

Supplemental Information

SUPPLEMENTAL TABLE 1 Logic and Interrater Agreement for Coding Individualized Education Program Transition Plan Postsecondary Goals and References to Existing Categorization of Postsecondary Outcomes			
Category	Coding Guide	NLTS-2 Reference^a E4. Transition to Adult Life: For the Period After High School, the Primary Goal of the Student's Educational Program is to Prepare Him/Her To:	Postschool Activities From Postschool Survey for Exiters^b
EDUCATION, Percent agreement: 73%; κ : 0.61	NO GOAL: No postsecondary education goals	N/A	N/A
	NOT SPECIFIED: Postsecondary schools or research on schools discussed but there was no specific mention of a goal to attend postsecondary or the school/training type was unknown.	N/A	N/A
	OTHER TRAINING: Enrolled in a training program (<2 y), such as job corps, adult education, workforce development, military training (when training specifically mentioned). Include vocational rehabilitation training, transition training, and "on the job" training.	Attend a postsecondary vocational training program	Enrolled in other postschool education or training. Individuals attending a vocational training program that requires <2 y for completion. This includes programs such as job corps, adult education, and workforce development.
	HIGHER EDUCATION: Goal to pursue a college degree or certification (2- or 4-y colleges, universities, technical and community colleges).	Attend a 2- or 4-y college	Enrolled in higher education. Individuals pursuing a college degree or certification by attending a higher education institution. This includes public and private 4-year colleges and universities, 2-year community colleges, and technical colleges that meet the definition of Institution of Higher Education in the Higher Education Act.
EMPLOYMENT, Percent agreement: 77%; κ = 0.52	NO GOAL: No job or career goal	N/A	N/A
	NOT SPECIFIED: Career interests or vocational skills training mentioned but no specific goal OR research on employment but no specific goal OR training program mentioned but no additional specifics	N/A	N/A
	SHELTERED or DAY PROGRAM: Individuals who will attend sheltered workshops or day habilitation facilities	Get into sheltered employment (where most workers have disabilities).	Other employment-sheltered work or day habilitation. ^c Individuals who attend sheltered workshops or day habilitation facilities.
	SELF or SUPPORTED: This includes work at a family business, self-employment, and supported employment earning at or above minimum wage.	Get supported employment (paid work in a community setting for those needing continuous support services and for whom competitive employment is unlikely).	Other employment: self and supported employment. Individuals who are competitively employed and working for pay at or above the minimum wage. This includes the family business, self-employment, and supported employment (excludes part-time because it is unavailable on IEPs).

SUPPLEMENTAL TABLE 1 Continued

Category	Coding Guide	NLTS-2 Reference ^a E4. Transition to Adult Life: For the Period After High School, the Primary Goal of the Student's Educational Program is to Prepare Him/Her To:	Postschool Activities From Postschool Survey for Exitters ^b
	COMPETITIVE: Specific job mentioned OR job goal in an industry (not just interest in an industry) OR mentions "full time employment" or "part time employment" OR goal to apply for employment with no mention of supports. Includes the military.	Get competitive employment (includes military).	Competitive employment. Individuals who are competitively employed and working for pay at or above the minimum wage and receiving customary pay rate, benefits, and opportunities for advancement as those without disabilities, in a setting with others who are nondisabled. This includes the military.
LIVING ARRANGEMENT, Percent agreement = 90%; κ = 0.84	NO GOAL: No goal or mention of living situation.	Live independently	N/A
	AT HOME: Living "at home" or with parent(s).		
	SUPPORTED: Living in a supported setting, such as group home/residential facility.		
	INDEPENDENT: Living in a traditional young adult setting (e.g., dorm, apartment with roommate, etc.). Can be assumed when a living arrangement is noted and support/home/setting isn't listed.		
ADAPTIVE SKILLS, Percent agreement = (92%, 95%, 88%); κ = (0.77, 0.77, 0.62)	Selected if adolescent has goal(s) for skills that fit the specific adaptive functioning domain. Timing does not matter (can be during high school or after exit).	N/A	N/A
	Conceptual. Communication skills, functional academics, and self-direction. Include budgeting skills, and learning/practicing paying for things.	N/A	N/A
	Social. Social skills and leisure (include goals to participate in extracurricular activities).	Enhance social/interpersonal relationships and satisfaction.	N/A
	Practical. Home/school living, health and safety, self-care, and community use. Include driver's license/driving. Code if goal to learn "self-help skills" or "adult living activities".	Maximize functional independence.	N/A
OBTAIN IDENTIFICATION, Percent agreement: 98%; κ = 0.86	If mention goal of getting any type of identification (including driver's & nondriver's license). Do not code if only mentions learning to drive and no mention of license.	N/A	N/A

^a NLTS-2 Student's School Program Questionnaire question E4 response options (https://nlts2.sri.com/studymeth/downloads/NLTS2_W2_SchProgSpe.pdf); select all that apply.
^b Based on Part B indicator postschool exit data (<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Data%20Info/FY22/FY22%20Post-School%20Outcomes%20for%202020-2021%20Exiters.pdf>); ignores time requirements (eg, 20 h per week) because those details are not available in IEP and ignores the requirements for the responses to be mutually exclusive.
^c Federal vocational rehabilitation policy requires that all employment outcomes achieved through the vocational rehabilitation program be in competitive integrated employment or supported employment (<https://www.govinfo.gov/content/pkg/FR-2016-08-19/pdf/2016-15980.pdf>; <https://rsa.ed.gov/sites/default/files/publications/state-of-vr-program-after-wioa.pdf>). Therefore, extended work in a sheltered workshop or day habilitation facility would not count as a successful employment outcome.

SUPPLEMENTAL TABLE 2 IEP Postsecondary Transition Planning and Other Characteristics by Site

		Full Sample		Georgia		Utah		Arkansas		q Value ^a
		n	Percentage	n	Percentage	n	Percentage	n	Percentage	
Postsecondary Goals	Education									1
	No goal	32	11	6	10	17	12	9	10	
	Not specified	29	10	5	8	19	13	5	5	
	Other training	96	32	20	33	39	27	37	39	
	Higher education	140	47	29	48	68	48	43	46	
	Employment									.871
	No goal	20	7	2	3	11	8	7	7	
	Not specified	41	14	8	13	19	13	14	15	
	Sheltered or day program	8	3	3	5	1	1	4	4	
	Self or supported	19	6	6	10	4	3	9	10	
	Competitive	209	70	41	68	108	76	60	64	
	Living arrangement									<.001
	No goal	174	59	36	60	117	82	21	22	
	At home	40	13	7	12	12	8	21	22	
Supported	18	6	8	13	3	2	7	7		
Independent	65	22	9	15	11	8	45	48		
Adaptive skills	Conceptual	76	26	24	40	25	17	27	29	.032
	Social	42	14	34	57	5	3	3	3	<.001
	Practical	59	20	19	32	13	9	27	29	<.001
Other	Anticipated delayed high school exit ^b	34	23	22	37	—	—	12	13	.019
	Participates in standardized assessments	221	74	43	72	121	85	57	61	.003
Services	Speech	239	80	55	92	110	77	74	79	.429
	Occupational therapy	125	42	32	53	40	28	53	56	<.001
	Physical therapy	21	7	2	3	3	2	16	17	.001
	Adaptive physical education	77	26	20	33	55	38	2	2	<.001
	Mental health	83	28	0	0	72	50	11	12	<.001
	Social skills instruction	72	24	1	2	55	38	16	17	<.001
	Extended school year	24	8	5	8	14	10	5	5	1
	Special instruction	247	83	44	73	111	78	92	98	<.001
Observations	297		60		143		94			

^a P value from Fisher's exact test adjusted for multiple comparison testing (n = 64) using the Benjamini-Yekutieli method. A value of 1 indicates the hypothesis was not rejected at any level during adjustment.

^b n = 149 due to exclusion of Utah and 5 adolescents missing anticipated graduation year; categorized as on-time (2020 to 2021) and delayed (2022 to 2025).

SUPPLEMENTAL TABLE 3 IEP Postsecondary Transition Planning and Other Characteristics by Intellectual Disability Status at Age 8 Years

		Full Sample		Intellectual Disability		No Intellectual Disability		Intellectual Disability Missing		q Value ^a
		n	Percentage	n	Percentage	n	Percentage	n	Percentage	
Postsecondary Goals	Education goal									<.001
	No goal	32	11	12	13	14	7	6	29	
	Not specified	29	10	7	8	19	10	3	14	
	Other training	96	32	54	61	38	20	4	19	
	Higher education	140	47	16	18	116	62	8	38	
	Employment goal									<.001
	No goal	20	7	9	10	10	5	1	5	
	Not specified	41	14	13	15	21	11	7	33	
	Sheltered or day program	8	3	6	7	1	1	1	5	
	Self or supported	19	6	15	17	3	2	1	5	
	Competitive	209	70	46	52	152	81	11	52	
	Living arrangement									<.001
	No goal	174	59	35	39	123	66	16	76	
At home	40	13	25	28	13	7	2	10		
Supported	18	6	14	16	2	1	2	10		
Independent	65	22	15	17	49	26	1	5		
Adaptive skills	Conceptual	76	26	23	26	46	25	7	33	1
	Social	42	14	18	20	22	12	2	10	.700
	Practical	59	20	22	25	32	17	5	24	1
Other	Anticipated delayed high school exit ^b	34	23	21	36	11	13	2	33	.025
	Participates in standardized assessments	221	74	43	48	160	86	18	86	<.001
Services	Speech	239	80	82	92	138	74	19	90	.005
	Occupational therapy	125	42	64	72	52	28	9	43	<.001
	Physical therapy	21	7	16	18	4	2	1	5	<.001
	Adaptive physical education	77	26	36	40	34	18	7	33	.002
	Mental health	83	28	13	15	64	34	6	29	.008
	Social skills instruction	72	24	19	21	46	25	7	33	1
	Extended school year	24	8	12	13	8	4	4	19	.133
	Special instruction	247	83	80	90	153	82	14	67	1
Observations	297		89		187		21			

^a P value from Fisher's exact test adjusted for multiple comparison testing (n = 64) using the Benjamini-Yekutieli method. A value of 1 indicates the hypothesis was not rejected at any level during adjustment.

^b n = 149 due to exclusion of Utah and 5 adolescents missing anticipated graduation year; categorized as on-time (2020 to 2021) and delayed (2022 to 2025).

SUPPLEMENTAL TABLE 4 IEP Postsecondary Transition Planning and Other Characteristics by Sex

		Full Sample		Female		Male	
		<i>n</i>	Percentage	<i>n</i>	Percentage	<i>n</i>	Percentage
Postsecondary Goals	Education						
	No goal	32	11	6	11	26	11
	Not specified	29	10	2	4	27	11
	Other training	96	32	21	40	75	31
	Higher education	140	47	24	45	116	48
	Employment						
	No goal	20	7	4	8	16	7
	Not specified	41	14	7	13	34	14
	Sheltered or day program	8	3	4	8	4	2
	Self or supported	19	6	3	6	16	7
	Competitive	209	70	35	66	174	71
	Living arrangement						
	No goal	174	59	29	55	145	59
	At home	40	13	9	17	31	13
	Supported	18	6	2	4	16	7
Independent	65	22	13	25	52	21	
Adaptive skills	Conceptual	76	26	12	23	64	26
	Social	42	14	5	9	37	15
	Practical	59	20	10	19	49	20
Other	Anticipated delayed high school exit ^a	34	23	6	25	28	22
	Participates in standardized assessments	221	74	40	75	181	74
Services	Speech	239	80	42	79	197	81
	Occupational therapy	125	42	21	40	104	43
	Physical therapy	21	7	5	9	16	7
	Adaptive physical education	77	26	15	28	62	25
	Mental health	83	28	15	28	68	28
	Social skills instruction	72	24	10	19	62	25
	Extended school year	24	8	2	4	22	9
	Special instruction	247	83	47	89	200	82
Observations	297		53		244		

All *P* values from Fisher's Exact Test, adjusted for multiple comparison testing ($n = 64$) using the Benjamini-Yekutieli method, were not statistically significant.

^a $N = 149$ due to exclusion of Utah and 5 adolescents missing anticipated graduation year; categorized as on-time (2020 to 2021) and delayed (2022 to 2025).

SUPPLEMENTAL TABLE 5 IEP Postsecondary Transition Planning and Other Characteristics by Race/Ethnicity

		Full Sample		White		Black or African American		Hispanic		Other ^a		q Value ^b	
		n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage		
Postsecondary Goals	Education											1	
	No goal	32	11	18	10	4	9	7	14	3	18		
	Not specified	29	10	18	10	4	9	5	10	2	12		
	Other training	96	32	62	33	15	34	16	33	3	18		
	Higher education	140	47	89	48	21	48	21	43	9	53		
	Employment												.648
	No goal	20	7	14	8	5	11	1	2	0	0		
	Not specified	41	14	23	12	8	18	9	18	1	6		
	Sheltered or day program	8	3	3	2	2	5	1	2	2	12		
	Self or supported	19	6	11	6	6	14	2	4	0	0		
	Competitive	209	70	136	73	23	52	36	73	14	82		
	Living arrangement												1
	No goal	174	59	105	56	21	48	34	69	14	82		
	At home	40	13	27	14	7	16	5	10	1	6		
Supported	18	6	10	5	6	14	2	4	0	0			
Independent	65	22	45	24	10	23	8	16	2	12			
Adaptive skills	Conceptual	76	26	49	26	12	27	10	20	5	29	1	
	Social	42	14	21	11	9	20	7	14	5	29	.907	
	Practical	59	20	31	17	20	45	5	10	3	18	.003	
Other	Anticipated delayed high school exit ^c	34	23	20	23	6	15	5	42	3	30	1	
	Participates in standardized assessments	221	74	139	74	31	70	39	80	12	71	1	
Services	Speech	239	80	145	78	39	89	41	84	14	82	1	
	Occupational therapy	125	42	82	44	20	45	15	31	8	47	1	
	Physical therapy	21	7	15	8	3	7	1	2	2	12	1	
	Adaptive physical education	77	26	46	25	6	14	20	41	5	29	.290	
	Mental health	83	28	62	33	0	0	17	35	4	24	<.001	
	Social skills instruction	72	24	46	25	6	14	16	33	4	24	1	
	Extended school year	24	8	18	10	2	5	4	8	0	0	1	
	Special instruction	247	83	160	86	38	86	34	69	15	88	.648	
	Observations	297		187		44		49		17			

^a "Other" includes (1) Asian or Pacific Islander and (2) multiple races, or other race.

^b P value from Fisher's exact test adjusted for multiple comparison testing (n = 64) using the Benjamini-Yekutieli method. A value of 1 indicates the hypothesis was not rejected at any level during adjustment.

^c n = 149 due to exclusion of Utah and 5 adolescents missing anticipated graduation year; categorized as on-time (2020 to 2021) and delayed (2022 to 2025).

SUPPLEMENTAL TABLE 6 Anticipated Employment Type Categories^a by Intellectual Disability Status at Age 8 Years

	Full Sample, <i>n</i> = 228 ^b	Intellectual Disability, <i>n</i> = 62	No Intellectual Disability, <i>n</i> = 155	<i>P</i> ^c
	Percentage	Percentage	Percentage	
Computer technology	10.5	9.7	11.0	1
Entertainment	10.0	6.5	11.0	.447
Personal care and customer service	7.9	17.7	4.5	.004
Video game design and related	7.4	3.2	9.0	.163
Arts and design	7.0	1.6	7.7	.116
Retail and sales	7.0	12.9	4.5	.038
Engineering	6.6	0.0	9.7	.007
Mechanic and related	6.1	11.3	4.5	.121
Math and science	5.7	3.2	7.1	.358
Medicine and health care	4.8	0.0	5.8	.063
Animal care	4.8	1.6	5.8	.288
Food service	4.8	9.7	3.2	.08
Military	4.4	1.6	5.2	.451
Factory, workshop, manufacturing	3.5	9.7	0.7	.002
Animation	3.5	1.6	4.5	.445
Business and entrepreneurship	3.5	3.2	3.2	1
Public service (police)	3.1	3.2	3.2	1
Education	2.6	1.6	3.2	.677
Athletics	2.6	1.6	3.2	.677
Aviation	2.2	0.0	3.2	.325
Skilled trade	2.2	1.6	2.6	1
Cleaning and maintenance	2.2	8.1	0.0	.002
Cooking	2.2	1.6	2.6	1
Construction	1.8	3.2	1.3	.323
Writer and history	1.8	1.6	1.9	1
Farming and outdoors	1.8	4.8	0.7	.071
Transportation	1.3	3.2	0.7	.197
Legal occupations	0.9	0.0	1.3	1
Community leader	0.9	0.0	1.3	1

^a Multiple employment type categories could be selected for each adolescent. 180 (79%) had 1 employment type, 43 (19%) had 2 employment types, and 5 (2%) had 3 employment types.

^b Includes 11 adolescents with missing intellectual disability status.

^c *P* value from Fisher's exact test.

SUPPLEMENTAL TABLE 7 Anticipated Employment Type Examples by Category

Employment Category	Example Responses
Computer technology	computer analyst, computer applications, computer programmer, computer science, computer technology, computers, electronics, information technology, programmer, software technology, technology, web designer, AV technology
Entertainment	acting, actor, entertainment, film, film making, movie critique, movie director, performing arts, music, you tube creator, youtuber, set designer
Personal care and customer service	baggage handler, bagger, bowling alley attendant, haunted house worker, receptive work, recreational center, human service, customer service, service industry, cosmetology, lifeguard, physical fitness, hospitality & tourism, work with people
Video game design and related	video game designer, video game programmer, gaming industry
Arts and design	architecture, art, artist, design, graphic arts, graphic design, illustrator, visual art, photography
Retail and sales	cell phone sales, retail, sell cars, sell houses, grocery store
Engineering	civil engineer, automotive engineer, engineer, mechanical engineer, software engineer, robotics, animatronics
Mechanic and related	auto mechanic, automotive engineer, automotive repair, car shop, mechanic
Math and science	astronomy, science, linguistics, math, paleontology, quantum physics, meteorology, zoology, infectious disease scientist, work for NASA, work to protect the earth against pollution as a scientist
Medicine and health care	medical technician, brain or heart surgeon, medicine, dermatology, sports medicine, phlebotomy, nursing, patient care, therapist, kinesiology
Animal care	animal care, vet, vet tech, veterinarian, zookeeping
Food service	food service, pizza restaurant, restaurant staff
Military	military, air force, army, navy, marines
Factory, workshop, manufacturing	distribution, factory, inventory, sorting, assembly, manufacturing, workshop
Animation	animation, animator, animatronics, cartoonist
Business and entrepreneurship	marketing, business manager, inventor, entrepreneur
Public service	firefighter, law enforcement, game warden, public service
Education	coaching, childcare, education, teacher, teacher's assistant, technology teacher
Athletics	athletics, coaching, gymnast, pro sports, soccer management, athletic field, sport industry
Aviation	aviation, directing planes, pilot
Skilled trade	blacksmith, electrician, forklift operator, machinery, welder
Cleaning/maintenance	custodial, housekeeping, lawn care, maintenance
Cooking	cooking, culinary arts
Construction	construction, carpentry
Writer and history	novelist, writer, historian
Farming and outdoors	farm, survivalist, work outdoors in a specific job task
Transportation	transportation, truck driver
Legal occupations	law, lawyer
Community leader	preacher, politician