

**Table 1***Demographics of Program Participants.*

Demographics	Total		OCPS		FISD	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Gender						
Male	89	56	70	55	19	61
Female	69	44	57	44	12	39
Age						
18-22	158	100	127	100	31	100
Ethnicity						
Caucasian	49	31	30	24	19	61
Hispanic	49	31	49	38	0	0
African-American	46	29	40	31	6	19
Asian	8	5	4	3.2	4	13
Other	6	4	4	3.2	2	7
Primary disability						
ASD	33	20.9	20	15.7	13	41.9
ID	82	51.9	73	57.5	9	29.0
SLD	21	13.3	21	16.5	0	0
OHI	19	12.0	11	8.7	8	25.8
Other	3	1.9	2	1.6	1	3.2

**Table 2***Program Outcomes*

Program outcomes	Total		OCPS		FISD	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Program participants	183	100	152	100	31	100
Completed internship	158	86	127	84	31	100
Obtained employment*	147	80	119	78	28	90

*Notes:* \*employment gained upon program completion with the business partner or in the community

**Table 3***Employment Outcomes*

Employment outcomes	Total		OCPS		FISD	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Employment categories						
Medical	16	11	16	13	0	0
Hospitality/tourism	70	48	57	48	13	46
Retail	31	21	21	18	10	36
Food Service	24	16	21	18	3	11
Other	6	4	4	3	2	7
Employment						
Full-Time	24	15	11	9	13	42
Part-Time	123	78	108	85	15	48
Unemployed	11	7	8	6	3	10
Wages						
\$7-\$10/Hour	132	90	119	100	13	46
>\$10/Hour	15	10	0	0	15	54

**Table 4***Correlation of Variables***Correlation Matrix (n=154)**

Variable	Category						
Category	1.000	Disability					
Disability	0.030	1.000	Employment				
Employment	0.124	-0.113	1.000	Ethnicity			
Ethnicity	0.205	0.211	-0.051	1.000	Gender		
Gender	0.104	0.169	0.001	-0.039	1.000	Internship	
Internship	-0.035	-0.234	0.072	-0.197	-0.017	1.000	

**Table 5***Regression Model Predicting Category of Employment*

<b>Dependent Variable:</b>		<b>Category</b>			
	<b>R-Squared</b>	<b>Adj.R-Sqr.</b>	<b>Std.Err.Reg</b>	<b>Std.Dep.Var</b>	<b>Critical t</b>
	0.073	0.042	1.323	1.351	1.976
<b>Variable</b>	<b>Coefficient</b>	<b>Std. Error</b>	<b>t-Statistic</b>	<b>P-value</b>	<b>VIF</b>
Constant	0.809	1.222	0.662	0.509	0.000
Disability	-0.019	0.071	-0.264	0.792	1.138
Employment	0.605	0.362	1.671	0.097	1.016
Ethnicity	0.179	0.067	2.677	0.008	1.079
Gender	0.312	0.217	1.436	0.153	1.036
Internship	-0.028	0.533	-0.052	0.959	1.086
	<b>Mean Error</b>	<b>RMSE</b>	<b>MAE</b>	<b>Minimum</b>	<b>A-D*</b>
Fitted (n=154)	0.000	1.297	1.094	-2.446	2.58 (P=0.000 )

**Table 6***Critical Components, Recommendations, and Resources*

<b>Critical components</b>	<b>Recommendations for practice</b>	<b>Web-based resources</b>
Career exploration package	<ul style="list-style-type: none"> <li>• Conduct age-appropriate transition assessments</li> <li>• Identify student interests and preferences</li> <li>• Assess to determine required job-related skills</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Transition Assessment Toolkit</a></li> <li>• <a href="#">Career development activities</a></li> <li>• <a href="#">Job shadow</a></li> <li>• <a href="#">Transition Assessment and Goal Generator</a></li> <li>• <a href="#">Resources on college and career preparation</a></li> </ul>
Instruction and support of a job coach	<ul style="list-style-type: none"> <li>• Become familiar with VR resources on developing job coaching</li> <li>• Develop materials to promote effective job coaching support</li> <li>• Incorporate job coach input for the IEP</li> <li>• Provide opportunity for paid internships</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Resources on competitive integrated employment</a></li> <li>• <a href="#">Teacher guide to vocational rehabilitation</a></li> <li>• <a href="#">Job coaching guide</a></li> </ul>
Assessment for adaptive equipment	<ul style="list-style-type: none"> <li>• Assess student needs and preferences</li> <li>• Ensure access to necessary adaptive equipment support</li> <li>• Facilitate student development of necessary skills</li> <li>• Support students through equipment training</li> <li>• Provide professional development for staff</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Job accommodation network</a></li> <li>• <a href="#">Assistive technology resources</a></li> <li>• <a href="#">SETT Framework</a></li> </ul>
Linkage to community	<ul style="list-style-type: none"> <li>• Provide opportunity community work-based program and volunteerism</li> <li>• Build supportive student network</li> <li>• Use appropriate community services and supports to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">TransCen community mapping</a></li> <li>• <a href="#">Community-Based Instruction</a></li> <li>• <a href="#">Volunteer opportunities and programs</a></li> <li>• <a href="#">Travel training and transportation</a></li> </ul>

<p>Functional curriculum</p>	<ul style="list-style-type: none"> <li>• Provide student access to rigorous instruction</li> <li>• Provide instruction in soft skills</li> <li>• Provide instruction in specific vocational skills</li> <li>• Embed self-advocacy/self-determination skills across curricula</li> <li>• Teach self-monitoring and self-evaluation skills</li> <li>• Teach social and communication skills in work contexts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson plan starters</a></li> <li>• <a href="#">Transition resources and lesson plans</a></li> <li>• <a href="#">Self-determination implementation</a></li> <li>• <a href="#">Self-determined learning model of instruction (SDLMI)</a></li> </ul>
<p>Portfolio</p>	<ul style="list-style-type: none"> <li>• Develop organizational system for student portfolios</li> <li>• Utilize technology resources and offer digital format options</li> <li>• Engage students in active information gathering</li> <li>• Offer opportunities to present and showcase student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Transition Portfolio Guidance</a></li> <li>• <a href="#">Student AT Transition Portfolio</a></li> <li>• <a href="#">Digital Resume and Portfolio Tools</a></li> </ul>
<p>Additional support</p>	<ul style="list-style-type: none"> <li>• Use a student-directed IEP in transition planning</li> <li>• Help students build personal, professional, and community networks</li> <li>• Offer mentoring opportunities, including peer- mentoring</li> <li>• Encourage students (and parents) to attend transition-oriented workshops/training</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CONNECT Modules</a></li> <li>• <a href="#">Exploring employment supports</a></li> <li>• <a href="#">Navigating the road to work</a></li> </ul>