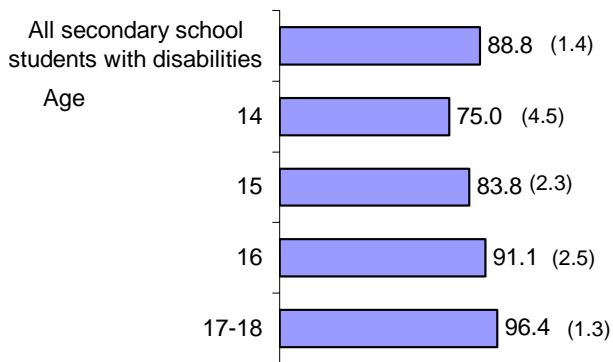
NLTS2 provides an up-to-date view of transition planning carried out for students with disabilities nationally. This chapter describes the following aspects of the transition planning process for secondary school students with disabilities:

- Initiation of transition planning
- Participants in transition planning
- Students' transition goals
- School-based supports for transition
- Schools' contacts with agencies and organizations on behalf of transitioning students
- Postschool service information provided to parents.

Information is drawn from the NLTS2 student's school program survey, which was completed in the 2001-02 school year by the school staff members who were most knowledgeable about the overall school programs of NLTS2 sample members. Findings are presented for students with disabilities as a whole and for students who differ in age, primary disability category, and selected demographic characteristics, when significant.

Initiation of Transition Planning

Exhibit 2-1
STUDENTS WHO HAVE HAD PLANNING FOR
TRANSITION TO ADULT LIFE, BY AGE



Source: NLTS2 Wave 1 student's school program survey.
Standard errors are in parentheses.

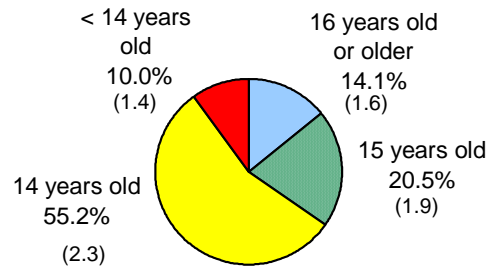
steadily across the age span. School staff report that transition planning takes place for 75% of 14-year-old students, 84% of 15-year-olds, 91% of 16-year-olds, and 96% of 17- and 18-year-olds ($p < .001$ for 14-year-olds vs. 17- and 18-year-olds).

NLTS2 findings suggest that transition planning requirements are being addressed for the large majority of students with disabilities. According to school staff, planning for the transition to adult life occurs for almost 90% of students with disabilities in secondary school (Exhibit 2-1). The 10% for whom transition planning apparently is not occurring include many of the 5% of students in this age range who discontinue their participation in special education in a 16-month period (Wagner, 2003) and, thus, would no longer be eligible for transition planning under IDEA.

The percentages of students for whom transition planning has taken place increase

For students for whom transition planning has begun, school staff were asked “what age was the student when transition planning first started for him or her?” Among these students school staff report that, on average, youth with disabilities begin formal transition planning at 14.4 years of age, with two-thirds of students beginning the process by age 14 (Exhibit 2-2). Twenty percent of students begin planning for their transition to adulthood at age 15, and another 14% begin the process at age 16 or older.

**Exhibit 2-2
AGE TRANSITION PLAN BEGAN**



Mean age is 14.4.

Source: NLTS2 Wave 1 student school program surveys. Standard errors are in parentheses.

Students’ Transition Goals

The postschool goals set by students, along with their families and the professionals who support them, are at the heart of effective transition planning. Services and supports that are identified and transition contacts that are made are intended to help students progress toward their transition goals. School staff who were most knowledgeable about the overall school programs of students who have begun transition planning were asked to complete the following statement: “For the period following high school, the primary goal of this student’s education program is to prepare him/her to...” Exhibit 2-3 lists the goals respondents indicated.¹

Exhibit 2-3 STUDENTS’ POST-HIGH-SCHOOL GOALS		
	Percentage with Goal	Standard Error
Postsecondary education/training		
Attend a 2- or 4-year college	46.8	2.3
Attend a postsecondary vocational training program	39.7	2.3
Employment		
Obtain competitive employment	53.2	2.3
Obtain supported employment	8.2	1.3
Obtain sheltered employment	4.8	1.0
Other		
Live independently	49.6	2.3
Maximize functional independence	20.1	1.9
Enhance social/interpersonal relationships and satisfaction	25.3	2.0

Source: NLTS2 Wave 1 student’s school program survey.
Note: Includes only students with transition planning.

Students with disabilities have postschool goals that are similar to those of other young adults in society, including continuing education and training, attaining employment, enhancing social competencies, and increasing independence. The majority of secondary students have some kind of postsecondary education or vocational training as a goal. On average, slightly fewer than half of students with disabilities look forward to 2- or 4-year college, and about 40% have a goal of attending a postsecondary vocational training program. About half of students with disabilities have competitive employment as their primary transition goal; small proportions of students are working toward supported (8%) or sheltered employment (5%).

The school programs of many students with disabilities mirror these kinds of goals. For example, comparisons of course-taking patterns of students with disabilities represented in NLTS2 and a similar population in 1987 indicate a significant increase in students taking core

¹ Respondents could indicate more than one goal.

academic courses that could prepare them to meet their college enrollment goals (Wagner, Newman, & Cameto, 2004). In addition, about 60% of students with disabilities take vocational education in a given semester, including about half who take occupationally specific vocational education (Cameto & Wagner, 2003); research has demonstrated that students who take such courses in high school are significantly more likely to go on to postsecondary vocational training and/or to obtain competitive employment—common goals for students with disabilities (Wagner, Blackorby, Cameto, & Newman, 1993).

Living independently is a primary transition goal for half of students with disabilities, with about one in five students working toward maximizing their functional independence, and one in four working on enhancing their social or interpersonal relationships. Transition goals do not vary markedly for students with disabilities by age.

Participants in Transition Planning

Effective transition planning programs are characterized by the consistent involvement and participation of appropriate individuals (Hasazi et al., 1999; Johnson & Sharpe, 2000; National Council on Disability, 2000). The IEP requirements of IDEA '97 emphasize “the involvement of parents and students, together with regular and special education personnel in making individual decisions to support each student’s educational success” (NICHCY, 2000). In addition, if the focus of an IEP meeting is transition planning, a student must be invited to participate in the meeting as well, and the school must notify the student’s parents in this regard (Final IDEA '97 regulations, Section 300.345).

For each NLTS2 sample member for whom transition planning has begun, school staff were asked “who has actively participated in this students’ transition planning?”² Special education staff, parents, and students are the most likely to be active participants in transition planning. Virtually all students with disabilities with transition planning (97%) have a special educator actively involved, and 85% have parents who participate. All but about 6% of these students participate in some way although only about 70% do so actively by providing input (58%) or taking a leadership role (12%) in the process.

A variety of other individuals actively participate in the transition planning process, including general education academic and vocational teachers, other school staff, and representatives from outside organizations. However, these participants are more likely to be involved in transition planning for some students with disabilities than for others. For example, about 60% of students have a general education academic teacher who is actively involved in transition planning, even though about 70% take a general education academic class in a given semester (Wagner, 2003). General education teachers are significantly more likely to participate actively in transition planning for students who have 2- or 4-year college as a postschool goal than for students who do not have a college goal (67% vs. 49%, $p < .001$). School counselors and school administrators are actively involved in transition planning for 61% and 56% of students with disabilities, respectively. Fewer general education vocational teachers are actively involved (32%), despite 43% of students with disabilities taking general education vocational classes in a given semester (Cameto & Wagner, 2003). General education vocational teachers are

² Because no definition or criteria were provided for the term “actively participated”; the term could mean different things to different respondents.

significantly more likely to participate actively in transition planning when students plan to attend a postsecondary vocational training program as a goal than when they do not (40% vs. 27%, $p < .01$).

Related service personnel are actively involved with only a fairly small percentage of students' transition planning (18%), even though parents of 59% of students with disabilities report they receive related services from their schools (Levine, Marder, & Wagner, 2004). However, when students' postschool goals include obtaining supported or sheltered employment, maximizing functional independence, or improving social and interpersonal skills, related service personnel are more likely to participate actively in transition planning than when students have other postschool goals. For example, for 43% of students with a postschool goal of obtaining supported employment related services personnel actively participate in their transition planning, whereas those personnel participate in planning for only 16% of students who do not have this goal ($p < .001$).

The level of participation in transition planning of personnel from organizations outside the school is much lower than that of school staff. According to school staff, more students (14%) have the active involvement of a vocational rehabilitation (VR) counselor than personnel from any other single type of outside organization. Students with goals of obtaining sheltered employment or maximizing functional independence are twice as likely as students who do not have these goals to have the active participation of a VR counselor in their transition planning process (28% vs. 14%, $p < .05$). Students with goals of obtaining supported or sheltered employment, enhancing social and interpersonal relationships, or maximizing functional independence also are more likely to have the active participation of personnel from an outside organization (e.g., social service, advocate) than students who do not have these transition goals (19% vs. 4%, $p < .001$ for supported employment; 22% vs. 5%, $p < .01$ for sheltered employment; 10% vs. 4%, $p < .05$ for social and interpersonal relationships; and 11% vs. 4%, $p < .05$ for maximizing functional independence).

Although the likelihood of parents' participation in transition planning does not differ significantly for students of different ages, the active participation of some school staff and agency representatives is more likely for older students. School staff report that general education vocational teachers are actively involved in transition planning for significantly larger proportions of 17- and 18-year-old students than for younger students (40% vs. 20%, for 14-year-olds, $p < .01$, Exhibit 2-4); this is not surprising given that vocational education course-taking increases significantly across the grade levels (i.e., from 55% of middle school students to 68% of high school juniors and seniors [Cameto & Wagner, 2003]). The active involvement of school administrators is more likely for older students as well (63% among 17- or 18-year-olds vs. 44% among 15-year-olds, $p < .01$). Notably, the likelihood of active participation by staff from outside organizations increases as older students approach the time of transition to adult life. Fewer than 1 in 10 students up to age 16 are reported to have a VR counselor actively involved in transition planning, compared with 1 in 4 students who are 17 or 18 years old ($p < .001$).

Exhibit 2-4
ACTIVE PARTICIPANTS IN TRANSITION PLANNING
FOR STUDENTS WITH A TRANSITION PLAN

	All Students with Transition Planning	14 Years Old	15 Years Old	16 Years Old	17-18 Years Old
Percentage of students who:					
Do not attend planning meetings or participate in the planning process	5.5 (1.1)	11.0 (3.8)	6.5 (2.5)	7.6 (2.6)	2.0 (1.0)
Are present for planning but participate little	24.6 (2.0)	28.9 (5.6)	26.8 (4.5)	27.3 (4.3)	20.7 (3.0)
Provide input in planning as moderately active participant	57.7 (2.3)	47.0 (6.1)	61.1 (5.0)	54.9 (4.8)	61.3 (3.6)
Are leaders in planning	12.2 (1.5)	13.1 (4.1)	5.6 (2.3)	10.2 (2.9)	16.0 (2.7)
Percentage with active participation by:					
Parent/guardian					
	84.8 (1.7)	79.2 (4.9)	88.0 (3.2)	85.9 (3.3)	84.5 (2.6)
School personnel					
Special education teacher	97.4 (.7)	97.3 (2.0)	97.0 (1.7)	98.1 (1.3)	97.3 (1.2)
General education academic teacher	58.6 (2.3)	59.0 (6.0)	63.6 (4.8)	54.9 (4.7)	58.2 (3.6)
General education vocational teacher	31.7 (2.1)	20.2 (4.9)	24.4 (4.3)	30.1 (4.3)	40.1 (3.6)
School counselor	61.4 (2.2)	48.9 (6.1)	62.3 (4.8)	60.7 (4.6)	65.7 (3.4)
Related services personnel	18.4 (1.8)	12.1 (4.0)	19.5 (3.9)	25.4 (4.1)	16.0 (2.7)
School administrator	55.6 (2.3)	47.9 (6.1)	43.9 (4.9)	57.9 (4.7)	62.6 (3.5)
Outside agency staff and others					
Vocational rehabilitation counselor	14.3 (1.6)	2.7 (2.0)	5.2 (2.2)	9.7 (2.8)	25.4 (3.2)
Others	16.9 (1.7)	14.6 (4.3)	10.9 (3.1)	18.3 (3.6)	19.9 (2.9)

Source: NLTS2 Wave 1 student's school program survey.

Note: The category "Others" includes staff of the Social Security Administration or other outside agencies, employers, representatives of postsecondary education institutions, and advocates or consultants.

Note: Includes only students with transition planning.

Standard errors are in parentheses.

The quality of the participation in transition planning of youth themselves also differs across the age range. When asked to "describe the student's role in his or her transition planning,"³ school staff report a gradual but significant shift to greater participation and leadership of the

³ Staff were instructed to select one of the following response choices: The student: has not attended planning meetings or participated in the transition planning process; has been present in discussions of transition planning, but participated very little or not at all; has provided some input into transition planning as a moderately active participant; or has taken a leadership role in the transition planning process, helping set the direction of discussions, goals, and programs or service needs identified.

transition planning process for older students, compared with their younger peers. For example, the level of moderately active participation of students in the transition planning process is 14 percentage points greater among students who are 17 or 18 years old than among 14-year-olds (61% vs. 47%, $p < .05$). Also, about 6% of students who are 15 years old take a leadership role in transition planning, compared with 16% of those who are 17 or 18 years old ($p < .01$).

Self-determination skills also relate to students' participation in transition planning (Exhibit 2-5). Students who are described by school staff as being able to ask for what they need "well" or "very well" are significantly more likely to participate more fully in transition planning. The percentage of students who are simply present during transition planning discussions and participate little is much greater among students who do not ask for what they need well than among those who are more able to do so (34% vs. 18%, $p < .001$). Conversely, the percentage of students who take a leadership role in transition planning is much greater among those who ask for what they need well than among students who do not (16% vs. 6%, $p < .01$).

Exhibit 2-5
STUDENTS' ROLE IN TRANSITION PLANNING, BY ABILITY TO ASK FOR WHAT THEY NEED

	Students ask for what they need	
	Not well	Well
Percentage who:		
Do not attend planning meetings or participate in the planning process	9.0 (2.1)	3.2* (1.1)
Are present for planning but participate little	34.5 (3.5)	17.8*** (2.4)
Provide input in planning as moderately active participant	50.7 (3.7)	62.7* (3.0)
Are leaders in planning	5.6 (1.7)	16.4*** (2.3)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition planning.

Statistically significant difference in a two-tailed test at the following levels: * $p < .05$, *** $p < .001$.

Standard errors are in parentheses.

IDEA '97 encourages parents to be actively involved in their children's education, including participation in planning for their children's educational programs (U.S. Department of Education, 2003). In fact, increasing "informed parent participation and involvement in education planning, life planning, and decision-making" is considered one of the central challenges in developing more results-driven systems and enhancing research-to-practice efforts that will support better outcomes for transitioning youth with disabilities (National Center on Secondary Education and Transition, 2004).

Against this backdrop, parents report that school staff most often determine goals when asked, "Did the school mostly come up with the goals on the youth's IEP and transition plan or was it mostly you and/or the youth who came up with the goals?" According to parents,

**Exhibit 2-6
DECISION-MAKING AT IEP MEETINGS ABOUT
TRANSITION PLANNING**

	Percentage	Standard Error
Parents report IEP goals are determined:		
Mostly by the school	44.8	1.7
Mostly by parent and/or youth	21.2	1.4
By a combination of all	33.0	1.6
Source: NLTS2 Wave 1 parent interviews.		

school staff make most goal-setting decisions for 45% of students (Exhibit 2-6). Parents report that about 20% of students have goals determined primarily by the parent or youth. However, following best practice, for one-third of students goal-setting is a team decision that includes the teacher, parent, and/or student.

Transition Preparation and Supports

One of the requirements related to transition planning for students ages 14 years and older involves specifying in the IEP students' courses of study (e.g., participation in certain academic or vocational classes) to meet their transition goals. Additionally, a statement of needed postschool services must be in place by age 16, including, for example, postsecondary education, vocational training, or independent living supports. Students with disabilities can receive further support through instruction that focuses on transition planning skills; such instruction can help students understand their interests and abilities and make informed decisions about their future. NLTS2 investigated whether or not students' IEPs specify a course of study in support of their transition goals, whether or not they have participated in instruction in transition planning skills, and what services or programs students require after leaving high school.

In-school Transition Preparation and Supports

School staff were asked "did this student's transition plan or IEP specifically state what course of study or kinds of classes student should pursue to meet his postschool transition goals?" Overall, school staff report about three-fourths of students with disabilities have IEPs or transition plans that specify the course of study or kinds of classes they should pursue to meet their postschool transition goals (Exhibit 2-7). The likelihood of having a course of study specified in their transition plan does not vary significantly with their age. School staff also were asked if students who have begun transition planning have "received instruction specifically focused on transition planning, for example, a specialized curriculum designed to help students assess options and develop strategies for leaving secondary school and transitioning to adult life." Overall, almost two-thirds of students are reported to have received such instruction. However, this type of instruction is more likely to have occurred for older students, despite most students beginning transition planning by age 14. About half of 14- and 15-year-old students (48% and 54%, respectively) have received instruction focused on transition planning, compared with 76% of 17- and 18-year-olds ($p < .001$).

Exhibit 2-7
SUPPORTS AND SERVICES SPECIFIED IN TRANSITION PLANNING, BY AGE

	All Students with Transition Planning	14 Years Old	15 Years Old	16 Years Old	17 or 18 Years Old
Percentage who:					
Have an IEP or transition plan that specifies a course of study to meet transition goals	74.2 (2.0)	72.0 (5.4)	67.6 (4.7)	74.5 (4.1)	77.9 (3.0)
Have received instruction focused on transition planning	64.5 (2.3)	47.7 (6.2)	53.8 (5.3)	64.6 (4.7)	75.8 (3.2)
Percentage with identified needs for the following services after high school:					
Any services	76.2 (2.0)	62.9 (6.0)	74.0 (4.5)	76.6 (4.1)	81.3 (2.9)
Postsecondary education accommodations	47.6 (2.4)	41.3 (6.1)	49.5 (5.2)	46.4 (4.9)	49.4 (3.8)
Vocational training, placement, or support	37.7 (2.3)	24.0 (5.3)	31.8 (4.8)	41.4 (4.8)	42.8 (3.7)
Behavioral intervention	6.4 (1.2)	9.0 (3.5)	6.9 (2.6)	8.5 (4.3)	4.3 (1.5)
Social work services	6.4 (1.2)	5.6 (2.8)	5.1 (2.3)	6.5 (2.4)	7.2 (1.9)
Supported living arrangements	5.3 (1.1)	4.4 (2.5)	4.0 (2.0)	5.9 (2.3)	5.8 (1.8)
Mental health services	4.5 (1.0)	2.8 (2.0)	3.6 (1.9)	4.3 (2.0)	5.6 (1.7)
Speech/communication therapy or services	4.3 (1.0)	5.3 (2.8)	2.7 (1.7)	4.1 (1.9)	4.8 (1.6)
Occupational therapy	1.9 (.7)	1.3 (1.4)	1.2 (1.1)	2.9 (1.6)	1.9 (1.0)
Physical therapy	1.3 (.5)	1.0 (1.2)	1.0 (1.0)	1.5 (1.2)	1.4 (.9)
Audiology services	1.3 (.5)	2.2 (1.8)	.9 (1.0)	1.3 (1.1)	1.1 (.8)
Transportation assistance	5.7 (1.1)	2.2 (1.8)	4.8 (2.2)	6.1 (2.3)	6.9 (1.9)
Mobility training	1.2 (.5)	.7 (1.0)	.7 (.9)	1.2 (1.1)	1.7 (.7)
Vision services	.9 (.4)	1.2 (1.3)	.7 (.9)	.8 (.9)	1.0 (.7)
Nursing or other medical services	.7 (.4)	.4 (.8)	.7 (.9)	1.0 (1.0)	.7 (.6)
Other	5.0 (1.0)	3.8 (2.4)	3.0 (1.8)	5.5 (2.2)	5.9 (1.8)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition planning.

Standard errors are in parentheses

Postschool Service Needs Identified

To assess the extent to which postschool services needs are being taken into account in transition planning for students with disabilities, school staff were asked, “what service or program needs were identified for this student after high school in his or her IEP or transition plan?” About three-fourths of students with disabilities have postschool needs for services identified as part of their transition planning. Two types of services predominate: accommodations to help in the pursuit of postsecondary education and vocational services to help in securing employment. Almost half of students have a need for postsecondary education accommodations specified in their transition plans, consistent with the postschool goal of half of students with disabilities for postsecondary education. The transition plans of 38% of students with disabilities specify vocational training, placement, or support services as postschool needs consistent with the postschool goal of a similar percentage of students with disabilities for postsecondary vocational education or training. Other types of services are reported for about 5% of students; those services include mental health, social work, and transportation services; behavioral interventions, and supported living arrangements. More specialized services, for example, occupational or physical therapy, are reported for even fewer students.

Older students (i.e., 17- and 18-year-olds) are more likely to have post-high-school service needs identified in their transition plans (81%) than their 14-year-old peers (63%, $p < .01$). Although many of the individual services listed in Exhibit 2-7 tend to be more frequently identified for older students, only in the case of vocational services do 14-year-old students (24%) differ significantly from their 17- and 18-year old peers (43%, $p < .01$).

Moreover, the types of postschool service needs identified during transition planning reflect students’ goals for adult life. Two-thirds of students planning on college attendance have postsecondary education accommodations specified as a needed service, compared with fewer than one-third of students who do not have college as a transition goal ($p < .001$, Exhibit 2-8). Similarly, the need for these accommodations is more commonly specified for students who plan on attending vocational school than for students who do not (56% vs. 42%, $p < .01$). No other postschool services are more likely for students with postsecondary education or vocational training goals or for students with independent living or competitive employment goals, with one exception: Students with an independent living goal are more likely than students who do not have this goal to have vocational service needs identified (44% vs. 32%, $p < .01$).

In contrast, students with postschool goals that include supported or sheltered employment, maximized functional independence, or enhanced social and interpersonal relationships are more likely to have many needed postschool services identified as part of their transition planning than students without such goals. These students are more likely than students who do not have these goals to have transition plans that specify postschool needs for vocational training, placement, or support; supported living arrangements, behavioral interventions; or mental health, social, speech/communication, and transportation services ($p < .05$ to $p < .001$).

Exhibit 2-8
POSTSCHOOL SERVICE NEEDS SPECIFIED IN TRANSITION PLANNING,
BY STUDENTS' POSTSCHOOL GOALS

	Students with goals:					
	2- or 4-year College		Vocational Training		Competitive Employment	
	No	Yes	No	Yes	No	Yes
Percentage with identified needs for the following services after high school:						
Postsecondary education accommodations	31.9 (2.9)	65.9*** (3.5)	42.5 (3.0)	56.1** (3.9)	48.0 (3.3)	47.7 (3.4)
Vocational training, placement, or support	56.6*** (3.1)	17.4 (2.8)	34.5 (2.9)	44.0 (3.9)	35.5 (3.2)	40.7 (3.4)
Behavioral intervention	8.7* (1.8)	4.1 (1.5)	6.0 (1.4)	7.4 (2.1)	6.2 (1.6)	6.9 (1.7)
Mental health services	6.1 (1.5)	2.8 (1.2)	5.3 (1.4)	3.4 (1.4)	5.8 (1.6)	3.4 (1.3)
Social work services	10.1*** (1.9)	2.3 (1.1)	7.5 (1.6)	4.8 (1.7)	7.3 (1.7)	5.7 (1.6)
Supported living arrangements	9.5*** (1.8)	.7 (.6)	7.6** (1.6)	2.0 (1.1)	8.3** (1.8)	2.7 (1.1)
Speech/communication therapy or services	6.2* (1.5)	2.1 (1.1)	4.9 (1.3)	3.4 (1.4)	6.4 (1.6)	2.4* (1.0)
Occupational training	2.2 (.9)	1.5 (.9)	2.2 (.9)	1.4 (.9)	2.7 (1.1)	1.2 (.7)
Physical therapy	1.9 (.9)	.6 (.6)	2.0* (.8)	0.2 (.4)	2.5* (1.0)	0.2 (.3)
Transportation assistance	9.2* (1.8)	1.9 (1.0)	8.3** (1.7)	2.0 (1.1)	9.7*** (2.0)	2.3 (1.0)
Vision services	1.0 (.6)	.8 (.7)	1.1 (.6)	.7 (.6)	1.3 (.8)	.5 (.5)
Audiology services	.8 (.6)	1.8 (1.0)	1.3 (.7)	1.2 (.9)	1.5 (.8)	1.0 (.7)
Mobility training	1.7 (.8)	.7 (.6)	1.5 (.7)	.8 (.7)	1.8 (.9)	.8 (.6)
Nursing or other medical services	1.2 (.7)	.2 (.3)	1.1 (.6)	.1 (.3)	1.3 (.8)	.2 (.3)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition plans.

Statistically significant difference in a two-tailed test at the following levels: *p<.05, **p<.01, ***p<.001.

Standard errors are in parentheses.

**Exhibit 2-8
POSTSCHOOL SERVICE NEEDS SPECIFIED IN TRANSITION PLANNING,
BY STUDENTS' POSTSCHOOL GOALS (Concluded)**

Students with goals:

	Supported Employment		Sheltered Employment		Enhanced Social or Interpersonal Relationships		Living Independently		Maximized Functional Independence	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Percentage with identified needs for the following services after high school										
Postsecondary education accommodations	50.7*** (2.6)	17.1 (3.8)	49.6*** (2.5)	13.7 (4.7)	50.9* (2.9)	38.8 (3.9)	46.7 (3.4)	48.9 (3.4)	52.1*** (2.8)	31.0 (4.2)
Vocational training, placement, or support	34.5 (2.5)	79.2*** (4.1)	36.5 (2.4)	71.5*** (6.2)	33.6 (2.8)	51.7*** (4.0)	32.4 (3.1)	44.3** (3.4)	32.9 (2.6)	59.1*** (4.5)
Behavioral intervention	6.0 (1.2)	12.0 (3.3)	6.0 (1.2)	16.5* (5.1)	4.0 (1.2)	13.7** (2.8)	6.1 (1.6)	7.0 (1.8)	5.1 (1.2)	12.0* (3.0)
Mental health services	3.7 (1.0)	13.6** (3.4)	3.7 (.9)	20.7** (5.5)	2.3 (.9)	11.2*** (2.5)	4.8 (1.4)	4.3 (1.4)	3.3 (1.0)	9.5* (2.7)
Social work services	5.2 (1.2)	19.6*** (4.0)	5.3 (1.1)	28.8*** (6.2)	4.1 (1.2)	13.4** (2.7)	6.6 (1.7)	6.4 (1.7)	4.8 (1.2)	13.0* (3.1)
Supported living arrangements	2.5 (.8)	36.6*** (4.8)	3.3 (.9)	45.0*** (6.8)	2.1 (.8)	14.9*** (2.9)	5.9 (1.6)	4.9 (1.5)	2.2 (.8)	18.0** (3.5)
Speech/communication therapy or services	3.6 (1.0)	12.2* (3.3)	3.1 (.9)	26.9*** (6.1)	3.0 (1.0)	8.1* (2.2)	4.8 (1.4)	3.8 (1.3)	2.7 (.9)	10.5** (2.8)
Occupational training	1.6 (.7)	4.6 (2.1)	1.6 (.6)	7.4 (3.6)	1.4 (.7)	3.3 (1.4)	2.4 (1.0)	1.4 (.8)	1.3 (.6)	4.0 (1.8)
Physical therapy	1.0 (.5)	4.1 (2.0)	.9 (.5)	8.5* (3.8)	.9 (.5)	2.5 (1.3)	2.1 (1.0)	.5 (.5)	.7 (.5)	3.5 (1.7)
Transportation assistance	3.4 (.9)	31.8*** (4.7)	4.1 (1.0)	38.8*** (6.7)	3.2 (1.0)	13.4*** (2.7)	7.0 (1.7)	4.6 (1.4)	2.9 (.9)	17.4*** (3.5)
Vision services	.8 (.5)	1.9 (1.4)	.8 (.4)	2.9 (2.3)	.6 (.4)	1.9 (1.1)	1.0 (.7)	.8 (.6)	.6 (.4)	2.2 (1.3)
Audiology services	1.2 (.6)	1.8 (1.3)	1.2 (.5)	2.7 (2.2)	.9 (.5)	2.4 (1.2)	1.2 (.7)	1.3 (.8)	1.1 (.6)	2.0 (1.3)
Mobility training	.9 (.5)	5.2 (2.2)	.9 (.5)	7.2 (3.5)	.6 (.4)	3.2 (1.4)	1.4 (.8)	1.1 (.7)	.5 (.4)	4.2* (1.8)
Nursing/medical services	.6 (.5)	1.6 (1.3)	.6 (.4)	1.8 (1.8)	.6 (.4)	1.1 (.8)	1.2 (.7)	.2 (.3)	.4 (.3)	2.0 (1.3)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition plans.

Statistically significant difference in a two-tailed test at the following levels: *p<.05, **p<.01, ***p<.001.

Standard errors are in parentheses.

School Contacts with Service Providers and Organizations on Behalf of Transitioning Students with Disabilities

Best practices in the transition field suggest that “effective transition planning and service depend upon functional linkages among schools, rehabilitation services, and other human service and community agencies” (National Center on Secondary Education and Transition, 2004). Coordination and collaboration between schools and service agencies that may provide services to youth with disabilities as they transition into the adult world can be a critical element in helping youth access those services and making their entry into adult life a more positive experience.

Although NLTS2 has not investigated the extent to which schools and agencies coordinate at the organizational level (e.g., have memoranda of understanding), the extent to which schools contact outside organizations and individuals as part of the transition planning process for individual students who had begun transition planning has been explored. School staff were asked if any of the organizations listed in Exhibit 2-9 were “contacted by the school or school system regarding programs or employment for this student when s/he leaves high school.” The percentage of students for whom schools make contacts with any one of these organizations ranges from fewer than 5% to almost 40%. The state VR agency is the organization contacted for the most students (38%). Contacts with colleges and vocational schools are equally likely; 24% of students with disabilities have contacts made on their behalf with each kind of institution. The school contacts a variety of employment organizations, including sheltered workshops (for 7% of students), supported employment programs (14%), vocational training programs (26%), and job placement agencies (24%). Employers (for 20% of students) and the military (15%) also are contacted. With the exception of VR agencies, school staff initiate contacts for fewer than one in five students with individual adult service agencies.

Contacts with certain agencies or types of organizations are more likely to occur for older students beginning at age 16, consistent with the IDEA '97 requirement for interagency involvement, if appropriate. Schools are significantly more likely to contact postsecondary education and training institutions for high school students preparing to leave school than those beginning high school; 38% of 17- and 18-year-old students have had colleges contacted on their behalf, and 32% have had vocational schools contacted, compared with 6% and 4% of 14-year-old students, respectively ($p < .001$). All sources of employment or job training programs are contacted significantly more often for older than younger students ($p < .001$ for 17- and 18-year olds, compared with 14-year-old students for employers, military, vocational training programs, and job placement agencies; $p < .01$ for supported and sheltered work programs).

By the time students with disabilities are 17 or 18 years old, more than half (56%) are reported to have had their schools contact the state VR agency on their behalf, compared with 16% of 15-year-olds ($p < .001$). The likelihood of schools contacting other social services on students' behalf also increases (9% of 15-year-old students vs. 26% of 17- and 18-year-olds, $p < .05$).

Exhibit 2-9
CONTACTS MADE BY SCHOOLS ON BEHALF OF STUDENTS WITH
TRANSITION PLANNING, BY AGE

	All Students with Transition Planning	14 Years Old	15 Years Old	16 Years Old	17 or 18 Years Old
Percentage with contacts made with:					
Postsecondary education					
2- and 4-year colleges	24.0 (2.6)	6.3 (3.6)	13.1 (4.4)	21.1 (5.3)	37.7 (4.6)
Vocational schools	24.3 (2.5)	4.5 (3.1)	19.8 (5.1)	26.3 (5.3)	32.5 (4.2)
Employment					
Potential employers	19.8 (2.3)	3.6 (2.7)	8.9 (3.5)	19.5 (4.6)	30.9 (4.1)
Military	15.1 (2.2)	1.6 (2.0)	8.0 (3.6)	13.5 (4.6)	24.7 (4.2)
Job placement agencies	24.0 (2.4)	8.2 (4.0)	14.7 (4.4)	23.6 (5.0)	34.1 (4.3)
Other vocational training programs	26.2 (2.5)	8.2 (4.1)	17.4 (4.6)	33.1 (5.7)	32.8 (4.3)
Supported employment programs	14.2 (2.2)	4.9 (3.5)	8.1 (3.7)	16.4 (4.8)	19.8 (4.0)
Sheltered employment programs	7.4 (1.7)	1.2 (1.9)	5.3 (3.2)	6.4 (3.4)	11.6 (3.3)
Other service agencies/programs					
Mental health	10.7 (2.0)	4.5 (3.4)	4.6 (3.0)	13.6 (4.7)	14.8 (3.6)
Social Security Administration	11.5 (2.1)	5.1 (3.6)	8.7 (4.1)	9.2 (4.1)	17.0 (3.7)
State VR agency	37.8 (2.7)	8.3 (4.3)	16.3 (4.6)	35.8 (5.6)	56.4 (4.2)
Other social service agency	18.1 (2.5)	6.9 (4.4)	9.1 (4.2)	20.8 (5.4)	25.5 (4.5)
Supervised residential support	5.6 (1.5)	2.7 (2.9)	5.0 (3.3)	4.3 (2.9)	7.8 (2.9)
Adult day program	5.2 (1.5)	2.6 (2.8)	5.7 (3.5)	5.8 (3.4)	5.7 (2.5)
Congregate care facility	2.0 (1.0)	2.4 (2.7)	2.1 (2.2)	1.1 (1.6)	2.2 (1.7)
Other	7.2 (2.1)	1.9 (2.7)	3.8 (3.6)	10.0 (5.3)	10.0 (3.9)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition planning.

Standard errors are in parentheses.

The type of agency or organization contacted on behalf of students relates to the postschool service needs identified in the transition planning process that is in turn reflective of their goals (Exhibit 2-10). Students who will need postsecondary education accommodations are more likely to have teachers contact 2- or 4-year colleges or vocational schools than students who have not had such accommodations specified (35% vs. 10%, $p < .001$ for colleges and 31% vs. 17%, $p < .01$ for vocational schools). Students with postschool vocational service needs identified are more likely than students who do not have such needs identified to have a variety of agencies or organizations contacted on their behalf, including job placement agencies, the state VR agency, vocational training programs, employers, and supported or sheltered employment programs.

Exhibit 2-10
CONTACTS MADE BY SCHOOLS, BY STUDENTS' MOST COMMONLY NEEDED SERVICES

		Student had services identified									
		Postsecondary Education Accommodations		Vocational Training, Placement, or Support		Supported Living Arrangements		Behavioral Intervention		Mental Health Services	
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Percentage with contacts made with:											
Postsecondary education											
	2- and 4-year colleges	9.8 (2.8)	34.6*** (4.0)	29.5*** (3.4)	11.8 (3.6)	24.8*** (2.7)	5.1 (4.4)	24.6 (2.8)	17.5 (9.6)	24.4 (2.7)	19.3 (11.2)
	Vocational schools	17.3 (3.2)	31.1** (3.8)	21.4 (3.1)	30.1 (4.5)	24.9 (2.6)	16.8 (6.5)	24.6 (2.7)	25.1 (9.2)	24.5 (2.6)	29.0 (10.1)
Employment											
	Potential employers	20.3 (3.2)	19.6 (3.4)	15.1 (2.7)	27.4* (4.0)	20.0 (2.4)	19.5 (7.1)	18.2 (2.3)	43.9* (11.2)	18.9 (2.3)	40.3 (12.0)
	Military	14.8 (3.2)	15.8 (3.3)	12.3 (2.6)	20.4 (4.3)	16.0*** (2.4)	.7 (2.0)	14.9 (2.4)	22.3 (10.8)	15.2 (2.4)	17.9 (10.4)
	Job placement agencies	25.4 (3.4)	23.5 (3.7)	18.3 (3.0)	33.8** (4.2)	24.1 (2.6)	29.8 (7.6)	23.3 (2.6)	42.8 (10.8)	23.5 (2.6)	44.1 (12.4)
	Other vocational training programs	26.2 (3.5)	27.9 (3.9)	15.5 (2.9)	42.0*** (4.5)	26.2 (2.7)	38.7 (8.3)	25.9 (2.7)	41.8 (10.9)	26.2 (2.7)	44.1 (12.3)
	Supported employment programs	17.7 (3.1)	10.1 (3.0)	9.4 (2.6)	20.6* (3.8)	11.7 (2.2)	39.7*** (7.6)	13.1 (2.3)	30.8* (8.6)	13.0 (2.2)	38.7* (12.6)
	Sheltered employment programs	13.2*** (2.9)	1.4 (1.2)	3.8 (1.8)	13.1* (3.3)	4.6 (1.5)	38.1*** (7.9)	6.9 (1.8)	19.3 (7.6)	6.2 (1.7)	39.2* (13.6)
Other service agencies/programs											
	Mental health agencies	16.7** (3.2)	5.3 (2.3)	7.3 (2.3)	17.0* (3.8)	8.9 (2.0)	38.1** (8.7)	8.2 (1.9)	45.0*** (11.0)	6.3 (1.7)	74.9*** (9.9)
	State VR agency	39.3 (3.8)	38.5 (4.2)	31.3 (3.5)	49.6** (4.4)	38.2 (2.9)	50.5 (8.3)	38.5 (2.9)	45.5 (11.3)	38.3 (2.9)	53.8 (12.4)
	Supervised residential support	9.8** (2.6)	1.8 (1.5)	3.3 (1.7)	9.9 (3.1)	3.3 (1.4)	30.8*** (6.1)	5.1 (1.6)	17.1 (7.4)	5.4 (1.6)	17.6 (8.5)
	Adult day program	8.9 (2.5)	1.6* (1.4)	3.4 (1.7)	8.8 (3.0)	3.6 (1.4)	24.9*** (6.0)	5.2 (1.7)	10.1 (6.3)	5.5 (1.7)	7.4 (6.5)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition planning.

Statistically significant difference in a two-tailed test at the following levels: * $p < .05$, ** $p < .01$, *** $p < .001$.

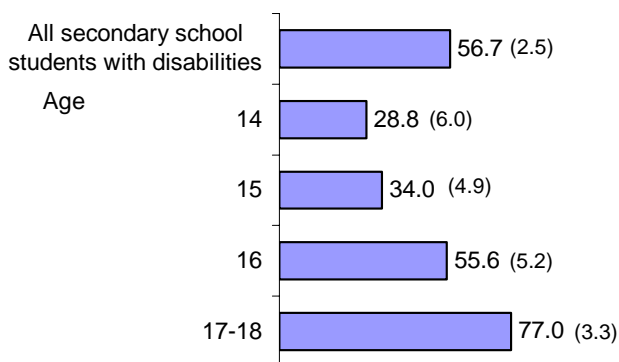
Standard errors are in parentheses

Students with supported living arrangements identified as needed after high school are more likely than those without this need identified to have their schools contact mental health service providers or sheltered employment, supervised residential programs, or adult day programs. Although standard errors for these data are relatively high in some cases, the schools of students for whom postschool behavioral intervention and mental health service needs are specified are more likely to contact mental health agencies on the students' behalf than they are for students without these needs specified (45% vs. 8%, and 75% vs. 6%, $p < .001$). Interestingly, schools also are more likely to contact supported or sheltered employment programs or employers for students with behavioral intervention or mental health services identified than they are for students who do not have these needs identified ($p < .05$).

Informing Parents of Postschool Service Options

Keeping parents informed about the services related to a student's disability that are available after high school is an important part of the school's role in assisting the transition of students to adult life. As students approach the transition years, having postschool information becomes more important to parents. In fact, surveys indicate that parents actively seek information on a variety of topics to support their adolescent and young adult children in transition, including postsecondary and employment options, financial planning, Medicaid, and VR (Pacer, 2001).

Exhibit 2-11
PARENTS PROVIDED INFORMATION ABOUT POSTSCHOOL SERVICES, BY AGE



Source: NLTS2 Wave 1 student's school program survey. Standard errors are in parentheses.

School staff were asked if "information about services available after high school related to this student's kind of disability had been provided his or her parents/guardians by the school system." NLTS2 findings are consistent with a pattern of schools providing an increasing percentage of parents with information as students prepare to exit high school (Exhibit 2-11). For example, parents of about one-third of students who are 15 years old are provided information about postschool services and programs, compared with parents of about three-fourths of students who are 17 and 18 years old ($p < .001$). However, school staff report that information about students' postschool services has not yet been

provided to parents of about one in four students who are 17 to 18 years old and about to leave high school.

Disability Differences in Transition Planning

NLTS2 findings have documented the tremendous diversity in the characteristics and experiences of students with disabilities. This diversity in experiences extends to some aspects of transition planning as well, as noted below.

Initiation of Transition Planning

Although the vast majority of special education students receive services in secondary school that include transition planning, about a 10-percentage-point difference exists across disability categories in the likelihood of receipt of these services. Students with visual impairments are the most likely to have transition planning occurring on their behalf (95%); 89% or 90% of students with learning disabilities, emotional disturbances, other health impairments, or deaf-blindness have transition planning occurring. With the exception of students with speech impairments, rates of transition planning for students in other categories range from 84% (students with orthopedic impairments) to 88% (those with mental retardation). Students with speech impairments are the least likely to receive transition planning (83%, $p < .01$, compared with students with visual impairments), which is consistent with this group's being the most likely to discontinue special education services in a given 16-month period (Wagner, 2003). No differences occur across disability categories in the mean age at which transition planning begins.

Students' Transition Goals

In general, the overall percentages for students with disabilities who have various postschool goals mask wide variations among specific disability categories (Exhibit 2-12). Although some students in every category have each kind of goal investigated in NLTS2, postsecondary education is less likely to be a goal for students with mental retardation, autism, multiple disabilities, or deaf-blindness, among whom 10% to 32% have a 2- or 4-year college attendance goal, than for those with hearing or visual impairments, 61% and 72% of whom have such a goal, respectively ($p < .001$). Compared with students with visual impairments who have a strong focus on 2- or 4-year college attendance (72%) and much less interest in vocational training (19%), others have both college and vocational training as postschool goals. For example, a relatively large percentage of students with learning disabilities, speech or other health impairments, or emotional disturbance have goals of both attending college (44% to 57%) and participating in vocational training (43% to 58%).

The majority of students with learning disabilities, emotional disturbances, other health impairments, or traumatic brain injuries focus on finding competitive employment after high school, whereas students with mental retardation, autism, multiple disabilities, or deaf-blindness are working toward supported or sheltered employment. These students also are more likely to have goals of maximizing their functional independent living skills and social skills than students whose goals emphasize competitive employment.

Exhibit 2-12
STUDENTS' POST-HIGH-SCHOOL GOALS, BY DISABILITY CATEGORY

	Learning Disability	Speech/ Language Impairment	Mental Retardation	Emotional Disturbance	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities	Deaf-Blindness
Percentage with goal of:												
Postsecondary education												
Attend 2- or 4-year college	54.3 (3.5)	57.2 (4.2)	9.9 (2.1)	44.2 (4.5)	60.9 (4.3)	71.7 (4.9)	56.9 (4.0)	56.2 (3.5)	22.9 (3.2)	33.9 (6.6)	13.9 (3.0)	31.8 (6.6)
Attend vocational training program	43.4 (3.5)	43.3 (4.2)	25.6 (3.1)	44.2 (4.5)	32.9 (4.1)	19.4 (4.3)	24.6 (3.5)	57.5 (3.4)	18.5 (3.0)	34.4 (6.6)	15.9 (3.1)	23.3 (6.0)
Employment												
Obtain competitive employment	57.1 (3.5)	44.1 (4.2)	44.3 (3.6)	57.8 (4.5)	34.6 (4.2)	33.3 (5.1)	28.5 (3.6)	50.6 (3.5)	22.4 (3.2)	50.6 (6.9)	26.9 (3.8)	30.8 (6.5)
Obtain supported employment	1.6 (.9)	6.3 (2.1)	34.4 (3.4)	8.7 (2.6)	6.5 (2.2)	8.7 (3.1)	18.0 (3.1)	5.9 (1.7)	38.7 (3.7)	19.1 (5.4)	35.1 (4.1)	24.3 (6.1)
Obtain sheltered employment	.9 (.7)	2.3 (1.3)	19.6 (2.9)	2.6 (1.5)	5.5 (2.0)	10.8 (3.4)	11.3 (2.5)	4.5 (1.5)	38.7 (3.7)	13.0 (4.7)	31.0 (4.0)	25.7 (6.2)
Other												
Live independently	49.8 (3.5)	39.5 (4.2)	51.6 (3.6)	53.3 (4.6)	51.3 (4.4)	47.8 (5.4)	41.7 (4.0)	48.8 (3.5)	27.9 (3.4)	52.7 (6.9)	34.6 (4.1)	47.5 (7.1)
Maximize functional independence	12.5 (2.3)	13.9 (2.9)	48.5 (3.6)	20.7 (3.7)	21.2 (3.6)	34.4 (5.2)	35.3 (3.8)	16.9 (2.7)	57.8 (3.8)	34.6 (6.6)	58.3 (4.2)	51.6 (7.1)
Enhance social/ interpersonal relationships	16.2 (2.6)	19.1 (3.4)	45.8 (3.6)	45.4 (4.6)	24.7 (3.8)	34.5 (5.2)	32.6 (3.8)	23.3 (3.0)	57.1 (3.8)	36.7 (6.7)	55.9 (4.3)	41.8 (7.0)

Source: NLTS2 Wave 1 student's school program survey.
Note: Includes only students with transition planning.
Standard errors are in parentheses.

Participants in Transition Planning

Active participation in students' transition planning differs considerably across disability categories (Exhibit 2-13). Parents' involvement in transition planning is high for most categories of youth, yet varies across disability categories. Ninety-percent or more of students with visual, orthopedic, or other health impairments, autism, multiple disabilities, or deaf-blindness have parents who actively participate in transition planning, whereas 83% of students with speech impairments or mental retardation have parents who do so ($p < .01$ comparing students with multiple disabilities and mental retardation).

Students' involvement in transition planning also varies across disability categories. About 80% to 95% of students in most disability categories, except students with autism and multiple disabilities, are involved in planning in some way for their transition to adult life. Nevertheless, the differences in students' engagement in transition planning are significant. The percentage who are simply present but provide little input varies from 18% for students with visual or other health impairments to 45% of students with autism ($p < .001$). On the other hand, although about half of students in most disability categories have a moderate level of participation providing input to discussions and meetings, students with other health impairments are the most likely to be described in this way (69%), whereas the participation of students with autism is the least likely to be described in this way (30%, $p < .001$).

Exhibit 2-13
ACTIVE PARTICIPANTS IN TRANSITION PLANNING, BY DISABILITY CATEGORY

	Learning Disability	Speech/Language Impairment	Mental Retardation	Emotional Disturbance	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities	Deaf-Blindness
Percentage of students who:												
Do not attend meetings	3.8 (1.4)	7.2 (2.2)	10.6 (2.2)	6.0 (2.2)	2.5 (1.4)	6.1 (2.6)	5.3 (1.8)	3.6 (1.3)	22.6 (3.2)	6.5 (3.5)	19.5 (3.5)	11.4 (4.5)
Are present for planning but participate little	21.1 (2.9)	24.3 (3.7)	36.1 (3.5)	30.4 (4.2)	20.3 (3.6)	18.3 (4.2)	24.5 (3.5)	17.5 (2.7)	44.8 (3.8)	23.6 (5.9)	42.2 (4.3)	33.8 (6.7)
Are moderately active participants in discussions and meetings	60.5 (3.5)	59.1 (4.2)	49.9 (3.6)	52.8 (4.6)	59.5 (4.3)	50.7 (5.4)	52.8 (4.0)	68.6 (3.3)	30.0 (3.5)	56.3 (6.9)	35.9 (4.2)	43.0 (7.1)
Are leaders in planning	14.6 (2.5)	9.4 (2.5)	3.3 (1.3)	10.8 (2.9)	17.7 (3.4)	25.0 (4.7)	17.5 (3.1)	10.3 (2.2)	2.6 (1.2)	13.7 (4.8)	2.3 (1.3)	11.8 (4.6)
Percentage with active participation in transition planning by:												
Parent/guardian												
	84.5 (2.5)	83.1 (3.2)	83.1 (2.7)	83.7 (3.4)	84.4 (3.1)	90.3 (3.2)	91.1 (2.3)	90.3 (2.1)	91.4 (2.1)	85.0 (5.0)	94.0 (2.0)	90.0 (4.2)
School personnel												
Special education teacher	97.3 (1.1)	89.1 (2.6)	99.3 (.6)	99.4 (.7)	90.6 (2.5)	92.2 (2.9)	95.2 (1.7)	97.5 (1.1)	95.9 (1.5)	98.2 (1.9)	98.6 (1.0)	88.3 (4.5)
General education academic teacher	62.8 (3.4)	65.2 (4.0)	39.2 (3.5)	56.5 (4.5)	57.7 (4.3)	62.3 (5.2)	59.5 (3.9)	71.1 (3.2)	38.9 (3.7)	48.8 (7.0)	32.8 (3.9)	40.5 (6.9)
General education vocational teacher	32.9 (3.3)	28.6 (3.8)	32.6 (3.4)	30.3 (4.2)	23.6 (3.7)	25.2 (4.6)	26.4 (3.5)	30.2 (3.2)	19.9 (3.0)	21.3 (5.7)	18.5 (3.3)	19.1 (5.5)
School counselor	61.8 (3.4)	56.8 (4.2)	54.3 (3.6)	71.4 (4.1)	55.9 (4.3)	59.4 (5.2)	59.2 (3.9)	57.9 (3.5)	54.5 (3.8)	62.2 (6.8)	58.4 (4.1)	58.6 (6.9)
Related service personnel	12.1 (2.3)	48.9 (4.2)	29.3 (3.3)	14.9 (3.2)	53.0 (4.3)	51.0 (5.3)	51.3 (4.0)	17.3 (2.7)	57.7 (3.7)	37.2 (6.7)	57.8 (4.2)	70.9 (6.4)
School administrator	53.8 (3.5)	51.4 (4.2)	61.3 (3.5)	58.5 (4.5)	58.7 (4.3)	60.3 (5.2)	58.7 (3.9)	51.9 (3.5)	57.0 (3.7)	62.7 (6.7)	64.0 (4.0)	68.3 (6.6)
Agency personnel and others												
VR counselor	12.8 (2.3)	12.8 (2.8)	22.7 (3.0)	12.4 (3.0)	19.3 (3.4)	29.9 (4.9)	19.9 (3.2)	12.9 (2.4)	19.2 (3.0)	14.9 (5.0)	13.0 (2.8)	29.9 (6.4)
Others	3.5 (2.4)	12.8 (2.8)	26.8 (3.2)	17.7 (3.5)	24.1 (3.7)	31.0 (4.9)	29.5 (3.6)	17.5 (2.7)	29.8 (3.5)	29.3 (6.0)	38.4 (4.1)	34.1 (6.7)

Source: NLTS2 Wave 1 student's school program survey.

Note: The category "others" includes staff of the Social Security Administration or other outside agencies, employers, representatives of postsecondary education institutions, and advocates or consultants.

Note: Includes only students with transition planning.

Standard errors are in parentheses.

Students who take a leadership role in transition planning are in the minority in all disability categories, but this aspect of transition planning also varies with the disability of the student. Significantly larger proportions of students with visual (25%), hearing (18%), or orthopedic impairments (18%) take a leadership role than do students with mental retardation (3%), autism (3%), or multiple disabilities (2%; $p < .001$). Nonetheless, school staff report that some students in each disability category are leaders of their transition planning.

Although special education teachers are participants in transition planning, for the vast majority of students, regardless of their disability, up to a 10-percentage-point variation in that participation is associated with the disability category of students. Almost all students with emotional disturbances, mental retardation, or multiple disabilities (99%) are reported to have a special education teacher involved with their transition planning, compared with 89% of students with speech impairments ($p < .001$ compared with students with mental retardation). The relatively lower likelihood of participation by special educators in transition planning for students with speech impairments is consistent with this group of students being the least likely to take special education classes; half of students with speech impairments take special education courses, compared with 92% of students with mental retardation, for example (Wagner, 2003).

The variation in the participation of general education teachers is greater for students in different disability categories. This is understandable because students' participation in general education classes also varies by disability category. Students with autism, multiple disabilities, or deaf-blindness (39%, 33%, and 40%, respectively) are the least likely to have general education teachers actively participate in their transition planning. They also are least likely to take general education classes (40% to 62% take such classes; Wagner, 2003). In contrast, students with learning disabilities or speech, visual, or other health impairments have a general education teacher actively participate in their transition planning (63%, 65%, 62%, and 71%, respectively, $p < .001$ compared with students with mental retardation, autism, or multiple disabilities); more than 90% of students with learning disabilities or speech, or other health impairments take general education courses (Wagner, 2003).

Although general education vocational teachers are less likely than other teachers to participate actively in transition planning, differences are associated with the student's disability category. About one-third of students with learning disabilities or mental retardation have a general education vocational teacher who actively participates in planning their transition, compared with fewer than 20% of students with autism, multiple disabilities, or deaf-blindness ($p < .01$).

The participation of other school personnel also varies significantly across disability categories. School administrators are actively involved in transition planning for 61% to 68% of students with mental retardation, traumatic brain injuries, multiple disabilities, or deaf-blindness, compared with 51% for students with speech impairments ($p < .05$). Various related services personnel are actively involved in transition planning with significantly larger proportions (49% to 71%) of students with speech, hearing, visual, or orthopedic impairments, autism, multiple disabilities, or deaf-blindness than with students with learning disabilities, emotional disturbances, or other health impairments (12% to 17%, $p < .001$). School counselors are more likely to participate actively in transition planning for students with emotional disturbances than for their peers with mental retardation (71% vs. 54%, $p < .01$).

Active participation in transition planning by individuals from outside the school varies considerably for students in different disability categories. For example, active participation of a VR counselor varies by about 20 percentage points for students in different disability categories, from 30% for students with visual impairments to 12% for students with emotional disturbances ($p < .01$). The percentages of students for whom representatives of other outside organizations (e.g., social services, postsecondary education) actively participate vary by more than 30 percentage points. These representatives are least likely to participate actively in planning for

students with learning disabilities (4%) and most likely to do so for students with multiple disabilities or deaf-blindness (38% and 34% respectively, $p < .001$).

Transition Preparation and Supports

The supports provided by schools to aid students' progress toward their transition goals differ across disability categories (Exhibit 2-14). Although the majority of students in all categories receive instruction focused on transition planning, a greater percentage of students with mental retardation (76%), autism (71%), or multiple disabilities (69%) receive this instruction than other students, for example, students with other health impairments (55%, $p < .001$). NLTS2 analyses found that students with hearing or visual impairments who receive this type of instruction are more likely to take a leadership role in their transition planning. With instruction, 24% of students with hearing impairments and 31% of students with visual impairments take a leadership role in their transition planning; 8% and 14%, respectively, of those who do not receive transition planning instruction, are leaders of their transition planning ($p < .05$). However, this relationship between instruction in transition planning and leadership in the planning process is not demonstrated for students in other disability categories.

Fewer variations occur among students in different disability categories regarding having an IEP or transition plan that specifies a course of study to meet their transition goals than is apparent for participation in transition-focused instruction. The percentage of students with a specified course of study ranges from 76% for students with learning disabilities to 64% for students with hearing impairments ($p < .05$).

Because goals differ with a student's disability, the nature of the postschool service needs related to them also differ. Students who are more likely to have college as a postschool goal (e.g., students with visual impairments) also are more likely to have postsecondary education accommodations specified in their transition plans. Likewise, students who are more likely to plan on supported or sheltered work (e.g., students with mental retardation) are more likely to have vocational service needs identified. To further illustrate this pattern, supported living arrangements are more often identified for students with multiple disabilities, who also are more likely to have maximizing their functional independence as a transition goal.

Except for postsecondary education accommodations and vocational training, placement, or support, on average about 5% of students overall have needs specified for any one of the services listed in Exhibit 2-14. However, a substantial percentage of students in certain disability categories have some of these services identified, compared with very small percentages in other categories. For example, more than 40% of students with hearing impairments and 31% of students with deaf-blindness have audiology service needs identified, compared with fewer than 4% of students in any other disability category ($p < .001$). Similarly, specification of vision service needs predominate among those with visual impairments or deaf-blindness (67% and 35%, respectively), physical therapy needs predominate among those with orthopedic impairments or multiple disabilities (26% and 23%, respectively), and behavioral intervention needs are most common for youth with emotional disturbances or autism (21% and 18%, respectively).

Exhibit 2-14
SUPPORTS AND SERVICES SPECIFIED IN TRANSITION PLANNING, BY DISABILITY CATEGORY

	Learning Disability	Speech/Language Impairment	Mental Retardation	Emotional Disturbance	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities	Deaf-Blindness
Percentage who:												
Have an IEP that specifies a course of study to meet transition goals	75.6 (3.0)	71.9 (3.8)	72.4 (3.2)	72.8 (4.1)	64.4 (4.2)	69.8 (5.0)	71.3 (3.6)	70.8 (3.2)	66.0 (3.6)	72.9 (6.2)	71.8 (3.8)	68.0 (6.5)
Have received instruction focused on transition planning	63.0 (3.5)	59.6 (4.4)	75.7 (3.2)	64.7 (4.6)	63.5 (4.3)	62.8 (5.4)	59.7 (4.0)	55.0 (3.6)	70.6 (3.5)	64.7 (7.0)	69.2 (4.1)	61.8 (7.0)
Percentage with identified needs for the following services after high school:												
Any services	75.0 (3.2)	60.7 (4.2)	81.3 (2.9)	74.7 (4.1)	85.6 (3.2)	95.1 (2.4)	87.4 (2.8)	77.3 (3.0)	87.6 (2.6)	80.8 (5.8)	88.9 (2.8)	93.4 (3.6)
Postsecondary education accommodations	55.0 (3.6)	37.3 (4.2)	22.7 (3.1)	41.6 (4.7)	55.5 (4.5)	64.8 (5.3)	50.7 (4.2)	52.0 (3.6)	28.2 (3.5)	32.8 (6.9)	17.6 (3.3)	36.5 (7.0)
Vocational training, placement, or support	32.4 (3.4)	23.6 (3.7)	65.8 (3.5)	38.7 (4.6)	28.7 (4.1)	27.3 (4.9)	40.3 (4.1)	30.3 (3.3)	54.8 (3.9)	55.5 (7.3)	55.3 (4.4)	48.9 (7.3)
Behavioral intervention	4.1 (1.1)	1.0 (.7)	6.1 (1.9)	20.8 (3.1)	2.9 (1.7)	.9 (1.8)	1.3 (1.4)	5.5 (1.6)	18.4 (2.7)	8.4 (2.4)	8.8 (2.5)	11.8 (4.9)
Social work services	3.2 (1.3)	2.6 (1.4)	16.4 (2.7)	11.0 (3.0)	4.0 (1.8)	10.7 (3.4)	8.8 (2.4)	5.4 (1.6)	16.4 (2.9)	9.4 (4.3)	15.7 (3.2)	20.2 (5.8)
Mental health services	2.4 (1.1)	0.6 (.7)	6.8 (1.9)	12.2 (3.1)	3.8 (1.7)	2.9 (1.8)	3.1 (1.4)	5.2 (1.6)	13.5 (2.7)	2.7 (2.4)	9.3 (2.5)	13.1 (4.9)
Speech/communication therapy or services	1.7 (.9)	19.6 (3.4)	9.6 (2.2)	2.7 (1.5)	19.6 (3.6)	2.8 (1.8)	12.1 (2.7)	3.4 (1.3)	23.3 (3.3)	3.5 (2.7)	17.3 (3.3)	22.6 (6.1)
Supported living arrangements	1.1 (.8)	2.4 (1.3)	19.9 (3.0)	4.5 (2.0)	4.3 (1.8)	10.2 (3.3)	16.1 (3.1)	4.2 (1.5)	30.8 (3.6)	8.1 (4.0)	36.4 (4.2)	27.4 (6.5)
Transportation assistance	.7 (.6)	2.1 (1.2)	22.7 (3.1)	3.0 (1.6)	4.3 (1.8)	24.9 (4.8)	31.0 (3.9)	6.2 (1.7)	34.2 (3.7)	16.3 (5.4)	41.2 (4.3)	29.5 (6.6)
Audiology services	.5 (.5)	1.8 (1.2)	.5 (.5)	1.1 (1.0)	40.9 (4.4)	.7 (.9)	1.6 (1.0)	.8 (.6)	.0 (.9)	.4 (.9)	3.7 (1.7)	31.3 (6.8)
Vision services	.1 (.2)	.0	1.1 (.8)	.0	.4 (.6)	66.8 (5.2)	4.2 (1.7)	1.1 (.8)	.7 (.7)	.8 (1.3)	8.7 (2.5)	34.8 (6.9)
Mobility training	.3 (.4)	.4 (.5)	2.9 (1.2)	.0	.6 (.7)	38.6 (5.4)	15.2 (3.0)	1.0 (.7)	5.5 (1.8)	1.8 (2.0)	9.6 (2.6)	18.5 (5.7)
Occupational therapy	.6 (.6)	.9 (.8)	4.2 (1.5)	.6 (.7)	1.6 (1.1)	6.1 (2.6)	20.3 (3.4)	2.2 (1.1)	7.2 (2.0)	2.2 (2.2)	22.5 (3.7)	10.5 (4.5)
Physical therapy	.0	.2 (.4)	3.2 (1.3)	.0	1.7 (1.2)	6.9 (2.8)	26.5 (3.7)	.7 (.6)	3.5 (1.4)	3.7 (2.8)	22.9 (3.7)	11.9 (4.7)
Nursing or other medical services	.0	1.1 (.9)	2.9 (1.2)	.0	1.0 (.9)	2.6 (1.8)	3.8 (1.6)	1.3 (.8)	3.0 (1.3)	1.4 (1.7)	8.4 (2.4)	5.2 (3.2)

Source: NLTS2 Wave 1 student's school program survey.
Note: Includes only students with transition planning.
Standard errors are in parentheses.

School Contacts with Service Providers and Organizations on Behalf of Transitioning Students

Considerable variations occur among students with different disability classifications in the types of organizations that schools contact on their behalf that reflect the postschool goals of these youth (Exhibit 2-15). For example, students with hearing or visual impairments are the

**Exhibit 2-15
CONTACTS MADE BY SCHOOLS ON BEHALF OF STUDENTS WITH TRANSITION PLANNING,
BY DISABILITY CATEGORY**

	Speech/ Learning Dis- ability	Language Impair- ment	Mental Retar- dation	Emo- tional Distur- bance	Hearing Impair- ment	Visual Impair- ment	Ortho- pedic Impair- ment	Other Health Impair- ment	Autism	Trau- matic Brain Injury	Multiple Disabili- ties	Deaf- Blind- ness
Percentage with contacts made with:												
Postsecondary education												
2- or 4-year colleges	26.4 (3.8)	24.0 (4.7)	11.0 (3.7)	17.7 (4.3)	43.3 (5.5)	44.1 (7.1)	34.3 (5.0)	19.9 (3.5)	22.8 (5.1)	15.2 (6.9)	16.4 (5.6)	32.8 (9.7)
Vocational schools	26.2 (3.7)	18.4 (4.2)	16.6 (3.7)	23.4 (4.6)	29.2 (5.2)	20.0 (5.6)	19.1 (4.0)	24.4 (3.7)	21.2 (4.6)	10.3 (5.8)	16.2 (5.1)	7.4 (5.2)
Employment												
Potential employers	17.2 (3.3)	16.3 (4.1)	28.6 (4.0)	24.4 (4.5)	16.7 (4.3)	20.4 (5.3)	18.0 (3.8)	18.2 (3.3)	22.9 (4.3)	19.4 (7.1)	21.1 (4.8)	25.0 (7.4)
Military	18.1 (3.5)	8.7 (3.4)	4.9 (2.3)	15.1 (4.1)	3.4 (2.6)	3.1 (2.8)	3.0 (2.0)	9.7 (2.6)	5.7 (2.9)	6.3 (4.9)	4.5 (3.0)	3.5 (4.1)
Job placement agencies	21.4 (3.7)	16.1 (4.1)	32.9 (4.1)	29.1 (4.8)	20.6 (3.5)	26.2 (5.7)	23.6 (4.3)	19.3 (3.4)	25.1 (4.2)	35.1 (8.8)	29.5 (5.2)	23.3 (7.6)
Other vocational training programs	26.7 (4.0)	20.2 (4.4)	33.5 (4.1)	21.5 (4.6)	19.3 (4.5)	17.9 (5.3)	17.7 (3.9)	16.6 (3.3)	24.3 (4.1)	24.0 (7.9)	32.3 (5.5)	24.8 (7.7)
Supported employment programs	6.5 (2.6)	14.8 (4.4)	36.0 (4.3)	12.6 (4.0)	12.5 (4.2)	16.9 (5.4)	21.7 (4.4)	12.5 (3.2)	35.5 (4.5)	29.7 (9.1)	36.7 (5.6)	35.8 (8.4)
Sheltered employment programs	2.3 (1.6)	4.5 (2.8)	23.9 (4.0)	3.7 (2.5)	4.1 (2.8)	16.3 (5.5)	12.3 (3.7)	5.8 (2.4)	29.6 (4.2)	21.7 (9.0)	24.0 (4.7)	28.0 (8.6)
Other social service agencies/programs												
Mental health	5.7 (2.5)	8.6 (3.7)	21.5 (4.1)	16.5 (4.4)	3.9 (2.8)	10.8 (4.7)	11.5 (3.7)	9.4 (2.9)	30.5 (4.5)	14.0 (7.7)	30.8 (5.8)	24.9 (8.6)
Social Security Administration	5.4 (2.4)	9.5 (3.9)	29.9 (4.4)	9.7 (3.7)	19.6 (5.0)	29.2 (6.3)	27.2 (4.9)	11.7 (3.2)	35.1 (4.7)	30.1 (9.5)	31.2 (5.6)	38.8 (8.5)
VR	33.6 (4.1)	28.6 (5.0)	55.7 (4.3)	37.2 (5.4)	44.9 (5.3)	59.3 (6.9)	53.1 (4.9)	34.1 (4.1)	51.4 (4.8)	49.0 (9.2)	41.9 (5.6)	53.9 (8.6)
Other social service agencies	12.4 (3.6)	8.8 (3.8)	32.2 (4.3)	21.4 (5.4)	12.6 (4.6)	29.4 (6.7)	29.4 (5.5)	12.9 (3.5)	37.0 (4.5)	26.2 (9.6)	40.1 (5.2)	26.4 (8.1)
Supervised residential support	.4 (.7)	2.3 (2.2)	17.7 (3.6)	3.5 (2.6)	4.0 (3.3)	12.3 (5.3)	15.8 (4.6)	5.4 (2.5)	20.7 (3.8)	12.8 (8.2)	25.9 (4.9)	33.1 (9.3)
Adult day programs	1.1 (1.2)	.0	17.1 (3.6)	2.2 (2.2)	.3 (.9)	16.1 (5.8)	7.4 (3.3)	2.0 (1.6)	21.4 (3.9)	8.9 (7.1)	22.3 (4.5)	32.4 (9.3)
Congregate care facilities	.4 (.7)	2.0 (2.0)	5.8 (2.4)	2.2 (2.2)	2.5 (2.6)	2.2 (2.6)	8.8 (3.9)	1.1 (1.2)	5.2 (2.3)	8.5 (7.2)	7.9 (3.1)	8.2 (5.8)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition planning.

Standard errors are in parentheses.

most likely to have postsecondary education as a goal and also are the most likely to have their school make contacts with colleges on their behalf (43% and 44%, respectively). Students with emotional disturbances are most likely to have competitive employment as their postschool goal (58%) and are among those most likely to have their school contact potential employers (24%). Similarly, students with mental retardation, autism, multiple disabilities, or deaf-blindness are the most likely to have noncompetitive employment and the maximization of their functional skills as postschool goals; they also are the most likely to have schools contact a variety of employment programs and a wide variety of other service agencies on their behalf. For example, students with autism (39%) are more likely than students with other disabilities to have the goal of supported employment and among the most likely to have their school make contacts with those types of programs (36%).

Informing Parents about Postschool Services

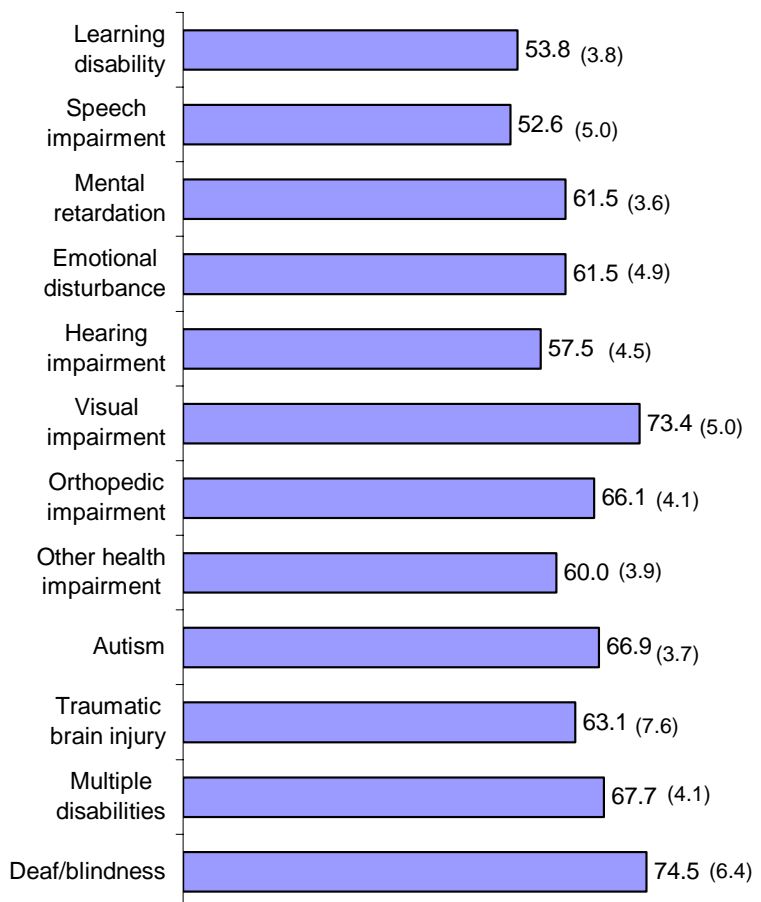
Although the parents of the majority of students in all disability categories have been provided information about services available after high school, parents of students with visual or orthopedic impairments, autism, multiple disabilities, or deaf-blindness are more likely than parents of students in many other disability categories to have been provided such information. For example, the parents of 73% of students with visual impairments have been provided information about services available after high school, compared with 53% of students with speech impairments ($p < .01$, Exhibit 2-16).

Demographic Differences in Transition Planning

Students' Transition Goals

Attending a vocational training program is the only postschool goal associated with gender; males have a greater likelihood of having this goal than do females (43% vs. 32%, $p < .05$). The household income and racial/ethnic background of students are associated with some types of transition goals. Household income is very strongly related to whether a student has college as a

Exhibit 2-16
PARENTS PROVIDED INFORMATION ABOUT POSTSCHOOL SERVICES, BY DISABILITY CATEGORY



Source: NLTS2 Wave 1 student's school program survey.
Note: Includes only students with transition planning.
Standard errors are in parentheses.

transition goal. Students from lower and middle-income households are less likely than students from the highest-income households to have college as a postschool goal (38% and 43% vs. 58%, $p < .001$ and $p < .05$, respectively, Exhibit 2-17). In contrast, income is not associated with employment or other types of postschool goals. Although students' racial/ethnic background is not related to having postsecondary education and training or employment as a postschool goal, it is related to whether students have independent living or enhancement of social/interpersonal relationships as goals for their postschool years. Significantly larger proportions of African-American students (60%) have goals of independent living and enhancement of social/interpersonal relationships (34%) compared with 47% and 22% for white students ($p < .05$).

Exhibit 2-17
STUDENTS' POST-HIGH-SCHOOL GOALS,
BY HOUSEHOLD INCOME AND RACE/ETHNICITY

	Income			Race/Ethnicity		
	\$25,000 or Less	\$25,001 to \$50,000	More than \$50,000	White	African-American	Hispanic
Percentage with transition goal of:						
Postsecondary education						
2- or 4-year college	37.7 (4.0)	43.2 (4.6)	58.4 (4.5)	47.8 (2.9)	40.2 (5.0)	48.8 (6.9)
Vocational school	39.9 (4.0)	39.3 (4.5)	37.8 (4.4)	37.4 (2.8)	46.0 (5.1)	42.9 (6.8)
Other						
Live independently	55.3 (4.1)	48.5 (4.6)	45.3 (4.5)	46.7 (2.9)	59.6 (5.0)	46.6 (6.8)
Enhance social/interpersonal relationships	29.4 (3.7)	26.2 (4.1)	20.1 (3.7)	22.5 (2.4)	34.4 (4.8)	23.3 (5.8)
Maximize functional independence	22.2 (3.4)	19.3 (3.7)	18.5 (3.5)	18.6 (2.2)	27.0 (4.5)	16.5 (5.1)

Source: NLTS2 Wave 1 student's school program survey.
 Note: Includes only students with transition planning.
 Standard errors are in parentheses.

Participants in Transition Planning

No differences are apparent between young men and women with disabilities regarding participation in the transition planning process. And, although no differences occur among youth with different racial/ethnic backgrounds or household incomes associated with whether or not transition planning occurs, the extent to which some of the participants are actively involved in the process does differ (Exhibit 2-18). Both household income and racial/ethnic background are related to parents' participation in transition planning. Students in the lowest household income group are less likely to have parents who actively participate in transition planning than those from the highest-income households (80% vs. 90%, $p < .05$), and African-American students are less likely than white students to have parents who take part in transition planning (77% vs. 87%, $p < .05$). The role of students in transition planning is associated with their racial/ethnic background as well. African-American students (6%) are less likely than either white (13%) or Hispanic students (18%) to take a leadership role in planning for their transition to adult life ($p < .05$).

Exhibit 2-18
ACTIVE PARTICIPANTS IN TRANSITION PLANNING,
BY HOUSEHOLD INCOME AND RACE/ETHNICITY

	Income			Race/Ethnicity		
	\$25,000 or Less	\$25,001 to \$50,000	More than \$50,000	White	African-American	Hispanic
Percentage of youth who:						
Do not attend meetings	7.1 (2.1)	6.0 (2.2)	4.5 (1.9)	4.5 (1.2)	8.6 (2.9)	5.4 (3.1)
Are present for planning but participate little	26.3 (3.7)	23.8 (4.0)	24.8 (4.0)	22.7 (2.4)	33.7 (4.9)	21.4 (5.7)
Are moderately active participant in discussions and meetings	56.4 (4.1)	57.1 (4.6)	56.1 (4.6)	60.0 (2.8)	51.5 (5.2)	55.2 (6.9)
Are leaders in planning	10.2 (2.5)	13.0 (3.1)	14.5 (3.3)	12.8 (1.9)	6.2 (2.5)	18.0 (5.3)
Percentage with active participation by:						
Parent/guardian	79.9 (3.3)	83.9 (3.4)	89.5 (2.8)	87.4 (1.9)	77.3 (4.3)	84.9 (4.9)
Selected school personnel						
Related service personnel	20.1 (3.3)	16.7 (3.4)	18.6 (3.5)	14.8 (2.0)	20.6 (4.1)	28.3 (6.1)
Other agency personnel	23.2 (3.5)	12.8 (3.1)	14.1 (3.2)	15.5 (2.1)	21.6 (4.2)	14.6 (4.8)

Source: NLTS2 Wave 1 student's school program survey.

Note: Includes only students with transition planning.

Standard errors are in parentheses.

Among school personnel, related services staff are actively involved in transition planning with Hispanic students (28%) more often than with white students (15%, $p < .05$). Hispanic students also appear to benefit from instruction in transition planning; those who receive this type of instruction are more likely to take a leadership role in the planning (22%) than those who have not received instruction (4%, $p < .05$), a relationship that is not found for white or African-American students. Representatives of agencies are more involved in the transition planning process for students from the lowest income households (23%) than for students from the middle- or upper-income groups (13% and 14%, respectively, $p < .05$). This finding may reflect the fact that eligibility for some services is based on financial need.

Transition Preparation and Supports

Although, males and females do not differ in their likelihood of having postsecondary education as a postschool goal, males are more likely to have accommodations for postsecondary education specified in their transition plans (51% vs. 41%, $p < .05$). Consistent with the finding that males have a greater likelihood than females of a goal to attend a postsecondary vocational training program, schools are more likely to make contacts with vocational schools for male students (28% vs. 16% for females), other vocational programs (30% vs. 19%, $p < .05$), and branches of the military (19% vs. 6%, $p < .01$). Consistent with upper income students being more likely to have college as a postschool goal, those students are more likely to have postsecondary education accommodations identified as part of transition planning (53% vs. 41%,

p<.05), and schools are more likely to contact colleges and universities as part of this process for them than for students from low-income households (39% vs. 22%, p<.05). Low-income students and African-American students are more likely to have postschool vocational needs identified in their transition plans (48% vs. 30%, p<.01, for low-income vs. upper-income; and 47% vs. 35%, p<.05, for African-American vs. white). Schools also are more likely to make contacts with vocational schools on behalf of African-American students (39%) than their white peers (22%, p<.05).

With this background regarding the characteristics of the transition planning process for secondary school students with disabilities, the next chapter examines the perceptions of parents and school staff regarding that process.