

ED 324 898

EC 232 632

AUTHOR Valdes, Kathryn A.; And Others
TITLE Youth Categorized as Visually Impaired, Statistical Almanac, Volume 6. The National Longitudinal Transition Study of Special Education Students.

INSTITUTION SRI International, Menlo Park, Calif.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE Jul 90
CONTRACT 300-87-0054
NOTE 379p.; For related documents, see EC 232 627-636.
AVAILABLE FROM SRI International, 333 Ravenswood Ave., Menlo Park, CA 94025-3493 (\$28.00).
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC16 Plus Postage.
DESCRIPTORS *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education: Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Visual Impairments; *Vocational Education; Vocational Evaluation

ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 875 students with visual impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED324898

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
 This document has been reproduced as
received from the person or organization
originating it.
 Minor changes have been made to improve
reproduction quality.
• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being
conducted by SRI International under Contract 300-87-0054 with the Office of
Special Education Programs, U.S. Department of Education.



SRI International



132632

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

**Statistical Almanac, Volume 6:
Youth Categorized as Visually Impaired**

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.



SRI International



CONTENTS

| | |
|--|-----|
| List of Tables | v |
| Introduction | 1 |
| Purposes of the NLTS and the Statistical Almanac Series | 1 |
| Components of the NLTS | 3 |
| The NLTS Sample | 4 |
| Weighting Procedures and the Population to Which Data Generalize | 5 |
| Estimation of Standard Errors | 7 |
| Caveats to Users of the Data | 10 |
| References | 13 |
| Titles in the NLTS Statistical Almanac Series | 15 |
| Descriptive Results | 17 |
| Appendix A | A-1 |
| Appendix B | B-1 |

LIST OF TABLES

Individual and Household Characteristics of Youth With Visual Impairments

- 1 Demographic Characteristics of Youth with Visual Impairments
- 2 Household Characteristics of Youth with Visual Impairments
- 3 Characteristics of Communities In Which Youth With Visual Impairments Attended School
- 4 Disability-Related Characteristics of Youth with Visual Impairments
- 5 Parent Reports of Self-Care Skills of Youth with Visual Impairments
- 6 Parent Reports of Functional Skills of Youth with Visual Impairments
- 7 Assistive Devices Used by Youth with Visual Impairments
- 8 Expectations of Parents/Guardians for Futures of Youth with Visual Impairments

Characteristics of Students' Schools and Educational Programs

- 9 Types and Grade Levels of Schools Attended by Secondary Students with Visual Impairments
- 10 Student Enrollment in Schools Attended by Secondary Students with Visual Impairments
- 11 Staffing Characteristics of Schools Attended by Secondary Students with Visual Impairments
- 12 Policies of Schools Attended by Secondary Students with Visual Impairments
- 13 Coordination in Schools Attended by Secondary Students with Visual Impairments
- 14 Transition Planning in Secondary Schools Attended by Students with Visual Impairments
- 15 Educational Placements of Students with Visual Impairments in their Most Recent Year in Secondary School
- 16 Course-taking by Students with Visual Impairments in their Most Recent Year in Secondary School
- 17 Vocational Education Participation by Students with Visual Impairments in their Most Recent Year in Secondary School

Programs Available to Secondary Students with Visual Impairments

- 18 Services and Programs Available in Schools Attended by Secondary Students with Visual Impairments
- 19 Vocational Education Programs Provided by Schools to Secondary Students with Visual Impairments
- 20 Vocational Assessment/Counseling Provided by Schools to Secondary Students with Visual Impairments
- 21 Work Adjustment Training Provided by Schools to Secondary Students with Visual Impairments

LIST OF TABLES (concluded)

Programs Available to Secondary Students with Visual Impairments

- 22 Work Exploration or Work Experience Provided by Schools to Secondary Students with Visual Impairments
- 23 Job Skills Training Provided by Schools to Secondary Students with Visual Impairments
- 24 Job Development and Placement Services Provided by Schools to Secondary Students with Visual Impairments
- 25 Postemployment Services Provided by Schools to Secondary Students with Visual Impairments
- 26 Life Skills Programs Provided by Schools to Secondary Students with Visual Impairments
- 27 Services Available in Communities in which Students with Visual Impairments Attended School

Services Received by Youth with Visual Impairments

- 28 Overview of Services Received by Youth with Visual Impairments
- 29 Vocational Services Received by Youth with Visual Impairments
- 30 Personal Counseling/Therapy Received by Youth with Visual Impairments
- 31 Occupational Therapy/Life Skills Training Received by Youth with Visual Impairments
- 32 Use of Tutors, Readers, and Interpreters by Youth with Visual Impairments
- 33 Speech/Language Therapy Received by Youth with Visual Impairments
- 34 Help with Physical Needs Received by Youth with Visual Impairments
- 35 Transportation Assistance Received by Youth with Visual Impairments

Youth Outcomes

- 36 Secondary School Educational Achievements of Youth with Visual Impairments
- 37 Secondary School Completion of Youth with Visual Impairments
- 38 Residential Independence of Youth with Visual Impairments
- 39 Home-Care Independence of Youth with Visual Impairments
- 40 Financial Independence of Youth with Visual Impairments
- 41 Social Experiences of Youth with Visual Impairments
- 42 Postsecondary Education of Youth with Visual Impairments
- 43 Employment Characteristics of Youth with Visual Impairments

INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having visual impairments by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this

* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with visual impairments, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- **Individual and family characteristics** (e.g., demographics, disability-related characteristics).
- **Independent functioning** (e.g., residential independence, financial independence, functional abilities).
- **Social experiences** (e.g., belonging to school or community groups, socializing with friends).
- **School programs** (e.g., courses taken, support services provided, educational placements).
- **School characteristics and policies** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- **School achievement and completion** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- **Employment characteristics** (e.g., rates of employment, job types and duration, wages).
- **Postsecondary education participation** (in vocational schools and 2-year and 4-year colleges).

- **Services provided by the school and other sources** (e.g., job training, physical therapy, counseling).
- **Parental expectations for youth in the areas of education, employment, and independence.**

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- **The Parent/Guardian Survey.** In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.
- **School Record Abstracts.** Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades

achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- **School Program Survey.** Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.
- **Explanatory Substudies.** Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served

* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

| | <u>N</u> | <u>Response Rate</u> |
|------------------|----------|----------------------|
| Parent interview | 7619 | 71% |
| School records | 6241 | 60 |
| School survey | 6672 | 64 |

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth

who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

- (A) Youth whose parents responded to the telephone interview.
- (B) Youth whose parents did not respond to the telephone interview but were interviewed in person.
- (C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:

- (1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.
- (2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).
- (3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in

* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.
- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).
- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.
- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ± 1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with visual impairments is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p < .05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^2 + SE_2^2} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost-effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.
- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo-replication. For each variable,

standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

The following formula was used to estimate the standard error of the mean for students in all conditions:

$$\text{Standard error} = [(1/16) \sum_i (M_i - M)^2]^{1/2}$$

where M_i is the mean calculated for students in one of the 16 half-samples, M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

$$E = M_w^2 / (M_w^2 + S_w^2)$$

where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

$$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

$$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the

standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- **Estimation of Sampling Errors.** The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.
- **Subgroup Definitions.** The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.
- **Sources of Data and Data Reliability.** Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- **Items of a Sensitive Nature.** A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.
- **Missing Data.** Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

REFERENCES

- Javitz, H. and Wagner, M. (1990). *National Longitudinal Transition Study of Special Education Students: Report on Sample Design and Limitations, Wave 1 (1987)*. Menlo Park, CA: SRI International.
- Moore, M., et al. (1988). *Patterns in Special Education Service Delivery and Cost*. Washington, DC: Decision Resources Corp.

TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having visual impairments. This category is defined as youth having a visual impairment that, even with correction, adversely affects educational performance, including students who are partially sighted or completely blind. The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has three parts. Part A presents data for the appropriate full sample of youth categorized as having visual impairments and for youth with visual impairments in the following subgroups:

- **Community.** The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).
- **Gender.** Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).
- **Age in 1987.** Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.
- **School status.** Using parent and school reports⁷, youth are categorized as:
 - **In-school.** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.
 - **Out 1 Year or Less.** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

⁷ See Appendix A for more detailed information on construction of the school status variable.

- **Out 1 to 2 Years.** Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part B presents data for youth with visual impairments in the following subgroups:

- **School attended.** Using school reports, youth are distinguished as to whether in their most recent year in secondary school (the 1986-87 or 1985-86 school year) they attended a special school serving only youth with disabilities or a regular school that also served students not classified as having a disability. Regular schools include comprehensive secondary schools (i.e., middle schools and high schools), as well as a small number of magnet, alternative, and vocational secondary schools.
- **Severity.** Students are distinguished as being partially sighted or completely blind, based on parent or school reports.

Part C of each table presents data for the following subgroups:

- **Household Income.** Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than \$12,000, \$12,000 to \$24,999, or \$25,000 or more.
- **Ethnicity.** Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.
- **Head of household education.** Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Characteristics of Youth | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage of youth: | | | | | | | | | | | | |
| 15 or 16 years old | 29.4 (2.8) | 28.0 (4.2) | 37.1 (6.8) | 35.2 (11.1) | 29.3 (3.6) | 29.8 (4.5) | 100 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 43.0 (4.0) | 2.7 (2.2) | 4.1 (2.8) |
| 17 or 18 years old | 37.7 (3.0) | 42.0 (4.6) | 40.5 (8.5) | 46.1 (11.6) | 36.4 (3.8) | 37.9 (4.8) | 0.0 (0.0) | 100 (0.0) | 0.0 (0.0) | 48.2 (4.0) | 21.4 (6.3) | 8.6 (3.9) |
| 19 to 21 years old | 28.8 (2.8) | 29.0 (4.3) | 22.0 (5.9) | 18.7 (9.0) | 29.8 (3.6) | 27.4 (4.4) | 0.0 (0.0) | 0.0 (0.0) | 86.1 (3.2) | 10.2 (2.4) | 80.8 (6.6) | 38.7 (3.5) |
| More than 21 years old | 4.7 (1.3) | 3.0 (1.6) | 0.5 (1.0) | 0.0 (0.0) | 4.5 (1.6) | 4.9 (2.1) | 0.6 (0.0) | 0.0 (0.0) | 13.9 (3.2) | 0.6 (0.6) | 5.1 (3.0) | 20.6 (5.6) |
| Number of respondents | 875 | 259 | 155 | 48 | 500 | 372 | 244 | 316 | 315 | 562 | 157 | 148 |
| Average age | 17.0 (0.1) | 17.7 (0.2) | 17.3 (0.2) | 17.0 (0.3) | 17.8 (0.2) | 17.8 (0.2) | 15.6 (0.1) | 17.5 (0.1) | 20.1 (0.1) | 16.8 (0.1) | 19.0 (0.2) | 20.0 (0.3) |
| Number of respondents | 875 | 259 | 155 | 48 | 500 | 372 | 244 | 316 | 315 | 562 | 157 | 148 |
| Percentage who were male | 55.6 (3.1) | 59.4 (4.6) | 52.7 (7.1) | 51.4 (11.6) | 100 (0.0) | 0.0 (0.0) | 55.2 (6.1) | 54.6 (5.3) | 57.1 (4.7) | 55.9 (4.0) | 54.9 (6.8) | 57.9 (6.9) |
| Number of respondents | 872 | 259 | 155 | 48 | 500 | 372 | 244 | 315 | 313 | 560 | 156 | 148 |
| Percentage who were: | | | | | | | | | | | | |
| Black, not Hispanic | 25.9 (2.9) | 44.8 (4.8) | 11.5 (4.6) | 15.8 (8.8) | 25.9 (3.7) | 26.0 (4.6) | 24.3 (5.5) | 23.3 (4.9) | 30.2 (4.5) | 25.1 (3.6) | 23.4 (6.2) | 32. (7.2) |
| White, not Hispanic | 63.6 (3.2) | 35.4 (4.6) | 79.4 (5.9) | 80.1 (9.6) | 64.8 (4.0) | 62.0 (5.1) | 63.9 (6.2) | 65.2 (5.5) | 61.4 (4.8) | 63.1 (4.0) | 68.4 (6.8) | 60.2 (7.5) |
| Hispanic | 8.1 (1.8) | 18.1 (3.7) | 2.1 (2.1) | 4.1 (4.8) | 7.8 (2.2) | 8.6 (3.0) | 7.7 (3.4) | 9.0 (3.3) | 7.5 (2.6) | 9.0 (2.4) | 6.1 (3.5) | 6.5 (3.8) |
| American Indian/Alaskan Native | 0.4 (0.4) | 0.4 (0.6) | 0.6 (1.1) | 0.0 (0.0) | 0.7 (0.7) | 0.0 (0.0) | 0.5 (0.9) | 0.4 (0.7) | 0.3 (0.6) | 0.3 (0.5) | 0.3 (0.8) | 0.7 (1.3) |
| Asian/Pacific Islander | 1.5 (0.8) | 0.7 (0.8) | 5.3 (3.2) | 0.0 (0.0) | 0.9 (0.8) | 2.3 (1.6) | 3.2 (2.3) | 1.5 (1.4) | 0.0 (0.0) | 2.1 (1.2) | 0.4 (0.9) | 0.0 (0.0) |
| Other | 0.5 (0.5) | 0.7 (0.8) | 1.3 (1.6) | 0.0 (0.0) | 0.0 (0.0) | 1.1 (1.1) | 0.5 (0.9) | 0.5 (0.8) | 0.6 (0.7) | 0.4 (0.5) | 1.5 (1.8) | 0.0 (0.0) |
| Number of respondents | 755 | 236 | 144 | 45 | 435 | 320 | 209 | 269 | 277 | 502 | 134 | 119 |
| Percentage who spoke at home: | | | | | | | | | | | | |
| English | 94.6 (1.5) | 91.7 (2.7) | 98.1 (2.1) | 100 (0.0) | 94.1 (1.9) | 95.3 (2.3) | 92.8 (3.3) | 96.4 (2.2) | 94.2 (2.3) | 93.8 (2.0) | 99.3 (1.3) | 93.1 (3.9) |
| Another spoken language | 3.1 (1.1) | 6.3 (2.4) | 1.4 (1.8) | 0.0 (0.0) | 3.0 (1.4) | 3.2 (1.9) | 3.9 (2.4) | 2.9 (2.0) | 2.6 (1.6) | 3.6 (1.6) | 0.0 (0.0) | 4.1 (3.1) |
| No spoken language | 2.3 (1.0) | 2.0 (1.4) | 0.5 (1.1) | | 2.9 (1.3) | 1.5 (1.3) | 3.3 (2.2) | 0.7 (1.0) | 3.3 (1.8) | 2.6 (1.3) | 0.7 (1.3) | 2.8 (2.5) |
| Number of respondents | 748 | 234 | 137 | | | 316 | 207 | 266 | 276 | 499 | 131 | 118 |

Source: Parent interviews.

Table 18: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Characteristics of Youth</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|-----------------------------------|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage of youth: | | | | |
| 15 or 16 years old | 34.2 (4.0) | 0 (4.2) | 30.9 (4.3) | 21.1 (4.8) |
| 17 or 18 years old | 40.6 (4.1) | 33.4 (4.8) | 43.3 (4.6) | 38.4 (5.7) |
| 19 to 21 years old | 24.2 (3.6) | 35.0 (4.9) | 24.5 (4.0) | 33.3 (5.5) |
| More than 21 years old | 1.1 (0.9) | 9.6 (3.0) | 1.3 (1.1) | 7.3 (3.1) |
| Number of respondents | 439 | 360 | 360 | 287 |
| Average age | 17.3 (0.1) | 18.4 (0.2) | 17.4 (0.2) | 18.2 (0.2) |
| Number of respondents | 439 | 360 | 360 | 287 |
| Percentage who were male | 53.7 (4.2) | 58.6 (5.0) | 56.4 (4.6) | 53.6 (5.9) |
| Number of respondents | 439 | 357 | 358 | 285 |
| Percentage who were: | | | | |
| Black, not Hispanic | 26.4 (3.9) | 19.8 (4.6) | 27.5 (4.5) | 17.0 (4.8) |
| White, not Hispanic | 60.9 (4.3) | 75.7 (4.9) | 61.8 (4.9) | 73.3 (5.7) |
| Hispanic | 9.1 (2.5) | 3.6 (2.1) | 8.0 (2.8) | 6.7 (3.2) |
| American Indian/Alaskan Native | 0.4 (0.5) | 0.5 (0.8) | 0.0 (0.0) | 1.3 (1.4) |
| Asian/Pacific Islander | 2.3 (1.3) | 0.3 (0.7) | 2.0 (1.4) | 1.5 (1.6) |
| Other | 0.8 (0.8) | 0.0 (0.0) | 0.8 (0.9) | 0.2 (0.6) |
| Number of respondents | 390 | 293 | 297 | 247 |
| Percentage who spoke at home: | | | | |
| English | 95.9 (1.8) | 92.5 (3.0) | 96.6 (1.8) | 98.1 (1.8) |
| Another spoken language | 3.6 (1.6) | 1.2 (1.3) | 3.4 (1.8) | 0.6 (1.0) |
| No spoken language | 0.5 (0.6) | 6.3 (2.8) | 0.0 (0.0) | 1.3 (1.4) |
| Number of respondents | 381 | 294 | 289 | 249 |

Source: Parent interviews.

22

Table 1C: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Characteristics of Youth | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--------------------------------|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage of youth: | | | | | | | | | |
| 15 or 16 years old | 25.5 (5.9) | 25.3 (5.6) | 32.5 (4.9) | 26.4 (4.5) | 26.3 (4.1) | 26.6 (7.4) | 24.3 (4.9) | 24.9 (5.3) | 35.7 (5.3) |
| 17 or 18 years old | 42.3 (6.7) | 39.2 (6.3) | 36.7 (5.1) | 34.3 (4.9) | 36.1 (4.5) | 42.3 (8.3) | 36.8 (5.6) | 44.6 (6.1) | 30.2 (5.1) |
| 19 to 21 years old | 29.0 (6.2) | 31.3 (6.0) | 27.7 (4.7) | 33.6 (4.8) | 28.6 (4.1) | 27.3 (7.4) | 33.2 (5.4) | 27.3 (5.5) | 27.2 (4.9) |
| More than 21 years old | 3.2 (2.4) | 4.2 (2.6) | 3.0 (1.8) | 5.7 (2.4) | 4.0 (1.8) | 3.9 (3.7) | 3.7 (2.2) | 3.2 (2.2) | 6.9 (2.8) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |
| Average age | 17.7 (0.3) | 17.9 (0.2) | 17.5 (0.2) | 18.0 (0.2) | 17.7 (0.2) | 17.8 (0.3) | 17.8 (0.2) | 17.7 (0.2) | 17.8 (0.2) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |
| Percentage who were male | 60.8 (6.6) | 48.9 (6.4) | 58.2 (5.2) | 55.8 (5.1) | 57.0 (4.5) | 53.3 (8.3) | 55.9 (5.7) | 52.7 (6.2) | 58.6 (5.5) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |
| Percentage who were: | | | | | | | | | |
| Black, not Hispanic | 41.9 (6.7) | 26.8 (5.7) | 11.1 (3.3) | 100 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 33.4 (5.4) | 25.8 (5.4) | 17.2 (4.2) |
| White, not Hispanic | 44.8 (6.8) | 60.2 (6.3) | 83.3 (3.9) | 0.0 (0.0) | 100 (0.0) | 0.0 (0.0) | 50.3 (5.7) | 67.8 (5.8) | 75.5 (4.8) |
| Hispanic | 11.3 (4.3) | 8.9 (3.7) | 4.1 (2.1) | 0.0 (0.0) | 0.0 (0.0) | 100 (0.0) | 14.5 (4.0) | 4.6 (2.6) | 3.8 (2.1) |
| American Indian/Alaskan Native | 0.4 (0.9) | 0.9 (1.2) | 0.2 (0.5) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.6) | 0.9 (1.2) | 0.0 (0.0) |
| Asian/Pacific Islander | 1.2 (1.5) | 3.2 (2.3) | 0.8 (1.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 1.0 (1.2) | 0.9 (1.2) | 3.0 (1.9) |
| Other | 0.5 (0.9) | 0.0 (0.0) | 0.5 (0.7) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.4 (0.7) | 0.0 (0.0) | 0.5 (0.8) |
| Number of respondents | 163 | 196 | 284 | 212 | 452 | 72 | 231 | 239 | 249 |
| Percentage who spoke at home: | | | | | | | | | |
| English | 92.8 (3.5) | 95.8 (2.6) | 95.9 (2.1) | 98.0 (1.5) | 97.0 (1.6) | 70.3 (7.7) | 93.1 (2.9) | 97.1 (2.1) | 94.8 (2.5) |
| Another spoken language | 6.1 (3.3) | 3.0 (2.2) | 0.5 (0.7) | 0.0 (0.0) | 0.4 (0.6) | 28.4 (7.6) | 6.1 (2.8) | 1.9 (1.7) | 1.1 (1.2) |
| No spoken language | 1.1 (1.4) | 1.2 (1.4) | 3.6 (2.0) | 2.0 (1.5) | 2.6 (1.5) | 1.3 (1.9) | 0.8 (1.0) | 1.0 (1.3) | 4.1 (2.2) |
| Number of respondents | 164 | 196 | 285 | 210 | 445 | 71 | 231 | 240 | 250 |

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Characteristics of Households | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in households with: | | | | | | | | | | | | |
| A single parent | 36.8 (3.3) | 49.1 (5.0) | 16.4 (5.8) | 30.1 (11.5) | 42.0 (4.2) | 30.2 (5.1) | 27.6 (5.6) | 39.4 (5.9) | 41.9 (5.1) | 36.0 (4.0) | 36.2 (7.6) | 42.0 (8.3) |
| Neither natural parent | 5.2 (1.5) | 4.5 (2.1) | 9.0 (4.4) | 5.9 (5.9) | 5.3 (1.9) | 5.1 (2.5) | 8.7 (3.7) | 3.0 (2.0) | 4.8 (2.3) | 5.5 (1.9) | 3.4 (2.9) | 5.7 (4.0) |
| Other disabled children | 17.2 (2.6) | 23.1 (4.2) | 26.3 (6.9) | 0.7 (2.1) | 20.3 (3.4) | 13.4 (3.7) | 20.0 (5.1) | 14.1 (4.2) | 18.6 (4.0) | 18.1 (3.2) | 16.1 (5.8) | 14.6 (5.8) |
| Disabled head of household | 12.2 (2.2) | 14.5 (3.5) | 14.0 (5.4) | 5.6 (5.7) | 11.7 (2.7) | 12.8 (3.6) | 10.7 (3.9) | 10.6 (3.7) | 15.1 (3.7) | 10.4 (2.6) | 14.8 (5.5) | 17.4 (6.2) |
| Number of respondents | 699 | 220 | 129 | 42 | 407 | 292 | 197 | 255 | 247 | 479 | 120 | 99 |
| Average number of children in household | 2.5 (0.1) | 2.6 (0.2) | 2.7 (0.2) | 2.3 (0.3) | 2.6 (0.1) | 2.4 (0.2) | 2.8 (0.2) | 2.4 (0.2) | 2.4 (0.2) | 2.5 (0.1) | 2.5 (0.2) | 2.5 (0.3) |
| Number of respondents | 719 | 225 | 150 | 42 | 418 | 301 | 205 | 256 | 258 | 494 | 120 | 105 |
| Percentage with head of household with highest education being: | | | | | | | | | | | | |
| Some high school | 36.6 (3.3) | 46.1 (5.0) | 26.3 (6.8) | 21.9 (10.2) | 36.8 (4.1) | 36.4 (5.3) | 31.9 (5.9) | 37.3 (5.8) | 39.8 (5.0) | 35.5 (4.0) | 25.5 (7.4) | 43.2 (8.2) |
| High school diploma | 33.0 (3.2) | 27.8 (4.5) | 32.7 (7.3) | 57.3 (12.2) | 31.3 (3.9) | 35.2 (5.2) | 29.4 (5.8) | 38.6 (5.8) | 29.7 (4.7) | 33.7 (4.0) | 38.4 (7.5) | 23.7 (7.0) |
| Some college or 2-year degree | 15.7 (2.5) | 15.2 (3.6) | 19.1 (6.1) | 7.8 (6.6) | 18.1 (3.2) | 12.8 (3.7) | 20.2 (5.1) | 10.9 (3.7) | 17.4 (3.9) | 15.6 (3.0) | 17.6 (5.9) | 14.3 (5.8) |
| 4-year college degree or more | 14.6 (2.4) | 10.9 (3.1) | 22.0 (6.4) | 13.1 (8.3) | 13.9 (2.9) | 15.6 (4.0) | 18.6 (4.9) | 13.1 (4.0) | 13.1 (3.5) | 15.2 (3.0) | 8.4 (4.3) | 18.9 (6.5) |
| Number of respondents | 722 | 224 | 132 | 43 | 418 | 304 | 204 | 257 | 261 | 492 | 124 | 106 |

Source: Parent interviews.

Table 28: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Characteristics of Households</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in households with: A single parent | 33.2 (4.3) | 38.5 (5.7) | 37.1 (5.0) | 32.5 (6.1) |
| Neither natural parent | 6.3 (2.2) | 3.8 (2.3) | 6.5 (2.6) | 4.7 (2.8) |
| Other disabled children | 18.5 (3.5) | 14.7 (4.2) | 19.2 (4.1) | 10.3 (4.0) |
| Disabled head of household | 13.1 (3.0) | 10.9 (3.7) | 14.1 (3.6) | 12.0 (4.2) |
| Number of respondents | 364 | 283 | 273 | 241 |
| Average number of children in household | 2.5 (0.1) | 2.4 (0.2) | 2.6 (0.2) | 2.3 (0.2) |
| Number of respondents | 366 | 284 | 280 | 241 |
| Percentage with head of household with highest education being: | | | | |
| Some high school | 34.5 (4.3) | 38.4 (5.7) | 37.4 (5.0) | 37.1 (6.3) |
| High school diploma | 34.1 (4.3) | 30.5 (5.4) | 35.7 (4.9) | 31.3 (6.1) |
| Some college or 2-year degree | 15.7 (3.3) | 17.1 (4.4) | 13.3 (3.5) | 16.7 (4.9) |
| 4-year college degree or more | 15.7 (3.3) | 14.0 (4.1) | 13.7 (3.5) | 14.9 (4.6) |
| Number of respondents | 368 | 286 | 283 | 241 |

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Characteristics of Households | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in households with: | | | | | | | | | |
| A single parent | 67.5 (6.4) | 31.5 (6.0) | 14.3 (3.7) | 68.1 (4.9) | 24.0 (4.1) | 33.6 (8.2) | 46.6 (5.8) | 32.1 (5.8) | 28.8 (5.1) |
| Neither natural parent | 3.4 (2.6) | 4.9 (2.9) | 4.6 (2.2) | 3.7 (2.1) | 4.8 (2.0) | 4.7 (3.7) | 3.3 (2.1) | 3.5 (2.3) | 8.2 (3.2) |
| Other disabled children | 16.1 (5.0) | 18.9 (5.1) | 16.6 (4.0) | 16.6 (3.9) | 18.0 (3.6) | 16.9 (6.5) | 17.5 (4.4) | 15.2 (4.5) | 19.3 (4.4) |
| Disabled head of household | 19.3 (5.3) | 12.7 (4.3) | 4.7 (2.2) | 15.8 (3.8) | 11.3 (3.0) | 8.2 (4.7) | 20.7 (4.6) | 7.7 (3.3) | 6.9 (2.8) |
| Number of respondents | 153 | 187 | 278 | 183 | 425 | 66 | 218 | 234 | 236 |
| Average number of children in household | 2.5 (0.2) | 2.7 (0.2) | 2.4 (0.2) | 2.7 (0.2) | 2.3 (0.1) | 3.1 (0.4) | 2.6 (0.2) | 2.5 (0.2) | 2.5 (0.2) |
| Number of respondents | 164 | 196 | 281 | 205 | 426 | 68 | 229 | 238 | 247 |
| Percentage with head of household with highest education being: | | | | | | | | | |
| Some high school | 59.9 (6.6) | 42.4 (6.4) | 10.2 (3.2) | 47.3 (5.2) | 29.1 (4.3) | 66.7 (8.3) | 100 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| High school diploma | 28.1 (6.1) | 38.5 (6.3) | 36.1 (5.1) | 32.5 (4.9) | 34.9 (4.5) | 18.8 (6.9) | 0.0 (0.0) | 100 (0.0) | 0.0 (0.0) |
| Some college or 2-year degree | 9.2 (3.9) | 15.0 (4.6) | 23.6 (4.5) | 15.7 (3.8) | 15.7 (3.4) | 7.6 (4.7) | 0.0 (0.0) | 0.0 (0.0) | 51.8 (5.5) |
| 4-year college degree or more | 2.7 (2.2) | 4.1 (2.5) | 30.0 (4.8) | 4.4 (2.1) | 20.3 (3.8) | 7.0 (4.5) | 0.0 (0.0) | 0.0 (0.0) | 48.2 (5.5) |
| Number of respondents | 164 | 197 | 285 | 203 | 433 | 66 | 232 | 240 | 250 |

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Characteristics of Households | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in household with 1986 annual income: | | | | | | | | | | | | |
| Less than \$12,000 | 34.1 (3.4) | 44.6 (5.4) | 21.7 (6.8) | 14.1 (9.2) | 36.8 (4.3) | 30.6 (5.4) | 31.3 (6.0) | 36.3 (6.2) | 33.7 (5.2) | 37.6 (4.3) | 24.4 (7.3) | 28.2 (7.6) |
| \$12,000 to \$24,999 | 32.3 (3.4) | 29.0 (5.0) | 27.4 (7.4) | 42.8 (13.0) | 28.0 (4.0) | 37.8 (5.7) | 29.5 (5.9) | 31.9 (6.0) | 35.1 (5.3) | 29.2 (4.0) | 35.2 (8.1) | 43.6 (8.4) |
| \$25,000 to \$37,999 | 20.2 (2.9) | 18.3 (4.2) | 27.1 (7.3) | 24.5 (11.3) | 21.7 (3.7) | 18.4 (4.5) | 24.2 (5.5) | 18.4 (5.0) | 19.1 (4.3) | 19.2 (3.5) | 26.6 (7.5) | 18.1 (6.5) |
| \$38,000 to \$50,000 | 7.3 (1.9) | 5.3 (2.4) | 10.2 (5.0) | 14.8 (9.3) | 5.6 (2.1) | 9.5 (3.4) | 8.1 (3.5) | 9.2 (3.7) | 4.4 (2.3) | 7.8 (2.4) | 9.4 (4.9) | 2.7 (2.8) |
| More than \$50,000 | 6.1 (1.7) | 2.8 (1.8) | 13.6 (5.7) | 4.0 (5.2) | 7.9 (2.4) | 3.7 (2.2) | 6.9 (3.3) | 4.2 (2.6) | 7.7 (2.9) | 6.2 (2.1) | 4.5 (3.5) | 7.5 (4.5) |
| Number of respondents | 639 | 193 | 119 | 39 | 371 | 266 | 183 | 231 | 225 | 436 | 108 | 95 |
| Percentage in households that received: | | | | | | | | | | | | |
| Social Security Disability Income | 13.0 (2.3) | 14.4 (3.6) | 17.0 (5.8) | 7.8 (6.6) | 13.2 (2.9) | 12.7 (3.7) | 9.5 (3.9) | 12.5 (3.9) | 16.4 (3.9) | 12.3 (2.8) | 15.5 (5.5) | 13.3 (5.6) |
| Social Security survivors benefits | 7.5 (1.8) | 7.7 (2.7) | 7.6 (4.1) | 4.5 (5.1) | 10.0 (2.6) | 4.4 (2.2) | 3.1 (2.3) | 8.4 (3.3) | 10.1 (3.1) | 6.7 (2.2) | 10.1 (4.6) | 8.0 (4.5) |
| Supplemental Security Income | 36.6 (3.3) | 40.1 (5.0) | 21.3 (6.3) | 24.5 (10.5) | 40.8 (4.2) | 31.4 (5.1) | 25.1 (5.8) | 31.0 (5.5) | 52.3 (5.2) | 32.9 (4.0) | 48.3 (7.7) | 40.3 (8.0) |
| Medicaid or equivalent | 31.1 (3.2) | 33.8 (4.8) | 18.2 (5.9) | 24.7 (10.6) | 29.6 (3.9) | 33.0 (5.2) | 22.0 (5.5) | 26.8 (5.3) | 43.6 (5.2) | 29.0 (3.9) | 30.5 (7.1) | 41.7 (8.1) |
| Aid to Families with Dependent Children | 10.2 (2.1) | 17.9 (3.9) | 7.5 (4.1) | 6.0 (5.9) | 10.4 (2.6) | 10.0 (3.3) | 10.6 (4.1) | 11.2 (3.7) | 8.6 (2.9) | 11.4 (2.7) | 7.4 (4.0) | 7.7 (4.4) |
| Public assistance | 9.8 (2.0) | 18.8 (4.0) | 6.8 (3.9) | 9.5 (7.2) | 9.1 (2.5) | 10.6 (3.4) | 9.0 (3.9) | 11.1 (3.7) | 8.9 (3.0) | 11.2 (2.7) | 3.9 (3.0) | 9.7 (4.9) |
| Food stamps | 18.9 (2.7) | 26.7 (4.5) | 2.5 (4.3) | 16.4 (9.1) | 21.3 (3.5) | 15.8 (4.0) | 14.1 (4.7) | 24.5 (5.1) | 16.4 (3.8) | 20.0 (3.4) | 14.4 (5.4) | 18.3 (6.4) |
| Other benefits | 8.1 (1.9) | 4.4 (2.1) | 7.1 (4.0) | 8.8 (6.9) | 6.4 (2.1) | 10.3 (3.3) | 9.6 (3.9) | 9.7 (3.5) | 5.1 (2.3) | 8.7 (2.4) | 5.0 (3.3) | 9.0 (4.7) |
| None of these benefits | 43.0 (3.4) | 40.1 (4.9) | 58.5 (7.5) | 57.0 (12.1) | 42.8 (4.2) | 43.2 (5.4) | 54.1 (6.6) | 49.5 (5.9) | 26.5 (4.5) | 46.9 (4.3) | 36.1 (7.3) | 32.7 (7.6) |
| Number of respondents | 714 | 223 | 131 | 42 | 411 | 303 | 202 | 254 | 256 | 486 | 123 | 103 |

Source: Parent interviews.

Table 28: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Characteristics of Households</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in household with 1986 annual income: | | | | |
| Less than \$12,000 | 29.5 (4.4) | 40.7 (5.9) | 31.9 (5.1) | 33.1 (6.5) |
| \$12,000 to \$24,999 | 31.0 (4.5) | 33.9 (5.7) | 31.9 (5.1) | 38.4 (6.7) |
| \$25,000 to \$37,999 | 23.0 (4.1) | 16.5 (4.5) | 22.5 (4.5) | 25.1 (4.9) |
| \$38,000 to \$50,000 | 9.7 (2.9) | 4.2 (2.4) | 8.9 (3.1) | 5.8 (3.2) |
| More than \$50,000 | 6.8 (2.5) | 4.6 (2.5) | 4.7 (2.3) | 7.7 (3.7) |
| Number of respondents | 324 | 253 | 254 | 221 |
| Percentage in households that received: | | | | |
| Social Security Disability Income | 13.1 (3.1) | 12.1 (3.8) | 10.3 (3.2) | 14.9 (4.6) |
| Social Security survivors benefits | 6.3 (2.2) | 7.6 (3.0) | 7.6 (2.8) | 8.3 (3.6) |
| Supplemental Security Income | 28.1 (4.1) | 54.9 (5.7) | 30.0 (4.8) | 47.0 (6.4) |
| Medicaid or equivalent | 25.8 (4.0) | 39.0 (5.6) | 27.9 (4.7) | 37.5 (6.3) |
| Aid to Families with Dependent Children | 12.2 (3.0) | F ? (2.8) | 12.6 (3.5) | 9.8 (3.8) |
| Public assistance | 12.0 (3.0) | 4.7 (2.4) | 12.9 (3.5) | 8.4 (3.6) |
| Food stamps | 16.7 (3.4) | 22.4 (4.8) | 19.6 (4.2) | 20.1 (5.1) |
| Other benefits | 4.9 (2.0) | 15.2 (4.1) | 6.3 (2.6) | 10.6 (4.0) |
| None of these benefits | 52.3 (4.5) | 27.7 (5.1) | 50.0 (5.3) | 34.9 (6.1) |
| Number of respondents | 365 | 279 | 281 | 237 |

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Characteristics of Households | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------------|----------------------|---------------|---------------|---------------|-------------------------------|------------------------|-----------------------|
| | Under \$12,000 | \$12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in household with 1996 annual income: | | | | | | | | | |
| Less than \$12,000 | 100 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 53.8 (5.5) | 24.4 (4.3) | 47.3 (9.5) | 54.2 (6.2) | 28.1 (5.9) | 14.5 (3.8) |
| \$12,000 to \$24,999 | 0.0 (0.0) | 100 (0.0) | 0.0 (0.0) | 32.2 (5.2) | 30.8 (4.6) | 35.0 (9.1) | 36.4 (6.0) | 36.4 (6.3) | 21.6 (4.5) |
| \$25,000 to \$37,999 | 0.0 (0.0) | 0.0 (0.0) | 80.2 (5.2) | 8.2 (3.0) | 27.5 (4.5) | 9.2 (5.5) | 7.3 (3.2) | 24.1 (5.6) | 32.8 (5.1) |
| \$38,000 to \$50,000 | 0.0 (0.0) | 0.0 (0.0) | 21.8 (4.4) | 3.5 (2.0) | 8.8 (2.8) | 7.6 (5.1) | 1.6 (1.5) | 8.6 (3.7) | 13.5 (3.7) |
| More than \$50,000 | 0.0 (0.0) | 0.0 (0.0) | 18.1 (4.1) | 2.2 (1.6) | 8.5 (2.8) | 0.8 (1.7) | 0.5 (0.9) | 2.3 (2.2) | 17.5 (4.2) |
| Number of respondents | 164 | 197 | 278 | 180 | 383 | 57 | 201 | 218 | 220 |
| Percentage in households that received: | | | | | | | | | |
| Social Security Disability Income | 19.9 (5.4) | 14.0 (4.5) | 7.1 (2.7) | 13.3 (3.6) | 13.1 (3.2) | 9.1 (5.0) | 23.2 (4.8) | 8.2 (3.4) | 5.4 (2.5) |
| Social Security survivors benefits | 12.6 (4.5) | 5.4 (2.9) | 5.7 (2.4) | 8.4 (2.9) | 6.5 (2.3) | 11.8 (5.7) | 12.5 (3.8) | 4.6 (2.6) | 4.8 (2.4) |
| Supplemental Security Income | 51.9 (6.8) | 41.3 (6.3) | 16.1 (3.9) | 48.1 (5.2) | 33.0 (4.4) | 28.7 (8.0) | 51.8 (5.8) | 32.8 (5.8) | 23.0 (4.7) |
| Medicaid or equivalent | 51.1 (6.8) | 30.4 (5.9) | 11.4 (3.4) | 42.1 (5.2) | 26.1 (4.1) | 36.0 (8.4) | 48.5 (5.8) | 22.8 (5.2) | 19.2 (4.4) |
| Aid to Families with Dependent Children | 23.7 (5.8) | 6.9 (3.3) | 0.5 (0.7) | 22.8 (4.4) | 5.9 (2.2) | 4.7 (3.8) | 17.9 (4.4) | 8.1 (3.4) | 3.4 (2.0) |
| Public assistance | 21.8 (5.6) | 7.9 (3.5) | 0.7 (0.9) | 16.1 (3.9) | 6.4 (2.3) | 20.6 (7.1) | 19.1 (4.6) | 6.0 (3.0) | 2.8 (1.8) |
| Food stamps | 44.1 (6.8) | 14.9 (4.6) | 1.4 (1.2) | 34.1 (5.0) | 12.5 (3.1) | 21.8 (7.3) | 30.7 (5.3) | 16.3 (4.6) | 7.5 (2.9) |
| Other benefits | 3.6 (2.5) | 14.7 (4.5) | 4.7 (2.2) | 4.1 (2.1) | 9.4 (2.7) | 4.4 (3.6) | 6.8 (2.9) | 7.3 (3.2) | 10.6 (3.4) |
| None of these benefits | 17.1 (5.1) | 37.9 (6.2) | 72.9 (4.7) | 30.5 (4.8) | 47.7 (4.7) | 51.4 (8.5) | 22.8 (4.8) | 49.2 (6.2) | 36.8 (5.5) |
| Number of respondents | 161 | 195 | 284 | 199 | 429 | 64 | 227 | 236 | 247 |

Source: Parent interviews.

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

| Community Characteristics | Total | Community | | | Gender | | Age in 1967 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage who attended school in area that was: | | | | | | | | | | | | |
| Urban | 43.7 (4.1) | 100 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 47.0 (5.1) | 39.7 (6.5) | 37.5 (6.9) | 42.1 (6.8) | 54.2 (6.9) | 41.1 (5.0) | 45.2 (9.0) | 57.2 (9.6) |
| Suburban | 33.7 (3.9) | 0.0 (0.0) | 100 (0.0) | 0.0 (0.0) | 32.1 (4.8) | 35.8 (6.4) | 38.3 (6.9) | 32.9 (6.5) | 29.4 (6.3) | 35.0 (4.9) | 27.3 (8.1) | 36.9 (9.3) |
| Rural | 22.5 (3.4) | 0.0 (0.0) | 0.0 (0.0) | 100 (0.0) | 20.9 (4.1) | 24.5 (5.7) | 24.2 (6.1) | 25.0 (6.0) | 16.3 (5.1) | 23.9 (4.4) | 27.4 (8.1) | 6.0 (4.6) |
| Number of respondents | 462 | 259 | 155 | 48 | 266 | 196 | 162 | 176 | 124 | 320 | 83 | 55 |
| Percentage unemployed in county in which youth attended school | 7.5 (0.2) | 7.1 (0.2) | 7.4 (0.4) | 9.0 (0.9) | 7.4 (0.2) | 7.7 (0.3) | 7.8 (0.3) | 7.5 (0.3) | 7.2 (0.2) | 7.7 (0.2) | 7.1 (0.3) | 7.2 (0.4) |
| Number of respondents | 875 | 259 | 155 | 48 | 500 | 372 | 244 | 316 | 315 | 562 | 157 | 148 |
| Average monthly salary for service occupations in county in which youth attended school | 1504 (17.1) | 1690 (22.3) | 1539 (35.4) | 1207 (27.1) | 1511 (21.5) | 1495 (27.7) | 1497 (32.7) | 1483 (28.5) | 1532 (27.1) | 1497 (22.3) | 1501 (31.4) | 1530 (41.9) |
| Number of respondents | 875 | 259 | 155 | 48 | 500 | 372 | 244 | 316 | 315 | 562 | 157 | 148 |

Source: Bureau of Labor Statistics.

Table 38: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

| <u>Community Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage who attended school in area that was: | | | | |
| Urban | 43.2 (4.2) | 43.7 (22.3) | 41.3 (5.7) | 45.3 (9.2) |
| Suburban | 34.0 (4.1) | 20.6 (18.2) | 36.3 (5.6) | 37.1 (9.0) |
| Rural | 22.7 (3.6) | 35.7 (21.6) | 22.5 (4.9) | 17.6 (7.1) |
| Number of respondents | 423 | 18 | 213 | 109 |
| Percentage unemployed in county in which youth attended school | 7.7 (0.3) | 7.4 (0.2) | 7.8 (0.3) | 7.3 (0.3) |
| Number of respondents | 439 | 360 | 360 | 287 |
| Average monthly salary for service occupations in county in which youth attended school | 1517 (24.3) | 1445 (22.4) | 1496 (24.8) | 1487 (31.5) |
| Number of respondents | 439 | 360 | 360 | 287 |

Source: Bureau of Labor Statistics.

Table 3C: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

| Community Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage who attended school in area that was: | | | | | | | | | |
| Urban | 64.4 (9.4) | 40.0 (8.4) | 29.3 (5.8) | 72.3 (5.9) | 25.4 (5.2) | 82.8 (7.4) | 60.3 (7.2) | 34.7 (8.0) | 32.9 (8.3) |
| Suburban | 25.3 (8.5) | 30.5 (7.9) | 45.4 (6.3) | 14.7 (4.7) | 45.2 (6.0) | 7.6 (5.2) | 25.9 (6.4) | 30.7 (7.7) | 46.1 (8.4) |
| Rural | 10.2 (5.9) | 29.6 (7.8) | 25.3 (5.5) | 13.0 (4.4) | 29.4 (5.5) | 9.6 (5.8) | 13.8 (5.0) | 34.5 (7.9) | 15.0 (4.6) |
| Number of respondents | 76 | 99 | 180 | 132 | 223 | 54 | 121 | 129 | 140 |
| Percentage unemployed in county in which youth attended school | 7.7 (0.4) | 7.6 (0.3) | 7.2 (0.3) | 7.8 (0.3) | 7.2 (0.2) | 8.0 (0.6) | 7.3 (0.2) | 8.0 (0.4) | 7.1 (0.3) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |
| Average monthly salary for service occupations in county in which youth attended school | 1518 (38.1) | 1493 (37.6) | 1530 (27.9) | 1596 (28.7) | 1442 (22.8) | 1730 (47.5) | 1523 (30.8) | 1448 (36.9) | 1572 (26.6) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Characteristics of Youth | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage with an additional disability that was: | | | | | | | | | | | | |
| Learning disability | 2.5 (1.0) | 1.5 (2.0) | 1.7 (1.9) | 4.3 (4.7) | 3.9 (1.5) | 0.9 (0.9) | 1.9 (1.7) | 3.8 (2.0) | 1.8 (1.2) | 3.0 (1.4) | 1.4 (1.6) | 2.1 (2.0) |
| Emotional disturbance | 1.8 (0.8) | 0.4 (0.6) | 0.0 (0.0) | 3.0 (4.0) | 2.0 (1.1) | 1.6 (1.2) | 1.8 (1.6) | 1.2 (1.1) | 2.6 (1.5) | 2.2 (1.2) | 0.6 (1.1) | 1.5 (1.7) |
| Speech impairment | 4.8 (1.3) | 3.3 (1.7) | 3.3 (2.5) | 7.4 (6.1) | 4.5 (1.6) | 5.1 (2.2) | 2.7 (2.0) | 1.7 (1.4) | 10.0 (2.8) | 3.6 (1.5) | 7.6 (3.6) | 6.6 (3.4) |
| Mental retardation | 11.7 (2.0) | 6.9 (2.4) | 6.1 (3.4) | 13.9 (8.0) | 10.5 (2.4) | 13.2 (3.4) | 6.7 (3.1) | 9.6 (3.1) | 18.3 (3.6) | 11.6 (2.6) | 13.6 (4.6) | 10.5 (4.3) |
| Visual impairment | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hard of hearing | 1.7 (0.8) | 1.5 (1.2) | 1.9 (1.9) | 0.0 (0.0) | 0.7 (0.6) | 3.0 (1.7) | 1.7 (1.6) | 1.9 (1.4) | 1.4 (1.1) | 1.4 (0.9) | 4.1 (2.7) | 0.4 (0.9) |
| Deafness | 0.4 (0.4) | 0.5 (0.7) | 0.3 (0.8) | 0.0 (0.0) | 0.3 (0.4) | 0.5 (0.7) | 0.0 (0.0) | 0.0 (0.0) | 1.1 (1.0) | 0.4 (0.5) | 0.0 (0.0) | 0.4 (0.9) |
| Orthopedic impairment | 6.9 (1.6) | 2.8 (1.6) | 3.7 (2.7) | 10.1 (7.0) | 6.2 (1.9) | 7.7 (2.7) | 3.5 (2.2) | 6.6 (2.6) | 10.4 (2.9) | 6.9 (2.0) | 8.9 (3.9) | 5.5 (3.2) |
| Other health impairment | 4.2 (1.2) | 2.7 (1.5) | 1.6 (1.8) | 4.2 (4.6) | 2.6 (1.3) | 6.2 (2.4) | 2.7 (2.0) | 4.4 (2.2) | 5.3 (2.1) | 4.4 (1.6) | 4.5 (2.8) | 3.5 (2.6) |
| Number of respondents | 875 | 259 | 155 | 48 | 500 | 372 | 244 | 316 | 315 | 562 | 157 | 148 |
| Percentage with parents who said youth began having trouble with disability at: | | | | | | | | | | | | |
| Birth | 68.9 (3.1) | 63.2 (4.8) | 75.5 (6.7) | 66.2 (11.5) | 65.8 (4.0) | 72.8 (4.9) | 70.2 (5.8) | 63.8 (5.7) | 73.6 (4.5) | 69.1 (3.9) | 68.7 (7.2) | 67.8 (7.3) |
| Under 3 years of age | 7.5 (1.8) | 8.3 (2.7) | 3.2 (2.8) | 3.7 (4.6) | 10.4 (2.5) | 3.9 (2.1) | 9.3 (3.7) | 8.4 (3.3) | 5.1 (2.3) | 8.5 (2.4) | 4.8 (3.3) | 6.0 (3.7) |
| 3 to 5 years of age | 6.9 (1.7) | 11.7 (3.2) | 6.1 (3.7) | 7.4 (6.3) | 8.3 (2.3) | 5.1 (2.4) | 5.3 (2.9) | 8.2 (3.3) | 6.6 (2.5) | 7.2 (2.2) | 3.9 (3.0) | 8.9 (4.5) |
| 6 to 12 years of age | 13.1 (2.3) | 14.3 (3.5) | 13.6 (5.4) | 17.4 (9.2) | 13.6 (2.9) | 12.6 (3.6) | 14.9 (4.5) | 13.6 (4.1) | 11.2 (3.2) | 12.3 (2.8) | 17.2 (5.9) | 12.6 (5.2) |
| More than 12 years of age | 3.6 (1.3) | 2.6 (1.6) | 1.5 (1.9) | 5.3 (5.5) | 1.9 (1.2) | 5.7 (2.6) | 0.3 (0.6) | 6.0 (2.8) | 3.5 (1.9) | 2.9 (1.4) | 5.5 (3.5) | 4.7 (3.3) |
| Number of respondents | 719 | 225 | 130 | 44 | 418 | 301 | 199 | 259 | 261 | 483 | 122 | 114 |

33

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Characteristics of Youth</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage with an additional disability that was: | | | | |
| Learning disability | 3.8 (1.6) | 0.4 (0.7) | 4.5 (1.9) | 0.7 (1.0) |
| Emotional disturbance | 0.9 (0.8) | 4.2 (2.0) | 2.5 (1.5) | 1.3 (1.3) |
| Speech impairment | 5.0 (1.8) | 5.6 (2.3) | 2.9 (1.6) | 4.9 (2.5) |
| Mental retardation | 6.4 (2.1) | 26.1 (4.5) | 9.7 (2.8) | 21.1 (4.8) |
| Visual impairment | --- | --- | --- | --- |
| Hard of hearing | 1.2 (0.9) | 3.3 (1.8) | 2.3 (1.4) | 2.1 (1.7) |
| Deafness | 0.3 (0.5) | 0.5 (0.7) | 0.2 (0.4) | 0.0 (0.0) |
| Orthopedic impairment | 5.0 (1.8) | 12.5 (3.4) | 4.3 (1.9) | 6.0 (2.8) |
| Other health impairment | 3.5 (1.5) | 6.5 (2.5) | 4.5 (1.9) | 4.5 (2.4) |
| Number of respondents | 439 | 360 | 360 | 287 |
| Percentage with parents who said youth began having trouble with disability at: | | | | |
| Birth | 57.9 (4.2) | 71.9 (5.3) | 65.2 (4.9) | 75.9 (5.5) |
| Under 3 years of age | 6.0 (2.1) | 11.3 (3.7) | 7.9 (2.8) | 8.9 (3.7) |
| 3 to 5 years of age | 9.2 (2.6) | 3.1 (2.0) | 6.8 (2.6) | 4.9 (2.8) |
| 6 to 12 years of age | 14.1 (3.1) | 8.4 (3.3) | 18.6 (4.0) | 5.3 (2.9) |
| More than 12 years of age | 2.8 (1.5) | 5.3 (2.6) | 1.4 (1.2) | 5.0 (2.8) |
| Number of respondents: | 369 | 279 | 277 | 245 |

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Characteristics of Youth | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage with an additional disability that was: | | | | | | | | | |
| Learning disability | 3.1 (2.4) | 0.8 (1.1) | 4.9 (2.3) | 2.6 (1.6) | 2.7 (1.5) | 4.6 (3.5) | 3.6 (2.1) | 2.8 (2.0) | 2.0 (1.5) |
| Emotional disturbance | 1.6 (1.7) | 0.6 (1.2) | 1.1 (1.1) | 0.7 (0.8) | 1.5 (1.1) | 0.9 (1.6) | 1.7 (1.5) | 0.7 (1.0) | 1.1 (1.2) |
| Speech impairment | 1.9 (1.9) | 5.7 (3.0) | 6.3 (2.6) | 2.4 (1.6) | 5.6 (2.1) | 3.0 (2.9) | 3.1 (2.0) | 6.2 (3.0) | 5.1 (2.4) |
| Mental retardation | 9.6 (4.0) | 17.9 (4.9) | 7.4 (2.8) | 10.1 (3.1) | 12.9 (3.1) | 8.3 (4.6) | 12.8 (3.8) | 13.6 (4.2) | 9.0 (3.2) |
| Visual impairment | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hard of hearing | 2.0 (1.9) | 2.4 (2.0) | 1.6 (1.3) | 0.4 (0.7) | 2.5 (1.4) | 1.1 (1.7) | 2.8 (1.9) | 0.9 (1.2) | 2.2 (1.6) |
| Deafness | --- | 0.0 (0.9) | 1.0 (1.1) | 0.0 (0.0) | 0.7 (0.7) | 0.0 (0.0) | 0.6 (0.9) | 0.0 (0.0) | 0.8 (1.0) |
| Orthopedic impairment | 5.0 (2.9) | 4.1 (2.6) | 7.6 (2.8) | 3.6 (1.9) | 7.8 (2.5) | 3.9 (3.2) | 3.4 (2.1) | 7.0 (3.2) | 9.8 (3.3) |
| Other health impairment | 4.3 (2.8) | 2.4 (2.0) | 4.3 (2.1) | 3.1 (1.8) | 3.4 (1.7) | 4.2 (3.4) | 2.9 (1.9) | 3.1 (2.1) | 4.9 (2.4) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |
| Percentage with parents who said youth began having trouble with disability at: | | | | | | | | | |
| Birth | 61.5 (6.7) | 76.1 (5.5) | 69.1 (4.9) | 60.1 (5.2) | 73.6 (4.1) | 62.7 (8.2) | 64.5 (5.6) | 73.8 (5.5) | 70.5 (5.1) |
| Under 3 years of age | 13.7 (4.8) | 3.8 (2.5) | 4.6 (2.2) | 8.7 (3.0) | 6.7 (2.3) | 6.8 (4.3) | 10.4 (3.6) | 3.6 (2.4) | 6.4 (2.7) |
| 3 to 5 years of age | 8.4 (3.8) | 4.2 (2.6) | 5.1 (2.3) | 13.3 (3.6) | 5.0 (2.0) | 4.0 (3.3) | 8.5 (3.3) | 4.2 (2.5) | 7.8 (3.0) |
| 6 to 12 years of age | 14.1 (4.8) | 11.9 (4.2) | 15.9 (3.9) | 15.9 (3.9) | 10.3 (2.9) | 22.5 (7.1) | 14.2 (4.1) | 13.5 (4.3) | 12.0 (3.6) |
| More than 12 years of age | 2.4 (2.1) | 4.0 (2.6) | 5.2 (2.3) | 1.9 (1.5) | 4.4 (1.9) | 4.0 (3.3) | 2.4 (1.8) | 4.9 (2.7) | 3.4 (2.0) |
| Number of respondents | 158 | 193 | 274 | 199 | 428 | 70 | 222 | 233 | 240 |

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Characteristics of Youth | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage with parents who said youth began receiving special services for disability at: | | | | | | | | | | | | |
| Birth | 15.5 (2.5) | 10.2 (5.0) | 20.4 (6.4) | 20.8 (9.9) | 16.2 (3.1) | 14.6 (3.9) | 15.7 (5.0) | 12.3 (4.0) | 15.8 (3.8) | 16.1 (3.1) | 8.8 (4.4) | 20.1 (6.4) |
| Under 3 years of age | 10.4 (2.1) | 11.5 (3.2) | 6.8 (4.0) | 13.1 (8.2) | 10.6 (2.6) | 10.2 (3.4) | 6.3 (3.1) | 14.1 (4.2) | 9.5 (3.0) | 11.1 (2.7) | 5.3 (3.5) | 12.8 (5.4) |
| 3 to 5 years of age | 28.2 (3.1) | 25.9 (4.4) | 34.2 (7.5) | 15.2 (8.7) | 24.0 (3.6) | 33.5 (5.2) | 29.4 (5.8) | 27.4 (5.4) | 28.2 (4.6) | 28.1 (3.8) | 32.9 (7.3) | 23.6 (6.8) |
| 6 to 12 years of age | 36.6 (3.3) | 45.6 (5.0) | 33.5 (7.5) | 33.6 (11.5) | 40.0 (4.1) | 32.4 (5.2) | 41.6 (6.3) | 33.0 (5.7) | 36.8 (5.0) | 37.4 (4.1) | 37.3 (7.5) | 32.4 (7.5) |
| More than 12 years of age | 9.3 (2.0) | 6.8 (2.5) | 5.1 (3.5) | 17.2 (9.1) | 9.3 (2.4) | 9.3 (3.2) | 3.1 (2.2) | 13.2 (4.1) | 9.8 (3.1) | 7.3 (2.2) | 15.7 (5.6) | 11.1 (5.0) |
| Number of respondents | 711 | 225 | 127 | 44 | 414 | 297 | 200 | 253 | 258 | 477 | 124 | 110 |
| Percentage with IQ of: | | | | | | | | | | | | |
| 33 or lower | 2.2 (1.3) | 2.0 (2.2) | 0.7 (1.7) | 0.0 (0.0) | 2.8 (1.8) | 1.5 (1.7) | 0.4 (1.0) | 0.8 (1.3) | 5.9 (3.3) | 1.7 (1.4) | 0.0 (0.0) | 9.3 (6.8) |
| 34 to 50 | 5.8 (2.1) | 4.7 (3.4) | 3.7 (3.9) | 6.4 (7.5) | 4.9 (2.4) | 7.0 (3.6) | 4.9 (3.7) | 2.8 (2.4) | 10.7 (4.3) | 5.5 (2.5) | 5.5 (4.2) | 8.4 (6.5) |
| 51 to 70 | 14.0 (3.0) | 7.9 (4.3) | 8.1 (5.6) | 31.6 (14.3) | 9.5 (3.3) | 20.0 (5.6) | 13.9 (5.9) | 9.6 (4.3) | 20.4 (5.6) | 13.1 (3.7) | 16.4 (6.9) | 16.9 (8.8) |
| 71 to 90 | 34.1 (4.2) | 43.5 (7.9) | 21.6 (8.4) | 27.2 (13.6) | 35.6 (5.4) | 32.2 (6.6) | 22.6 (7.1) | 39.8 (7.1) | 35.8 (6.7) | 31.8 (5.1) | 42.6 (9.2) | 31.0 (10.8) |
| 91 to 110 | 26.9 (3.9) | 22.9 (6.7) | 34.9 (9.8) | 26.1 (13.5) | 31.5 (5.2) | 20.4 (5.7) | 42.7 (8.4) | 23.3 (6.1) | 18.5 (5.4) | 29.1 (5.0) | 21.7 (7.7) | 22.7 (9.8) |
| Higher than 110 | 17.0 (3.3) | 19.0 (6.3) | 30.9 (9.5) | 8.8 (8.7) | 15.6 (4.1) | 18.8 (5.5) | 15.6 (6.2) | 23.7 (6.2) | 8.6 (3.9) | 18.8 (4.3) | 13.8 (6.4) | 11.7 (7.5) |
| Number of respondents | 465 | 100 | 75 | 24 | 266 | 197 | 118 | 190 | 157 | 309 | 92 | 59 |
| Average IQ | 86.7 (2.0) | 88.8 (3.4) | 95.8 (4.4) | 80.0 (6.5) | 88.0 (2.5) | 84.9 (3.3) | 91.3 (3.8) | 91.3 (2.9) | 76.4 (3.3) | 88.5 (2.5) | 84.9 (3.8) | 79.1 (6.3) |
| Number of respondents | 465 | 100 | 75 | 24 | 266 | 197 | 118 | 190 | 157 | 309 | 92 | 59 |

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Characteristics of Youth</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage with parents who said youth began receiving special services for disability at: | | | | |
| Birth: | 16.0 (3.3) | 12.7 (3.9) | 17.3 (3.9) | 13.2 (4.4) |
| Under 3 years of age | 8.4 (2.5) | 15.9 (4.3) | 9.9 (3.1) | 15.1 (4.7) |
| 3 to 5 years of age | 27.8 (4.1) | 31.0 (5.5) | 22.6 (4.4) | 37.9 (6.3) |
| 6 to 12 years of age | 39.0 (4.4) | 30.1 (5.4) | 41.8 (5.1) | 24.4 (5.6) |
| More than 12 years of age | 8.9 (2.6) | 10.3 (3.6) | 8.4 (2.9) | 9.3 (3.8) |
| Number of respondents | 366 | 277 | 276 | 243 |
| Percentage with IQ of: | | | | |
| 33 or lower | 2.6 (1.9) | 1.7 (1.5) | 0.0 (0.0) | 0.0 (0.0) |
| 34 to 50 | 2.6 (2.0) | 10.9 (3.7) | 3.0 (1.9) | 4.4 (3.3) |
| 51 to 70 | 11.2 (3.9) | 18.5 (4.6) | 6.7 (2.8) | 20.4 (6.5) |
| 71 to 90 | 33.5 (5.8) | 35.0 (5.6) | 40.0 (5.5) | 28.8 (7.3) |
| 91 to 110 | 27.9 (5.5) | 25.3 (5.1) | 36.9 (5.4) | 21.2 (6.6) |
| Higher than 110 | 22.1 (5.1) | 8.7 (3.3) | 13.4 (3.8) | 25.2 (7.0) |
| Number of respondents | 200 | 265 | 242 | 173 |
| Average IQ | 90.3 (2.7) | 81.0 (2.7) | 90.9 (1.9) | 89.5 (3.8) |
| Number of respondents | 200 | 265 | 242 | 173 |

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Characteristics of Youth | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|-----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage with parents who said youth began receiving special services for disability at: | | | | | | | | | |
| Birth | 10.9 (4.4) | 19.0 (5.1) | 16.5 (3.9) | 17.1 (4.1) | 15.0 (3.4) | 8.1 (4.7) | 10.9 (3.7) | 15.6 (4.6) | 21.6 (4.6) |
| Under 3 years of age | 12.1 (4.6) | 9.8 (3.9) | 9.1 (3.0) | 12.2 (3.5) | 10.3 (2.9) | 10.0 (5.2) | 7.7 (3.2) | 11.7 (4.1) | 12.0 (3.6) |
| 3 to 5 years of age | 26.1 (6.1) | 32.8 (6.2) | 24.5 (4.5) | 16.5 (4.0) | 33.3 (4.4) | 23.8 (7.4) | 28.2 (5.4) | 27.8 (5.7) | 28.7 (5.0) |
| 6 to 12 years of age | 44.9 (7.0) | 29.3 (6.0) | 36.9 (5.1) | 45.1 (5.4) | 32.6 (4.4) | 42.6 (8.5) | 46.4 (5.9) | 34.5 (6.0) | 28.7 (5.0) |
| More than 12 years of age | 6.0 (3.3) | 9.0 (3.7) | 13.0 (3.5) | 9.2 (3.1) | 3.8 (2.7) | 15.5 (6.3) | 6.9 (3.0) | 10.3 (3.9) | 9.1 (3.2) |
| Number of respondents | 155 | 190 | 274 | 195 | 426 | 68 | 218 | 230 | 241 |
| Percentage with IQ of: | | | | | | | | | |
| 33 or lower | 0.7 (1.7) | 0.0 (0.0) | 3.9 (2.9) | 0.0 (0.0) | 1.8 (1.6) | 4.5 (6.8) | 0.6 (1.3) | 0.8 (1.7) | 2.9 (2.6) |
| 34 to 50 | 6.7 (5.1) | 2.6 (2.9) | 3.3 (2.7) | 10.0 (5.0) | 3.5 (2.3) | 0.0 (0.0) | 4.2 (3.3) | 4.9 (4.1) | 3.4 (2.9) |
| 51 to 70 | 7.9 (5.5) | 26.7 (8.1) | 3.7 (2.8) | 10.3 (5.1) | 16.5 (4.6) | 10.6 (10.1) | 15.2 (5.9) | 18.2 (7.4) | 11.4 (5.0) |
| 71 to 90 | 42.2 (10.1) | 28.7 (8.3) | 31.2 (6.9) | 46.7 (8.3) | 27.9 (5.5) | 62.4 (15.8) | 44.9 (8.2) | 25.6 (8.3) | 27.6 (7.1) |
| 91 to 110 | 20.6 (8.2) | 37.4 (8.9) | 30.5 (6.9) | 27.5 (7.5) | 25.8 (5.7) | 12.7 (10.9) | 24.1 (7.1) | 31.2 (8.8) | 32.7 (7.4) |
| Higher than 110 | 22.0 (8.4) | 4.6 (3.8) | 27.4 (6.7) | 5.5 (3.8) | 20.6 (5.0) | 9.8 (9.7) | 11.1 (5.2) | 19.3 (7.5) | 22.1 (6.5) |
| Number of respondents | 88 | 101 | 110 | 91 | 254 | 19 | 122 | 119 | 121 |
| Average IQ | 89.2 (4.3) | 83.5 (3.3) | 93.5 (3.6) | 83.3 (3.0) | 89.5 (2.8) | 82.7 (6.5) | 85.5 (3.1) | 87.8 (4.3) | 91.9 (3.7) |
| Number of respondents | 88 | 101 | 140 | 91 | 254 | 19 | 122 | 119 | 121 |

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

| Reported Self-Care Skills of Youth | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage able to dress themselves completely: | | | | | | | | | | | | |
| Very well | 77.9 (2.8) | 76.1 (4.2) | 79.9 (6.1) | 89.8 (7.3) | 77.5 (3.5) | 78.3 (4.5) | 84.9 (4.5) | 75.8 (5.0) | 74.6 (4.4) | 76.8 (3.5) | 82.0 (5.8) | 78.2 (6.7) |
| Pretty well | 16.4 (2.5) | 17.6 (3.7) | 16.4 (5.7) | 9.0 (6.9) | 16.7 (3.1) | 16.1 (4.0) | 8.8 (3.6) | 20.2 (4.7) | 18.2 (3.9) | 17.2 (3.1) | 17.3 (5.7) | 12.1 (5.3) |
| Not very well | 2.6 (1.1) | 2.9 (1.6) | 1.2 (1.7) | 0.0 (0.0) | 1.8 (1.1) | 3.8 (2.1) | 2.6 (2.0) | 1.4 (1.4) | 4.2 (2.0) | 2.3 (1.2) | 0.7 (1.3) | 6.5 (4.0) |
| Not at all well | 3.0 (1.1) | 3.4 (1.8) | 2.6 (2.4) | 1.2 (2.6) | 4.0 (1.6) | 1.8 (1.4) | 3.7 (2.4) | 2.6 (1.9) | 3.0 (1.7) | 3.7 (1.6) | 0.0 (0.0) | 3.3 (2.9) |
| Number of respondents | 734 | 232 | 135 | 44 | 424 | 310 | 204 | 265 | 265 | 498 | 126 | 110 |
| Percentage able to feed themselves: | | | | | | | | | | | | |
| Very well | 89.6 (2.3) | 86.3 (3.4) | 87.2 (5.1) | 98.8 (2.6) | 85.7 (2.9) | 87.6 (3.5) | 86.4 (4.4) | 85.9 (4.1) | 87.7 (3.3) | 84.0 (3.1) | 94.7 (3.4) | 89.8 (4.9) |
| Pretty well | 10.9 (2.1) | 9.4 (2.5) | 11.4 (4.9) | 1.2 (2.6) | 17.1 (2.7) | 9.9 (3.2) | 12.3 (4.2) | 11.5 (3.8) | 9.0 (2.9) | 13.1 (2.8) | 5.3 (3.4) | 6.9 (4.1) |
| Not very well | 1.9 (0.9) | 3.7 (1.8) | 0.8 (1.4) | 0.0 (0.0) | 2.3 (1.2) | 1.4 (1.3) | 1.1 (1.3) | 2.4 (1.8) | 2.0 (1.4) | 2.6 (1.3) | 0.0 (0.0) | 0.7 (1.4) |
| Not at all well | 0.6 (0.7) | 0.7 (0.8) | 0.6 (1.2) | 0.0 (0.0) | 0.4 (0.5) | 0.9 (1.0) | 0.2 (0.6) | 0.2 (0.5) | 1.2 (1.1) | 0.3 (0.4) | 0.0 (0.0) | 2.6 (2.6) |
| Number of respondents | 733 | 231 | 135 | 44 | 423 | 310 | 203 | 265 | 265 | 497 | 126 | 110 |
| Percentage able to get places outside the home: | | | | | | | | | | | | |
| Very well | 56.6 (3.3) | 66.6 (4.6) | 61.9 (7.5) | 53.3 (12.1) | 59.6 (4.1) | 52.8 (5.4) | 58.6 (6.3) | 59.1 (5.8) | 52.2 (5.1) | 54.7 (4.2) | 67.5 (7.2) | 53.0 (8.0) |
| Pretty well | 20.3 (2.7) | 18.9 (3.8) | 16.3 (5.7) | 26.9 (10.8) | 22.2 (3.5) | 17.8 (4.2) | 20.9 (5.2) | 19.8 (4.7) | 20.3 (4.1) | 20.2 (3.4) | 11.8 (4.9) | 30.1 (7.4) |
| Not very well | 12.7 (2.2) | 7.9 (2.6) | 18.4 (6.0) | 8.1 (6.6) | 9.1 (2.4) | 17.1 (4.1) | 11.8 (4.1) | 13.8 (4.1) | 12.0 (3.3) | 14.9 (3.0) | 12.8 (5.1) | 2.5 (2.5) |
| Not at all well | 10.5 (2.1) | 6.6 (2.4) | 3.4 (2.8) | 11.7 (7.8) | 9.1 (2.4) | 12.2 (3.6) | 8.7 (3.6) | 7.3 (3.1) | 15.5 (3.7) | 10.2 (2.5) | 7.9 (4.1) | 14.5 (5.7) |
| Number of respondents | 729 | 231 | 133 | 44 | 422 | 307 | 203 | 264 | 262 | 494 | 125 | 110 |
| Average self-care skills scale score: ^a | | | | | | | | | | | | |
| Low (3-8) | 12.0 (2.2) | 8.5 (2.7) | 10.7 (4.8) | 8.3 (6.7) | 10.7 (2.6) | 13.5 (3.7) | 8.6 (3.6) | 12.1 (3.8) | 14.6 (3.6) | 12.9 (2.8) | 6.6 (3.8) | 13.7 (5.6) |
| Medium (9-11) | 36.4 (3.2) | 33.4 (4.6) | 31.4 (7.2) | 30.3 (11.9) | 35.2 (4.0) | 38.0 (5.3) | 36.0 (6.1) | 35.5 (5.6) | 37.9 (5.0) | 37.6 (4.1) | 30.0 (7.0) | 38.5 (7.9) |
| High (12) | 51.6 (3.4) | 58.1 (4.8) | 57.8 (7.6) | 51.4 (12.1) | 54.1 (4.2) | 48.5 (5.4) | 55.5 (6.3) | 52.4 (5.9) | 47.5 (5.1) | 49.3 (4.2) | 62.5 (7.4) | 47.9 (8.1) |
| Number of respondents | 727 | 230 | 133 | 44 | 420 | 307 | 202 | 264 | 261 | 493 | 125 | 109 |

^a The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

| Reported Self-Care Skills of Youth | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage able to dress themselves completely: | | | | |
| Very well | 80.6 (3.5) | 68.5 (5.4) | 84.2 (3.7) | 72.8 (5.8) |
| Pretty well | 16.7 (3.3) | 20.2 (4.7) | 13.8 (3.5) | 20.1 (5.2) |
| Not very well | 1.6 (1.1) | 5.4 (2.6) | 1.5 (1.2) | 3.6 (2.4) |
| Not at all well | 1.1 (0.9) | 5.9 (2.8) | 0.5 (0.7) | 3.5 (2.4) |
| Number of respondents | 379 | 287 | 285 | 243 |
| Percentage able to feed themselves: | | | | |
| Very well | 90.3 (2.6) | 79.3 (4.7) | 94.2 (2.4) | 79.9 (5.2) |
| Pretty well | 8.6 (2.5) | 16.8 (4.4) | 5.3 (2.3) | 17.3 (4.9) |
| Not very well | 0.9 (0.8) | 2.6 (1.9) | 0.4 (0.7) | 2.0 (1.8) |
| Not at all well | 0.3 (0.5) | 1.3 (1.3) | 0.0 (0.0) | 0.8 (1.1) |
| Number of respondents | 378 | 287 | 285 | 242 |
| Percentage able to get places outside the home: | | | | |
| Very well | 63.3 (4.3) | 38.2 (5.7) | 70.6 (4.7) | 42.9 (6.5) |
| Pretty well | 18.3 (3.4) | 22.4 (4.9) | 16.6 (3.8) | 24.9 (5.7) |
| Not very well | 11.9 (2.9) | 17.8 (4.5) | 8.4 (2.9) | 18.0 (5.0) |
| Not at all well | 6.0 (2.1) | 21.7 (4.9) | 4.4 (2.1) | 14.1 (4.6) |
| Number of respondents | 377 | 284 | 282 | 240 |
| Average self-care skills scale score:* | | | | |
| Low (3-8) | 8.1 (2.4) | 20.2 (4.7) | 3.5 (1.9) | 18.1 (5.0) |
| Medium (9-11) | 33.4 (4.2) | 45.6 (5.9) | 31.6 (4.8) | 44.8 (6.5) |
| High (12) | 58.5 (4.4) | 34.2 (5.6) | 64.9 (4.9) | 37.2 (6.3) |
| Number of respondents | 376 | 284 | 282 | 239 |

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Table 5C: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

| Reported Self-Care Skills of Youth | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|-------------------|---------------------|----------------------|----------------|----------------|----------------|-------------------------------|------------------------|-----------------------|
| | Under \$12,000 | 12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage able to dress themselves completely: | | | | | | | | | |
| Very well | 69.5 (6.3) | 82.1 (4.9) | 84.3 (3.8) | 85.6 (3.7) | 76.8 (3.9) | 63.9 (8.2) | 76.0 (4.9) | 80.6 (4.9) | 77.1 (4.7) |
| Pretty well | 23.9 (5.8) | 14.8 (4.6) | 9.9 (3.2) | 11.2 (3.3) | 17.1 (3.5) | 23.2 (7.2) | 18.2 (4.5) | 16.4 (4.6) | 15.2 (4.0) |
| Not very well | 2.9 (2.3) | 2.0 (1.8) | 1.1 (1.1) | 1.4 (1.2) | 2.8 (1.5) | 6.2 (4.1) | 2.9 (1.9) | 0.6 (1.0) | 4.4 (2.3) |
| Not at all well | 3.7 (2.6) | 1.0 (1.3) | 4.7 (2.2) | 1.7 (1.4) | 3.2 (1.6) | 6.7 (4.2) | 2.9 (1.9) | 2.4 (1.9) | 3.4 (2.0) |
| Number of respondents | 162 | 197 | 284 | 206 | 437 | 70 | 230 | 240 | 249 |
| Percentage able to feed themselves: | | | | | | | | | |
| Very well | 79.9 (5.5) | 91.2 (3.6) | 88.8 (3.3) | 92.5 (2.8) | 86.6 (3.2) | 70.6 (7.7) | 85.1 (4.1) | 87.0 (4.2) | 88.4 (3.6) |
| Pretty well | 15.7 (5.0) | 8.2 (3.5) | 10.0 (3.2) | 6.0 (2.5) | 11.8 (3.0) | 16.9 (6.4) | 12.3 (3.8) | 10.8 (3.8) | 10.1 (3.3) |
| Not very well | 4.4 (2.8) | 0.0 (0.0) | 0.6 (0.8) | 1.1 (1.1) | 0.9 (0.9) | 12.5 (5.6) | 2.6 (1.8) | 1.7 (1.6) | 0.7 (0.9) |
| Not at all well | 0.0 (0.0) | 0.6 (1.0) | 0.6 (0.8) | 0.5 (0.7) | 0.7 (0.8) | 0.0 (0.0) | 0.0 (0.0) | 0.6 (1.0) | 0.9 (1.0) |
| Number of respondents | 162 | 197 | 284 | 206 | 436 | 70 | 230 | 240 | 249 |
| Percentage able to get places outside the home: | | | | | | | | | |
| Very well | 58.1 (6.8) | 53.2 (6.4) | 59.5 (5.2) | 71.4 (4.7) | 49.4 (4.7) | 62.2 (8.3) | 58.3 (5.7) | 57.4 (6.1) | 52.1 (5.6) |
| Pretty well | 21.3 (5.6) | 21.8 (5.3) | 19.1 (4.2) | 17.2 (3.9) | 21.0 (3.8) | 24.0 (7.3) | 24.3 (5.0) | 19.4 (4.9) | 17.6 (4.2) |
| Not very well | 14.2 (4.8) | 12.5 (4.3) | 10.5 (3.2) | 4.2 (2.1) | 17.7 (3.6) | 4.4 (3.5) | 9.2 (3.4) | 15.6 (4.5) | 14.5 (3.9) |
| Not at all well | 6.4 (3.4) | 9.5 (3.8) | 10.9 (3.3) | 7.2 (2.7) | 11.9 (3.0) | 9.4 (5.0) | 8.2 (3.2) | 7.7 (3.3) | 15.7 (4.0) |
| Number of respondents | 160 | 197 | 283 | 207 | 432 | 69 | 228 | 238 | 248 |
| Average self-care skills scale score: [*] | | | | | | | | | |
| Low (3-8) | 14.7 (4.9) | 8.0 (3.5) | 9.8 (3.1) | 5.1 (2.3) | 14.0 (3.3) | 18.6 (6.7) | 10.6 (3.6) | 11.7 (4.0) | 13.5 (3.8) |
| Medium (9-11) | 34.0 (6.5) | 41.8 (6.3) | 32.9 (5.0) | 28.6 (4.7) | 39.9 (4.6) | 38.3 (8.3) | 38.1 (5.6) | 34.8 (5.9) | 38.7 (5.4) |
| High (12) | 51.3 (6.9) | 50.3 (6.4) | 57.2 (5.2) | 66.3 (4.9) | 46.1 (4.7) | 43.1 (8.5) | 51.3 (5.8) | 53.5 (6.2) | 47.8 (5.6) |
| Number of respondents | 159 | 197 | 283 | 206 | 431 | 69 | 227 | 238 | 248 |

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

| Reported Functional Skills of Youth | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage able to look up phone numbers and use the phone: | | | | | | | | | | | | |
| Very well | 33.7 (3.2) | 40.2 (4.9) | 39.0 (7.6) | 26.6 (10.7) | 32.9 (4.0) | 34.7 (5.2) | 31.7 (5.9) | 34.7 (5.7) | 34.4 (4.9) | 32.4 (3.9) | 32.6 (7.3) | 41.1 (8.1) |
| Pretty well | 24.0 (2.9) | 21.5 (4.1) | 23.9 (6.7) | 44.6 (12.1) | 25.1 (3.7) | 22.6 (4.6) | 26.4 (5.6) | 26.9 (5.3) | 18.9 (4.1) | 24.6 (3.6) | 24.6 (6.7) | 20.8 (6.7) |
| Not very well | 15.4 (2.4) | 17.6 (3.8) | 11.5 (5.0) | 17.9 (9.3) | 17.5 (3.2) | 12.8 (3.7) | 20.7 (5.2) | 14.5 (4.2) | 12.1 (3.4) | 16.0 (3.1) | 19.4 (6.1) | 8.4 (4.6) |
| Not at all well | 26.8 (3.0) | 20.8 (4.0) | 25.6 (6.8) | 10.9 (7.6) | 24.5 (3.6) | 29.8 (5.0) | 21.3 (5.2) | 23.9 (5.1) | 34.7 (4.9) | 26.9 (3.7) | 23.5 (6.6) | 29.9 (7.6) |
| Number of respondents | 716 | 225 | 131 | 44 | 414 | 302 | 202 | 259 | 255 | 489 | 122 | 105 |
| Percentage able to tell time on a clock with hands: | | | | | | | | | | | | |
| Very well | 51.0 (3.4) | 55.4 (4.9) | 60.3 (7.6) | 54.3 (12.2) | 54.6 (4.2) | 46.5 (5.4) | 51.4 (6.4) | 50.5 (6.0) | 51.2 (5.1) | 50.1 (4.2) | 54.8 (7.7) | 50.9 (8.1) |
| Pretty well | 20.9 (2.7) | 19.0 (3.9) | 21.8 (6.4) | 29.9 (11.2) | 19.1 (3.3) | 23.0 (4.6) | 20.3 (5.2) | 25.5 (5.2) | 16.1 (3.7) | 22.2 (3.5) | 17.4 (5.8) | 19.2 (6.4) |
| Not very well | 11.7 (2.2) | 12.5 (3.3) | 7.4 (4.1) | 8.8 (6.9) | 11.0 (2.6) | 12.6 (3.6) | 15.5 (4.6) | 9.3 (3.5) | 11.4 (3.2) | 11.8 (2.7) | 14.4 (5.4) | 8.5 (4.5) |
| Not at all well | 16.4 (2.5) | 13.1 (3.3) | 10.4 (4.7) | 7.1 (6.3) | 15.2 (3.0) | 17.9 (4.2) | 12.8 (4.3) | 14.6 (4.2) | 21.3 (4.2) | 16.0 (3.1) | 13.4 (5.2) | 21.4 (6.6) |
| Number of respondents | 725 | 228 | 131 | 43 | 417 | 308 | 201 | 259 | 265 | 491 | 124 | 110 |
| Percentage able to read/understand common signs: | | | | | | | | | | | | |
| Very well | 52.1 (3.4) | 57.7 (4.9) | 57.1 (7.7) | 60.6 (12.1) | 56.4 (4.2) | 46.6 (5.5) | 55.9 (6.3) | 51.7 (6.0) | 49.3 (5.2) | 51.8 (4.2) | 62.4 (7.5) | 41.6 (8.0) |
| Pretty well | 17.0 (2.5) | 18.5 (3.9) | 15.2 (5.6) | 24.0 (10.5) | 15.2 (3.0) | 19.3 (4.3) | 17.9 (4.9) | 21.2 (4.9) | 11.6 (3.3) | 18.9 (3.3) | 15.6 (5.6) | 10.4 (5.0) |
| Not very well | 11.6 (2.2) | 10.2 (3.0) | 14.8 (5.5) | 9.3 (7.2) | 10.3 (2.6) | 13.3 (3.7) | 12.6 (4.2) | 12.7 (4.0) | 9.7 (3.0) | 12.6 (2.8) | 5.5 (3.5) | 13.9 (5.6) |
| Not at all well | 19.3 (2.7) | 13.6 (3.4) | 12.9 (5.2) | 6.2 (5.9) | 18.1 (3.3) | 20.7 (4.4) | 13.6 (4.4) | 14.4 (4.2) | 29.4 (4.7) | 16.7 (3.1) | 16.5 (5.8) | 34.0 (7.7) |
| Number of respondents | 719 | 225 | 132 | 42 | 414 | 305 | 202 | 259 | 258 | 468 | 122 | 109 |

Source: Parent interviews.

Table 68: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

| Reported Functional Skills of Youth | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage able to look up phone numbers and use the phone: | | | | |
| Very well | 37.4 (4.4) | 23.9 (5.1) | 38.5 (5.0) | 25.1 (5.7) |
| Pretty well | 29.3 (4.1) | 16.3 (4.4) | 34.8 (4.9) | 13.0 (4.5) |
| Not very well | 14.9 (3.2) | 18.4 (4.6) | 17.1 (3.9) | 14.9 (4.7) |
| Not at all well | 18.4 (3.5) | 41.4 (5.8) | 9.6 (3.0) | 47.0 (6.6) |
| Number of respondents | 369 | 280 | 281 | 233 |
| Percentage able to tell time on a clock with hands: | | | | |
| Very well | 59.3 (4.4) | 35.9 (5.6) | 58.4 (5.1) | 40.5 (6.5) |
| Pretty well | 21.2 (3.7) | 21.3 (4.8) | 27.4 (4.6) | 18.0 (5.1) |
| Not very well | 9.9 (2.7) | 15.9 (4.3) | 9.5 (3.0) | 11.9 (4.3) |
| Not at all well | 9.6 (2.7) | 26.9 (5.2) | 4.7 (2.2) | 29.7 (6.0) |
| Number of respondents | 370 | 285 | 281 | 239 |
| Percentage able to read/understand common signs: | | | | |
| Very well | 58.1 (4.5) | 41.5 (5.8) | 65.9 (4.9) | 34.9 (6.4) |
| Pretty well | 18.3 (3.5) | 15.7 (4.3) | 20.5 (4.1) | 10.0 (4.0) |
| Not very well | 12.5 (3.0) | 11.1 (3.7) | 10.5 (3.1) | 13.2 (4.6) |
| Not at all well | 11.1 (2.8) | 31.7 (5.5) | 3.1 (1.8) | 41.9 (6.6) |
| Number of respondents | 367 | 282 | 283 | 231 |

Source: Parent interviews.

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

| Reported Functional Skills of Youth | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|-------------------|---------------------|----------------------|----------------|----------------|----------------|-------------------------------|------------------------|-----------------------|
| | Under \$12,000 | 12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage able to look up phone numbers and use the phone: | | | | | | | | | |
| Very well | 33.4 (6.5) | 29.8 (5.9) | 37.3 (5.2) | 38.1 (5.1) | 30.3 (4.3) | 42.0 (8.6) | 32.6 (5.5) | 30.5 (5.7) | 38.2 (5.5) |
| Pretty well | 22.9 (5.8) | 27.9 (5.8) | 24.9 (4.6) | 27.9 (4.7) | 22.6 (4.0) | 23.0 (7.3) | 24.9 (5.0) | 26.2 (5.5) | 20.5 (4.5) |
| Not very well | 14.1 (4.8) | 19.5 (5.2) | 12.6 (3.5) | 12.6 (3.5) | 17.5 (3.6) | 11.9 (5.6) | 16.2 (4.3) | 16.7 (4.6) | 13.8 (3.9) |
| Not at all well | 29.6 (6.3) | 22.8 (5.5) | 25.2 (4.6) | 21.4 (4.3) | 29.7 (4.3) | 23.2 (7.4) | 26.3 (5.1) | 26.7 (5.5) | 27.4 (5.0) |
| Number of respondents | 161 | 193 | 277 | 204 | 425 | 67 | 226 | 237 | 243 |
| Percentage able to tell time on a clock with hands: | | | | | | | | | |
| Very well | 45.9 (6.8) | 50.8 (6.4) | 56.7 (5.3) | 56.8 (5.2) | 48.9 (4.7) | 41.2 (8.4) | 48.1 (5.8) | 46.8 (6.2) | 58.2 (5.5) |
| Pretty well | 27.2 (6.1) | 19.9 (5.1) | 17.2 (4.0) | 20.6 (4.2) | 20.7 (3.8) | 25.9 (7.4) | 19.9 (4.6) | 28.7 (5.6) | 14.2 (3.9) |
| Not very well | 13.2 (4.6) | 12.6 (4.3) | 12.1 (3.5) | 10.0 (3.1) | 12.4 (3.1) | 15.7 (6.2) | 14.8 (4.1) | 10.9 (3.9) | 9.6 (3.3) |
| Not at all well | 13.7 (4.7) | 16.7 (4.8) | 14.0 (3.7) | 12.5 (3.4) | 18.0 (3.6) | 17.3 (6.4) | 17.2 (4.4) | 13.6 (4.3) | 18.0 (4.3) |
| Number of respondents | 162 | 196 | 281 | 206 | 429 | 70 | 230 | 238 | 245 |
| Percentage able to read/understand common signs: | | | | | | | | | |
| Very well | 44.7 (6.8) | 53.9 (6.5) | 60.3 (5.2) | 56.9 (5.2) | 51.2 (4.7) | 49.9 (8.6) | 48.3 (5.8) | 55.9 (6.1) | 51.6 (5.7) |
| Pretty well | 24.0 (5.9) | 18.5 (5.0) | 13.3 (3.6) | 20.8 (4.2) | 14.0 (3.3) | 21.6 (7.1) | 20.6 (4.7) | 16.3 (4.6) | 14.1 (4.0) |
| Not very well | 13.7 (4.7) | 10.4 (4.0) | 10.5 (3.3) | 9.3 (2.9) | 13.3 (3.2) | 11.9 (5.6) | 11.4 (3.7) | 12.7 (4.1) | 11.4 (3.6) |
| Not at all well | 17.7 (5.2) | 17.3 (4.9) | 15.8 (3.9) | 14.0 (3.6) | 21.5 (3.9) | 16.6 (6.4) | 19.8 (4.6) | 15.1 (4.4) | 22.9 (4.8) |
| Number of respondents | 161 | 194 | 279 | 206 | 425 | 68 | 229 | 240 | 239 |

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Reported Functional Skills of Youth | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage able to count change: | | | | | | | | | | | | |
| Very well | 57.1 (3.3) | 62.3 (4.8) | 59.9 (7.5) | 54.7 (12.1) | 57.7 (4.1) | 56.2 (5.4) | 60.3 (6.2) | 53.1 (5.9) | 59.0 (5.0) | 51.6 (4.2) | 68.0 (7.2) | 70.3 (7.4) |
| Pretty well | 27.9 (3.0) | 22.1 (4.1) | 32.8 (7.2) | 37.3 (11.7) | 26.2 (3.7) | 30.1 (5.0) | 26.7 (5.6) | 34.9 (5.6) | 20.9 (4.1) | 32.9 (3.9) | 19.2 (6.1) | 14.5 (5.7) |
| Not very well | 9.3 (1.9) | 10.5 (3.0) | 3.9 (3.0) | 3.5 (4.4) | 9.7 (2.5) | 8.9 (3.1) | 10.2 (3.8) | 7.1 (3.0) | 11.2 (3.2) | 9.7 (2.5) | 7.7 (4.1) | 9.7 (4.8) |
| Not at all well | 5.7 (1.6) | 5.1 (2.2) | 3.4 (2.8) | 4.5 (5.0) | 6.4 (2.1) | 4.7 (2.3) | 2.9 (2.1) | 4.9 (2.6) | 8.9 (2.9) | 5.9 (2.0) | 5.2 (3.4) | 5.5 (3.7) |
| Number of respondents | 731 | 229 | 134 | 44 | 423 | 308 | 205 | 262 | 264 | 498 | 123 | 110 |
| Average functional skills scale score:* | | | | | | | | | | | | |
| 4 to 8 | 20.3 (2.8) | 16.2 (3.7) | 11.1 (5.0) | 7.3 (6.4) | 19.8 (3.5) | 20.9 (4.5) | 19.2 (5.1) | 16.8 (4.5) | 25.2 (4.6) | 21.5 (3.5) | 11.8 (5.1) | 24.3 (7.1) |
| 9 to 12 | 25.6 (3.0) | 22.4 (4.2) | 28.8 (7.2) | 22.9 (10.4) | 22.2 (3.6) | 29.7 (5.1) | 22.5 (5.4) | 27.4 (5.4) | 26.1 (4.6) | 24.6 (3.7) | 26.9 (7.0) | 28.9 (7.5) |
| 13 to 15 | 32.6 (3.2) | 33.6 (4.8) | 34.3 (7.6) | 55.3 (12.3) | 34.4 (4.1) | 30.3 (5.1) | 36.1 (6.3) | 34.3 (5.8) | 27.7 (4.7) | 33.1 (4.1) | 40.7 (7.7) | 21.1 (6.8) |
| 16 | 21.5 (2.8) | 28.2 (4.6) | 25.7 (7.0) | 14.4 (8.7) | 23.5 (3.7) | 19.1 (4.4) | 22.1 (5.4) | 21.6 (5.0) | 21.0 (4.3) | 20. (3.5) | 20.7 (6.4) | 25.8 (7.3) |
| Number of respondents | 695 | 218 | 127 | 42 | 398 | 297 | 196 | 252 | 247 | 472 | 119 | 104 |

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Reported Functional Skills of Youth | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage able to count change: | | | | |
| Very well | 62.2 (4.3) | 42.7 (5.8) | 65.3 (4.9) | 51.1 (6.5) |
| Pretty well | 28.2 (4.0) | 30.1 (5.4) | 25.2 (4.4) | 30.9 (6.0) |
| Not very well | 6.8 (2.2) | 16.7 (4.4) | 7.9 (2.8) | 10.7 (4.0) |
| Not at all well | 2.7 (1.5) | 10.6 (3.6) | 1.7 (1.3) | 7.3 (3.4) |
| Number of respondents | 376 | 286 | 284 | 243 |
| Average functional skills scale score:* | | | | |
| 4 to 8 | 11.4 (2.9) | 36.0 (5.8) | 6.1 (2.5) | 34.8 (6.6) |
| 9 to 12 | 23.1 (3.9) | 30.6 (5.6) | 22.8 (4.4) | 33.3 (6.5) |
| 13 to 15 | 41.0 (4.5) | 22.1 (5.0) | 43.8 (5.2) | 21.7 (5.7) |
| 16 | 24.5 (4.0) | 11.3 (3.8) | 27.2 (4.6) | 10.3 (4.2) |
| Number of respondents | 357 | 272 | 277 | 220 |

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Reported Functional Skills of Youth | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage able to count change: | | | | | | | | | |
| Very well | 51.9 (6.8) | 65.8 (6.1) | 56.0 (5.2) | 67.5 (4.8) | 52.9 (4.7) | 48.1 (8.6) | 57.3 (5.7) | 55.1 (6.2) | 58.4 (5.5) |
| Pretty well | 32.9 (6.4) | 23.9 (5.5) | 27.8 (4.7) | 18.2 (4.0) | 31.9 (4.4) | 32.1 (8.0) | 27.7 (5.1) | 31.7 (5.8) | 24.9 (4.9) |
| Not very well | 10.6 (4.2) | 5.5 (2.9) | 11.4 (3.4) | 8.4 (2.9) | 10.1 (2.8) | 9.9 (5.1) | 9.5 (3.4) | 6.8 (3.1) | 12.4 (3.7) |
| Not at all well | 4.6 (2.8) | 4.8 (2.8) | 4.8 (2.3) | 5.5 (2.4) | 5.1 (2.1) | 9.9 (5.1) | 5.5 (2.6) | 6.4 (3.0) | 4.3 (2.3) |
| Number of respondents | 164 | 197 | 283 | 207 | 474 | 69 | 231 | 239 | 249 |
| Average functional skills scale score: [*] | | | | | | | | | |
| 4 to 8 | 21.8 (5.8) | 18.0 (5.1) | 17.2 (4.1) | 16.9 (3.9) | 21.7 (4.0) | 21.7 (7.0) | 25.1 (5.1) | 14.4 (4.4) | 20.7 (4.7) |
| 9 to 12 | 26.3 (6.2) | 27.5 (5.9) | 21.6 (4.5) | 17.4 (4.0) | 29.0 (4.4) | 26.6 (7.9) | 22.1 (4.9) | 31.4 (5.8) | 24.1 (5.0) |
| 13 to 15 | 28.6 (6.3) | 35.4 (6.3) | 38.3 (5.3) | 36.3 (5.1) | 31.3 (4.5) | 27.1 (8.0) | 33.4 (5.6) | 32.6 (5.9) | 32.4 (5.4) |
| 16 | 23.3 (5.5) | 19.1 (5.2) | 22.9 (4.6) | 29.4 (4.8) | 18.1 (3.7) | 24.5 (7.7) | 19.4 (4.7) | 21.6 (5.2) | 22.9 (4.9) |
| Number of respondents | 156 | 189 | 270 | 203 | 410 | 64 | 221 | 234 | 231 |

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH VISUAL IMPAIRMENTS

| Assistive Devices Reported Used | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY. </div> | | | | | | | | | | | | |
| Percentage who used for hearing assistance: | | | | | | | | | | | | |
| Telecommunications device | | | | | | | | | | | | |
| Telephone amplifier | | | | | | | | | | | | |
| Hearing aid | | | | | | | | | | | | |
| Closed captioned TV | | | | | | | | | | | | |
| Other hearing assistance | | | | | | | | | | | | |
| Number of respondents | | | | | | | | | | | | |
| Percentage who used for mobility assistance: | | | | | | | | | | | | |
| A wheelchair | 5.7 (1.6) | 3.2 (1.8) | 4.7 (3.2) | 1.2 (2.6) | 4.6 (1.8) | 6.9 (2.8) | 8.1 (5.6) | 2.5 (1.9) | 7.4 (2.7) | 6.0 (2.1) | 0.8 (1.4) | 9.5 (5.0) |
| Crutches, a cane, or a walker | 4.3 (1.4) | 1.8 (1.3) | 1.7 (2.0) | 1.9 (3.4) | 4.4 (1.8) | 4.1 (2.2) | 4.7 (2.8) | 2.9 (2.0) | 5.6 (2.4) | 4.5 (1.8) | 1.5 (1.8) | 6.4 (4.1) |
| Modifications to a car | 1.5 (0.8) | 0.0 (0.0) | 1.3 (1.7) | 0.0 (0.0) | 0.1 (0.3) | 3.1 (1.9) | 4.1 (2.6) | 0.4 (0.8) | 0.6 (0.8) | 2.1 (1.2) | 0.0 (0.0) | 0.0 (0.0) |
| Prosthetics/orthotics | 2.4 (1.0) | 0.6 (0.8) | 2.2 (2.3) | 5.0 (5.3) | 2.1 (1.2) | 2.7 (1.8) | 4.1 (2.6) | 2.9 (2.0) | 0.3 (0.6) | 3.2 (1.5) | 0.3 (0.9) | 0.8 (1.5) |
| Computers to aid mobility | 1.8 (0.9) | 2.9 (1.7) | 0.3 (0.8) | 5.3 (5.5) | 2.7 (1.4) | 0.7 (0.9) | 1.4 (1.5) | 3.0 (2.1) | 0.8 (0.9) | 2.3 (1.3) | 1.2 (1.6) | 0.4 (1.1) |
| Other mobility assistance | 0.2 (0.3) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.5) | 0.1 (0.4) | 0.0 (0.0) | 0.1 (0.4) | 0.5 (0.7) | 0.3 (0.5) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 701 | 223 | 135 | 43 | 403 | 298 | 190 | 254 | 257 | 473 | 126 | 102 |
| Percentage who used for visual assistance: | | | | | | | | | | | | |
| A seeing eye dog | 0.6 (0.5) | 0.0 (0.0) | 1.0 (1.5) | 0.5 (1.8) | 1.1 (0.9) | 0.0 (0.0) | 0.7 (1.1) | 0.3 (0.6) | 0.8 (0.9) | 0.5 (0.6) | 1.2 (1.1) | 0.5 (1.2) |
| Braille or large print readers | 62.7 (3.3) | 61.0 (4.8) | 56.3 (7.8) | 49.8 (12.1) | 61.3 (4.1) | 64.4 (5.2) | 68.5 (6.0) | 59.2 (5.8) | 61.9 (5.0) | 63.8 (4.0) | 63.6 (7.3) | 56.1 (8.1) |
| An opticon/optical scanner | 22.9 (2.9) | 24.2 (4.4) | 22.5 (6.7) | 20.2 (9.3) | 22.2 (3.6) | 25.7 (4.8) | 28.5 (6.0) | 23.4 (5.1) | 17.5 (4.1) | 26.3 (3.8) | 19.6 (6.3) | 10.4 (5.3) |
| Computers to aid vision | 20.4 (2.8) | 20.6 (4.2) | 19.8 (6.4) | 16.6 (10.0) | 23.2 (3.5) | 17.0 (4.2) | 24.1 (5.3) | 19.2 (4.9) | 18.8 (4.2) | 19.9 (3.4) | 24.9 (6.7) | 16.9 (6.4) |
| Other vision assistance | 11.3 (2.1) | 10.7 (3.1) | 15.2 (5.6) | 10.6 (7.5) | 8.7 (2.4) | 14.6 (3.9) | 10.7 (3.9) | 10.5 (3.6) | 12.8 (3.4) | 10.0 (2.5) | 17.3 (5.8) | 10.4 (5.0) |
| Number of respondents | 661 | 206 | 124 | 35 | 378 | 283 | 184 | 231 | 244 | 444 | 117 | 98 |

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH VISUAL IMPAIRMENTS

| Assistive Devices Reported Used: | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY. </div> | | | | |
| Percentage who used for hearing assistance a: | | | | |
| Telecommunications device | | | | |
| Telephone amplifier | | | | |
| Hearing aid | | | | |
| Closed captioned TV | | | | |
| Other hearing assistance | | | | |
| Number of respondents | | | | |
| Percentage who used for mobility assistance: | | | | |
| A wheelchair | 2.7 (1.5) | 12.5 (3.9) | 0.7 (0.9) | 4.7 (2.8) |
| Crutches, a cane, or a walker | 1.5 (1.1) | 10.8 (3.6) | 1.6 (1.3) | 5.6 (3.0) |
| Modifications to a car | 0.2 (0.4) | 4.3 (2.4) | 0.0 (0.0) | 0.6 (1.0) |
| Prosthetics/orthotics | 2.3 (1.4) | 3.1 (2.0) | 1.3 (1.2) | 0.4 (0.8) |
| Computers to aid mobility | 2.6 (1.4) | 0.7 (1.0) | 2.4 (1.6) | 0.9 (1.2) |
| Other mobility assistance | 0.0 (0.0) | 0.7 (1.0) | 0.2 (0.5) | 0.4 (0.8) |
| Number of respondents | 369 | 282 | 273 | 238 |
| Percentage who used for visual assistance: | | | | |
| A seeing eye dog | 0.1 (0.3) | 0.4 (0.7) | 0.0 (0.0) | 0.8 (1.2) |
| Braille or large print readers | 59.8 (4.4) | 74.0 (5.2) | 59.6 (5.1) | 76.3 (5.5) |
| An opticon/optical scanner | 24.2 (4.0) | 25.0 (5.3) | 23.3 (4.4) | 28.3 (6.1) |
| Computers to aid vision | 20.6 (3.9) | 22.4 (4.2) | 18.9 (3.2) | 31.9 (6.2) |
| Other vision assistance | 12.6 (3.0) | 8.7 (3.3) | 10.1 (3.1) | 15.9 (4.8) |
| Number of respondents | 335 | 258 | 249 | 221 |

Table 7C: TIVE DEVICES REPORTED USED BY YOUTH WITH VISUAL IMPAIRMENTS

| Assistive Devices Reported Used | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|--------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY. </div> | | | | | | | | | |
| Percentage who used for hearing assistance a: | | | | | | | | | |
| Telecommunications device | | | | | | | | | |
| Telephone amplifier | | | | | | | | | |
| Hearing aid | | | | | | | | | |
| Closed captioned TV | | | | | | | | | |
| Other hearing assistance | | | | | | | | | |
| Number of respondents | | | | | | | | | |
| Percentage who used for mobility assistance: | | | | | | | | | |
| A wheelchair | 2.3 (2.2) | 1.2 (1.5) | 7.3 (2.8) | 1.9 (1.5) | 7.3 (2.5) | 3.2 (3.0) | 1.2 (1.3) | 2.5 (2.0) | 13.8 (4.0) |
| Crutches, a cane, or a walker | 3.0 (2.5) | 1.5 (1.6) | 6.1 (2.6) | 1.2 (1.2) | 5.2 (2.1) | 5.7 (4.0) | 2.3 (1.8) | 2.4 (2.0) | 8.7 (3.3) |
| Modifications to a car | 0.7 (1.2) | 0.3 (0.7) | 0.3 (0.6) | 0.0 (0.0) | 2.3 (1.4) | 0.0 (0.0) | 0.5 (0.9) | 0.2 (0.6) | 4.0 (2.3) |
| Prosthetics/orthotics | 0.0 (0.0) | 2.0 (1.9) | 6.0 (2.5) | 0.0 (0.0) | 3.7 (1.8) | 0.0 (0.0) | 1.6 (1.5) | 0.9 (1.2) | 5.1 (2.5) |
| Computers to aid mobility | 1.6 (1.8) | 0.0 (0.0) | 3.8 (2.1) | 0.4 (0.7) | 7.1 (1.3) | 3.6 (3.2) | 0.7 (1.0) | 3.0 (2.2) | 2.1 (1.6) |
| Other mobility assistance | 0.0 (0.0) | 0.6 (1.0) | 0.2 (0.4) | 0.0 (0.0) | 0.3 (0.5) | 0.0 (0.0) | 0.2 (0.6) | 0.0 (0.0) | 0.4 (0.8) |
| Number of respondents | 149 | 182 | 275 | 182 | 429 | 68 | 215 | 228 | 235 |
| Percentage who used for visual assistance: | | | | | | | | | |
| A seeing eye dog | 1.1 (1.4) | 0.7 (1.1) | 0.0 (0.0) | 0.0 (0.0) | 0.6 (0.7) | 2.3 (2.5) | 0.6 (0.9) | 3.6 (1.0) | 0.6 (0.9) |
| Braille or large print readers | 57.9 (6.8) | 68.6 (6.0) | 64.9 (5.1) | 49.5 (5.3) | 69.5 (4.3) | 46.3 (8.5) | 64.3 (5.6) | 54.7 (6.2) | 72.4 (5.0) |
| An opticon/optical scanner | 23.5 (6.1) | 23.0 (5.6) | 21.6 (4.5) | 11.8 (3.6) | 27.5 (4.3) | 19.0 (6.7) | 27.5 (5.4) | 17.9 (5.0) | 24.5 (4.9) |
| Computers to aid vision | 17.3 (5.4) | 20.6 (5.3) | 24.7 (4.8) | 10.4 (3.4) | 24.6 (4.1) | 20.9 (7.7) | 20.0 (4.7) | 19.4 (5.1) | 23.2 (4.8) |
| Other vision assistance | 7.5 (3.6) | 16.3 (4.8) | 10.5 (3.3) | 8.2 (2.9) | 10.7 (7.9) | 16.8 (6.3) | 9.1 (3.4) | 9.6 (3.7) | 15.9 (4.1) |
| Number of respondents | 142 | 177 | 255 | 181 | 395 | 65 | 203 | 217 | 220 |

50

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS

| Parent Expectations | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|---------------|---------------|----------------|----------------|---------------|---------------|----------------|---------------|---------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage with likelihood of graduating from high school:** | | | | | | | | | | | | |
| Definitely will | 57.8 (4.1) | 59.4 (5.9) | 77.5 (7.6) | 50.4 (14.1) | 57.3 (5.1) | 58.5 (6.6) | 63.9 (6.3) | 61.3 (6.4) | 32.1 (6.9) | 61.0 (4.2) | 25.0 (16.2) | 9.7 (10.4) |
| Probably will | 24.4 (3.5) | 28.6 (5.4) | 16.6 (6.8) | 43.2 (14.0) | 24.4 (4.5) | 24.3 (5.8) | 31.0 (6.1) | 20.6 (5.3) | 19.7 (5.9) | 24.3 (3.7) | 16.6 (13.9) | 31.2 (16.3) |
| Probably won't | 5.0 (1.8) | 3.6 (2.2) | 1.3 (2.1) | 1.6 (3.6) | 5.4 (2.3) | 4.4 (2.8) | 1.5 (1.6) | 6.6 (3.3) | 8.5 (4.1) | 3.5 (1.6) | 45.2 (18.6) | 6.5 (8.7) |
| Definitely won't | 12.9 (2.8) | 8.4 (3.3) | 4.6 (3.8) | 4.8 (6.0) | 12.9 (3.5) | 12.7 (4.5) | 3.7 (2.5) | 11.4 (4.2) | 39.7 (7.3) | 11.1 (2.7) | 13.2 (12.7) | 52.6 (17.5) |
| Number of respondents | 506 | 163 | 101 | 34 | 298 | 208 | 192 | 218 | 16 | 467 | 19 | 20 |
| Percentage with likelihood of graduating from 4-year college: | | | | | | | | | | | | |
| Definitely will | 21.3 (2.8) | 24.6 (4.4) | 29.5 (7.2) | 25.9 (11.4) | 17.7 (3.2) | 25.8 (4.9) | 23.4 (5.5) | 23.4 (5.2) | 17.3 (4.1) | 21.2 (3.5) | 20.7 (6.5) | 22.8 (7.3) |
| Probably will | 31.9 (3.2) | 36.9 (5.0) | 30.6 (7.2) | 24.4 (11.2) | 34.8 (4.1) | 28.4 (5.0) | 47.9 (6.5) | 32.5 (5.7) | 18.5 (4.2) | 37.1 (4.1) | 16.0 (6.2) | 23.9 (7.4) |
| Probably won't | 20.3 (2.8) | 19.4 (4.1) | 26.5 (3.9) | 21.2 (10.6) | 21.9 (3.6) | 18.3 (4.3) | 18.5 (5.0) | 18.1 (4.7) | 24.3 (4.6) | 18.5 (3.3) | 27.4 (7.2) | 20.5 (7.0) |
| Definitely won't | 26.5 (3.1) | 19.1 (4.0) | 13.4 (5.4) | 28.5 (11.7) | 25.6 (3.8) | 27.5 (5.0) | 10.3 (3.9) | 26.1 (5.4) | 39.9 (5.3) | 23.2 (3.6) | 33.9 (7.6) | 32.9 (8.1) |
| Number of respondents | 674 | 213 | 129 | 38 | 385 | 289 | 188 | 243 | 243 | 460 | 115 | 99 |
| Percentage with likelihood of graduating from 2-year college:** | | | | | | | | | | | | |
| Definitely will | 4.9 (2.1) | 5.2 (3.4) | 6.6 (5.1) | 11.1 (11.7) | 4.7 (2.7) | 5.2 (3.5) | 10.8 (8.2) | 2.0 (2.3) | 4.7 (2.9) | 4.5 (2.6) | 5.7 (4.9) | 5.7 (5.6) |
| Probably will | 17.8 (3.8) | 18.3 (5.9) | 25.7 (9.1) | 23.0 (15.6) | 17.0 (4.8) | 18.9 (6.1) | 31.4 (12.3) | 22.2 (6.9) | 8.5 (3.8) | 22.1 (5.2) | 13.9 (7.4) | 6.5 (6.0) |
| Probably won't | 29.9 (4.5) | 33.6 (7.2) | 40.2 (10.2) | 32.9 (17.4) | 29.6 (5.8) | 30.2 (7.2) | 31.5 (12.3) | 23.7 (7.0) | 24.0 (6.5) | 25.5 (5.5) | 42.6 (10.5) | 29.7 (11.1) |
| Definitely won't | 47.4 (4.9) | 42.8 (7.6) | 27.5 (9.3) | 33.0 (17.4) | 48.8 (6.3) | 45.7 (7.8) | 26.2 (11.6) | 52.0 (8.3) | 52.8 (6.8) | 48.0 (6.3) | 37.8 (10.3) | 58.2 (12.0) |
| Number of respondents | 322 | 85 | 56 | 17 | 180 | 142 | 54 | 114 | 154 | 203 | 69 | 50 |

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Parent Expectations</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage with likelihood of graduating from high school:* | | | | |
| Definitely will | 68.4 (5.0) | 42.2 (7.0) | 55.0 (6.0) | 62.5 (7.8) |
| Probably will | 26.2 (4.7) | 20.7 (5.8) | 21.6 (5.2) | 18.8 (6.3) |
| Probably won't | 1.9 (1.5) | 9.7 (4.2) | 4.3 (2.5) | 5.3 (3.6) |
| Definitely won't | 3.5 (2.0) | 27.3 (6.3) | 9.1 (3.6) | 13.4 (5.5) |
| Number of respondents | 271 | 208 | 200 | 165 |
| Percentage with likelihood of graduating from 4-year college: | | | | |
| Definitely will | 27.6 (4.2) | 8.9 (3.1) | 23.5 (4.6) | 25.2 (5.7) |
| Probably will | 33.4 (4.7) | 28.6 (5.0) | 31.6 (5.0) | 34.4 (6.2) |
| Probably won't | 22.8 (3.9) | 17.1 (4.2) | 25.9 (4.7) | 13.2 (4.4) |
| Definitely won't | 16.3 (3.4) | 45.3 (5.5) | 18.9 (4.2) | 27.2 (5.8) |
| Number of respondents | 350 | 277 | 263 | 235 |
| Percentage with likelihood of graduating from 2-year college:** | | | | |
| Definitely will | 8.1 (3.9) | 1.6 (1.9) | 1.7 (2.1) | 4.8 (3.9) |
| Probably will | 24.3 (6.1) | 12.2 (5.0) | 27.2 (7.4) | 7.1 (4.7) |
| Probably won't | 38.0 (6.9) | 22.0 (6.5) | 35.3 (7.9) | 31.5 (6.5) |
| Definitely won't | 29.7 (6.5) | 64.2 (7.3) | 35.8 (7.9) | 56.6 (9.0) |
| Number of respondents | 135 | 164 | 114 | 102 |

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
 ** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source. Parent interviews

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS

| Parent Expectations | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|-----------|--------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage with likelihood of graduating from high school:** | | | | | | | | | |
| Definitely will | 53.6 | 51.7 | 63.7 | 55.7 | 61.6 | 41.7 | 47.7 | 65.4 | 63.0 |
| | (8.2) | (7.7) | (6.2) | (6.6) | (5.5) | (10.1) | (7.1) | (7.4) | (6.5) |
| Probably will | 28.8 | 28.8 | 18.4 | 29.7 | 19.0 | 40.5 | 31.3 | 21.8 | 18.5 |
| | (7.5) | (6.9) | (5.0) | (6.1) | (4.4) | (10.0) | (6.6) | (6.4) | (5.2) |
| Probably won't | 5.3 | 5.6 | 4.3 | 5.2 | 4.4 | 6.5 | 6.3 | 5.3 | 2.9 |
| | (3.7) | (3.5) | (2.6) | (2.9) | (2.3) | (5.0) | (3.5) | (3.5) | (2.3) |
| Definitely won't | 12.3 | 13.9 | 13.6 | 9.5 | 14.9 | 11.3 | 14.7 | 7.4 | 15.6 |
| | (5.4) | (5.3) | (4.4) | (3.9) | (4.0) | (6.5) | (5.0) | (4.1) | (4.9) |
| Number of respondents | 120 | 134 | 197 | 133 | 306 | 51 | 160 | 163 | 176 |
| Percentage with likelihood of graduating from 4-year college: | | | | | | | | | |
| Definitely will | 18.5 | 14.3 | 28.8 | 17.9 | 23.3 | 18.5 | 10.1 | 27.6 | 29.3 |
| | (5.6) | (4.6) | (4.9) | (4.3) | (4.0) | (6.9) | (3.7) | (5.7) | (5.0) |
| Probably will | 43.3 | 37.0 | 21.5 | 44.0 | 26.5 | 37.2 | 41.3 | 28.0 | 24.7 |
| | (7.2) | (6.4) | (4.4) | (5.6) | (4.2) | (8.6) | (6.0) | (5.8) | (4.8) |
| Probably won't | 15.9 | 17.6 | 26.9 | 17.9 | 20.6 | 24.5 | 21.7 | 19.9 | 19.3 |
| | (5.3) | (5.0) | (4.8) | (4.3) | (3.8) | (7.6) | (5.0) | (5.1) | (4.4) |
| Definitely won't | 22.4 | 31.1 | 22.7 | 20.2 | 29.7 | 19.8 | 26.9 | 24.6 | 26.7 |
| | (6.1) | (6.1) | (4.5) | (4.5) | (4.3) | (7.1) | (5.4) | (5.5) | (4.9) |
| Number of respondents | 148 | 180 | 273 | 175 | 415 | 65 | 211 | 222 | 232 |
| Percentage with likelihood of graduating from 2-year college:** | | | | | | | | | |
| Definitely will | 2.5 | 1.4 | 11.3 | 3.7 | 5.8 | 0.0 | 2.7 | 10.6 | 2.8 |
| | (3.0) | (2.3) | (5.1) | (3.1) | (3.0) | (0.0) | (2.7) | (5.6) | (2.9) |
| Probably will | 15.5 | 9.0 | 22.6 | 14.8 | 17.8 | 23.7 | 7.9 | 16.8 | 31.1 |
| | (7.0) | (5.6) | (6.7) | (5.8) | (4.9) | (13.0) | (4.4) | (6.8) | (6.2) |
| Probably won't | 29.9 | 40.1 | 28.0 | 36.5 | 28.1 | 35.0 | 37.1 | 32.2 | 20.1 |
| | (8.9) | (9.6) | (7.2) | (7.9) | (5.8) | (14.6) | (8.0) | (8.5) | (7.1) |
| Definitely won't | 52.2 | 49.6 | 38.1 | 45.0 | 48.2 | 41.4 | 52.3 | 40.5 | 46.0 |
| | (9.7) | (9.8) | (7.8) | (8.2) | (6.4) | (15.1) | (8.2) | (8.9) | (8.8) |
| Number of respondents | 64 | 83 | 129 | 70 | 214 | 27 | 106 | 103 | 106 |

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
 ** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Parent Expectations | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage with likelihood of getting a paid job:* | | | | | | | | | | | | |
| Definitely will | 41.5 (4.8) | 39.5 (6.7) | 55.4 (12.4) | 65.1 (18.8) | 43.9 (5.8) | 38.8 (7.8) | 42.6 (8.0) | 53.2 (9.6) | 29.6 (7.1) | 43.7 (5.8) | 43.8 (12.8) | 27.8 (11.2) |
| Probably will | 39.8 (4.8) | 40.3 (6.8) | 39.8 (12.2) | 15.6 (14.3) | 36.3 (5.6) | 43.5 (7.9) | 48.7 (8.1) | 32.1 (9.0) | 37.7 (7.5) | 39.2 (5.7) | 39.7 (12.6) | 42.7 (12.3) |
| Probably won't | 9.5 (2.9) | 10.1 (4.2) | 1.1 (2.6) | 6.9 (10.0) | 8.1 (3.2) | 11.0 (5.0) | 3.1 (2.8) | 5.3 (4.3) | 19.8 (6.2) | 8.3 (3.2) | 5.4 (5.8) | 19.5 (9.9) |
| Definitely won't | 9.3 (2.8) | 10.1 (4.2) | 3.7 (4.7) | 12.3 (13.0) | 11.7 (3.7) | 6.7 (4.0) | 5.7 (3.8) | 9.4 (5.6) | 12.8 (5.2) | 8.8 (3.3) | 11.2 (8.1) | 10.0 (7.5) |
| Number of respondents | 358 | 127 | 64 | 17 | 197 | 161 | 127 | 107 | 124 | 258 | 50 | 50 |
| Percentage with likelihood of living on their own:** | | | | | | | | | | | | |
| Definitely will | 33.8 (3.4) | 33.4 (4.9) | 41.3 (7.7) | 43.6 (13.1) | 35.3 (4.3) | 30.9 (5.3) | 35.7 (6.3) | 36.7 (6.0) | 28.5 (5.1) | 35.0 (4.1) | 36.0 (8.2) | 35.4 (9.2) |
| Probably will | 37.4 (3.5) | 39.0 (5.1) | 43.0 (7.8) | 35.2 (12.6) | 38.4 (4.4) | 36.3 (5.6) | 40.1 (6.5) | 39.9 (6.1) | 32.0 (5.3) | 37.4 (4.2) | 40.7 (8.4) | 33.8 (9.1) |
| Probably won't | 14.1 (2.5) | 15.6 (3.8) | 9.6 (4.6) | 9.7 (7.8) | 11.4 (2.8) | 17.2 (4.4) | 14.4 (4.6) | 11.8 (4.0) | 16.5 (4.2) | 14.7 (3.1) | 13.1 (5.8) | 11.6 (6.2) |
| Definitely won't | 14.7 (2.5) | 12.0 (3.4) | 6.1 (3.8) | 11.5 (8.4) | 14.0 (3.1) | 15.6 (4.2) | 9.8 (3.9) | 11.6 (4.0) | 23.1 (4.8) | 14.9 (3.1) | 10.2 (5.2) | 19.3 (7.6) |
| Number of respondents | 648 | 205 | 129 | 38 | 367 | 281 | 192 | 236 | 220 | 463 | 104 | 81 |

* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Parent Expectations | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage with likelihood of getting a paid job:* | | | | |
| Definitely will | 51.6 (6.6) | 27.4 (6.8) | 47.3 (7.6) | 47.3 (8.8) |
| Probably will | 37.1 (6.4) | 40.5 (7.5) | 40.0 (7.4) | 34.5 (8.3) |
| Probably won't | 6.8 (3.3) | 14.4 (5.4) | 8.3 (4.2) | 10.9 (5.4) |
| Definitely won't | 4.5 (2.7) | 17.8 (5.9) | 4.4 (3.1) | 7.4 (4.6) |
| Number of respondents | 190 | 142 | 123 | 138 |
| Percentage with likelihood of living on their own:** | | | | |
| Definitely will | 39.2 (4.6) | 23.2 (5.1) | 38.5 (5.4) | 35.6 (6.5) |
| Probably will | 41.2 (4.7) | 28.9 (5.5) | 41.4 (5.4) | 34.4 (6.4) |
| Probably won't | 12.5 (3.1) | 18.0 (4.6) | 12.6 (3.7) | 13.5 (4.6) |
| Definitely won't | 7.1 (2.4) | 29.9 (5.5) | 7.4 (2.9) | 16.5 (5.0) |
| Number of respondents | 342 | 261 | 252 | 223 |

* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Parent Expectations | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage with likelihood of getting a paid job:* | | | | | | | | | |
| Definitely will | 41.1 (9.0) | 35.4 (9.0) | 52.1 (8.1) | 29.3 (6.0) | 51.1 (7.4) | 29.5 (10.0) | 31.7 (6.9) | 55.7 (9.4) | 40.9 (9.0) |
| Probably will | 40.8 (9.0) | 47.0 (9.4) | 27.3 (7.2) | 49.1 (6.6) | 30.5 (6.8) | 59.8 (10.7) | 45.6 (7.4) | 32.5 (8.9) | 39.2 (8.9) |
| Probably won't | 8.9 (5.2) | 10.2 (5.7) | 9.7 (4.8) | 12.2 (4.3) | 8.9 (4.2) | 1.4 (2.5) | 10.8 (4.6) | 7.6 (5.0) | 10.1 (5.5) |
| Definitely won't | 8.8 (5.2) | 7.4 (4.9) | 10.8 (5.0) | 9.5 (3.9) | 9.5 (4.3) | 9.4 (6.4) | 11.9 (4.8) | 4.2 (3.8) | 9.8 (5.4) |
| Number of respondents | 92 | 97 | 126 | 107 | 193 | 42 | 128 | 120 | 106 |
| Percentage with likelihood of living on their own:** | | | | | | | | | |
| Definitely will | 24.7 (6.5) | 27.4 (6.2) | 49.5 (5.5) | 28.0 (5.2) | 39.2 (4.8) | 10.8 (6.0) | 18.5 (4.9) | 36.7 (6.3) | 48.6 (5.9) |
| Probably will | 46.9 (7.5) | 40.6 (6.8) | 31.6 (5.1) | 46.0 (5.7) | 32.4 (4.6) | 45.4 (9.6) | 46.4 (6.3) | 40.3 (6.4) | 24.7 (5.1) |
| Probably won't | 10.2 (4.7) | 19.5 (5.5) | 8.6 (3.1) | 15.2 (4.1) | 12.1 (3.2) | 24.3 (8.3) | 13.7 (4.3) | 17.0 (4.9) | 11.0 (3.0) |
| Definitely won't | 17.5 (5.7) | 12.5 (4.6) | 10.4 (3.3) | 10.4 (3.5) | 16.2 (3.6) | 19.4 (7.6) | 21.5 (5.2) | 6.0 (3.1) | 14.9 (4.2) |
| Number of respondents | 140 | 167 | 269 | 170 | 404 | 56 | 199 | 215 | 228 |

* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| School Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage whose school was a: | | | | | | | | | | | | |
| Comprehensive secondary school | 62.7 (3.3) | 92.1 (2.7) | 90.7 (4.3) | 93.5 (5.8) | 62.0 (4.2) | 64.0 (5.2) | 74.1 (5.8) | 64.8 (5.4) | 48.6 (5.1) | 64.0 (4.1) | 66.6 (6.5) | 49.6 (8.8) |
| Special school for students with disabilities | 34.7 (3.2) | 4.2 (2.0) | 2.6 (2.4) | 6.5 (5.8) | 36.6 (4.1) | 31.9 (5.1) | 25.4 (5.8) | 29.4 (5.2) | 50.9 (5.1) | 32.5 (4.0) | 32.6 (6.5) | 50.4 (8.8) |
| Vocational/technical school | 0.5 (0.5) | 1.3 (1.2) | 0.4 (0.9) | 0.0 (0.0) | 0.4 (0.6) | 0.5 (0.7) | 0.0 (0.0) | 1.2 (1.2) | 0.0 (0.0) | 0.5 (0.6) | 0.4 (0.9) | 0.0 (0.0) |
| Other type of school | 2.1 (1.0) | 2.4 (1.6) | 6.3 (3.6) | 0.0 (0.0) | 0.9 (0.8) | 3.7 (2.0) | 0.5 (0.9) | 4.6 (2.4) | 0.5 (0.8) | 3.0 (1.5) | 0.4 (0.9) | 0.0 (0.0) |
| Number of respondents | 761 | 227 | 145 | 47 | 436 | 322 | 216 | 290 | 255 | 515 | 152 | 87 |
| Percentage whose school served grades: | | | | | | | | | | | | |
| K through 8 or 12 | 33.0 (3.2) | 2.9 (1.7) | 6.4 (3.6) | 15.1 (8.4) | 33.0 (4.0) | 32.6 (5.1) | 21.2 (5.4) | 32.8 (5.3) | 45.1 (5.1) | 31.2 (3.9) | 30.0 (6.4) | 47.9 (8.8) |
| 6 through 12 | 8.2 (1.9) | 2.2 (1.5) | 5.4 (3.3) | 26.8 (10.4) | 5.9 (2.9) | 11.2 (3.4) | 17.5 (4.4) | 5.7 (2.6) | 7.3 (2.7) | 9.5 (2.5) | 5.5 (3.2) | 5.9 (4.1) |
| 6 or 7 through 8 or 9 | 4.2 (1.4) | 7.0 (2.6) | 8.1 (4.0) | 2.2 (3.4) | 5.3 (2.0) | 2.3 (1.6) | 11.6 (4.2) | 1.8 (1.5) | 0.0 (0.0) | 5.8 (2.0) | 0.4 (0.8) | 1.2 (1.9) |
| 9 or 10 through 12 | 52.0 (3.4) | 86.6 (3.5) | 77.9 (6.1) | 55.9 (11.6) | 51.9 (4.3) | 52.3 (5.4) | 50.6 (6.6) | 58.8 (5.6) | 44.4 (5.1) | 50.6 (4.3) | 62.4 (6.7) | 43.1 (8.7) |
| Ungraded students only | 2.5 (1.1) | 1.4 (1.2) | 2.2 (2.2) | 0.0 (0.0) | 3.3 (1.5) | 1.6 (1.3) | 4.0 (2.6) | 0.9 (1.0) | 3.2 (1.8) | 1.9 (1.4) | 1.7 (1.8) | 2.0 (2.5) |
| Number of respondents | 761 | 227 | 145 | 47 | 436 | 322 | 216 | 290 | 255 | 515 | 152 | 87 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 98: TYPES AND GRADE LEVELS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>School Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage whose school was a: | | | | |
| Comprehensive secondary school | 96.0 (1.7) | 0.0 (0.0) | 73.0 (4.3) | 44.7 (6.2) |
| Special school for students with disabilities | 0.0 (0.0) | 26.0 (0.0) | 25.4 (4.2) | 50.7 (6.2) |
| Vocational/technical school | 0.7 (0.7) | 0.0 (0.0) | 1.0 (1.0) | 0.0 (0.0) |
| Other type of school | 3.3 (1.6) | 0.0 (0.0) | 0.9 (0.9) | 4.6 (2.6) |
| Number of respondents | 402 | 359 | 341 | 261 |
| Percentage whose school served grades: | | | | |
| K through 8 or 12 | 5.0 (1.9) | 85.8 (3.6) | 23.5 (4.1) | 47.7 (6.2) |
| 6 through 12 | 9.0 (2.5) | 6.9 (2.6) | 10.2 (2.9) | 7.3 (3.2) |
| 6 or 7 through 8 or 9 | 6.5 (2.2) | 0.0 (0.0) | 4.4 (2.0) | 2.5 (1.9) |
| 9 or 10 through 12 | 79.6 (3.6) | 0.0 (0.0) | 61.4 (4.7) | 38.0 (6.0) |
| Ungraded students only | 0.0 (0.0) | 7.3 (2.7) | 0.4 (0.6) | 4.6 (2.6) |
| Number of respondents | 402 | 359 | 341 | 261 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9C: TYPES AND GRADE LEVELS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| School Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage whose school was a: | | | | | | | | | |
| Comprehensive secondary school | 50.8 (7.7) | 63.6 (6.6) | 72.4 (5.0) | 70.4 (5.4) | 58.8 (4.7) | 74.7 (7.7) | 31.5 (6.0) | 61.7 (6.6) | 63.4 (5.8) |
| Special school for students with disabilities | 41.4 (7.6) | 36.0 (6.6) | 25.5 (4.9) | 28.1 (5.3) | 38.2 (4.7) | 16.6 (6.6) | 37.2 (5.9) | 31.9 (6.3) | 35.1 (5.8) |
| Vocational/technical school | 1.3 (1.7) | 0.0 (0.0) | 0.6 (0.9) | 0.4 (0.7) | 0.0 (0.0) | 6.0 (4.2) | 1.3 (1.4) | 0.0 (0.0) | 0.3 (0.7) |
| Other type of school | 6.5 (3.8) | 0.4 (0.9) | 1.5 (1.4) | 1.1 (1.2) | 3.0 (1.6) | 2.6 (2.8) | 0.0 (0.0) | 6.4 (3.3) | 1.1 (1.3) |
| Number of respondents | 137 | 170 | 258 | 167 | 413 | 60 | 202 | 212 | 219 |
| Percentage whose school served grades: | | | | | | | | | |
| K through 8 or 12 | 42.5 (7.6) | 35.4 (6.6) | 23.6 (4.8) | 27.6 (5.3) | 36.8 (4.6) | 15.1 (6.3) | 33.8 (5.8) | 34.6 (6.4) | 33.4 (5.7) |
| 6 through 12 | 7.0 (3.9) | 6.3 (3.3) | 6.0 (2.7) | 5.4 (2.7) | 8.2 (2.6) | 2.2 (2.6) | 3.1 (2.1) | 12.9 (4.5) | 1.6 (1.5) |
| 6 or 7 through 8 or 9 | 5.4 (3.5) | 4.7 (2.9) | 6.5 (2.8) | 4.8 (2.6) | 3.8 (1.8) | 12.6 (5.8) | 4.7 (2.6) | 2.5 (2.1) | 8.0 (3.3) |
| 9 or 10 through 12 | 39.9 (7.5) | 51.4 (6.9) | 63.6 (5.4) | 60.3 (5.8) | 48.3 (4.8) | 68.7 (8.2) | 52.7 (6.1) | 50.0 (6.8) | 55.8 (6.0) |
| Ungraded students only | 5.3 (3.4) | 2.2 (2.0) | 0.3 (0.7) | 1.9 (1.6) | 2.9 (1.6) | 1.4 (2.0) | 5.6 (2.8) | 0.0 (0.0) | 1.1 (1.3) |
| Number of respondents | 137 | 170 | 258 | 167 | 413 | 60 | 202 | 212 | 219 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Student Enrollment | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average enrollment of: | | | | | | | | | | | | |
| All students | 314 (51.1) | 1485 (107) | 1335 (117) | 835 (118) | 930 (84.0) | 897 (86.8) | 977 (113) | 941 (96.8) | 815 (103) | 905 (72.7) | 1003 (147) | 842 (162) |
| Secondary special education students | 95 (4.5) | 129 (9.1) | 99 (9.0) | 56 (6.9) | 97 (5.6) | 94 (7.2) | 93 (9.1) | 93 (7.3) | 101 (6.7) | 93 (5.8) | 102 (8.3) | 98 (10.9) |
| Number of respondents | 737 | 214 | 136 | 45 | 420 | 314 | 207 | 284 | 246 | 499 | 148 | 83 |
| Average secondary school enrollment of students categorized as: | | | | | | | | | | | | |
| Learning disabled | 35 (3.2) | 61 (6.6) | 56 (5.4) | 34 (6.0) | 34 (3.9) | 37 (5.3) | 42 (6.7) | 32 (4.9) | 32 (4.9) | 35 (4.1) | 36 (6.4) | 35 (7.7) |
| Emotionally disturbed | 6 (0.7) | 10 (1.3) | 10 (2.0) | 4 (1.7) | 6 (1.0) | 6 (1.1) | 6 (1.4) | 6 (1.3) | 5 (1.0) | 6 (0.9) | 6 (1.5) | 5 (1.7) |
| Speech impaired | 1 (0.4) | 3 (0.9) | 1 (0.8) | 0 (0.3) | 1 (0.4) | 1 (0.6) | 1 (0.8) | 1 (0.5) | 1 (0.6) | 1 (0.3) | 1 (0.7) | 1 (0.5) |
| Mentally retarded | 6 (1.2) | 12 (2.9) | 6 (2.7) | 5 (2.6) | 5 (1.4) | 7 (2.2) | 6 (2.3) | 8 (2.4) | 3 (1.4) | 6 (1.5) | 7 (3.3) | 3 (1.7) |
| Deaf/hard of hearing | 10 (2.1) | 4 (0.7) | 3 (0.7) | 0 (0.2) | 12 (2.7) | 9 (3.2) | 9 (3.7) | 9 (3.4) | 14 (3.5) | 10 (2.6) | 11 (4.3) | 12 (5.4) |
| Visually impaired | 16 (1.9) | 5 (0.6) | 2 (0.5) | 4 (3.4) | 17 (2.5) | 15 (3.0) | 9 (2.6) | 16 (3.3) | 22 (3.5) | 15 (2.4) | 18 (4.7) | 17 (4.2) |
| Orthopedically impaired | 2 (0.6) | 4 (1.5) | 2 (0.7) | 1 (0.2) | 2 (0.4) | 2 (1.2) | 2 (0.9) | 2 (1.0) | 2 (0.9) | 2 (0.7) | 1 (0.6) | 3 (1.9) |
| Other health impaired | 1 (0.3) | 1 (0.8) | 2 (0.7) | 0 (0.4) | 1 (0.2) | 1 (0.7) | 1 (0.4) | 1 (0.7) | 0 (0.2) | 1 (0.4) | 0 (0.2) | 2 (0.8) |
| Multiply impaired, deaf/blind | 6 (0.8) | 3 (1.2) | 3 (1.5) | 1 (0.6) | 6 (1.0) | 6 (1.3) | 6 (1.8) | 4 (1.1) | 7 (1.3) | 6 (1.1) | 6 (1.6) | 6 (1.7) |
| Number of respondents | 732 | 209 | 136 | 45 | 419 | 310 | 205 | 281 | 246 | 495 | 147 | 83 |
| Percentage in schools with minority student enrollment of: | | | | | | | | | | | | |
| 10% or less | 33.8 (3.3) | 13.6 (3.5) | 41.4 (7.5) | 64.8 (11.6) | 34.0 (4.1) | 33.8 (5.4) | 34.8 (6.4) | 30.1 (5.6) | 29.6 (4.9) | 33.6 (4.1) | 40.0 (7.2) | 25.7 (7.9) |
| 11% to 25% | 14.3 (2.4) | 9.4 (3.0) | 23.8 (6.5) | 16.4 (9.0) | 14.2 (3.0) | 14.5 (4.0) | 18.2 (5.2) | 12.1 (3.8) | 13.1 (3.6) | 14.6 (3.1) | 11.7 (4.7) | 17.2 (6.9) |
| 26% to 50% | 33.8 (3.3) | 28.8 (4.7) | 25.3 (6.6) | 9.8 (7.2) | 33.3 (4.1) | 34.2 (5.4) | 29.0 (6.1) | 32.8 (5.5) | 40.6 (5.3) | 32.9 (4.1) | 29.8 (6.7) | 47.2 (9.1) |
| More than 50% | 18.0 (2.7) | 48.2 (5.2) | 9.5 (4.5) | 9.0 (6.9) | 18.5 (3.4) | 17.5 (4.3) | 18.1 (5.2) | 19.0 (4.6) | 16.7 (4.0) | 18.9 (3.4) | 18.5 (5.7) | 9.9 (5.4) |
| Number of respondents | 706 | 220 | 139 | 45 | 409 | 295 | 211 | 263 | 232 | 486 | 135 | 78 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Student Enrollment</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Average enrollment of: | | | | |
| All students | 1324 (77.8) | 155 (7.9) | 993 (81.5) | 757 (128) |
| Secondary special education students | 100 (6.5) | 88 (5.1) | 95 (5.8) | 91 (7.5) |
| Number of respondents | 380 | 357 | 329 | 255 |
| Average secondary school enrollment of students categorized as: | | | | |
| Learning disabled | 54 (4.3) | 2 (1.1) | 40 (4.4) | 25 (5.1) |
| Emotionally disturbed | 9 (1.1) | 1 (0.3) | 7 (1.0) | 4 (1.2) |
| Speech impaired | 2 (0.6) | 0 (0.0) | 1 (0.6) | 1 (0.6) |
| Mentally retarded | 9 (1.9) | 1 (0.7) | 6 (1.9) | 5 (1.8) |
| Deaf/hard of hearing | 3 (0.5) | 25 (4.8) | 11 (3.2) | 9 (3.5) |
| Visually impaired | 3 (0.4) | 39 (3.7) | 11 (2.0) | 26 (4.4) |
| Orthopedically impaired | 2 (0.5) | 2 (1.1) | 2 (0.5) | 2 (1.2) |
| Other health impaired | 1 (0.3) | 1 (0.6) | 1 (0.3) | 1 (0.6) |
| Multiply impaired, deaf/blind | 2 (0.6) | 13 (1.6) | 4 (0.8) | 7 (1.8) |
| Number of respondents | 375 | 357 | 327 | 253 |
| Percentage in schools with minority student enrollment of: | | | | |
| 10% or less | 35.2 (4.3) | 31.1 (4.9) | 37.9 (4.8) | 40.0 (6.4) |
| 11% to 25% | 16.2 (3.3) | 10.5 (3.3) | 12.5 (3.3) | 10.6 (4.0) |
| 26% to 50% | 23.2 (3.8) | 55.7 (5.3) | 31.8 (4.6) | 37.1 (6.3) |
| More than 50% | 25.5 (3.9) | 2.7 (1.7) | 17.8 (3.8) | 12.3 (4.3) |
| Number of respondents | 387 | 319 | 314 | 237 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C. STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Student Enrollment | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|---------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School? |
| Average enrollment of: | | | | | | | | | |
| All students | 756 (138) | 897 (122) | 1010 (107) | 1070 (129) | 834 (83.3) | 1416 (160) | 916 (124) | 789 (92.7) | 1034 (122) |
| Secondary special education students | 94 (11.0) | 100 (9.3) | 94 (6.4) | 112 (9.9) | 86 (5.3) | 136 (17.1) | 110 (9.3) | 85 (8.8) | 89 (6.8) |
| Number of respondents | 132 | 164 | 251 | 157 | 407 | 55 | 193 | 206 | 213 |
| Average secondary school enrollment of students categorized as: | | | | | | | | | |
| Learning disabled | 28 (7.7) | 39 (7.2) | 41 (4.6) | 41 (6.1) | 32 (4.0) | 66 (14.8) | 41 (7.2) | 32 (5.8) | 34 (4.6) |
| Emotionally disturbed | 5 (1.6) | 6 (1.5) | 7 (1.2) | 7 (1.4) | 5 (0.9) | 12 (2.6) | 6 (1.4) | 6 (1.4) | 6 (1.3) |
| Speech impaired | 1 (0.8) | 1 (0.5) | 1 (0.4) | 1 (0.5) | 1 (0.3) | 4 (1.5) | 1 (0.6) | 1 (0.5) | 1 (0.5) |
| Mentally retarded | 7 (2.9) | 5 (2.0) | 6 (2.4) | 10 (3.5) | 4 (1.3) | 4 (1.5) | 7 (2.4) | 4 (2.0) | 5 (2.4) |
| Deaf/hard of hearing | 16 (5.7) | 12 (4.9) | 5 (2.2) | 17 (5.1) | 9 (2.5) | 2 (0.6) | 12 (3.9) | 11 (4.7) | 7 (3.0) |
| Visually impaired | 17 (4.7) | 20 (4.2) | 15 (3.3) | 11 (2.6) | 18 (3.0) | 22 (7.0) | 18 (3.8) | 15 (3.8) | 18 (3.8) |
| Orthopedically impaired | 2 (0.9) | 1 (0.5) | 3 (1.1) | 2 (1.2) | 2 (0.6) | 5 (2.8) | 2 (1.0) | 2 (1.2) | 2 (0.8) |
| Other health impaired | 0 (0.1) | 0 (0.1) | 1 (0.6) | 1 (0.8) | 1 (0.3) | 2 (1.9) | 0 (0.6) | 1 (0.7) | 1 (0.3) |
| Multiply impaired, deaf/blind | 7 (2.3) | 4 (1.1) | 5 (1.2) | 5 (1.5) | 6 (1.2) | 8 (2.7) | 7 (1.9) | 5 (1.3) | 5 (1.2) |
| Number of respondents | 131 | 162 | 249 | 154 | 405 | 55 | 192 | 203 | 212 |
| Percentage in schools with minority student enrollment of: | | | | | | | | | |
| 10% or less | 32.5 (7.4) | 32.8 (6.7) | 36.3 (5.6) | 10.8 (3.8) | 44.4 (4.9) | 8.6 (5.0) | 29.7 (5.7) | 42.8 (6.9) | 26.0 (5.5) |
| 11% to 25% | 9.6 (4.7) | 14.5 (5.0) | 19.4 (4.6) | 8.4 (3.4) | 13.5 (3.9) | 6.1 (4.4) | 11.5 (4.0) | 13.7 (4.8) | 22.4 (5.2) |
| 26% to 50% | 34.0 (7.5) | 33.8 (6.8) | 30.1 (5.3) | 39.6 (6.0) | 32.5 (4.7) | 26.5 (8.1) | 35.2 (6.0) | 24.1 (6.0) | 39.7 (6.1) |
| More than 50% | 23.8 (6.7) | 18.9 (5.6) | 14.3 (4.0) | 41.2 (6.0) | 4.6 (2.1) | 59.3 (9.0) | 23.7 (5.3) | 19.3 (5.5) | 11.9 (4.1) |
| Number of respondents | 126 | 157 | 242 | 159 | 381 | 56 | 188 | 198 | 204 |

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Student Enrollment | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools with low income student enrollment of: | | | | | | | | | | | | |
| Less than 10% | 17.1 (2.6) | 15.9 (3.8) | 38.1 (7.4) | 18.3 (9.3) | 16.6 (3.3) | 17.7 (4.4) | 15.4 (4.9) | 21.9 (4.9) | 12.4 (3.5) | 18.8 (3.4) | 15.1 (5.2) | 10.5 (5.7) |
| 10% to 25% | 29.3 (3.2) | 33.8 (4.9) | 36.4 (7.3) | 43.0 (11.9) | 29.0 (4.0) | 29.9 (5.2) | 29.9 (6.2) | 28.1 (5.3) | 30.3 (4.9) | 27.6 (3.9) | 32.6 (6.8) | 35.3 (8.9) |
| 26% to 50% | 28.5 (3.2) | 27.5 (4.6) | 13.8 (5.3) | 29.0 (10.9) | 25.7 (3.8) | 32.3 (5.4) | 30.2 (6.2) | 26.5 (5.2) | 29.5 (4.9) | 27.5 (3.9) | 31.9 (6.8) | 26.5 (8.2) |
| More than 50% | 25.1 (3.0) | 22.8 (4.4) | 11.7 (4.9) | 9.7 (7.1) | 28.7 (4.0) | 20.2 (4.6) | 24.6 (5.8) | 23.4 (5.0) | 27.9 (4.8) | 26.1 (3.9) | 20.4 (5.9) | 27.8 (8.4) |
| Number of respondents | 701 | 219 | 137 | 44 | 405 | 294 | 209 | 261 | 231 | 480 | 137 | 77 |
| Of students in schools serving 12th grade, percentage in schools with student graduation rate of:* | | | | | | | | | | | | |
| 50% or less | 6.4 (1.8) | 16.6 (4.3) | 0.5 (1.2) | 1.0 (2.4) | 6.7 (2.3) | 5.9 (2.7) | 4.5 (3.1) | 4.0 (2.4) | 11.0 (3.4) | 5.6 (2.1) | 7.1 (3.7) | 9.3 (5.6) |
| 51% to 75% | 24.3 (3.1) | 31.4 (5.4) | 21.7 (6.8) | 17.9 (9.3) | 24.4 (4.0) | 24.1 (5.0) | 29.1 (6.9) | 24.5 (5.2) | 20.2 (4.3) | 24.6 (4.0) | 24.4 (6.2) | 23.4 (8.1) |
| 76% to 95% | 56.7 (3.6) | 47.5 (5.8) | 46.3 (8.2) | 59.5 (12.0) | 60.5 (4.5) | 52.2 (5.8) | 47.1 (7.5) | 58.1 (5.9) | 62.7 (5.2) | 53.2 (4.6) | 66.3 (6.8) | 58.0 (9.4) |
| More than 95% | 12.6 (2.4) | 4.5 (2.4) | 31.5 (7.6) | 21.6 (10.0) | 8.4 (2.6) | 17.9 (4.4) | 19.4 (6.0) | 13.5 (4.1) | 6.1 (2.6) | 16.6 (3.5) | 2.2 (2.1) | 9.3 (5.5) |
| Number of respondents | 663 | 181 | 120 | 43 | 378 | 283 | 165 | 221 | 237 | 436 | 143 | 77 |
| Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:* | | | | | | | | | | | | |
| 25% or less | 32.2 (3.5) | 16.2 (4.3) | 9.3 (4.9) | 17.9 (9.6) | 36.3 (4.5) | 27.2 (5.3) | 33.7 (7.5) | 25.9 (5.3) | 39.2 (5.3) | 33.0 (4.5) | 33.5 (7.0) | 24.3 (8.2) |
| 26% to 50% | 36.5 (3.6) | 35.4 (5.6) | 44.0 (8.3) | 69.0 (11.6) | 32.0 (4.4) | 41.9 (5.9) | 36.9 (7.6) | 38.5 (5.9) | 33.5 (5.1) | 35.7 (4.5) | 42.4 (7.3) | 33.0 (9.0) |
| 51% to 75% | 23.2 (3.1) | 36.5 (5.7) | 30.2 (7.7) | 13.1 (8.5) | 22.2 (3.9) | 24.3 (5.1) | 24.2 (6.8) | 27.9 (5.5) | 16.3 (4.0) | 23.8 (4.0) | 21.2 (6.1) | 24.5 (8.3) |
| More than 75% | 8.1 (2.0) | 11.9 (3.8) | 16.4 (6.2) | 0.0 (0.0) | 9.5 (2.7) | 6.5 (2.9) | 5.1 (3.5) | 7.8 (3.3) | 11.1 (3.4) | 7.4 (2.5) | 2.0 (2.5) | 18.2 (7.4) |
| Number of respondents | 653 | 177 | 116 | 40 | 371 | 280 | 161 | 259 | 233 | 433 | 137 | 76 |

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 108: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Student Enrollment</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools with low income student enrollment of: | | | | |
| Less than 10% | 25.2 (3.9) | 0.3 (0.6) | 15.0 (3.5) | 19.5 (5.2) |
| 10% to 25% | 36.5 (4.4) | 14.5 (3.7) | 31.3 (4.6) | 29.7 (6.1) |
| 26% to 50% | 23.3 (3.8) | 39.5 (5.2) | 25.8 (4.4) | 28.4 (6.0) |
| More than 50% | 15.1 (3.2) | 45.8 (5.3) | 27.9 (4.5) | 22.4 (5.5) |
| Number of respondents | 363 | 318 | 315 | 234 |
| Of students in schools serving 12th grade, percentage in schools with student graduation rate of:* | | | | |
| 50% or less | 5.4 (2.2) | 8.0 (2.7) | 4.1 (2.0) | 6.8 (3.4) |
| 51% to 75% | 25.3 (4.3) | 22.4 (4.2) | 29.3 (4.7) | 14.1 (4.7) |
| 76% to 95% | 50.3 (4.9) | 68.7 (4.6) | 54.7 (5.1) | 68.9 (6.2) |
| More than 95% | 19.0 (3.8) | 0.8 (0.9) | 11.9 (3.3) | 10.2 (4.0) |
| Number of respondents | 333 | 330 | 308 | 230 |
| Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:* | | | | |
| 25% or less | 13.1 (3.4) | 65.5 (5.0) | 25.4 (4.6) | 35.7 (6.4) |
| 26% to 50% | 47.2 (5.0) | 17.8 (4.0) | 42.7 (5.2) | 30.6 (6.2) |
| 51% to 75% | 29.1 (4.5) | 13.0 (3.5) | 24.3 (4.5) | 23.7 (5.7) |
| More than 75% | 10.6 (3.1) | 3.7 (2.0) | 7.6 (2.8) | 10.0 (4.0) |
| Number of respondents | 323 | 330 | 298 | 228 |

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Student Enrollment | Household Income | | | Ethnicity | | | Level of Household's Education | | |
|---|------------------|--------------------|-------------------|----------------|----------------|-----------------|--------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools with low income student enrollment of: | | | | | | | | | |
| Less than 10% | 12.3 (5.2) | 9.0 (4.1) | 27.4 (5.2) | 7.4 (3.3) | 21.3 (4.1) | 6.7 (4.5) | 9.7 (3.7) | 16.3 (5.3) | 28.3 (5.7) |
| 10% to 25% | 31.0 (7.4) | 30.1 (6.6) | 31.0 (5.4) | 28.8 (5.6) | 30.9 (4.6) | 25.4 (7.8) | 27.8 (5.6) | 36.1 (6.8) | 24.7 (5.5) |
| 26% to 50% | 24.6 (6.9) | 30.5 (6.6) | 25.5 (5.1) | 26.2 (5.5) | 28.6 (4.5) | 32.9 (8.4) | 28.3 (5.6) | 25.3 (6.2) | 31.5 (5.9) |
| More than 50% | 32.1 (7.4) | 30.4 (6.6) | 16.1 (4.3) | 37.5 (6.0) | 19.2 (3.9) | 34.9 (8.5) | 34.2 (5.9) | 22.3 (5.9) | 15.4 (4.6) |
| Number of respondents | 126 | 156 | 239 | 154 | 380 | 58 | 191 | 193 | 200 |
| Of students in schools serving 12th grade, percentage in schools with student graduation rate of:* | | | | | | | | | |
| 50% or less | 7.2 (4.4) | 3.0 (2.6) | 8.3 (3.3) | 12.1 (4.4) | 4.6 (2.1) | 9.1 (6.0) | 6.2 (3.2) | 6.2 (3.5) | 6.8 (3.2) |
| 51% to 75% | 27.9 (7.6) | 38.4 (7.5) | 14.6 (4.3) | 40.6 (6.6) | 19.6 (4.0) | 25.8 (9.1) | 36.8 (6.5) | 18.1 (5.5) | 20.2 (5.1) |
| 76% to 95% | 54.4 (8.4) | 50.1 (7.7) | 56.9 (6.0) | 44.9 (6.7) | 60.0 (4.9) | 63.1 (10.0) | 51.3 (6.7) | 59.5 (7.1) | 57.6 (6.3) |
| More than 95% | 10.5 (5.2) | 8.5 (4.3) | 20.2 (4.9) | 2.4 (2.1) | 15.9 (3.7) | 1.9 (2.8) | 5.8 (3.1) | 16.2 (5.3) | 15.4 (4.6) |
| Number of respondents | 117 | 140 | 229 | 134 | 378 | 44 | 168 | 194 | 186 |
| Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:* | | | | | | | | | |
| 25% or less | 40.1 (8.4) | 29.7 (7.0) | 27.2 (5.5) | 29.9 (6.2) | 32.6 (4.9) | 35.1 (9.8) | 36.7 (6.5) | 26.1 (6.5) | 34.0 (6.5) |
| 26% to 50% | 35.3 (8.2) | 50.4 (7.7) | 36.7 (5.9) | 41.9 (6.7) | 38.1 (5.0) | 27.5 (9.2) | 35.9 (6.4) | 54.8 (7.3) | 26.2 (6.0) |
| 51% to 75% | 21.9 (7.1) | 14.8 (5.5) | 23.6 (5.2) | 21.6 (5.6) | 20.2 (4.2) | 34.1 (9.8) | 21.9 (5.5) | 17.0 (5.5) | 21.6 (5.6) |
| More than 75% | 2.6 (2.7) | 5.1 (3.4) | 12.5 (4.1) | 6.5 (3.3) | 9.2 (3.0) | 3.3 (3.7) | 5.4 (3.0) | 2.1 (2.1) | 18.2 (5.3) |
| Number of respondents | 116 | 140 | 223 | 134 | 368 | 45 | 169 | 199 | 183 |

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Staffing Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| For students in secondary schools, percentage in schools whose FTE special education staff included: | | | | | | | | | | | | |
| Fewer than 5 professionals | 14.9 (2.9) | 10.8 (3.2) | 23.6 (6.3) | 35.0 (11.2) | 15.5 (3.2) | 14.2 (4.0) | 14.3 (4.8) | 19.6 (4.7) | 9.4 (3.1) | 15.9 (3.2) | 19.8 (5.7) | 0.0 (0.0) |
| 5 to 10 professionals | 32.3 (3.3) | 48.0 (5.1) | 40.9 (7.3) | 47.9 (11.7) | 27.7 (4.0) | 38.2 (5.5) | 40.9 (6.8) | 33.6 (5.5) | 22.0 (4.4) | 33.1 (4.1) | 32.5 (6.7) | 27.0 (8.4) |
| 11 to 25 professionals | 20.8 (2.8) | 31.4 (4.8) | 32.4 (7.0) | 4.9 (5.1) | 21.3 (3.6) | 20.3 (4.6) | 22.5 (5.7) | 18.1 (4.5) | 22.7 (4.5) | 19.8 (3.5) | 19.2 (5.6) | 27.0 (8.4) |
| More than 25 professionals | 32.0 (3.3) | 9.9 (3.1) | 3.1 (2.6) | 12.2 (7.7) | 35.5 (4.2) | 27.2 (5.0) | 22.3 (5.7) | 28.8 (5.3) | 45.9 (5.3) | 31.1 (4.1) | 28.4 (6.4) | 3.0 (9.4) |
| Number of respondents | 107 | 224 | 141 | 46 | 411 | 293 | 198 | 269 | 240 | 462 | 141 | 77 |
| For students in secondary schools, average ratio of secondary special education students to special education professionals | | | | | | | | | | | | |
| | 8.7 (0.5) | 11.4 (0.6) | 12.1 (0.9) | 11.9 (1.7) | 8.5 (0.6) | 9.0 (0.8) | 9.7 (1.0) | 9.2 (0.8) | 7.1 (0.7) | 8.6 (0.6) | 10.5 (1.1) | 6.4 (1.1) |
| Number of respondents | 689 | 212 | 136 | 45 | 399 | 287 | 191 | 265 | 233 | 470 | 137 | 75 |
| Percentage in schools with: | | | | | | | | | | | | |
| Case managers for special ed. students | 81.5 (2.9) | 89.0 (3.6) | 95.0 (3.4) | 87.7 (3.2) | 79.4 (3.8) | 84.3 (4.5) | 84.1 (5.2) | 83.6 (4.7) | 75.6 (5.0) | 81.8 (3.7) | 81.6 (6.2) | 81.6 (6.8) |
| Staff responsible for finding jobs for special ed. students | 51.8 (3.7) | 67.4 (5.3) | 58.5 (7.8) | 36.2 (11.9) | 51.3 (4.7) | 51.9 (5.8) | 56.3 (7.0) | 46.2 (6.1) | 54.9 (5.5) | 49.0 (4.7) | 57.3 (7.4) | 59.0 (8.5) |
| Number of respondents | 614 | 186 | 129 | 41 | 355 | 257 | 188 | 234 | 192 | 417 | 118 | 74 |
| Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:* | | | | | | | | | | | | |
| 10% or less | 53.8 (4.8) | 62.9 (5.7) | 49.1 (8.3) | 45.0 (13.0) | 56.9 (6.0) | 50.1 (7.8) | 64.0 (7.8) | 47.5 (7.9) | 50.0 (9.1) | 55.6 (6.0) | 52.8 (10.0) | 39.1 (13.9) |
| 11% to 25% | 9.1 (2.8) | 3.2 (2.1) | 15.0 (5.9) | 10.1 (7.9) | 9.0 (3.5) | 9.1 (4.5) | 6.3 (4.0) | 12.1 (5.2) | 7.7 (4.9) | 7.4 (3.1) | 9.6 (5.9) | 22.1 (11.8) |
| 26% to 50% | 7.3 (2.5) | 5.3 (2.6) | 6.2 (4.0) | 12.5 (8.6) | 6.6 (3.0) | 8.1 (4.3) | 8.4 (4.5) | 3.6 (2.9) | 12.4 (6.0) | 5.8 (2.8) | 7.3 (5.2) | 20.1 (11.4) |
| More than 50% | 29.9 (4.4) | 28.6 (5.3) | 29.7 (7.6) | 32.3 (12.2) | 27.4 (5.4) | 32.7 (7.3) | 21.4 (6.7) | 36.8 (7.6) | 29.9 (8.4) | 31.2 (5.6) | 30.3 (9.2) | 18.8 (11.1) |
| Number of respondents | 333 | 176 | 118 | 35 | 189 | 144 | 125 | 133 | 75 | 236 | 69 | 26 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Staffing Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| For students in secondary schools, percentage in schools whose FTE special education staff included: | | | | |
| Fewer than 5 professionals | 22.0 (3.7) | 0.0 (0.0) | 16.8 (3.8) | 14.8 (4.6) |
| 5 to 10 professionals | 47.5 (4.4) | 0.4 (0.7) | 39.6 (4.9) | 20.3 (5.2) |
| 11 to 25 professionals | 25.6 (3.9) | 10.7 (3.4) | 19.9 (4.0) | 18.6 (5.1) |
| More than 25 professionals | 4.8 (1.9) | 88.8 (3.5) | 23.6 (4.3) | 46.3 (6.5) |
| Number of respondents | 394 | 313 | 311 | 240 |
| For students in secondary schools, average ratio of secondary special education students to special education professionals | | | | |
| | 12.1 (0.5) | 1.7 (0.1) | 10.3 (0.8) | 6.8 (0.8) |
| Number of respondents | 378 | 311 | 302 | 236 |
| Percentage in schools with: | | | | |
| Case managers for special ed. students | 92.2 (2.6) | 58.0 (5.7) | 82.0 (4.0) | 79.6 (5.8) |
| Staff responsible for finding jobs for special ed. students | 56.8 (4.7) | 42.0 (5.4) | 51.1 (5.2) | 52.0 (6.8) |
| Number of respondents | 340 | 274 | 289 | 202 |
| Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:* | | | | |
| 10% or less | 53.8 (4.8) | --- | 52.8 (6.6) | 56.8 (10.6) |
| 11% to 25% | 9.1 (2.8) | --- | 11.4 (4.2) | 8.0 (5.8) |
| 26% to 50% | 7.3 (2.5) | --- | 9.8 (3.0) | 2.7 (3.4) |
| More than 50% | 29.9 (4.4) | --- | 26.0 (5.8) | 32.6 (10.0) |
| Number of respondents | 333 | 0 | 166 | 85 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11C: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Staffing Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|-----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| For students in secondary schools, percentage in schools whose FTE special education staff included: | | | | | | | | | |
| Fewer than 5 professionals | 15.2 (5.7) | 15.1 (5.2) | 25.2 (5.0) | 8.7 (3.4) | 20.5 (4.1) | 9.8 (5.2) | 8.5 (3.6) | 25.1 (6.1) | 19.0 (4.9) |
| 5 to 10 professionals | 29.8 (7.3) | 26.2 (6.3) | 28.7 (5.2) | 39.9 (5.9) | 25.4 (4.4) | 36.4 (8.5) | 27.3 (5.7) | 27.8 (6.3) | 30.5 (5.8) |
| 11 to 25 professionals | 13.7 (5.5) | 22.9 (6.1) | 21.6 (4.8) | 21.3 (5.0) | 21.5 (4.2) | 26.9 (7.8) | 25.3 (5.5) | 15.6 (5.1) | 24.7 (5.4) |
| More than 25 professionals | 41.3 (7.9) | 35.8 (6.9) | 24.5 (5.0) | 30.1 (5.6) | 32.7 (4.7) | 26.9 (7.8) | 38.8 (6.2) | 31.5 (6.6) | 25.8 (5.5) |
| Number of respondents | 127 | 154 | 242 | 161 | 372 | 60 | 188 | 196 | 202 |
| For students in secondary schools, average ratio of secondary special education students to special education professionals | 7.4 (1.0) | 8.4 (0.9) | 11.1 (1.0) | 9.2 (0.9) | 8.8 (0.7) | 8.9 (1.2) | 7.9 (0.8) | 9.4 (1.1) | 8.8 (0.9) |
| Number of respondents | 123 | 150 | 237 | 154 | 368 | 55 | 179 | 192 | 199 |
| Percentage in schools with: | | | | | | | | | |
| Case managers for special ed. students | 71.8 (7.7) | 85.5 (5.4) | 88.6 (4.0) | 75.2 (5.8) | 84.3 (3.9) | 85.7 (7.1) | 82.5 (5.1) | 77.2 (6.5) | 87.8 (4.5) |
| Staff responsible for finding jobs for special ed. students | 48.0 (8.5) | 47.9 (7.4) | 49.9 (6.1) | 47.4 (6.4) | 52.2 (5.2) | 58.1 (10.4) | 57.9 (6.6) | 42.1 (7.3) | 53.3 (6.7) |
| Number of respondents | 112 | 138 | 203 | 136 | 330 | 42 | 168 | 166 | 170 |
| Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was: | | | | | | | | | |
| 10% or less | 62.2 (12.1) | 58.5 (9.8) | 45.0 (7.2) | 60.3 (7.9) | 49.8 (7.0) | 39.0 (10.8) | 58.7 (8.4) | 45.7 (10.2) | 54.2 (7.7) |
| 11% to 25% | 1.2 (2.8) | 4.2 (4.0) | 16.0 (5.3) | 5.6 (3.7) | 10.9 (4.4) | 14.9 (7.9) | 3.5 (3.1) | 9.9 (6.2) | 12.3 (5.1) |
| 26% to 50% | 1.2 (2.8) | 9.1 (5.7) | 4.2 (2.9) | 2.9 (2.7) | 9.2 (4.1) | 8.2 (6.1) | 4.2 (3.4) | 7.8 (5.5) | 10.2 (4.7) |
| More than 50% | 35.4 (12.0) | 28.3 (9.0) | 34.8 (6.9) | 31.2 (7.5) | 30.1 (6.4) | 37.9 (10.8) | 33.7 (8.0) | 36.5 (9.9) | 23.3 (6.5) |
| Number of respondents | 51 | 68 | 137 | 83 | 167 | 38 | 91 | 87 | 109 |

89

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.



Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| School Policies | Total | Community | | | Gender | | Age in 1997 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| MAINSTREAMING | | | | | | | | | | | | |
| Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help* | 32.8 (4.5) | 38.3 (5.6) | 28.0 (7.4) | 30.9 (11.6) | 37.5 (5.8) | 27.6 (6.9) | 23.6 (7.0) | 39.6 (7.6) | 33.5 (8.4) | 32.4 (5.6) | 28.9 (8.9) | 44.5 (13.9) |
| Number of respondents | 343 | 180 | 122 | 41 | 192 | 151 | 116 | 139 | 78 | 242 | 71 | 27 |
| Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:* | | | | | | | | | | | | |
| Special inservice training | 50.5 (4.8) | 49.3 (5.8) | 61.7 (7.9) | 35.8 (12.1) | 44.8 (5.9) | 56.9 (7.6) | 51.0 (8.1) | 47.3 (7.8) | 55.5 (8.9) | 50.3 (5.9) | 45.8 (9.8) | 62.9 (13.5) |
| Consultation services | 97.4 (1.5) | 97.2 (1.9) | 98.4 (2.1) | 96.3 (4.8) | 97.6 (1.3) | 97.2 (2.5) | 99.0 (1.6) | 96.8 (2.7) | 96.2 (3.4) | 97.1 (2.0) | 97.2 (3.2) | 100 (0.5) |
| Special materials | 63.2 (4.6) | 64.5 (5.5) | 58.6 (8.0) | 67.9 (11.7) | 58.8 (5.9) | 68.2 (7.1) | 61.5 (7.9) | 67.1 (7.3) | 58.4 (8.8) | 63.6 (5.7) | 58.7 (9.7) | 73.5 (12.3) |
| Classroom aides | 36.4 (4.6) | 43.4 (5.7) | 41.5 (8.0) | 17.0 (9.5) | 34.7 (5.7) | 38.2 (7.5) | 31.1 (7.5) | 39.7 (7.6) | 37.7 (8.7) | 34.9 (5.6) | 35.8 (9.5) | 48.4 (14.0) |
| Reduced class size | 11.3 (3.0) | 10.2 (3.5) | 14.2 (5.7) | 8.6 (7.1) | 11.5 (3.8) | 11.0 (4.8) | 7.2 (4.2) | 13.0 (5.2) | 13.9 (6.2) | 9.6 (3.5) | 18.3 (7.6) | 6.6 (6.9) |
| None of these | 0.7 (0.8) | 1.7 (1.5) | 0.0 (0.0) | 0.0 (0.0) | 1.0 (1.2) | 0.3 (0.9) | 0.0 (0.0) | 1.1 (1.6) | 0.8 (1.6) | 1.0 (1.1) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 346 | 181 | 124 | 41 | 195 | 151 | 129 | 139 | 78 | 245 | 71 | 27 |
| GRADING | | | | | | | | | | | | |
| Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:* | | | | | | | | | | | | |
| On same standard as regular education students | 62.9 (4.9) | 81.3 (4.8) | 64.3 (8.2) | 30.8 (12.1) | 72.0 (5.6) | 52.2 (8.2) | 62.5 (8.2) | 62.5 (7.9) | 64.2 (9.2) | 64.0 (6.0) | 49.3 (10.5) | 85.9 (10.4) |
| On different standard | 36.0 (4.8) | 18.7 (4.8) | 32.5 (8.0) | 69.2 (12.1) | 28.0 (5.6) | 45.4 (8.2) | 34.2 (8.1) | 37.5 (7.9) | 35.8 (9.2) | 34.4 (5.9) | 50.7 (0.5) | 14.1 (10.4) |
| Did not grade mainstreamed students | 1.1 (1.1) | 0.0 (0.0) | 3.1 (3.0) | 0.0 (0.0) | 0.0 (0.0) | 2.4 (2.5) | 3.3 (3.0) | 0.0 (0.0) | 0.0 (0.0) | 1.6 (1.5) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 311 | 163 | 111 | 37 | 179 | 132 | 117 | 126 | 68 | 222 | 63 | 23 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 128: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| School Policies | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| MAINSTREAMING | | | | |
| Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help* | 32.8 (4.5) | --- | 30.2 (6.0) | 45.4 (10.5) |
| Number of respondents | 343 | 0 | 173 | 88 |
| Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students: | | | | |
| Special inservice training | 50.5 (4.8) | --- | 54.4 (6.5) | 46.6 (10.4) |
| Consultation services | 97.4 (1.5) | --- | 97.1 (2.2) | 100 (0.0) |
| Special materials | 63.2 (4.6) | --- | 62.8 (6.3) | 64.3 (10.0) |
| Classroom aides | 36.4 (4.6) | --- | 38.9 (6.3) | 42.6 (10.3) |
| Reduced class size | 11.3 (3.0) | --- | 11.2 (4.1) | 10.0 (6.3) |
| None of these | 0.7 (0.8) | --- | 0.6 (1.0) | 0.0 (0.0) |
| Number of respondents | 346 | 0 | 174 | 89 |
| GRADING | | | | |
| Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students: | | | | |
| On same standard as regular education students | 62.9 (4.9) | --- | 65.8 (6.5) | 62.7 (10.8) |
| On different standard | 36.0 (4.8) | --- | 32.1 (6.4) | 37.3 (10.8) |
| Did not grade mainstreamed students | 1.1 (1.1) | --- | 2.1 (1.9) | 0.0 (0.0) |
| Number of respondents | 311 | 0 | 157 | 78 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| School Policies | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|-----------|-------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| MAINSTREAMING | | | | | | | | | |
| Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help* | | | | | | | | | |
| | 36.8 | 31.0 | 29.3 | 48.9 | 29.8 | 20.5 | 29.2 | 31.1 | 37.2 |
| | (12.1) | (9.0) | (6.5) | (8.5) | (6.3) | (8.9) | (7.8) | (9.2) | (7.4) |
| Number of respondents | 51 | 71 | 141 | 86 | 171 | 39 | 90 | 94 | 111 |
| Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:* | | | | | | | | | |
| Special inservice training | 49.4 | 44.0 | 54.7 | 45.4 | 53.9 | 54.5 | 42.5 | 54.6 | 54.8 |
| | (12.3) | (9.7) | (7.1) | (8.4) | (6.9) | (10.9) | (8.4) | (9.8) | (7.5) |
| Consultation services | 98.4 | 97.9 | 96.5 | 96.9 | 98.6 | 87.5 | 97.5 | 94.0 | 100 |
| | (3.1) | (2.8) | (2.6) | (2.9) | (1.6) | (7.3) | (2.7) | (4.7) | (0.0) |
| Special materials | 64.2 | 61.7 | 65.6 | 61.2 | 65.4 | 69.5 | 59.3 | 71.2 | 57.5 |
| | (11.8) | (9.5) | (6.8) | (8.2) | (6.6) | (10.1) | (8.4) | (8.9) | (7.5) |
| Classroom aides | 44.9 | 31.0 | 43.0 | 29.7 | 39.4 | 40.4 | 28.6 | 47.2 | 41.6 |
| | (12.2) | (9.0) | (7.1) | (7.7) | (6.7) | (10.8) | (7.7) | (9.8) | (7.5) |
| Reduced class size | 5.5 | 5.5 | 18.0 | 4.2 | 13.6 | 13.4 | 12.4 | 11.8 | 11.2 |
| | (5.6) | (4.4) | (5.5) | (3.4) | (4.7) | (7.5) | (5.6) | (6.3) | (4.8) |
| None of these | 0.0 | 2.1 | 0.6 | 1.5 | 0.0 | 4.4 | 1.2 | 1.2 | 0.0 |
| | (0.0) | (2.8) | (0.0) | (2.1) | (0.0) | (4.5) | (1.8) | (2.1) | (0.0) |
| Number of respondents | 53 | 71 | 142 | 87 | 173 | 39 | 90 | 95 | 113 |
| GRADING | | | | | | | | | |
| Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:* | | | | | | | | | |
| On same standard as regular education students | 67.9 | 59.1 | 69.8 | 78.6 | 58.7 | 69.7 | 73.0 | 53.0 | 69.0 |
| | (11.8) | (10.1) | (7.0) | (7.4) | (7.1) | (11.1) | (7.9) | (10.4) | (7.6) |
| On different standard | 32.1 | 36.1 | 30.2 | 21.4 | 41.3 | 30.3 | 27.0 | 47.0 | 26.2 |
| | (11.8) | (9.8) | (7.0) | (7.4) | (7.1) | (11.1) | (7.9) | (10.4) | (7.2) |
| Did not grade mainstreamed students | 0.0 | 4.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.8 |
| | (0.0) | (4.3) | (0.0) | (0.0) | (0.0) | (0.0) | (0.0) | (0.0) | (3.5) |
| Number of respondents | 50 | 64 | 125 | 77 | 158 | 32 | 82 | 87 | 96 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

| School Policies | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| GRADING (CONCLUDED) | | | | | | | | | | | | |
| Of students in schools with non-disabled students, percentage in schools that graded special education classes:** | | | | | | | | | | | | |
| On same standard as regular classes | 16.2 (3.6) | 17.5 (4.6) | 15.9 (6.1) | 14.5 (8.9) | 20.1 (4.9) | 11.9 (5.1) | 19.3 (6.5) | 16.2 (5.9) | 11.5 (5.9) | 17.6 (4.6) | 10.7 (6.4) | 18.9 (11.6) |
| On standard different from regular classes | 83.5 (3.7) | 81.7 (4.6) | 84.1 (6.1) | 85.5 (8.9) | 79.3 (5.0) | 88.1 (5.1) | 80.7 (6.5) | 83.8 (5.9) | 87.2 (6.2) | 82.0 (4.6) | 89.3 (6.4) | 81.1 (11.6) |
| Did not give grades for special education classes | 0.3 (0.5) | 0.7 (1.0) | 0.0 (0.0) | 0.0 (0.0) | 0.6 (0.9) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 1.3 (2.1) | 0.4 (0.8) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 331 | 170 | 120 | 41 | 184 | 147 | 126 | 133 | 72 | 238 | 66 | 24 |
| PRIMARY SCHOOL FUNCTION | | | | | | | | | | | | |
| Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:** | | | | | | | | | | | | |
| Academic skills | 41.0 (4.0) | 51.2 (6.2) | 65.6 (8.8) | 48.0 (12.9) | 42.6 (5.0) | 39.3 (6.3) | 42.8 (7.6) | 42.7 (6.7) | 38.2 (5.5) | 43.4 (5.1) | 34.3 (7.3) | 38.8 (9.2) |
| Independent living skills | 55.5 (4.0) | 45.0 (6.2) | 30.9 (8.6) | 43.0 (12.8) | 52.5 (5.1) | 58.9 (6.3) | 55.8 (7.6) | 51.5 (6.7) | 61.1 (5.6) | 53.0 (5.1) | 63.1 (7.4) | 56.2 (9.3) |
| Skills for employment | 3.5 (1.5) | 3.8 (2.4) | 3.5 (3.4) | 9.0 (7.4) | 4.9 (2.2) | 1.8 (1.7) | 1.3 (1.8) | 5.8 (3.2) | 2.6 (1.8) | 3.6 (1.9) | 2.6 (2.5) | 4.9 (4.1) |
| Number of respondents | 555 | 161 | 99 | 39 | 318 | 235 | 170 | 212 | 173 | 373 | 112 | 66 |
| SUSPENSION/EXPULSION | | | | | | | | | | | | |
| Percentage in schools in which special education students: | | | | | | | | | | | | |
| Could not be suspended or expelled | 24.8 (3.2) | 25.3 (4.9) | 19.4 (6.3) | 33.0 (12.0) | 27.7 (4.1) | 21.5 (4.8) | 23.4 (6.0) | 27.3 (5.4) | 22.9 (4.7) | 26.3 (4.1) | 22.0 (6.2) | 19.7 (6.9) |
| Could only be suspended | 27.9 (3.3) | 28.0 (5.0) | 27.1 (7.0) | 24.3 (10.9) | 25.8 (4.1) | 30.5 (5.4) | 27.4 (6.3) | 29.4 (5.6) | 26.3 (4.9) | 29.0 (4.2) | 28.9 (6.8) | 18.8 (6.7) |
| Could only be expelled | 16.7 (2.7) | 16.0 (4.1) | 14.6 (5.6) | 13.4 (8.7) | 17.8 (3.5) | 15.2 (4.2) | 18.1 (5.4) | 12.7 (4.1) | 20.7 (4.5) | 15.1 (3.3) | 14.2 (5.2) | 32.0 (8.0) |
| Could be both suspended and expelled | 30.6 (3.4) | 30.8 (5.2) | 39.0 (7.7) | 29.4 (11.6) | 28.7 (4.2) | 32.9 (5.5) | 31.1 (6.6) | 30.6 (5.6) | 30.1 (5.1) | 29.6 (4.3) | 34.9 (7.1) | 29.5 (7.9) |
| Number of respondents | 656 | 191 | 128 | 40 | 373 | 280 | 191 | 254 | 211 | 437 | 133 | 81 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

| School Policies | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| GRADING (CONCLUDED) | | | | |
| Of students in schools with non-disabled students, percentage in schools that graded special education classes:* | | | | |
| On same standard as regular classes | 16.2 (3.6) | --- | 19.1 (5.3) | 14.1 (7.4) |
| On standard different from regular classes | 83.5 (3.7) | --- | 80.4 (5.3) | 85.9 (7.4) |
| Did not give grades for special education classes | 0.3 (0.5) | --- | 0.6 (1.0) | 0.0 (0.0) |
| Number of respondents | 331 | 0 | 165 | 86 |
| PRIMARY SCHOOL FUNCTION | | | | |
| Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:** | | | | |
| Academic skills | 57.3 (5.3) | 9.6 (3.4) | 46.0 (5.6) | 35.7 (7.3) |
| Independent living skills | 40.1 (5.2) | 85.3 (4.1) | 52.0 (5.6) | 59.0 (7.5) |
| Skills for employment | 2.7 (1.7) | 5.1 (2.6) | 2.0 (1.6) | 5.3 (3.4) |
| Number of respondents | 285 | 270 | 258 | 184 |
| SUSPENSION/EXPULSION | | | | |
| Percentage in schools in which special education students: | | | | |
| Could not be suspended or expelled | 25.1 (4.2) | 24.2 (4.5) | 24.6 (4.7) | 22.8 (5.6) |
| Could only be suspended | 26.6 (4.2) | 30.5 (4.9) | 26.4 (4.6) | 27.6 (6.0) |
| Could only be expelled | 14.3 (3.4) | 21.6 (4.4) | 20.0 (4.1) | 15.4 (4.8) |
| Could be both suspended and expelled | 34.0 (4.6) | 23.7 (4.5) | 28.7 (4.7) | 34.2 (6.3) |
| Number of respondents | 343 | 313 | 306 | 225 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
 ** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

| School Policies | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| GRADING (CONCLUDED) | | | | | | | | | |
| Of students in schools with non-disabled students, percentage in schools that graded special education classes:** | | | | | | | | | |
| On same standard as regular classes | 10.8 (7.6) | 15.1 (7.2) | 21.3 (6.0) | 17.8 (6.5) | 14.8 (5.1) | 19.3 (8.8) | 15.0 (6.3) | 16.7 (7.5) | 15.5 (5.6) |
| On standard different from regular classes | 87.9 (8.0) | 84.9 (7.2) | 76.7 (6.0) | 80.9 (6.7) | 85.2 (5.1) | 80.7 (8.8) | 85.0 (6.3) | 82.3 (7.7) | 84.5 (5.6) |
| Did not give grades for special education classes | 1.3 (2.8) | 0.0 (0.0) | 0.0 (0.0) | 1.3 (1.9) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 1.0 (2.0) | 0.0 (0.0) |
| Number of respondents | 53 | 67 | 136 | 85 | 164 | 38 | 86 | 91 | 109 |
| PRIMARY SCHOOL FUNCTION | | | | | | | | | |
| Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:** | | | | | | | | | |
| Academic skills | 44.1 (9.1) | 33.5 (7.7) | 50.1 (6.7) | 48.7 (7.3) | 42.1 (5.6) | 54.3 (10.7) | 39.4 (6.9) | 44.9 (8.0) | 47.7 (7.5) |
| Independent living skills | 54.2 (9.1) | 56.6 (7.9) | 47.5 (6.7) | 49.8 (7.3) | 54.2 (5.7) | 37.4 (10.4) | 58.3 (7.0) | 50.4 (8.0) | 48.5 (7.0) |
| Skills for employment | 1.6 (2.3) | 7.9 (4.3) | 2.3 (2.0) | 1.6 (1.8) | 3.8 (2.2) | 8.3 (5.9) | 2.3 (2.1) | 4.7 (3.4) | 3.8 (2.9) |
| Number of respondents | 103 | 121 | 186 | 118 | 299 | 41 | 152 | 154 | 148 |
| SUSPENSION/EXPULSION | | | | | | | | | |
| Percentage in schools in which special education students: | | | | | | | | | |
| Could not be suspended or expelled | 28.1 (7.7) | 23.1 (6.1) | 27.9 (5.4) | 22.5 (5.4) | 25.7 (4.5) | 27.9 (9.6) | 29.4 (6.1) | 29.4 (6.7) | 15.1 (4.7) |
| Could only be suspended | 28.3 (7.7) | 27.3 (6.5) | 29.6 (5.5) | 35.4 (6.2) | 27.7 (4.7) | 17.4 (8.1) | 26.6 (5.9) | 27.6 (6.6) | 33.7 (6.2) |
| Could only be expelled | 13.8 (5.9) | 11.4 (4.6) | 18.4 (4.7) | 18.5 (5.0) | 15.8 (3.8) | 11.2 (6.8) | 12.6 (4.4) | 14.0 (5.1) | 18.0 (5.1) |
| Could be both suspended and expelled | 29.8 (7.8) | 38.3 (7.1) | 24.1 (5.2) | 23.6 (5.5) | 30.8 (4.8) | 43.6 (10.6) | 31.3 (6.2) | 29.0 (6.7) | 33.2 (6.2) |
| Number of respondents | 117 | 143 | 221 | 145 | 356 | 41 | 177 | 178 | 181 |

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

100

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| School Policies | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| SUSPENSION/EXPULSION (CONCLUDED) | | | | | | | | | | | | |
| Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students | 87.2 (2.6) | 79.4 (4.7) | 80.4 (6.4) | 95.1 (5.9) | 86.8 (3.3) | 87.5 (4.1) | 84.4 (5.3) | 87.9 (4.2) | 89.2 (3.7) | 85.2 (3.5) | 90.1 (4.7) | 94.4 (4.2) |
| Number of respondents | 591 | 182 | 125 | 34 | 335 | 253 | 180 | 228 | 183 | 401 | 119 | 68 |
| GRADUATION | | | | | | | | | | | | |
| Of students in schools with 12th grade, percentage in schools that required for a regular diploma that: | | | | | | | | | | | | |
| Special ed. students meet same standards as regular students | 89.2 (3.2) | 90.0 (3.8) | 95.9 (3.4) | 78.7 (10.7) | 92.3 (3.4) | 85.9 (5.6) | 85.3 (6.6) | 92.9 (4.1) | 87.3 (6.0) | 88.4 (4.1) | 92.2 (5.4) | 87.5 (9.4) |
| Students pass a minimum competency test | 10.8 (3.2) | 10.0 (3.8) | 4.1 (3.4) | 21.3 (10.7) | 7.7 (3.4) | 14.1 (5.6) | 14.7 (6.6) | 7.1 (4.1) | 12.7 (6.0) | 11.6 (4.1) | 7.8 (5.4) | 12.5 (9.4) |
| Number of respondents | 308 | 158 | 113 | 37 | 172 | 136 | 102 | 130 | 76 | 211 | 68 | 28 |
| Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:** | | | | | | | | | | | | |
| Exempt from such tests | 0.9 (1.0) | 0.0 (0.0) | 2.3 (3.3) | 1.6 (4.3) | 0.8 (1.1) | 1.0 (1.7) | 1.4 (2.3) | 0.6 (1.2) | 0.7 (1.4) | 0.7 (1.1) | 2.0 (2.8) | 0.0 (0.0) |
| Held to same testing procedures/standards as other students | 54.1 (5.2) | 52.7 (7.3) | 46.9 (11.0) | 26.7 (14.8) | 61.1 (6.4) | 44.3 (8.5) | 56.9 (9.8) | 47.6 (8.3) | 64.0 (7.5) | 53.5 (6.5) | 47.5 (10.1) | 73.6 (11.9) |
| Given extra help in taking the test | 37.7 (5.1) | 32.9 (6.8) | 51.4 (11.0) | 59.8 (16.5) | 37.4 (6.4) | 38.4 (8.3) | 33.9 (9.3) | 40.9 (8.2) | 35.8 (7.5) | 38.1 (6.3) | 44.3 (10.0) | 19.6 (10.7) |
| Given a modified test | 13.7 (3.6) | 11.0 (4.6) | 10.5 (6.7) | 21.2 (13.8) | 14.3 (4.6) | 12.5 (5.6) | 8.6 (5.5) | 17.1 (6.3) | 13.0 (5.3) | 13.5 (4.4) | 9.4 (5.9) | 23.5 (11.4) |
| Allowed to meet different standards | 10.1 (3.1) | 11.2 (4.6) | 13.6 (7.5) | 13.9 (11.7) | 5.6 (3.0) | 16.2 (6.3) | 13.6 (6.8) | 8.5 (4.6) | 9.0 (4.5) | 10.8 (4.0) | 4.0 (4.0) | 15.6 (9.8) |
| Number of respondents | 313 | 125 | 75 | 23 | 182 | 129 | 95 | 135 | 83 | 223 | 58 | 30 |

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| School Policies | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| SUSPENSION/EXPULSION (CONCLUDED) | | | | |
| Of youth in schools that could sue, or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students | 83.4 (3.7) | 95.3 (2.5) | 88.4 (3.4) | 88.4 (4.4) |
| Number of respondents | 329 | 282 | 281 | 202 |
| GRADUATION | | | | |
| Of students in schools with 12th grade, percentage in schools that required for a regular diploma that: | | | | |
| Special ed. students meet same standards as regular students | 89.2 (3.2) | --- | 91.4 (3.9) | 95.3 (4.5) |
| Students pass a minimum competency test | 10.8 (3.2) | --- | 8.6 (3.9) | 4.7 (4.5) |
| Number of respondents | 308 | 0 | 154 | 85 |
| Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:** | | | | |
| Exempt from such tests | 1.1 (1.3) | 0.0 (0.0) | 0.0 (0.0) | 2.4 (3.3) |
| Held to same testing procedures/standards as other students | 44.6 (6.2) | 87.0 (6.0) | 53.4 (7.0) | 53.7 (10.8) |
| Given extra help in taking the test | 44.9 (6.2) | 12.7 (5.9) | 39.0 (6.9) | 34.0 (10.2) |
| Given a modified test | 12.1 (4.1) | 19.1 (7.0) | 13.3 (4.8) | 12.0 (7.0) |
| Allowed to meet different standards | 13.0 (4.2) | 0.0 (0.0) | 9.3 (4.1) | 4.1 (4.3) |
| Number of respondents | 211 | 102 | 151 | 94 |

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| School Policies | Household Income | | | Ethnicity | | | Need of Household's Education | | |
|---|------------------|-------------------|-------------------|-----------|--------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| SUSPENSION/EXPULSION (CONCLUDED) | | | | | | | | | |
| Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students | | | | | | | | | |
| | 85.9 | 84.6 | 85.4 | 81.9 | 88.7 | 71.0 | 85.2 | 89.2 | 79.6 |
| | (6.4) | (5.4) | (4.5) | (5.2) | (3.4) | (10.3) | (5.0) | (4.8) | (5.5) |
| Number of respondents | 105 | 133 | 201 | 134 | 325 | 37 | 159 | 163 | 167 |
| GRADUATION | | | | | | | | | |
| Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:** | | | | | | | | | |
| Special ed. students meet same standards as regular students | | | | | | | | | |
| | 94.4 | 84.5 | 87.5 | 89.1 | 92.1 | 85.2 | 89.7 | 27.6 | 90.5 |
| | (6.2) | (7.5) | (5.0) | (5.6) | (3.9) | (8.6) | (5.5) | (6.8) | (4.8) |
| Students pass a minimum competency test | 5.6 | 15.5 | 12.5 | 10.9 | 7.9 | 14.8 | 10.3 | 12.4 | 9.5 |
| | (6.2) | (7.5) | (5.0) | (5.6) | (3.9) | (8.6) | (5.5) | (6.8) | (4.8) |
| Number of respondents | 44 | 62 | 126 | 75 | 159 | 32 | 78 | 86 | 98 |
| Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:** | | | | | | | | | |
| Exempt from such tests | | | | | | | | | |
| | 0.0 | 0.7 | 2.8 | 1.6 | 0.2 | 2.0 | 0.0 | 1.7 | 1.9 |
| | (0.0) | (1.6) | (2.3) | (2.2) | (0.7) | (3.5) | (0.0) | (3.0) | (2.1) |
| Held to same testing procedures/standards as other students | 60.9 | 45.5 | 53.3 | 63.5 | 55.7 | 31.0 | 54.8 | 53.5 | 60.4 |
| | (13.2) | (9.7) | (7.0) | (8.6) | (8.1) | (11.4) | (9.5) | (11.6) | (7.7) |
| Given extra help in taking the test | 37.9 | 34.3 | 43.0 | 28.1 | 43.8 | 55.6 | 34.9 | 42.9 | 34.8 |
| | (13.1) | (9.2) | (6.9) | (8.0) | (8.1) | (12.3) | (9.1) | (11.5) | (7.5) |
| Given a modified test | 12.5 | 14.6 | 16.6 | 11.1 | 14.6 | 10.6 | 16.3 | 13.9 | 12.6 |
| | (9.0) | (6.9) | (5.2) | (5.6) | (5.8) | (7.6) | (7.0) | (8.1) | (5.2) |
| Allowed to meet different standards | 3.9 | 23.9 | 7.9 | 10.7 | 6.3 | 12.6 | 14.4 | 2.7 | 16.6 |
| | (5.2) | (8.3) | (3.8) | (5.5) | (4.0) | (8.2) | (6.7) | (3.8) | (5.8) |
| Number of respondents | 50 | 70 | 111 | 83 | 148 | 31 | 86 | 77 | 94 |

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency test, for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Coordination Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum* | 66.4 (3.8) | 78.0 (4.7) | 77.1 (6.9) | 72.8 (11.3) | 65.5 (4.8) | 67.7 (6.0) | 67.2 (7.2) | 68.0 (6.3) | 63.3 (6.1) | 66.2 (4.9) | 71.7 (7.6) | 57.2 (9.6) |
| Number of respondents | 531 | 184 | 121 | 40 | 299 | 231 | 160 | 206 | 165 | 358 | 105 | 63 |
| Percentage in schools with at least monthly contact with: | | | | | | | | | | | | |
| State vocational rehabilitation agency (VR) | 51.6 (3.7) | 35.5 (5.7) | 34.5 (7.7) | 29.3 (11.7) | 54.5 (4.7) | 47.7 (5.8) | 42.3 (7.0) | 52.1 (6.2) | 59.1 (5.6) | 48.8 (4.7) | 52.5 (7.7) | 67.5 (8.2) |
| State developmental disabilities agency | 16.3 (3.0) | 6.3 (3.1) | 6.5 (4.7) | 6.0 (6.8) | 19.0 (4.1) | 12.8 (4.2) | 12.4 (5.0) | 17.0 (5.3) | 19.4 (4.6) | 15.3 (3.7) | 17.8 (6.2) | 21.3 (7.7) |
| Vocational schools | 27.8 (3.5) | 22.2 (5.1) | 33.4 (8.0) | 25.9 (11.5) | 21.3 (4.0) | 34.6 (6.0) | 21.1 (6.0) | 32.9 (6.2) | 28.4 (5.5) | 25.9 (4.3) | 34.5 (8.1) | 29.3 (8.2) |
| Colleges | 4.4 (1.6) | 4.3 (2.6) | 4.8 (3.5) | 1.6 (3.3) | 3.4 (1.8) | 5.6 (2.8) | 4.1 (2.9) | 4.2 (2.6) | 4.9 (2.5) | 4.6 (2.0) | 4.6 (3.5) | 3.1 (3.1) |
| Mental health agencies | 25.9 (3.3) | 17.0 (4.7) | 19.1 (6.5) | 49.6 (12.7) | 25.5 (4.3) | 25.7 (5.3) | 31.8 (6.8) | 22.7 (5.4) | 24.3 (5.0) | 27.8 (4.3) | 21.3 (6.5) | 24.0 (7.6) |
| Social service agencies | 41.0 (3.8) | 28.2 (5.5) | 23.7 (7.2) | 50.4 (13.0) | 43.4 (4.8) | 37.9 (5.9) | 43.8 (7.4) | 35.3 (6.2) | 45.6 (5.7) | 42.2 (4.8) | 36.8 (7.7) | 41.4 (8.8) |
| Number of respondents | 526 | 150 | 87 | 28 | 290 | 228 | 154 | 195 | 171 | 348 | 101 | 66 |

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Coordination Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum* | 76.8 (4.2) | 35.3 (6.5) | 66.9 (5.3) | 65.2 (7.3) |
| Number of respondents | 333 | 198 | 251 | 179 |
| Percentage in schools with at least monthly contact with: | | | | |
| State vocational rehabilitation agency (VR) | 33.8 (4.7) | 86.7 (3.2) | 55.5 (5.2) | 49.7 (6.7) |
| State developmental disabilities agency | 5.1 (2.5) | 36.5 (4.9) | 11.3 (3.5) | 24.8 (6.8) |
| Vocational schools | 28.1 (4.7) | 27.2 (4.7) | 36.7 (5.2) | 24.0 (6.2) |
| Colleges | 3.9 (2.0) | 5.2 (2.4) | 4.3 (2.2) | 4.1 (2.8) |
| Mental health agencies | 26.6 (4.6) | 24.6 (4.4) | 27.7 (4.8) | 19.8 (5.6) |
| Social service agencies | 32.3 (4.9) | 56.2 (5.3) | 43.7 (5.3) | 34.9 (6.6) |
| Number of respondents | 250 | 268 | 248 | 173 |

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Coordination Characteristics</u> | <u>Household Income</u> | | | <u>Ethnicity</u> | | | <u>Head of Household's Education</u> | | |
|--|-------------------------|-------------------------------|------------------------------|------------------|----------------|-----------------|--------------------------------------|--------------------------------|-------------------------------|
| | <u>Under \$12,000</u> | <u>\$12,000- \$24,999</u> | <u>\$25,000 and Over</u> | <u>Black</u> | <u>White</u> | <u>Hispanic</u> | <u>No High School Diploma</u> | <u>High School Diploma</u> | <u>Beyond High School</u> |
| Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum* | 63.4 (9.1) | 71.4 (7.5) | 63.9 (6.4) | 63.8 (6.9) | 71.6 (7.2) | 80.3 (8.6) | 72.3 (6.3) | 65.1 (7.8) | 66.2 (7.0) |
| Number of respondents | 91 | 117 | 185 | 117 | 287 | 40 | 143 | 147 | 150 |
| Percentage in schools with at least monthly contact with: | | | | | | | | | |
| State vocational rehabilitation agency (VR) | 53.3 (8.5) | 64.0 (7.1) | 41.8 (6.3) | 52.5 (6.7) | 53.6 (5.2) | 34.2 (10.9) | 60.3 (6.6) | 45.5 (7.5) | 47.1 (6.4) |
| State developmental disabilities agency | 16.1 (6.8) | 16.6 (6.0) | 19.4 (5.6) | 13.4 (4.9) | 19.3 (4.6) | 5.1 (5.5) | 16.5 (5.4) | 16.2 (6.3) | 17.2 (5.1) |
| Vocational schools | 35.7 (8.4) | 31.8 (7.3) | 27.5 (6.0) | 23.5 (5.9) | 32.6 (5.2) | 15.1 (8.2) | 31.4 (6.3) | 41.7 (8.0) | 17.4 (5.5) |
| Colleges | 2.6 (2.8) | 7.4 (4.0) | 4.8 (2.8) | 4.3 (2.7) | 3.7 (2.1) | 0.0 (0.0) | 4.3 (2.9) | 2.7 (2.5) | 7.2 (3.6) |
| Mental health agencies | 18.0 (6.8) | 30.7 (6.9) | 20.5 (5.1) | 21.3 (5.5) | 27.4 (4.8) | 19.9 (9.2) | 30.2 (6.5) | 26.2 (6.8) | 15.7 (4.7) |
| Social service agencies | 41.1 (8.7) | 41.3 (7.5) | 31.7 (5.9) | 45.2 (6.6) | 38.2 (5.3) | 31.4 (10.8) | 45.0 (6.9) | 39.0 (7.6) | 31.9 (6.5) |
| Number of respondents | 103 | 114 | 164 | 118 | 280 | 30 | 149 | 134 | 139 |

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Coordination Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in: ^a | | | | | | | | | | | | |
| Referrals of special education students to VR | 82.3 (2.9) | 86.3 (4.1) | 82.3 (6.4) | 90.2 (7.8) | 85.3 (3.4) | 78.7 (4.9) | 84.9 (5.5) | 81.6 (4.8) | 81.1 (4.4) | 84.3 (3.5) | 76.3 (6.5) | 83.7 (6.4) |
| VR staff involvement in writing IEPs | 34.3 (3.6) | 31.0 (5.6) | 23.3 (7.1) | 31.3 (12.2) | 32.8 (4.5) | 35.9 (5.7) | 25.5 (6.7) | 38.4 (6.0) | 36.0 (5.4) | 32.3 (4.5) | 39.4 (7.5) | 35.1 (8.3) |
| VR staff being assigned to ongoing work in the school | 53.3 (3.7) | 43.2 (6.0) | 31.1 (7.8) | 37.1 (12.7) | 59.0 (4.7) | 46.2 (6.0) | 43.3 (7.6) | 55.0 (6.2) | 59.4 (5.5) | 51.7 (4.8) | 53.8 (7.6) | 63.5 (8.4) |
| VR and school staff collaboration in developing programs | 45.1 (3.7) | 29.8 (5.5) | 37.7 (8.1) | 27.6 (11.8) | 49.7 (4.7) | 39.4 (5.8) | 39.4 (7.5) | 45.7 (6.2) | 49.1 (5.6) | 44.7 (4.8) | 39.4 (7.5) | 59.4 (8.5) |
| No VR contact or no action taken | 6.2 (1.8) | 5.4 (2.7) | 14.1 (5.8) | 7.4 (6.9) | 4.1 (1.9) | 8.7 (3.4) | 4.9 (3.3) | 5.6 (2.8) | 8.1 (3.1) | 5.7 (2.2) | 9.6 (4.5) | 1.9 (2.3) |
| Number of respondents | 615 | 169 | 116 | 35 | 348 | 264 | 158 | 248 | 209 | 401 | 129 | 80 |
| Percentage in schools that usually or always: | | | | | | | | | | | | |
| When students changed schools: | | | | | | | | | | | | |
| Transferred IEPs | 18.5 (2.8) | 26.4 (5.0) | 25.9 (6.7) | 9.6 (7.4) | 19.3 (3.6) | 17.7 (4.5) | 26.1 (6.2) | 17.4 (4.7) | 12.0 (3.6) | 22.7 (3.9) | 11.7 (4.8) | 5.6 (4.0) |
| Transferred files | 19.0 (2.9) | 26.3 (4.9) | 25.9 (6.9) | 9.9 (7.4) | 19.3 (3.6) | 18.7 (4.6) | 26.2 (6.2) | 18.5 (4.7) | 12.0 (3.6) | 22.7 (3.9) | 14.1 (5.2) | 5.6 (4.0) |
| Discussed student needs with other schools' staff | 13.9 (2.5) | 17.7 (4.3) | 18.6 (6.2) | 8.0 (6.9) | 13.8 (3.2) | 14.2 (4.1) | 18.9 (5.6) | 12.6 (4.1) | 10.3 (3.3) | 16.7 (3.5) | 9.7 (4.4) | 4.5 (3.5) |
| When students became clients of service agencies: | | | | | | | | | | | | |
| Sent files to agencies | 16.0 (2.7) | 23.1 (4.8) | 21.1 (6.6) | 4.5 (5.6) | 14.9 (3.4) | 17.5 (4.5) | 21.1 (6.0) | 16.3 (4.6) | 10.2 (3.4) | 19.0 (3.7) | 11.8 (4.9) | 5.7 (4.0) |
| Discussed student needs with agency staff | 14.5 (2.6) | 20.8 (4.7) | 20.9 (6.5) | 4.4 (5.4) | 12.5 (3.1) | 17.0 (4.5) | 17.4 (5.6) | 16.0 (4.5) | 9.4 (3.3) | 16.9 (3.6) | 11.9 (4.9) | 4.9 (3.8) |
| Number of respondents | 636 | 179 | 123 | 35 | 360 | 273 | 178 | 248 | 208 | 421 | 130 | 79 |

^a See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Coordination Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in: [*] | | | | |
| Referrals of special education students to VR | 86.4 (3.5) | 74.6 (4.4) | 86.1 (3.7) | 74.5 (5.8) |
| VR staff involvement in writing IEPs | 29.1 (4.6) | 43.9 (5.1) | 35.6 (5.1) | 36.2 (6.4) |
| VR staff being assigned to ongoing work in the school | 37.5 (4.9) | 82.8 (3.9) | 55.4 (5.3) | 56.7 (6.6) |
| VR and school staff collaboration in developing programs | 32.8 (4.8) | 68.0 (4.8) | 45.6 (5.3) | 46.6 (6.7) |
| No VR contact or no action taken | 8.2 (2.8) | 2.4 (1.6) | 2.3 (1.6) | 10.4 (4.1) |
| Number of respondents | 305 | 310 | 292 | 217 |
| Percentage in schools that usually or always: | | | | |
| When students changed schools: | | | | |
| Transferred IEPs | 22.2 (4.0) | 11.1 (3.3) | 14.9 (3.7) | 15.7 (4.9) |
| Transferred files | 22.2 (4.0) | 12.6 (3.5) | 14.9 (3.7) | 17.2 (5.0) |
| Discussed student needs with other schools' staff | 16.1 (3.5) | 9.7 (3.1) | 10.6 (3.2) | 11.7 (4.3) |
| When students became clients of service agencies: | | | | |
| Sent files to agencies | 18.0 (3.8) | 12.2 (3.5) | 12.0 (3.4) | 15.3 (4.9) |
| Discussed student needs with agency staff | 17.1 (3.7) | 9.6 (3.2) | 10.6 (3.2) | 12.1 (4.4) |
| Number of respondents | 325 | 310 | 299 | 222 |

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Coordination Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in: [*] | | | | | | | | | |
| Referrals of special education students to VR | 76.0 (7.7) | 81.8 (5.7) | 83.9 (4.7) | 83.6 (5.0) | 82.9 (4.0) | 73.0 (10.8) | 83.7 (5.1) | 76.4 (6.3) | 86.2 (4.9) |
| VR staff involvement in writing IEPs | 25.7 (7.9) | 46.6 (7.4) | 34.9 (6.1) | 38.4 (6.6) | 33.9 (5.0) | 31.7 (11.4) | 34.6 (6.5) | 37.7 (7.2) | 32.0 (6.7) |
| VR staff being assigned to ongoing work in the school | 55.6 (8.9) | 61.4 (7.2) | 45.2 (6.4) | 52.9 (6.8) | 53.5 (5.3) | 37.0 (11.8) | 60.2 (6.7) | 52.5 (7.5) | 45.8 (7.1) |
| VR and school staff collaboration in developing programs | 41.8 (8.9) | 57.0 (7.3) | 40.0 (6.3) | 51.9 (6.8) | 46.1 (5.3) | 30.3 (11.2) | 49.8 (6.8) | 44.2 (7.4) | 40.7 (7.0) |
| No VR contact or no action taken | 12.7 (6.0) | 1.9 (2.0) | 6.5 (3.2) | 7.8 (3.7) | 6.3 (2.6) | 3.7 (4.6) | 2.3 (2.0) | 11.7 (4.8) | 5.3 (3.2) |
| Number of respondents | 106 | 139 | 201 | 133 | 340 | 32 | 163 | 172 | 164 |
| Percentage in schools that usually or always: | | | | | | | | | |
| When students changed schools: | | | | | | | | | |
| Transferred IEPs | 18.5 (6.6) | 21.0 (5.9) | 23.6 (5.2) | 24.2 (5.5) | 17.8 (4.0) | 42.9 (10.6) | 19.7 (5.3) | 14.6 (5.1) | 33.5 (6.3) |
| Transferred files | 18.5 (6.6) | 22.7 (6.0) | 23.8 (5.2) | 24.2 (5.5) | 18.6 (4.1) | 42.3 (10.5) | 21.0 (5.4) | 14.8 (5.2) | 33.4 (6.3) |
| Discussed student needs with other schools' staff | 12.8 (5.7) | 16.6 (5.4) | 16.0 (4.5) | 16.3 (4.8) | 14.7 (3.7) | 28.4 (9.7) | 15.4 (4.8) | 10.3 (4.4) | 24.6 (5.8) |
| When students became clients of service agencies: | | | | | | | | | |
| Sent files to agencies | 16.8 (6.4) | 16.6 (5.5) | 19.2 (5.0) | 19.3 (5.2) | 15.4 (3.8) | 44.4 (10.6) | 19.3 (5.3) | 9.6 (4.5) | 28.6 (6.2) |
| Discussed student needs with agency staff | 16.3 (6.4) | 14.0 (5.1) | 16.9 (4.7) | 16.9 (4.9) | 13.8 (3.7) | 41.9 (11.0) | 15.2 (4.9) | 10.6 (4.6) | 25.7 (6.0) |
| Number of respondents | 116 | 139 | 209 | 141 | 345 | 37 | 172 | 169 | 176 |

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH VISUAL IMPAIRMENTS

| Programming Characteristics | Total | Community | | | Gender | | Age in 1997 | | | School Status | | |
|---|-----------------------|-----------------------|-----------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of students in schools with 12th grade, percentage in schools that usually or always: ^a | | | | | | | | | | | | |
| Focused IEPs for seniors on the period after secondary school | 5.5 (1.7) | 5.6 (2.8) | 4.2 (3.4) | 6.9 (6.4) | 4.5 (2.0) | 6.7 (3.0) | 8.9 (4.5) | 4.1 (2.5) | 4.5 (2.3) | 7.0 (2.5) | 2.5 (2.3) | 2.5 (2.7) |
| Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions | 8.6 (2.1) | 10.8 (3.7) | 9.2 (4.8) | 2.9 (4.4) | 5.5 (2.2) | 12.3 (3.9) | 9.8 (4.6) | 9.0 (3.5) | 7.1 (2.9) | 9.5 (2.8) | 8.8 (4.2) | 3.5 (3.2) |
| Number of respondents | 611 | 169 | 116 | 36 | 344 | 264 | 155 | 246 | 210 | 396 | 131 | 79 |
| Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students ^a | | | | | | | | | | | | |
| Number of respondents | 21.7 (3.2) 616 | 26.7 (5.3) 169 | 12.0 (5.5) 112 | 22.0 (10.7) 39 | 22.9 (4.1) 352 | 20.3 (4.9) 261 | 21.7 (6.4) 164 | 21.1 (5.2) 244 | 22.4 (4.7) 208 | 20.3 (4.0) 402 | 25.5 (6.6) 130 | 22.6 (7.3) 79 |
| Average number of years school transition programs operated | 3.4 (0.5) | 3.2 (0.7) | 4.5 (1.1) | --- | 3.0 (0.5) | 4.0 (0.6) | 2.5 (0.6) | 4.5 (1.0) | 2.7 (0.3) | 3.5 (0.7) | 3.4 (0.7) | 2.8 (0.4) |
| Number of respondents | 146 | 48 | 20 | 7 | 72 | 74 | 42 | 57 | 47 | 90 | 34 | 21 |

^a See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Programming Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of students in schools with 11th grade, percentage in schools that usually or always: [*] | | | | |
| Focused IEPs for seniors on the period after secondary school | 3.7 (1.9) | 8.9 (3.1) | 2.8 (1.8) | 6.9 (3.5) |
| Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions | 8.3 (2.8) | 9.2 (3.0) | 6.1 (2.5) | 8.3 (3.7) |
| Number of respondents | 309 | 302 | 289 | 216 |
| Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students [*] | | | | |
| Number of respondents | 19.1 (4.9) | 26.2 (4.8) | 19.5 (4.3) | 26.3 (6.1) |
| Number of respondents | 303 | 313 | 286 | 219 |
| Average number of years school transition programs operated | 3.2 (0.6) | 3.6 (0.6) | 3.4 (0.6) | 3.7 (0.7) |
| Number of respondents | 71 | 75 | 70 | 55 |

^{*} See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

85

Table 14C: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH VISUAL IMPAIRMENTS

| Programming Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|--------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Of students in schools with 12th grade, percentage in schools that usually or always: [*] | | | | | | | | | |
| Focused IEPs for seniors on the period after secondary school | 2.7 (2.9) | 6.7 (3.9) | 3.6 (2.4) | 5.9 (3.2) | 6.5 (2.7) | 5.4 (5.5) | 3.8 (2.6) | 7.2 (3.9) | 9.3 (4.2) |
| Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions | 7.0 (4.6) | 10.0 (4.5) | 8.3 (3.5) | 7.2 (3.5) | 9.2 (3.1) | 20.9 (9.8) | 10.0 (4.1) | 5.1 (3.3) | 17.0 (5.4) |
| Number of respondents | 107 | 134 | 202 | 133 | 336 | 32 | 162 | 173 | 161 |
| Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students [*] | | | | | | | | | |
| Number of respondents | 23.1 (7.6) | 27.4 (6.8) | 16.9 (4.9) | 17.0 (5.1) | 24.9 (4.7) | 31.2 (10.4) | 26.2 (6.1) | 21.9 (6.4) | 23.2 (6.1) |
| Number of respondents | 108 | 140 | 198 | 133 | 337 | 34 | 167 | 170 | 161 |
| Average number of years school transition programs operated | 2.8 (1.2) | 4.1 (0.9) | 4.0 (0.6) | 3.0 (0.7) | 3.4 (0.6) | --- | 3.8 (1.0) | 2.8 (0.7) | 3.3 (0.7) |
| Number of respondents | 23 | 39 | 46 | 23 | 90 | 10 | 43 | 36 | 45 |

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| Educational Placements | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in: | | | | | | | | | | | | |
| Grades 7 or 8 | 13.4 (2.5) | 8.9 (3.3) | 12.4 (5.4) | 23.2 (11.0) | 14.8 (3.4) | 11.7 (3.8) | 37.5 (7.1) | 3.6 (2.3) | 2.1 (1.7) | 17.9 (3.7) | 0.0 (0.0) | 4.7 (3.8) |
| Grades 9 or 10 | 34.6 (3.5) | 43.0 (5.8) | 36.6 (7.8) | 36.4 (12.7) | 33.8 (4.5) | 35.6 (5.7) | 52.6 (7.3) | 44.5 (6.1) | 3.8 (2.2) | 45.4 (4.8) | 14.5 (5.4) | 10.5 (5.6) |
| Grades 11 or 12 | 38.2 (3.6) | 42.9 (5.8) | 45.9 (8.1) | 35.0 (12.5) | 34.7 (4.5) | 42.5 (5.8) | 0.4 (0.9) | 42.8 (6.1) | 70.0 (5.3) | 22.6 (4.0) | 77.6 (5.3) | 62.9 (8.7) |
| Ungraded programs | 13.8 (2.6) | 5.2 (2.6) | 5.1 (3.6) | 3.3 (4.7) | 16.7 (3.6) | 10.2 (3.6) | 9.6 (4.3) | 9.1 (3.5) | 24.1 (5.0) | 14.1 (3.3) | 7.8 (4.1) | 21.8 (7.5) |
| Number of respondents | 645 | 177 | 124 | 37 | 365 | 277 | 180 | 154 | 211 | 421 | 129 | 89 |
| Percentage in: | | | | | | | | | | | | |
| Special schools for youth with disabilities | 37.8 (3.4) | 4.9 (2.4) | 4.4 (3.3) | 13.3 (8.8) | 40.0 (4.4) | 34.5 (5.4) | 30.5 (6.5) | 32.2 (5.5) | 51.3 (5.3) | | 33.4 (6.7) | 45.0 (8.8) |
| Regular schools but in no regular education classes | 6.9 (1.8) | 9.0 (3.2) | 7.8 (4.3) | 7.7 (6.9) | 7.6 (2.4) | 6.0 (2.7) | 6.6 (3.5) | 3.2 (2.1) | 11.7 (3.4) | 5.6 (2.1) | 8.0 (3.8) | 11.5 (5.6) |
| Regular education classes for nonacademics* only | 6.2 (1.7) | 16.6 (4.2) | 7.3 (4.1) | 0.5 (1.9) | 5.7 (2.1) | 6.9 (2.9) | 6.4 (3.5) | 6.2 (2.9) | 6.0 (2.5) | 5.2 (2.0) | 9.6 (4.2) | 5.3 (4.0) |
| Regular education classes for some academics* | 33.1 (3.3) | 56.5 (5.6) | 50.2 (8.0) | 42.8 (12.9) | 31.4 (4.2) | 35.4 (5.4) | 32.8 (6.7) | 40.7 (5.8) | 23.9 (4.6) | 4.0 (4.3) | 34.0 (6.7) | 28.2 (8.0) |
| All regular education classes | 16.1 (2.6) | 13.0 (3.8) | 30.3 (7.3) | 35.8 (12.5) | 15.4 (3.2) | 17.2 (4.3) | 23.8 (6.0) | 17.7 (4.5) | 7.1 (2.7) | 17.9 (3.5) | 15.0 (5.0) | 11.1 (5.3) |
| Number of respondents | 712 | 187 | 128 | 38 | 408 | 301 | 191 | 274 | 247 | 465 | 147 | 93 |
| Average percentage of class time in regular education classes: | | | | | | | | | | | | |
| As a whole | 55.1 (3.5) | 70.7 (4.5) | 80.8 (5.3) | 72.0 (10.2) | 52.0 (4.5) | 59.5 (5.6) | 56.4 (6.8) | 66.6 (5.5) | 38.3 (5.4) | 56.3 (4.5) | 59.6 (7.2) | 44.8 (8.5) |
| In grades 7 or 8 | 52.2 (10.4) | --- | --- | --- | 51.2 (13.6) | 54.0 (15.7) | 55.4 (12.3) | --- | --- | 55.4 (11.6) | --- | --- |
| In grades 9 or 10 | 61.2 (5.5) | 75.4 (5.7) | 85.1 (6.4) | --- | 61.7 (6.9) | 60.5 (9.0) | 67.6 (8.0) | 56.5 (8.2) | --- | 62.0 (6.0) | --- | --- |
| In grades 11 or 12 | 68.2 (5.3) | 72.8 (7.0) | 85.9 (7.0) | --- | 64.9 (7.0) | 71.9 (8.0) | --- | 87.7 (6.0) | 52.7 (6.3) | 76.0 (8.6) | 67.8 (7.5) | 53.9 (10.0) |
| In ungraded programs | 1.8 (1.5) | --- | --- | --- | 1.6 (1.7) | 2.3 (2.8) | --- | 2.7 (3.6) | 0.9 (1.5) | 1.9 (1.7) | --- | --- |
| Number of respondents | 564 | 160 | 115 | 33 | 326 | 237 | 167 | 217 | 180 | 380 | 102 | 77 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| <u>Educational Placements</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in: | | | | |
| Grades 7 or 8 | 15.0 (3.5) | 10.1 (3.4) | 13.6 (3.3) | 12.6 (4.5) |
| Grades 9 or 10 | 38.4 (4.7) | 27.4 (5.1) | 36.6 (4.6) | 32.0 (6.3) |
| Grades 11 or 12 | 42.1 (4.8) | 30.7 (5.2) | 44.4 (4.8) | 38.1 (6.5) |
| Ungraded programs | 4.5 (2.0) | 31.8 (5.3) | 5.4 (2.2) | 17.2 (5.1) |
| Number of respondents | 339 | 306 | 345 | 229 |
| Percentage in: | | | | |
| Special schools for youth with disabilities | 1.8 (1.3) | 100 (0.0) | 25.8 (4.2) | 51.0 (6.3) |
| Regular schools but in no regular education classes | 10.8 (2.9) | 0.0 (0.0) | 3.4 (1.7) | 5.9 (3.0) |
| Regular education classes for nonacademics* only | 9.8 (2.8) | 0.0 (0.0) | 7.6 (2.5) | 3.4 (2.3) |
| Regular education classes for some academics* | 52.1 (4.7) | 0.0 (0.0) | 36.9 (4.6) | 33.6 (6.0) |
| All regular education classes | 25.5 (4.1) | 0.0 (0.0) | 26.3 (4.2) | 6.2 (3.0) |
| Number of respondents | 352 | 359 | 349 | 256 |
| Average percentage of class time in regular education classes: | | | | |
| As a whole | 76.9 (3.4) | 9.1 (3.3) | 68.2 (4.2) | 46.1 (6.5) |
| In grades 7 or 8 | 67.2 (11.7) | 13.7 (11.9) | 57.6 (14.2) | 41.3 (18.6) |
| In grades 9 or 10 | 81.3 (4.1) | 6.3 (5.0) | 74.6 (5.9) | 45.7 (10.3) |
| In grades 11 or 12 | 83.1 (4.6) | 19.9 (7.8) | 70.8 (6.0) | 68.3 (10.0) |
| In ungraded programs | --- | 0.2 (0.4) | 6.1 (5.0) | 2.3 (2.7) |
| Number of respondents | 306 | 258 | 306 | 196 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Table 15C: EDUCATIONAL PLACEMENTS OF STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| Educational Placements | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in: | | | | | | | | | |
| Grades 7 or 8 | 10.8 (5.4) | 14.5 (5.4) | 7.9 (3.3) | 6.4 (3.3) | 11.5 (3.4) | 8.5 (6.1) | 12.1 (4.5) | 5.2 (3.5) | 12.9 (4.6) |
| Grades 9 or 10 | 30.5 (8.0) | 35.9 (7.3) | 41.4 (6.1) | 37.0 (6.6) | 33.7 (5.0) | 50.9 (11.0) | 34.9 (6.6) | 36.2 (7.5) | 38.2 (6.6) |
| Grades 11 or 12 | 39.9 (8.6) | 41.1 (7.5) | 40.8 (6.1) | 43.3 (6.7) | 40.1 (5.2) | 38.3 (10.7) | 36.4 (6.7) | 49.8 (7.8) | 33.9 (6.5) |
| Ungraded programs | 18.9 (6.8) | 8.5 (4.3) | 9.9 (3.7) | 13.3 (4.6) | 14.8 (3.8) | 2.3 (3.3) | 16.6 (5.2) | 8.9 (4.4) | 14.9 (4.9) |
| Number of respondents | 112 | 140 | 211 | 131 | 346 | 39 | 163 | 168 | 179 |
| Percentage in: | | | | | | | | | |
| Special schools for youth with disabilities | 45.8 (8.2) | 40.9 (7.1) | 28.9 (5.3) | 34.7 (6.2) | 41.6 (4.9) | 20.1 (7.4) | 41.6 (6.4) | 37.5 (7.2) | 39.1 (6.3) |
| Regular schools but in no regular education classes | 2.7 (2.7) | 5.5 (3.3) | 4.5 (2.4) | 5.4 (2.9) | 3.6 (1.9) | 12.9 (6.2) | 6.7 (3.2) | 3.7 (2.8) | 3.2 (2.2) |
| Regular education classes for nonacademics* only | 6.9 (4.2) | 4.6 (3.0) | 6.1 (2.8) | 11.5 (4.1) | 4.3 (2.0) | 12.3 (6.0) | 9.0 (3.7) | 5.0 (3.2) | 5.0 (2.8) |
| Regular education classes for some academics* | 33.8 (7.7) | 36.3 (6.9) | 40.0 (5.7) | 27.4 (5.8) | 34.5 (4.8) | 44.8 (9.2) | 33.5 (6.1) | 36.5 (7.1) | 33.3 (6.1) |
| All regular education classes | 10.8 (5.1) | 12.7 (4.8) | 20.5 (4.7) | 20.9 (5.3) | 16.0 (3.7) | 9.9 (5.5) | 9.1 (3.7) | 17.2 (5.6) | 19.4 (5.1) |
| Number of respondents | 125 | 158 | 234 | 141 | 388 | 51 | 186 | 187 | 200 |
| Average percentage of class time in regular education classes: | | | | | | | | | |
| As a whole | 51.6 (8.0) | 50.4 (7.1) | 68.4 (5.5) | 57.0 (6.6) | 55.5 (5.0) | 69.5 (7.4) | 49.4 (6.1) | 59.6 (7.6) | 59.4 (6.4) |
| In grades 7 or 8 | 41.8 (19.7) | --- | 83.2 (11.6) | --- | 60.6 (15.3) | --- | 32.1 (17.6) | --- | 77.8 (13.6) |
| In grades 9 or 10 | 60.9 (12.3) | 40.2 (11.1) | 77.8 (7.1) | 67.1 (9.6) | 55.2 (8.2) | 72.2 (10.3) | 58.4 (9.7) | 53.4 (11.9) | 65.3 (9.6) |
| In grades 11 or 12 | 64.9 (12.9) | 71.8 (9.6) | 73.2 (8.2) | 65.9 (10.4) | 70.7 (6.9) | 73.6 (9.8) | 63.1 (8.7) | 76.5 (10.3) | 67.3 (9.8) |
| In ungraded programs | 1.2 (2.0) | 3.0 (3.7) | 2.4 (4.1) | 3.4 (3.1) | 1.1 (1.9) | --- | 0.5 (1.1) | 3.9 (4.2) | 1.5 (3.6) |
| Number of respondents | 103 | 123 | 185 | 115 | 305 | 37 | 148 | 147 | 157 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| Course Taking | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|---------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average percentage of class time spent in academic* subjects: | | | | | | | | | | | | |
| As a whole | 51.0 (1.8) | 57.2 (2.7) | 58.1 (3.3) | 51.2 (5.8) | 51.3 (2.3) | 50.7 (2.6) | 55.0 (3.3) | 55.7 (2.4) | 40.3 (2.9) | 53.6 (2.1) | 46.3 (3.8) | 43.3 (4.6) |
| In regular education classes | 32.7 (2.5) | 43.5 (3.7) | 50.7 (4.5) | 39.4 (7.8) | 32.7 (3.2) | 32.8 (3.8) | 36.5 (4.9) | 39.9 (4.0) | 18.8 (3.3) | 35.0 (3.2) | 29.4 (4.9) | 26.0 (5.6) |
| In special education classes | 18.4 (1.9) | 13.7 (3.0) | 7.4 (2.8) | 11.8 (4.1) | 18.6 (2.4) | 18.0 (3.0) | 18.5 (3.7) | 15.8 (3.0) | 21.6 (2.8) | 18.6 (2.4) | 16.9 (3.7) | 17.3 (4.2) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Average percentage of class time spent in nonacademic* subjects: | | | | | | | | | | | | |
| As a whole | 20.3 (1.9) | 16.1 (2.0) | 19.7 (3.7) | 16.6 (4.8) | 20.4 (2.5) | 20.2 (2.6) | 22.7 (3.9) | 16.5 (2.2) | 22.8 (3.3) | 20.3 (2.3) | 19.1 (3.6) | 23.6 (5.3) |
| In regular education classes | 7.5 (0.9) | 9.2 (1.5) | 11.2 (2.1) | 9.8 (3.7) | 6.3 (1.0) | 9.0 (1.6) | 7.8 (1.5) | 9.2 (1.7) | 4.9 (1.2) | 7.7 (1.1) | 8.1 (2.2) | 5.6 (1.7) |
| In special education classes | 12.8 (1.9) | 6.9 (1.7) | 8.4 (3.7) | 6.7 (3.9) | 14.1 (2.6) | 11.2 (2.6) | 14.9 (4.2) | 7.3 (2.0) | 17.9 (3.4) | 12.5 (2.4) | 11.0 (3.4) | 17.9 (5.6) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Percentage taking English/language arts classes: | | | | | | | | | | | | |
| As a whole | 87.0 (2.7) | 92.3 (3.3) | 91.7 (4.7) | 80.2 (11.1) | 84.7 (3.6) | 90.1 (3.9) | 87.3 (5.1) | 93.4 (3.3) | 78.1 (5.1) | 88.6 (3.2) | 83.4 (6.5) | 82.2 (7.0) |
| In regular education classes | 52.1 (4.0) | 73.6 (5.5) | 77.0 (7.2) | 56.6 (13.9) | 50.7 (5.0) | 54.0 (6.5) | 56.0 (7.5) | 65.6 (6.3) | 29.4 (5.6) | 54.8 (5.0) | 49.2 (8.7) | 42.9 (9.1) |
| In special education classes | 37.3 (3.8) | 24.0 (5.3) | 17.8 (6.5) | 23.6 (11.9) | 36.0 (4.8) | 39.0 (6.3) | 34.2 (7.2) | 29.9 (6.1) | 50.8 (6.2) | 36.1 (4.8) | 37.8 (3.4) | 40.4 (9.0) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Percentage taking mathematics classes: | | | | | | | | | | | | |
| As a whole | 73.4 (3.5) | 77.1 (5.2) | 76.2 (7.2) | 74.9 (12.1) | 77.6 (4.2) | 68.0 (6.0) | 89.3 (4.7) | 76.4 (5.7) | 52.0 (6.2) | 83.3 (3.7) | 46.1 (8.7) | 56.0 (9.1) |
| In regular education classes | 41.4 (3.9) | 55.6 (6.1) | 63.4 (8.2) | 51.3 (14.0) | 42.4 (4.9) | 50.2 (6.3) | 54.3 (7.6) | 48.6 (6.7) | 17.6 (4.7) | 47.8 (5.0) | 26.5 (7.7) | 29.8 (8.4) |
| In special education classes | 32.1 (3.7) | 22.0 (5.1) | 12.8 (5.7) | 23.7 (11.9) | 35.3 (4.8) | 27.8 (5.8) | 35.4 (7.3) | 27.8 (6.0) | 34.4 (5.9) | 35.7 (4.8) | 19.6 (6.9) | 26.2 (8.1) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic

Source: Students' school records. Data are for the most recent year in school

Table 16B: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| <u>Course Taking</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Average percentage of class time spent in academic* subjects: | | | | |
| As a whole | 55.6 (2.2) | 41.5 (2.4) | 56.2 (1.9) | 49.3 (2.9) |
| In regular education classes | 46.1 (2.8) | 4.3 (1.7) | 41.5 (3.1) | 26.6 (4.3) |
| In special education classes | 9.5 (1.9) | 37.0 (2.6) | 14.6 (2.2) | 22.7 (3.6) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Average percentage of class time spent in nonacademic* subjects: | | | | |
| As a whole | 19.3 (2.2) | 22.6 (3.1) | 15.5 (1.7) | 19.7 (2.8) |
| In regular education classes | 10.4 (1.2) | 1.3 (0.6) | 8.9 (1.2) | 6.6 (1.7) |
| In special education classes | 8.8 (2.2) | 21.3 (3.2) | 6.6 (1.6) | 13.2 (2.7) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Percentage taking English/language arts classes: | | | | |
| As a whole | 89.9 (3.1) | 81.0 (4.7) | 94.1 (2.4) | 86.1 (5.0) |
| In regular education classes | 73.0 (4.5) | 7.7 (3.2) | 65.2 (4.8) | 47.0 (7.3) |
| In special education classes | 29.0 (4.1) | 74.0 (5.3) | 31.1 (4.7) | 42.9 (7.2) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Percentage taking mathematics classes: | | | | |
| As a whole | 74.2 (4.5) | 71.7 (5.4) | 77.5 (4.2) | 73.4 (6.7) |
| In regular education classes | 58.6 (5.0) | 5.0 (2.6) | 50.8 (5.0) | 30.9 (6.7) |
| In special education classes | 15.8 (3.7) | 66.7 (5.7) | 26.6 (4.5) | 39.9 (7.1) |
| Number of respondents | 307 | 258 | 306 | 196 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| Course Taking | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|-----------|--------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average percentage of class time spent in academic* subjects: | | | | | | | | | |
| As a whole | 50.1 | 48.4 | 54.8 | 52.5 | 52.0 | 51.4 | 50.6 | 49.6 | 55.1 |
| | (3.6) | (3.3) | (2.8) | (3.4) | (2.3) | (3.6) | (3.0) | (3.5) | (3.0) |
| In regular education classes | 29.1 | 27.1 | 42.2 | 34.3 | 33.4 | 34.4 | 26.5 | 33.8 | 38.6 |
| | (5.3) | (4.8) | (3.9) | (4.8) | (3.5) | (5.3) | (4.1) | (5.1) | (4.6) |
| In special education classes | 20.9 | 21.3 | 12.6 | 18.3 | 18.6 | 17.0 | 24.1 | 15.8 | 16.5 |
| | (4.4) | (3.8) | (2.8) | (3.8) | (2.6) | (4.7) | (3.6) | (3.7) | (3.3) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Average percentage of class time spent in nonacademic* subjects: | | | | | | | | | |
| As a whole | 14.2 | 22.4 | 23.8 | 14.2 | 21.3 | 19.2 | 18.1 | 18.3 | 23.2 |
| | (3.1) | (3.2) | (3.2) | (2.3) | (2.6) | (3.7) | (2.9) | (3.1) | (3.4) |
| In regular education classes | 5.8 | 7.5 | 12.0 | 5.6 | 8.2 | 11.3 | 7.2 | 7.7 | 9.6 |
| | (1.9) | (1.8) | (1.7) | (1.3) | (1.3) | (3.1) | (1.6) | (1.9) | (1.8) |
| In special education classes | 8.4 | 14.9 | 11.8 | 8.6 | 13.1 | 7.9 | 11.0 | 10.6 | 13.6 |
| | (2.9) | (3.5) | (3.3) | (2.3) | (2.6) | (2.9) | (2.9) | (3.0) | (3.5) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Percentage taking English/language arts classes: | | | | | | | | | |
| As a whole | 90.2 | 83.8 | 91.0 | 89.9 | 87.6 | 97.4 | 91.3 | 83.6 | 91.6 |
| | (5.4) | (5.9) | (3.8) | (4.4) | (3.7) | (3.3) | (4.0) | (6.3) | (3.9) |
| In regular education classes | 49.3 | 43.1 | 68.1 | 55.8 | 51.2 | 71.3 | 41.7 | 56.6 | 61.4 |
| | (9.0) | (8.0) | (6.2) | (7.3) | (5.6) | (9.6) | (7.0) | (8.4) | (6.9) |
| In special education classes | 43.6 | 41.7 | 25.5 | 35.0 | 38.2 | 38.3 | 52.7 | 27.9 | 32.4 |
| | (9.0) | (8.0) | (5.8) | (7.0) | (5.5) | (10.3) | (7.1) | (7.6) | (6.6) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Percentage taking mathematics classes: | | | | | | | | | |
| As a whole | 67.5 | 66.8 | 78.0 | 75.9 | 72.5 | 71.6 | 70.4 | 69.2 | 79.1 |
| | (8.5) | (7.6) | (5.5) | (6.3) | (5.0) | (9.6) | (6.5) | (7.8) | (5.8) |
| In regular education classes | 31.3 | 31.6 | 55.7 | 45.2 | 39.9 | 38.0 | 33.7 | 36.3 | 49.6 |
| | (8.4) | (7.5) | (6.6) | (7.3) | (5.5) | (10.3) | (6.7) | (8.1) | (7.1) |
| In special education classes | 36.3 | 35.2 | 22.3 | 30.7 | 32.8 | 33.6 | 36.7 | 32.9 | 29.5 |
| | (8.7) | (7.7) | (5.5) | (6.7) | (5.3) | (10.0) | (6.9) | (7.9) | (6.5) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

| Course Taking | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage taking science classes: | | | | | | | | | | | | |
| As a whole | 52.8 (4.0) | 56.4 (6.1) | 57.7 (8.4) | 53.2 (14.0) | 55.9 (5.0) | 48.9 (6.5) | 70.7 (6.9) | 58.3 (6.6) | 26.0 (5.4) | 61.1 (4.9) | 33.1 (8.2) | 36.7 (8.9) |
| In regular education classes | 31.3 (3.7) | 39.1 (6.0) | 51.3 (8.5) | 37.9 (13.6) | 35.8 (4.8) | 25.4 (5.6) | 43.7 (7.5) | 36.0 (6.4) | 11.4 (3.9) | 37.5 (4.9) | 16.8 (6.5) | 19.2 (7.2) |
| In special education classes | 21.5 (3.3) | 17.3 (4.7) | 6.4 (4.2) | 15.3 (10.1) | 20.1 (4.0) | 23.5 (5.5) | 27.0 (6.7) | 22.3 (5.5) | 14.5 (4.3) | 23.6 (4.3) | 16.3 (6.4) | 17.5 (7.0) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Percentage taking other academic* classes: | | | | | | | | | | | | |
| As a whole | 75.6 (3.4) | 81.4 (4.8) | 83.3 (6.4) | 77.0 (11.8) | 71.5 (4.5) | 81.0 (5.1) | 79.8 (6.1) | 81.2 (5.2) | 63.3 (5.9) | 76.3 (4.3) | 77.1 (7.3) | 66.9 (8.7) |
| In regular education classes | 52.5 (4.0) | 64.5 (5.9) | 77.1 (7.2) | 75.0 (12.1) | 47.5 (5.0) | 59.2 (6.4) | 55.6 (7.5) | 63.5 (6.4) | 34.3 (5.8) | 53.7 (5.0) | 57.4 (8.6) | 40.4 (9.0) |
| In special education classes | 24.1 (3.4) | 17.3 (4.7) | 6.5 (4.2) | 6.9 (7.1) | 24.7 (4.3) | 23.1 (5.5) | 24.6 (6.5) | 18.2 (5.1) | 31.3 (5.7) | 22.7 (4.2) | 24.0 (7.4) | 27.3 (8.2) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Percentage taking nonacademic* classes: | | | | | | | | | | | | |
| As a whole | 91.9 (2.2) | 87.4 (4.1) | 92.6 (4.5) | 89.7 (8.5) | 92.1 (2.7) | 91.6 (3.6) | 96.7 (2.7) | 89.2 (4.1) | 90.1 (3.7) | 93.3 (2.5) | 87.4 (5.8) | 89.8 (5.6) |
| In regular education classes | 52.1 (4.0) | 68.0 (5.8) | 79.7 (6.8) | 62.1 (13.6) | 50.2 (5.0) | 54.7 (6.4) | 59.5 (7.5) | 59.6 (6.5) | 33.8 (5.8) | 55.3 (5.0) | 49.0 (8.7) | 40.1 (9.0) |
| In special education classes | 51.6 (4.0) | 44.0 (6.1) | 25.7 (7.4) | 38.0 (13.6) | 52.9 (5.0) | 49.8 (6.5) | 49.4 (7.6) | 42.5 (6.6) | 66.4 (5.8) | 50.2 (5.0) | 50.9 (8.7) | 57.8 (9.1) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 190 | 381 | 102 | 77 |
| Percentage taking nonsubject-specific special education classes** | | | | | | | | | | | | |
| | 10.3 (2.4) | 6.3 (3.0) | 4.2 (3.4) | 7.3 (7.3) | 8.5 (2.8) | 12.7 (4.3) | 10.2 (4.6) | 7.6 (3.5) | 14.1 (4.3) | 10.6 (3.1) | 9.1 (5.0) | 10.0 (5.5) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

| Course Taking | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage taking science classes: | | | | |
| As a whole | 54.4 (5.1) | 49.5 (6.0) | 54.8 (5.0) | 52.3 (7.3) |
| In regular education classes | 44.1 (5.1) | 4.2 (2.4) | 40.8 (5.0) | 22.8 (6.1) |
| In special education classes | 10.3 (3.1) | 45.3 (6.0) | 14.0 (3.5) | 29.5 (6.7) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Percentage taking other academic* classes: | | | | |
| As a whole | 82.6 (3.9) | 60.8 (5.9) | 80.5 (4.0) | 78.7 (6.0) |
| In regular education classes | 73.5 (4.5) | 7.9 (3.3) | 63.5 (4.9) | 47.3 (7.3) |
| In special education classes | 10.5 (3.1) | 52.8 (6.0) | 18.6 (3.9) | 31.8 (6.8) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Percentage taking nonacademic* classes: | | | | |
| As a whole | 89.8 (3.1) | 96.2 (2.3) | 87.1 (3.4) | 97.8 (2.1) |
| In regular education classes | 72.9 (4.5) | 8.0 (3.3) | 61.0 (4.9) | 44.1 (7.2) |
| In special education classes | 33.9 (4.8) | 89.1 (3.7) | 38.0 (4.9) | 66.9 (6.9) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Percentage taking nonsubject-specific special education classes** | | | | |
| | 5.8 (2.4) | 20.0 (4.8) | 8.0 (2.7) | 13.2 (4.9) |
| Number of respondents | 307 | 258 | 306 | 196 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, e.c.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

| Course Taking | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage taking science classes: | | | | | | | | | |
| As a whole | 45.6 (9.0) | 56.5 (8.0) | 54.0 (6.6) | 46.3 (7.3) | 54.6 (5.6) | 47.0 (10.6) | 52.2 (7.1) | 46.1 (8.4) | 57.4 (7.0) |
| In regular education classes | 23.3 (7.6) | 26.6 (7.1) | 45.5 (6.6) | 29.8 (6.7) | 33.0 (5.3) | 29.4 (9.7) | 25.5 (6.2) | 27.3 (7.5) | 40.7 (7.0) |
| In special education classes | 22.3 (7.5) | 30.0 (7.4) | 8.5 (3.7) | 16.6 (5.4) | 21.6 (4.6) | 17.6 (8.1) | 26.7 (6.3) | 18.8 (6.6) | 16.7 (5.3) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Percentage taking other academic* classes: | | | | | | | | | |
| As a whole | 75.1 (7.8) | 72.5 (7.2) | 80.5 (5.3) | 76.3 (6.2) | 76.1 (4.8) | 79.2 (8.6) | 69.2 (6.6) | 80.9 (6.6) | 79.2 (5.8) |
| In regular education classes | 46.4 (9.0) | 48.4 (8.1) | 66.6 (6.3) | 51.2 (7.3) | 53.8 (5.6) | 62.9 (10.2) | 40.1 (7.0) | 61.4 (8.2) | 57.4 (7.0) |
| In special education classes | 28.7 (8.2) | 26.7 (7.1) | 15.1 (4.8) | 25.0 (6.3) | 24.0 (4.8) | 16.3 (7.8) | 31.2 (6.6) | 19.5 (6.7) | 23.1 (6.0) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Percentage taking nonacademic* classes: | | | | | | | | | |
| As a whole | 91.0 (3.2) | 93.6 (3.9) | 91.6 (3.7) | 82.3 (5.6) | 93.5 (2.8) | 97.9 (3.0) | 95.4 (3.0) | 88.0 (5.5) | 91.4 (4.0) |
| In regular education classes | 51.0 (9.0) | 45.0 (8.0) | 63.7 (6.4) | 46.1 (7.3) | 52.5 (5.6) | 76.7 (8.9) | 54.9 (7.1) | 46.2 (8.4) | 57.2 (7.0) |
| In special education classes | 53.9 (9.0) | 62.1 (7.8) | 40.4 (6.5) | 45.9 (7.3) | 53.1 (5.6) | 48.4 (10.6) | 55.1 (7.1) | 51.6 (8.5) | 48.8 (7.1) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Percentage taking nonsubject-specific special education classes** | | | | | | | | | |
| As a whole | 10.4 (5.5) | 12.9 (5.4) | 7.5 (3.5) | 10.8 (4.5) | 12.4 (3.7) | 4.8 (4.5) | 13.9 (4.9) | 5.5 (3.8) | 15.7 (5.2) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| Vocational Education Courses | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage enrolled in: | | | | | | | | | | | | |
| Any vocational education | 57.3 (3.2) | 49.9 (4.8) | 53.0 (7.2) | 51.8 (11.5) | 55.5 (4.1) | 59.7 (5.1) | 46.7 (6.1) | 61.5 (5.3) | 63.2 (5.0) | 56.4 (4.1) | 64.3 (6.8) | 51.6 (7.9) |
| Occupationally-oriented vocational education | 43.5 (3.2) | 35.5 (4.6) | 38.4 (7.0) | 55.2 (11.8) | 42.1 (4.0) | 45.3 (5.1) | 36.8 (5.9) | 49.0 (5.5) | 43.5 (5.1) | 43.8 (4.1) | 45.7 (7.0) | 38.5 (7.6) |
| Home economics-oriented vocational education | 35.5 (3.7) | 30.8 (5.5) | 19.3 (6.5) | 41.0 (13.8) | 26.7 (4.3) | 47.1 (6.2) | 30.3 (6.8) | 31.2 (5.9) | 47.0 (6.2) | 33.4 (4.6) | 39.6 (8.2) | 38.7 (9.4) |
| Other vocational education* | 16.1 (2.4) | 11.4 (3.1) | 10.7 (4.5) | 10.5 (7.2) | 19.6 (3.3) | 11.6 (3.3) | 9.2 (3.6) | 12.9 (3.7) | 28.0 (4.6) | 14.1 (2.9) | 22.3 (5.9) | 18.6 (6.1) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Average hours per week in: | | | | | | | | | | | | |
| Any vocational education | 4.4 (0.4) | 3.5 (0.5) | 3.3 (0.7) | 5.4 (1.4) | 4.3 (0.5) | 4.5 (0.6) | 2.8 (0.5) | 4.2 (0.5) | 6.3 (0.7) | 3.9 (0.4) | 5.9 (1.0) | 4.8 (1.1) |
| Occupationally-oriented vocational education | 2.4 (0.3) | 1.8 (0.3) | 2.1 (0.6) | 3.4 (1.0) | 2.2 (0.3) | 2.5 (0.4) | 1.6 (0.3) | 2.7 (0.4) | 2.8 (0.5) | 2.2 (0.3) | 3.1 (0.8) | 2.2 (0.6) |
| Home economics-oriented vocational education | 1.6 (0.2) | 1.2 (0.3) | 0.6 (0.2) | 2.0 (0.8) | 1.3 (0.3) | 1.9 (0.3) | 1.2 (0.4) | 1.2 (0.3) | 2.4 (0.4) | 1.4 (0.3) | 1.9 (0.4) | 1.7 (0.5) |
| Other vocational education* | 0.8 (0.2) | 0.9 (0.3) | 0.6 (0.3) | 0.4 (0.3) | 1.0 (0.2) | 0.6 (0.2) | 0.3 (0.1) | 0.6 (0.2) | 1.7 (0.4) | 0.6 (0.2) | 1.3 (0.5) | 1.4 (0.6) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| <u>Vocational Education Courses</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage enrolled in: | | | | |
| Any vocational education | 54.7 (4.2) | 73.3 (4.7) | 67.7 (4.4) | 63.8 (5.9) |
| Occupationally-oriented vocational education | 41.6 (4.2) | 54.9 (5.3) | 52.6 (4.7) | 44.4 (6.1) |
| Home economics-oriented vocational education | 27.3 (4.5) | 52.9 (6.0) | 32.4 (4.7) | 41.1 (7.0) |
| Other vocational education* | 8.7 (2.4) | 35.5 (5.1) | 16.2 (3.5) | 21.4 (5.1) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Average hours per week in: | | | | |
| Any vocational education | 3.8 (0.5) | 6.6 (0.6) | 5.2 (0.5) | 5.1 (0.7) |
| Occupationally-oriented vocational education | 2.4 (0.3) | 2.8 (0.4) | 3.1 (0.4) | 2.4 (0.5) |
| Home economics-oriented vocational education | 1.1 (0.2) | 2.6 (0.4) | 1.3 (0.2) | 2.1 (0.4) |
| Other vocational education* | 0.6 (0.2) | 1.6 (0.3) | 0.9 (0.3) | 1.6 (0.3) |
| Number of respondents | 307 | 258 | 306 | 196 |

97

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

| Vocational Education Courses | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage enrolled in: | | | | | | | | | |
| Any vocational education | 63.7 (6.7) | 55.0 (6.7) | 49.7 (5.5) | 50.7 (5.4) | 60.0 (4.7) | 41.3 (8.8) | 61.3 (5.9) | 57.3 (6.3) | 49.6 (5.8) |
| Occupationally-oriented vocational education | 44.8 (7.0) | 41.0 (6.6) | 37.6 (5.3) | 38.8 (5.2) | 44.0 (4.7) | 30.4 (8.2) | 38.5 (5.9) | 50.2 (6.4) | 36.1 (5.6) |
| Home economics-oriented vocational education | 46.6 (8.5) | 40.9 (8.0) | 20.2 (5.3) | 38.0 (6.8) | 34.6 (5.3) | 25.6 (10.0) | 40.5 (7.0) | 35.7 (7.6) | 31.8 (6.5) |
| Other vocational education* | 20.5 (5.7) | 19.5 (5.3) | 9.2 (3.2) | 18.0 (4.1) | 17.1 (3.6) | 10.5 (5.5) | 21.0 (4.9) | 15.5 (4.6) | 13.0 (3.9) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Average hours per week in: | | | | | | | | | |
| Any vocational education | 5.6 (0.9) | 4.3 (0.7) | 3.1 (0.5) | 4.5 (0.7) | 4.3 (0.5) | 3.2 (1.0) | 4.6 (0.7) | 5.0 (0.7) | 3.2 (0.5) |
| Occupationally-oriented vocational education | 2.7 (0.6) | 2.2 (0.5) | 1.9 (0.4) | 2.4 (0.4) | 2.3 (0.3) | 1.9 (0.8) | 1.9 (0.5) | 3.1 (0.5) | 1.6 (0.3) |
| Home economics-oriented vocational education | 2.2 (0.5) | 2.0 (0.4) | 0.9 (0.3) | 1.6 (0.3) | 1.6 (0.3) | 0.9 (0.4) | 1.9 (0.4) | 1.8 (0.5) | 1.2 (0.3) |
| Other vocational education* | 1.1 (0.4) | 0.8 (0.3) | 0.5 (0.2) | 1.2 (0.4) | 0.7 (0.2) | 0.8 (0.6) | 1.3 (0.4) | 0.6 (0.2) | 0.6 (0.2) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

| Vocational Education Courses | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in any vocational education courses in grades: | | | | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 70.1 (5.6) | 60.8 (8.4) | 56.3 (12.2) | 85.6 (14.5) | 69.8 (7.2) | 71.0 (8.8) | 69.7 (8.3) | 70.4 (8.3) | --- | 71.1 (6.0) | 66.3 (19.5) | --- |
| 11 or 12 | 75.0 (4.9) | 72.8 (7.9) | 78.0 (10.1) | --- | 72.2 (6.6) | 78.0 (7.4) | --- | 73.3 (8.2) | 76.2 (5.7) | 77.5 (8.2) | 69.1 (7.8) | 80.7 (8.5) |
| Ungraded programs | 66.8 (9.5) | --- | --- | --- | 65.8 (11.2) | 69.5 (16.7) | --- | 73.6 (16.1) | 71.1 (11.5) | 71.1 (10.8) | --- | --- |
| Number of respondents | 637 | 175 | 124 | 36 | 363 | 271 | 180 | 253 | 204 | 420 | 128 | 83 |
| Average hours per week in any vocational education in grades: | | | | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 4.0 (0.4) | 3.0 (0.6) | 2.8 (0.7) | 4.9 (1.6) | 4.4 (0.6) | 3.6 (0.6) | 3.9 (0.6) | 4.1 (0.7) | --- | 4.1 (0.5) | 3.6 (1.4) | --- |
| 11 or 12 | 6.8 (0.7) | 5.9 (1.3) | 5.5 (1.4) | --- | 5.9 (0.9) | 7.8 (1.2) | --- | 6.0 (1.0) | 7.5 (1.0) | 6.4 (1.0) | 6.8 (1.2) | 7.8 (1.6) |
| Ungraded programs | 7.1 (1.4) | --- | --- | --- | 7.6 (1.8) | 6.0 (1.9) | --- | 5.6 (2.1) | 8.1 (1.9) | 7.6 (1.7) | --- | --- |
| Number of respondents | 634 | 174 | 123 | 36 | 360 | 271 | 180 | 250 | 204 | 418 | 127 | 83 |
| Percentage in occupationally-oriented vocational education courses in grades: | | | | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 56.0 (6.1) | 40.1 (8.5) | 48.2 (12.4) | 72.9 (18.4) | 59.7 (7.5) | 51.9 (9.7) | 58.4 (8.9) | 54.1 (9.1) | --- | 56.4 (6.6) | 61.9 (20.0) | --- |
| 11 or 12 | 56.6 (5.7) | 52.6 (8.9) | 52.1 (12.2) | --- | 52.0 (7.4) | 61.3 (8.8) | --- | 63.5 (9.0) | 50.7 (6.7) | 66.1 (9.2) | 45.6 (8.4) | 58.6 (10.6) |
| Ungraded programs | 35.3 (9.6) | --- | --- | --- | 34.7 (11.3) | 37.0 (17.5) | --- | 42.9 (18.1) | 44.3 (12.6) | 34.2 (11.3) | --- | --- |
| Number of respondents | 636 | 175 | 123 | 36 | 363 | 270 | 180 | 252 | 204 | 419 | 128 | 83 |

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

| Vocational Education Courses | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage in any vocational education courses in grades: | | | | |
| 7 or 8 | --- | --- | --- | --- |
| 9 or 10 | 63.4 (7.1) | 87.7 (6.9) | 63.9 (7.4) | 76.8 (9.6) |
| 11 or 12 | 76.2 (6.4) | 71.7 (7.9) | 76.9 (6.0) | 7.8 (5.3) |
| Ungraded programs | 50.7 (22.7) | 71.6 (10.6) | 87.9 (12.9) | 90.0 (19.1) |
| Number of respondents | 336 | 301 | 344 | 223 |
| Average hours per week in any vocational education in grades: | | | | |
| 7 or 8 | --- | --- | --- | --- |
| 9 or 10 | 3.1 (0.5) | 6.5 (0.8) | 3.5 (0.5) | 4.6 (1.0) |
| 11 or 12 | 6.7 (1.0) | 7.3 (1.1) | 7.1 (1.0) | 6.7 (1.3) |
| Ungraded programs | --- | 7.6 (1.6) | 6.6 (2.0) | 10.0 (2.0) |
| Number of respondents | 334 | 300 | 342 | 223 |
| Percentage in occupationally-oriented vocational education courses in grades: | | | | |
| 7 or 8 | --- | --- | --- | --- |
| 9 or 10 | 48.9 (7.4) | 74.8 (9.1) | 53.2 (7.7) | 56.2 (11.3) |
| 11 or 12 | 56.3 (7.4) | 57.4 (8.7) | 58.7 (7.0) | 55.5 (10.5) |
| Ungraded programs | 27.5 (20.3) | 37.7 (11.3) | 48.7 (19.8) | 40.7 (16.6) |
| Number of respondents | 335 | 301 | 343 | 223 |

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

| Vocational Education Courses | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in any vocational education courses in grades: | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 77.8 (12.0) | 79.7 (10.4) | 57.3 (9.4) | 3.4 (10.5) | 75.1 (7.8) | 58.9 (16.0) | 79.3 (9.5) | 71.4 (10.9) | 61.6 (10.3) |
| 11 or 12 | 82.9 (10.0) | 79.9 (9.7) | 70.9 (8.7) | 82.5 (8.0) | 74.3 (7.0) | 71.4 (16.5) | 83.9 (8.2) | 76.2 (9.5) | 69.2 (9.5) |
| Ungraded programs | 78.0 (17.5) | 71.7 (18.6) | 57.4 (20.7) | 63.0 (16.5) | 73.8 (12.4) | --- | 82.0 (13.7) | 68.5 (20.9) | 57.4 (20.4) |
| Number of respondents | 112 | 136 | 209 | 130 | 340 | 39 | 159 | 166 | 177 |
| Average hours per week in any vocational education in grades: | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 3.9 (1.0) | 5.4 (1.0) | 3.0 (0.7) | 3.4 (0.8) | 4.0 (0.7) | 3.5 (1.2) | 3.6 (0.7) | 4.6 (1.0) | 3.3 (0.7) |
| 11 or 12 | 9.4 (1.8) | 7.1 (1.6) | 4.9 (0.9) | 9.2 (1.5) | 6.0 (0.9) | 7.8 (2.8) | 8.0 (1.6) | 7.6 (1.3) | 4.7 (0.9) |
| Ungraded programs | 10.2 (3.4) | 6.3 (2.1) | 5.9 (2.8) | 7.4 (2.4) | 8.2 (2.1) | --- | 9.2 (2.2) | 8.3 (3.2) | 6.4 (3.3) |
| Number of respondents | 111 | 136 | 208 | 130 | 337 | 39 | 158 | 166 | 176 |
| Percentage in occupationally-oriented vocational education courses in grades: | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 51.0 (14.5) | 55.9 (12.2) | 45.8 (9.5) | 45.6 (10.6) | 59.2 (8.9) | 47.7 (16.3) | 57.7 (11.6) | 59.0 (11.9) | 50.5 (10.6) |
| 11 or 12 | 61.2 (12.9) | 57.3 (12.0) | 54.0 (9.5) | 61.1 (10.3) | 55.0 (7.9) | 48.7 (18.3) | 45.0 (11.0) | 69.9 (10.3) | 46.5 (13.3) |
| Ungraded programs | 48.5 (21.0) | 33.9 (19.6) | 26.5 (18.5) | 49.1 (17.1) | 37.2 (14.2) | --- | 43.8 (17.7) | 57.3 (22.3) | 25.8 (18.1) |
| Number of respondents | 112 | 136 | 209 | 130 | 339 | 39 | 159 | 166 | 177 |

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

| Vocational Education Courses | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|--------|-----------|----------|--------|--------|--------|-------------|--------|-------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average hours per week in occupationally-oriented vocational education in grades: | | | | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 2.1 | 1.9 | 1.5 | 2.1 | 2.3 | 1.9 | 2.5 | 1.9 | --- | 2.2 | 1.7 | --- |
| 11 or 12 | 3.5 | 2.5 | 3.8 | --- | 2.7 | 4.5 | --- | 4.3 | 2.9 | 4.0 | 3.3 | 3.1 |
| | (0.6) | (0.7) | (1.5) | --- | (0.7) | (1.1) | --- | (0.9) | (0.7) | (0.9) | (1.0) | (0.9) |
| Ungraded programs | 0.7 | --- | --- | --- | 0.5 | 1.1 | --- | 0.1 | 1.2 | 0.6 | --- | --- |
| | (0.4) | --- | --- | --- | (0.5) | (0.8) | --- | (0.1) | (0.7) | (0.5) | --- | --- |
| Number of respondents | 629 | 173 | 123 | 36 | 359 | 267 | 178 | 248 | 203 | 414 | 126 | 83 |
| Percentage in vocational education courses in: | | | | | | | | | | | | |
| Regular education classes | 38.0 | 47.5 | 50.7 | 55.7 | 33.6 | 44.0 | 32.8 | 45.7 | 33.4 | 36.8 | 46.7 | 35.3 |
| | (3.9) | (6.2) | (8.5) | (13.9) | (4.7) | (6.4) | (7.1) | (6.6) | (5.8) | (4.8) | (8.7) | (8.8) |
| Special education classes | 30.6 | 17.5 | 8.9 | 15.0 | 32.9 | 27.3 | 22.7 | 24.9 | 46.8 | 28.1 | 32.8 | 37.2 |
| | (3.7) | (4.7) | (4.8) | (10.0) | (4.7) | (5.8) | (6.4) | (5.8) | (6.1) | (4.5) | (8.2) | (8.9) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Average hours per week in vocational education courses in*: | | | | | | | | | | | | |
| Regular education classes | 4.9 | 6.1 | 6.1 | 8.0 | 3.9 | 5.9 | 4.1 | 5.3 | 4.9 | 4.2 | 7.4 | 4.7 |
| | (0.5) | (0.8) | (0.9) | (2.4) | (0.5) | (1.0) | (0.8) | (0.8) | (1.0) | (0.6) | (1.6) | (1.2) |
| Special education classes | 4.6 | 2.9 | 1.3 | 3.1 | 5.6 | 3.4 | 3.8 | 3.3 | 6.8 | 4.4 | 3.8 | 6.5 |
| | (0.6) | (0.9) | (1.0) | (2.0) | (0.8) | (0.8) | (1.0) | (0.9) | (1.0) | (0.7) | (1.2) | (1.5) |
| Number of respondents | 424 | 105 | 72 | 22 | 240 | 183 | 106 | 166 | 152 | 276 | 82 | 62 |

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

| Vocational Education Courses | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Average hours per week in occupationally-oriented vocational education in grades: | | | | |
| 7 or 8 | --- | --- | --- | --- |
| 9 or 10 | 2.0 (0.4) | 2.5 (0.6) | 2.2 (0.5) | 1.6 (0.5) |
| 11 or 12 | 4.1 (0.8) | 2.0 (0.7) | 3.7 (0.8) | 3.7 (1.0) |
| Ungraded programs | 0.4 (0.6) | 0.8 (0.5) | 0.0 (0.0) | 1.6 (1.1) |
| Number of respondents | 333 | 296 | 337 | 222 |
| Percentage in vocational education courses in: | | | | |
| Regular education classes | 52.5 (5.1) | 7.4 (3.1) | 46.4 (5.0) | 28.5 (6.6) |
| Special education classes | 9.9 (3.1) | 74.2 (5.3) | 23.0 (4.2) | 41.3 (7.2) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Average hours per week in vocational education courses in:* | | | | |
| Regular education classes | 7.1 (0.7) | 1.0 (0.5) | 5.5 (0.6) | 4.3 (1.2) |
| Special education classes | 1.6 (0.6) | 9.5 (0.7) | 3.5 (0.7) | 5.7 (1.1) |
| Number of respondents | 196 | 228 | 235 | 155 |

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

| Vocational Education Courses | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average hours per week in occupationally-oriented vocational education in grades: | | | | | | | | | |
| 7 or 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 or 10 | 1.9 (0.8) | 2.0 (0.7) | 1.9 (0.5) | 2.0 (0.7) | 2.0 (0.4) | 2.1 (0.9) | 2.2 (0.7) | 1.8 (0.6) | 2.0 (0.5) |
| 11 or 12 | 4.7 (1.5) | 3.3 (1.1) | 3.2 (0.8) | 3.8 (1.0) | 3.4 (0.7) | 4.6 (2.5) | 2.5 (1.1) | 5.3 (1.1) | 1.9 (0.6) |
| Ungraded programs | 0.7 (1.3) | 0.5 (0.6) | 0.9 (0.9) | 1.5 (1.3) | 3 (0.3) | --- | 0.8 (1.1) | 0.9 (1.0) | 0.3 (0.3) |
| Number of respondents | 110 | 133 | 208 | 128 | 334 | 39 | 155 | 165 | 176 |
| Percentage in vocational education courses in: | | | | | | | | | |
| Regular education classes | 37.5 (8.8) | 37.5 (7.8) | 40.6 (6.5) | 43.2 (7.2) | 33.4 (5.3) | 53.1 (10.6) | 36.7 (6.9) | 46.1 (8.4) | 28.9 (6.4) |
| Special education classes | 37.8 (8.8) | 30.6 (7.4) | 18.9 (5.2) | 34.0 (6.9) | 29.4 (5.1) | 19.7 (8.4) | 32.5 (6.7) | 30.3 (7.8) | 27.8 (6.4) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Average hours per week in vocational education courses in:* | | | | | | | | | |
| Regular education classes | 4.6 (1.1) | 5.8 (1.5) | 5.1 (0.7) | 5.8 (1.1) | 4.4 (0.8) | 8.3 (1.7) | 4.8 (1.0) | 6.0 (1.4) | 3.8 (0.8) |
| Special education classes | 5.6 (1.5) | 4.3 (1.1) | 2.7 (0.7) | 4.8 (1.1) | 4.7 (0.8) | 1.7 (0.9) | 4.5 (1.0) | 4.6 (1.3) | 4.5 (1.0) |
| Number of respondents | 83 | 95 | 132 | 89 | 226 | 26 | 118 | 111 | 107 |

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

| Vocational Education Courses | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage of vocational education students studying: | | | | | | | | | | | | |
| Prevocational skills | 25.0 (4.4) | 14.8 (5.4) | 17.4 (9.7) | 15.6 (12.7) | 32.9 (5.8) | 15.2 (6.0) | 22.5 (9.2) | 18.9 (6.7) | 34.1 (6.5) | 24.7 (5.7) | 24.9 (9.3) | 28.9 (8.9) |
| Agriculture | 6.8 (2.5) | 1.3 (1.7) | 16.6 (9.5) | 8.9 (10.0) | 7.5 (3.2) | 6.0 (4.0) | 5.1 (4.8) | 12.0 (5.6) | 1.9 (1.9) | 9.5 (3.9) | 1.8 (2.9) | 1.3 (2.2) |
| Distributive education | 5.4 (2.3) | 3.5 (2.8) | 7.9 (6.9) | 5.7 (8.2) | 6.1 (2.9) | 4.5 (3.5) | 6.4 (5.4) | 4.1 (3.4) | 6.1 (3.3) | 4.7 (2.8) | 7.5 (5.6) | 6.0 (4.7) |
| Health occupations | 3.6 (1.9) | 2.4 (2.3) | 0.0 (0.0) | 7.3 (9.1) | 1.4 (1.4) | 6.3 (4.1) | 0.7 (1.8) | 6.3 (4.1) | 2.6 (2.2) | 2.2 (1.9) | 8.9 (6.1) | 2.9 (3.3) |
| Office occupations | 50.1 (5.0) | 53.3 (7.5) | 46.8 (12.7) | 49.9 (17.6) | 49.7 (6.1) | 50.4 (8.4) | 52.6 (11.0) | 62.2 (8.3) | 33.7 (6.5) | 57.2 (6.5) | 28.1 (9.6) | 43.9 (9.7) |
| Machine/auto/motor repair | 3.5 (1.9) | 6.0 (3.6) | 7.3 (6.6) | 0.5 (2.5) | 6.1 (2.9) | 0.3 (0.9) | 0.3 (1.3) | 3.6 (3.2) | 5.9 (3.2) | 2.7 (2.1) | 5.4 (4.8) | 5.2 (4.4) |
| Construction trades | 12.7 (3.4) | 9.0 (4.3) | 3.9 (4.9) | 11.9 (11.4) | 14.1 (4.3) | 11.0 (5.2) | 20.6 (8.9) | 8.1 (4.7) | 12.2 (4.5) | 11.4 (4.2) | 13.1 (7.2) | 20.3 (7.9) |
| Electronics/communications | 2.1 (1.5) | 5.5 (3.4) | 0.0 (0.0) | 0.0 (0.0) | 3.1 (2.1) | 0.9 (1.6) | 4.4 (4.5) | 1.5 (2.1) | 1.1 (1.5) | 2.7 (2.1) | 0.0 (0.0) | 3.0 (3.4) |
| Manufacturing/industrial arts | 8.2 (2.8) | 4.2 (3.0) | 2.2 (3.7) | 17.0 (13.2) | 7.5 (3.2) | 9.0 (4.8) | 15.2 (7.9) | 4.9 (3.7) | 6.7 (3.4) | 9.3 (3.9) | 4.7 (4.5) | 4.0 (3.8) |
| Painting/decorating/graphic art/ commercial art/drafting | 5.3 (2.3) | 9.2 (4.4) | 5.8 (5.9) | 5.7 (8.1) | 6.7 (3.1) | 3.6 (3.1) | 5.1 (4.0) | 5.8 (4.0) | 4.8 (2.9) | 5.5 (3.1) | 3.0 (3.6) | 6.0 (4.7) |
| Food service | 4.2 (2.0) | 4.6 (3.1) | 11.5 (8.1) | 0.0 (0.0) | 1.1 (1.3) | 8.0 (4.6) | 5.5 (5.0) | 3.2 (3.0) | 4.3 (2.8) | 4.0 (2.6) | 7.1 (5.5) | 1.3 (2.2) |
| Personal services | 2.0 (1.4) | 3.0 (2.6) | 1.1 (2.6) | 0.0 (0.0) | 2.5 (1.9) | 1.4 (1.9) | 0.0 (0.0) | 1.2 (1.8) | 4.6 (2.9) | 1.9 (1.8) | 3.0 (3.7) | 1.1 (2.1) |
| Custodial services | 2.0 (1.4) | 2.6 (2.4) | 2.2 (3.8) | 0.0 (0.0) | 1.4 (1.5) | 2.7 (2.7) | 3.0 (0.0) | 0.8 (1.6) | 4.9 (3.0) | 0.9 (1.2) | 4.2 (4.3) | 4.7 (4.2) |
| On-the-job/work experience | 9.5 (2.9) | 13.1 (5.1) | 10.3 (7.8) | 3.4 (6.4) | 9.5 (3.6) | 9.1 (4.8) | 0.7 (1.9) | 6.4 (4.2) | 13.9 (5.5) | 5.8 (3.1) | 17.1 (8.1) | 15.7 (7.1) |
| Other | 7.8 (2.7) | 12.0 (4.9) | 1.0 (2.5) | 10.2 (10.6) | 6.5 (3.0) | 9.3 (4.9) | 3.6 (4.1) | 3.3 (3.1) | 16.2 (5.1) | 5.8 (3.1) | 13.8 (7.4) | 9.2 (5.7) |
| Number of respondents | 378 | 97 | 58 | 18 | 223 | 154 | 88 | 145 | 145 | 241 | 74 | 60 |

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL. (Concluded)

| Vocational Education Courses | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage of vocational education students studying: | | | | |
| Prevocational skills | 11.6 (4.5) | 46.0 (6.7) | 16.3 (4.8) | 32.5 (8.7) |
| Agriculture | 9.3 (4.1) | 3.0 (2.3) | 1.7 (1.6) | 8.4 (5.2) |
| Distributive education | 5.6 (3.2) | 4.9 (2.9) | 6.5 (3.0) | 4.2 (3.7) |
| Health occupations | 4.6 (2.9) | 2.0 (1.9) | 5.4 (2.8) | 1.6 (2.4) |
| Office occupations | 49.3 (7.0) | 51.5 (6.8) | 55.4 (6.1) | 49.7 (9.3) |
| Machine/auto/motor repair | 5.0 (3.1) | 1.2 (1.5) | 3.2 (2.2) | 5.7 (4.3) |
| Construction trades | 8.3 (3.9) | 19.7 (5.4) | 9.8 (3.7) | 12.4 (6.1) |
| Electronics/communications | 2.5 (2.2) | 1.6 (1.7) | 2.9 (2.1) | 0.6 (1.5) |
| Manufacturing/industrial arts | 7.1 (3.6) | 9.8 (4.0) | 7.4 (3.2) | 6.2 (4.5) |
| Painting/decorating/graphic art/ commercial art/drafting | 7.2 (3.6) | 2.2 (2.0) | 7.5 (3.3) | 1.5 (2.3) |
| Food service | 5.5 (3.2) | 2.2 (2.0) | 5.6 (2.8) | 1.2 (2.0) |
| Personal services | 1.0 (1.4) | 3.7 (2.5) | 2.0 (1.7) | 1.1 (1.9) |
| Custodial services | 1.8 (1.9) | 2.3 (2.0) | 2.5 (1.9) | 0.7 (1.5) |
| On-the-job/work experience | 9.2 (4.1) | 10.1 (4.1) | 12.2 (4.0) | 6.6 (6.4) |
| Other | 6.9 (3.6) | 9.1 (3.9) | 4.0 (2.4) | 13.7 (6.4) |
| Number of respondents | 168 | 210 | 209 | 136 |

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

| Vocational Education Courses | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|---------------|---------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage of vocational education students studying: | | | | | | | | | |
| Prevocational skills | 34.8 (11.0) | 23.4 (8.6) | 17.6 (6.5) | 30.0 (8.2) | 27.2 (6.5) | 14.1 (9.2) | 30.4 (7.8) | 24.7 (9.3) | 24.7 (8.3) |
| Agriculture | 18.8 (9.0) | 0.6 (1.6) | 2.1 (2.4) | 3.3 (3.2) | 8.5 (4.1) | 3.1 (4.6) | 9.0 (4.8) | 9.5 (6.3) | 0.0 (0.0) |
| Distributive education | 2.9 (3.9) | 3.8 (3.9) | 11.9 (5.5) | 5.7 (4.1) | 5.5 (3.4) | 2.4 (4.1) | 3.0 (2.9) | 5.7 (5.0) | 10.9 (6.0) |
| Health occupations | 0.9 (2.2) | 0.6 (1.6) | 8.0 (4.6) | 2.4 (2.7) | 4.0 (2.9) | 0.0 (0.0) | 2.0 (2.4) | 6.0 (5.1) | 1.6 (2.4) |
| Office occupations | 50.7 (11.5) | 48.9 (10.2) | 46.2 (8.5) | 53.9 (8.9) | 48.1 (7.3) | 48.4 (13.2) | 33.7 (8.0) | 57.3 (10.6) | 57.5 (9.5) |
| Machine/auto/motor repair | 3.1 (4.0) | 1.6 (2.6) | 8.2 (4.7) | 5.1 (3.9) | 4.1 (2.9) | 5.9 (6.3) | 5.6 (3.9) | 3.8 (4.1) | 3.5 (3.5) |
| Construction trades | 9.0 (6.6) | 12.4 (6.7) | 6.6 (4.2) | 7.7 (4.8) | 14.2 (5.1) | 3.3 (4.7) | 11.3 (5.4) | 7.6 (5.7) | 20.5 (7.7) |
| Electronics/communications | 4.4 (4.7) | 2.6 (3.2) | 1.8 (2.3) | 0.7 (1.5) | 3.0 (2.5) | 5.0 (5.8) | 1.0 (1.6) | 3.4 (3.9) | 3.8 (3.7) |
| Manufacturing/industrial arts | 5.0 (5.0) | 7.8 (5.5) | 5.1 (3.7) | 7.2 (4.6) | 4.5 (3.0) | 2.4 (4.1) | 3.8 (3.2) | 8.0 (5.8) | 5.3 (4.3) |
| Painting/decorating/graphic art/ commercial art/drafting | 4.0 (4.5) | 4.4 (4.2) | 7.8 (4.5) | 5.8 (4.2) | 5.2 (3.3) | 18.1 (10.2) | 5.2 (3.8) | 3.2 (3.8) | 8.9 (5.5) |
| Food service | 1.3 (2.6) | 6.1 (4.9) | 6.5 (4.2) | 0.9 (1.7) | 6.1 (3.5) | 3.9 (5.1) | 6.1 (4.1) | 3.7 (4.1) | 3.7 (3.6) |
| Personal services | 3.3 (4.1) | 2.5 (3.2) | 0.8 (1.5) | 4.1 (3.5) | 0.9 (1.4) | 4.1 (5.3) | 2.0 (2.4) | 3.3 (3.9) | 0.0 (0.0) |
| Custodial services | 0.0 (0.0) | 3.1 (3.5) | 0.5 (1.2) | 0.7 (1.5) | 2.3 (2.2) | 0.0 (0.0) | 1.7 (2.2) | 0.8 (1.9) | 3.4 (3.5) |
| On-the-job/work experience | 12.7 (7.7) | 14.8 (7.2) | 6.3 (4.1) | 14.2 (6.2) | 8.1 (4.0) | 24.0 (11.3) | 17.2 (6.4) | 6.1 (5.1) | 9.8 (5.7) |
| Other | 8.8 (6.5) | 13.7 (7.0) | 6.3 (4.1) | 8.5 (5.0) | 10.2 (4.4) | 0.0 (0.0) | 5.5 (3.8) | 12.7 (7.2) | 8.8 (5.4) |
| Number of respondents | 70 | 85 | 117 | 82 | 197 | 24 | 105 | 99 | 94 |

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Services/Programs | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools with: Chapter 1/Title I | 52.8 (3.4) | 45.1 (5.1) | 47.7 (7.4) | 32.0 (10.9) | 51.1 (4.3) | 54.8 (5.4) | 54.6 (6.6) | 48.9 (5.7) | 56.1 (5.1) | 50.7 (4.3) | 56.9 (6.9) | 57.1 (8.7) |
| Bilingual education | 37.7 (3.3) | 64.6 (4.9) | 44.0 (7.3) | 16.5 (8.7) | 34.5 (4.1) | 41.8 (5.4) | 41.2 (6.5) | 35.4 (5.4) | 37.2 (5.0) | 36.6 (4.1) | 35.9 (6.7) | 43.8 (8.8) |
| State compensatory programs | 51.1 (3.4) | 46.8 (5.1) | 52.4 (7.4) | 69.6 (10.8) | 45.8 (4.3) | 57.9 (5.4) | 64.1 (6.4) | 45.4 (5.6) | 45.7 (5.1) | 51.6 (4.3) | 52.0 (6.9) | 42.9 (8.7) |
| None of these | 82.7 (2.6) | 76.1 (4.3) | 77.3 (6.2) | 88.9 (7.3) | 84.3 (3.1) | 80.5 (4.3) | 74.0 (5.8) | 84.2 (4.1) | 89.4 (3.2) | 78.9 (3.5) | 87.6 (4.6) | 96.7 (3.2) |
| Number of respondents | 761 | 227 | 145 | 47 | 436 | 322 | 216 | 290 | 255 | 515 | 152 | 87 |
| Percentage in schools that made available to secondary special education students: | | | | | | | | | | | | |
| Life skills programs | 92.6 (1.9) | 91.1 (3.2) | 88.8 (5.1) | 86.6 (8.6) | 93.1 (2.4) | 92.0 (3.2) | 91.2 (4.0) | 92.2 (3.3) | 94.6 (2.5) | 91.7 (2.6) | 93.9 (3.6) | 95.9 (3.4) |
| Vocational assessment/ counseling | 94.3 (1.7) | 91.5 (3.1) | 90.2 (4.7) | 94.8 (5.4) | 90.7 (2.7) | 98.6 (1.4) | 90.9 (4.1) | 94.7 (2.7) | 97.2 (1.8) | 92.4 (2.5) | 98.7 (1.7) | 97.6 (2.6) |
| Work adjustment training | 91.2 (2.1) | 88.2 (3.6) | 90.7 (4.6) | 84.3 (9.2) | 91.5 (2.6) | 90.8 (3.4) | 84.7 (5.1) | 94.4 (2.8) | 93.6 (2.7) | 89.5 (2.9) | 92.2 (4.0) | 100 (0.0) |
| Work exploration/experience | 76.6 (3.1) | 72.2 (5.1) | 71.2 (7.2) | 52.9 (12.6) | 80.1 (3.7) | 72.3 (5.3) | 69.7 (6.6) | 75.9 (5.3) | 85.0 (3.9) | 75.4 (4.0) | 73.5 (6.8) | 89.6 (5.3) |
| Specific job skills training | 76.3 (3.1) | 75.5 (4.8) | 77.3 (6.6) | 80.0 (10.1) | 76.6 (4.0) | 75.9 (5.0) | 71.9 (6.4) | 80.6 (4.9) | 74.8 (4.8) | 76.1 (4.0) | 75.6 (6.4) | 77.9 (7.2) |
| Job development/placement services | 68.0 (3.4) | 76.0 (4.8) | 84.3 (5.8) | 52.1 (12.6) | 69.8 (4.3) | 65.8 (5.6) | 72.4 (6.4) | 64.3 (5.9) | 68.4 (5.1) | 68.4 (4.4) | 65.1 (7.1) | 70.4 (7.9) |
| Postemployment services | 43.0 (3.6) | 56.7 (5.6) | 53.0 (8.0) | 18.0 (9.7) | 44.9 (4.7) | 41.0 (5.8) | 37.1 (6.9) | 44.0 (6.1) | 47.8 (5.5) | 41.4 (4.6) | 39.9 (7.3) | 59.2 (8.5) |
| None of these | 0.6 (0.6) | 0.0 (0.0) | 7 (1.3) | 2.4 (3.8) | 1.0 (1.0) | 0.0 (0.0) | 1.9 (1.9) | 0.0 (0.0) | 0.0 (0.0) | 0.8 (0.9) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 653 | 188 | 124 | 41 | 373 | 277 | 188 | 253 | 211 | 435 | 133 | 80 |

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 189: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Services/Programs</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools with: Chapter 1/Title I | 43.7 (4.4) | 69.9 (4.7) | 51.6 (4.8) | 58.8 (6.1) |
| Bilingual education | 46.9 (4.4) | 20.4 (4.1) | 38.9 (4.7) | 35.7 (6.0) |
| State compensatory programs | 56.6 (4.4) | 40.7 (5.0) | 52.0 (4.8) | 47.7 (6.2) |
| None of these | 79.2 (3.6) | 89.2 (3.2) | 87.0 (3.3) | 84.2 (4.5) |
| Number of respondents | 402 | 359 | 341 | 261 |
| Percentage in schools that made available to secondary special education students: | | | | |
| Life skills programs | 88.7 (3.1) | 100 (0.0) | 91.3 (2.9) | 94.7 (3.0) |
| Vocational assessment/ counseling | 92.0 (2.6) | 98.6 (1.3) | 94.1 (2.4) | 93.6 (3.3) |
| Work adjustment training | 88.3 (3.1) | 96.8 (1.9) | 92.9 (2.7) | 90.8 (3.9) |
| Work exploration/experience | 66.0 (4.6) | 97.2 (1.8) | 79.0 (4.2) | 76.1 (5.8) |
| Specific job skills training | 78.1 (4.0) | 72.8 (4.9) | 80.8 (4.1) | 74.4 (5.9) |
| Job development/placement services | 73.8 (4.2) | 56.7 (5.4) | 68.8 (4.8) | 66.8 (6.4) |
| Postemployment services | 47.1 (4.8) | 35.0 (5.2) | 50.1 (5.2) | 37.2 (6.5) |
| None of these | 0.9 (0.9) | 0.0 (0.0) | 0.9 (1.0) | 0.5 (1.0) |
| Number of respondents | 339 | 314 | 304 | 225 |

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Services/Programs | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|-----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools with:* | | | | | | | | | |
| Chapter 1/Title I | 49.5 (7.7) | 56.8 (8.8) | 51.2 (5.3) | 49.7 (5.9) | 56.1 (4.8) | 39.0 (8.6) | 55.4 (6.1) | 47.3 (6.8) | 55.6 (6.0) |
| Bilingual education | 32.6 (7.2) | 33.2 (6.5) | 38.8 (5.5) | 39.4 (5.8) | 30.9 (4.4) | 64.9 (8.4) | 34.0 (5.8) | 28.9 (6.1) | 43.3 (6.0) |
| State compensatory programs | 45.6 (7.7) | 45.9 (6.9) | 48.6 (5.6) | 53.1 (5.9) | 47.9 (4.8) | 45.5 (8.8) | 43.1 (6.1) | 51.4 (6.8) | 51.1 (6.1) |
| None of these | 82.7 (5.8) | 80.3 (5.5) | 78.1 (4.6) | 79.6 (4.8) | 81.9 (3.7) | 69.3 (8.1) | 80.0 (4.9) | 86.1 (4.7) | 71.8 (5.5) |
| Number of respondents | 137 | 170 | 258 | 167 | 413 | 60 | 202 | 212 | 219 |
| Percentage in schools that made available to secondary special education students: | | | | | | | | | |
| Life skills programs | 89.3 (5.3) | 95.6 (3.0) | 92.1 (3.3) | 87.1 (4.4) | 94.1 (2.5) | 80.0 (8.4) | 93.3 (3.3) | 92.1 (4.0) | 92.2 (3.6) |
| Vocational assessment/counseling | 96.8 (3.0) | 92.9 (3.8) | 90.3 (3.6) | 93.0 (3.3) | 93.7 (2.5) | 97.4 (3.3) | 94.1 (3.1) | 97.5 (2.3) | 87.6 (4.4) |
| Work adjustment training | 90.3 (5.0) | 85.4 (5.2) | 89.7 (3.7) | 87.2 (4.3) | 91.7 (2.9) | 78.8 (8.7) | 91.5 (3.7) | 86.2 (5.1) | 90.7 (3.9) |
| Work exploration/experience | 73.3 (7.5) | 75.1 (6.4) | 77.9 (5.0) | 75.8 (5.5) | 74.8 (4.6) | 78.1 (8.9) | 75.7 (5.7) | 76.0 (6.3) | 79.6 (5.5) |
| Specific job skills training | 78.8 (6.9) | 74.8 (6.4) | 71.1 (5.5) | 79.3 (5.2) | 74.9 (4.6) | 65.4 (10.2) | 79.3 (5.4) | 76.7 (6.2) | 64.4 (6.5) |
| Job development/placement services | 64.2 (8.1) | 58.8 (7.3) | 71.1 (5.5) | 63.8 (6.2) | 69.8 (4.8) | 68.4 (10.0) | 65.4 (6.3) | 63.5 (7.1) | 72.5 (6.0) |
| Postemployment services | 40.7 (8.3) | 36.3 (7.1) | 50.1 (6.1) | 47.3 (6.4) | 40.6 (5.2) | 50.7 (10.7) | 42.6 (6.6) | 35.4 (7.0) | 49.1 (6.8) |
| None of these | 0.0 (0.0) | 0.0 (0.0) | 1.6 (1.5) | 0.0 (0.0) | 1.0 (1.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 2.5 (2.1) |
| Number of respondents | 117 | 147 | 217 | 143 | 352 | 41 | 176 | 179 | 177 |

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Services/Programs | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|---------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that usually provided when needed:* | | | | | | | | | | | | |
| Speech/language therapy | 99.1 (0.7) | 99.1 (1.1) | 98.9 (1.6) | 97.7 (3.9) | 98.9 (1.0) | 99.4 (0.9) | 100 (0.0) | 97.8 (1.8) | 100 (0.0) | 99.5 (0.7) | 97.4 (2.3) | 100 (0.0) |
| Physical therapy | 79.2 (3.2) | 59.1 (6.3) | 70.5 (8.5) | 82.3 (11.8) | 77.4 (4.1) | 81.2 (4.9) | 71.0 (7.2) | 79.1 (5.2) | 86.2 (4.1) | 77.5 (4.2) | 80.9 (6.1) | 84.4 (7.1) |
| Occupational therapy | 69.6 (3.7) | 57.5 (6.5) | 78.0 (8.3) | 80.5 (12.7) | 69.8 (4.7) | 69.1 (6.0) | 63.7 (7.5) | 70.3 (6.2) | 74.6 (5.5) | 70.9 (4.7) | 69.5 (7.8) | 62.9 (9.9) |
| Hearing-loss therapy | 81.1 (3.3) | 60.4 (6.5) | 88.6 (5.8) | 65.6 (16.3) | 78.0 (4.5) | 84.2 (4.9) | 75.6 (6.8) | 78.3 (5.9) | 90.5 (3.9) | 77.8 (4.4) | 86.2 (6.1) | 93.1 (5.4) |
| Psychotherapy/counseling | 82.2 (2.9) | 76.8 (5.0) | 71.4 (7.8) | 81.3 (10.7) | 82.1 (3.7) | 82.2 (4.5) | 78.5 (6.0) | 87.0 (4.2) | 79.9 (4.8) | 83.5 (3.6) | 77.4 (6.5) | 83.6 (7.1) |
| Medical services | 70.4 (3.6) | 65.4 (6.3) | 35.2 (9.4) | 54.6 (14.1) | 70.6 (4.6) | 69.9 (5.8) | 60.7 (7.7) | 71.9 (5.9) | 78.6 (5.1) | 68.2 (4.7) | 73.2 (7.4) | 78.3 (8.3) |
| Adaptive physical education | 85.0 (2.7) | 80.6 (4.6) | 82.3 (6.5) | 59.3 (14.6) | 82.1 (3.8) | 88.4 (3.8) | 77.4 (6.1) | 86.8 (4.2) | 90.1 (3.5) | 84.2 (3.5) | 85.7 (5.3) | 87.4 (6.3) |
| Social work services | 79.4 (3.2) | 80.6 (4.8) | 74.5 (7.4) | 73.3 (11.8) | 79.7 (4.1) | 78.9 (5.2) | 69.1 (6.4) | 79.4 (5.2) | 79.7 (5.2) | 78.2 (4.2) | 84.1 (6.2) | 78.5 (8.4) |
| Special transportation | 98.1 (1.0) | 98.0 (1.6) | 98.8 (1.8) | 93.0 (7.1) | 97.5 (1.5) | 98.7 (1.3) | 96.5 (2.6) | 98.6 (1.4) | 98.9 (1.2) | 97.4 (1.5) | 99.0 (1.5) | 100 (0.0) |
| Human aides or tutors | 93.7 (1.8) | 94.8 (2.5) | 89.4 (5.0) | 85.5 (9.1) | 93.4 (2.3) | 94.0 (2.8) | 93.3 (3.6) | 91.8 (3.3) | 96.9 (2.0) | 92.1 (2.5) | 95.5 (3.1) | 100 (0.0) |
| Physical aids | 75.4 (3.3) | 51.2 (6.3) | 61.5 (8.5) | 81.4 (11.6) | 75.5 (4.2) | 75.2 (5.3) | 74.9 (6.0) | 72.6 (5.6) | 79.8 (4.8) | 75.2 (4.2) | 75.9 (6.7) | 75.2 (8.5) |
| None of these | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 475 | 130 | 80 | 22 | 265 | 208 | 143 | 174 | 154 | 320 | 91 | 62 |
| Percentage in schools serving non-disabled students that had:** | | | | | | | | | | | | |
| Regular education classrooms | 94.8 (2.2) | 97 (1.8) | 96.6 (2.9) | 87.9 (8.2) | 97.2 (2.1) | 92.1 (4.2) | 94.8 (3.7) | 98.6 (1.9) | 97.7 (6.2) | 96.6 (2.2) | 91.4 (5.7) | 87.2 (11.1) |
| Part-time resource rooms | 91.1 (2.8) | 81.1 (4.4) | 98.4 (2.0) | 97.0 (4.3) | 88.3 (4.1) | 94.2 (3.7) | 96.0 (3.3) | 85.0 (5.8) | 95.3 (4.0) | 90.8 (3.5) | 90.4 (5.9) | 94.8 (7.4) |
| Pull-out/itinerant services | 90.4 (2.9) | 92.3 (3.0) | 95.8 (3.2) | 79.5 (10.1) | 94.1 (3.0) | 86.3 (5.4) | 89.9 (5.1) | 90.0 (4.9) | 92.1 (5.1) | 90.0 (3.7) | 89.1 (6.3) | 97.4 (5.3) |
| Self-contained classrooms | 71.5 (4.5) | 76.9 (4.8) | 74.8 (7.0) | 57.4 (12.4) | 75.2 (5.5) | 67.2 (7.4) | 71.4 (7.6) | 73.2 (7.2) | 68.3 (8.8) | 72.3 (5.5) | 69.9 (9.2) | 66.6 (15.6) |
| All of these | 60.0 (4.8) | 60.4 (5.5) | 68.6 (7.4) | 46.9 (12.5) | 65.6 (6.0) | 53.7 (7.8) | 62.6 (8.1) | 56.7 (8.0) | 62.4 (9.2) | 59.6 (6.0) | 58.9 (9.9) | 64.0 (15.9) |
| Number of respondents | 343 | 181 | 121 | 41 | 193 | 150 | 129 | 137 | 77 | 243 | 71 | 26 |

* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Table 188: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Services/Programs</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|-----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools that usually provided when needed:* | | | | |
| Speech/language therapy | 96.7 (1.1) | 100 (0.0) | 98.1 (1.4) | 100 (0.0) |
| Physical therapy | 66.2 (5.4) | 97.6 (1.7) | 78.0 (4.6) | 84.4 (5.1) |
| Occupational therapy | 63.7 (5.4) | 79.4 (4.7) | 62.8 (5.6) | 74.5 (6.4) |
| Hearing-loss therapy | 74.1 (5.1) | 92.5 (3.3) | 86.3 (4.1) | 78.2 (6.5) |
| Psychotherapy/counseling | 75.8 (4.4) | 92.8 (2.8) | 80.4 (4.2) | 87.8 (4.8) |
| Medical services | 49.3 (5.8) | 99.6 (0.7) | 63.8 (5.4) | 81.5 (5.5) |
| Adaptive physical education | 75.8 (4.4) | 100 (0.0) | 77.3 (4.5) | 93.9 (3.3) |
| Social work services | 78.2 (4.3) | 81.8 (4.8) | 81.4 (4.4) | 78.3 (6.0) |
| Special transportation | 97.4 (1.6) | 99.1 (1.0) | 98.0 (1.5) | 98.8 (1.5) |
| Human aides or tutors | 90.9 (2.9) | 98.9 (1.1) | 90.8 (3.0) | 97.5 (2.1) |
| Physical aids | 60.3 (5.3) | 98.2 (1.5) | 74.0 (4.7) | 81.1 (5.5) |
| None of these | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 228 | 242 | 217 | 160 |
| Percentage in schools serving non-disabled students that had:** | | | | |
| Regular education classrooms | 94.8 (2.1) | --- | 93.3 (3.4) | 96.1 (4.1) |
| Part-time resource rooms | 91.1 (2.7) | --- | 93.5 (3.3) | 85.2 (7.5) |
| Pull-out/itinerant services | 90.4 (2.8) | --- | 89.0 (4.2) | 98.3 (2.8) |
| Self-contained classrooms | 71.5 (4.3) | --- | 73.0 (6.0) | 65.0 (10.1) |
| All of these | 60.0 (4.7) | --- | 62.9 (6.5) | 49.2 (10.6) |
| Number of respondents | 343 | 0 | 172 | 88 |

* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Services/Programs | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|---------------|---------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that usually provided when needed:* | | | | | | | | | |
| Speech/language therapy | 100 (0.0) | 97.4 (2.4) | 100 (0.0) | 98.7 (1.4) | 99.4 (0.8) | 100 (0.0) | 100 (0.0) | 97.8 (2.1) | 100 (0.0) |
| Physical therapy | 78.5 (7.2) | 80.1 (6.4) | 77.4 (5.6) | 77.6 (5.8) | 82.2 (4.3) | 71.1 (12.6) | 71.4 (6.4) | 90.2 (4.6) | 80.5 (5.9) |
| Occupational therapy | 75.9 (8.2) | 68.2 (7.9) | 66.1 (6.4) | 77.3 (6.0) | 71.2 (5.2) | 69.1 (12.4) | 59.9 (7.2) | 79.8 (6.4) | 74.3 (6.6) |
| Hearing-loss therapy | 80.5 (7.3) | 77.9 (7.2) | 89.7 (4.3) | 82.1 (5.8) | 86.1 (4.1) | 82.9 (9.9) | 81.9 (5.7) | 82.6 (6.5) | 86.8 (5.2) |
| Psychotherapy/counseling | 88.3 (5.3) | 90.0 (4.7) | 76.8 (5.3) | 91.1 (3.7) | 81.5 (4.2) | 90.1 (7.1) | 84.8 (4.9) | 87.5 (5.0) | 78.1 (5.7) |
| Medical services | 75.4 (7.5) | 71.2 (7.3) | 66.8 (6.4) | 71.8 (6.2) | 70.2 (5.1) | 63.7 (15.6) | 74.8 (6.3) | 75.9 (6.7) | 58.9 (7.3) |
| Adaptive physical education | 84.4 (6.0) | 86.5 (5.3) | 87.7 (4.1) | 77.1 (5.4) | 86.1 (3.7) | 90.7 (7.0) | 85.1 (4.8) | 85.2 (5.3) | 87.0 (4.7) |
| Social work services | 82.1 (6.9) | 75.0 (7.2) | 76.7 (5.6) | 81.0 (5.6) | 77.4 (4.8) | 71.4 (11.3) | 81.5 (5.7) | 77.5 (6.6) | 71.8 (6.5) |
| Special transportation | 97.8 (2.4) | 97.8 (2.2) | 97.1 (2.1) | 97.4 (2.0) | 97.7 (1.6) | 97.6 (3.6) | 99.4 (1.0) | 96.4 (2.8) | 96.6 (2.4) |
| Human aides or tutors | 91.2 (4.7) | 96.6 (2.8) | 90.5 (3.6) | 88.8 (4.0) | 95.7 (2.1) | 96.3 (4.7) | 94.8 (3.0) | 91.2 (4.1) | 94.6 (3.0) |
| Physical aids | 74.1 (7.5) | 73.7 (7.0) | 76.1 (5.6) | 65.3 (6.5) | 80.2 (4.4) | 60.7 (13.3) | 59.8 (6.4) | 80.2 (6.0) | 73.1 (6.4) |
| None of these | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 89 | 108 | 158 | 98 | 267 | 19 | 138 | 126 | 128 |
| Percentage in schools serving non-disabled students that had:** | | | | | | | | | |
| Regular education classrooms | 98.6 (2.8) | 87.2 (7.2) | 96.7 (2.7) | 97.4 (2.6) | 96.3 (2.8) | 92.6 (6.0) | 91.6 (5.1) | 99.5 (1.5) | 93.4 (4.1) |
| Part-time resource rooms | 87.3 (8.0) | 90.6 (6.3) | 96.7 (2.7) | 87.7 (5.4) | 95.4 (3.1) | 92.8 (5.9) | 88.8 (5.8) | 92.9 (5.1) | 97.1 (2.8) |
| Pull-out/itinerant services | 88.2 (7.8) | 76.0 (9.2) | 96.5 (2.7) | 80.4 (6.5) | 94.0 (3.5) | 97.2 (3.8) | 88.1 (6.0) | 86.3 (6.8) | 93.0 (4.2) |
| Self-contained classrooms | 68.3 (11.2) | 59.2 (10.6) | 74.8 (6.5) | 69.3 (7.5) | 68.4 (6.9) | 88.8 (7.2) | 67.4 (8.6) | 64.0 (9.5) | 80.8 (6.5) |
| All of these | 50.4 (12.0) | 44.7 (10.7) | 71.7 (6.7) | 53.3 (8.1) | 63.1 (7.1) | 81.4 (8.8) | 56.8 (9.1) | 52.8 (9.9) | 73.0 (7.4) |
| Number of respondents | 52 | 70 | 141 | 84 | 173 | 39 | 90 | 93 | 112 |

* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Services/Programs | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools with vocational classes designed specifically for students with disabilities | 70.2 (3.4) | 67.1 (5.2) | 55.1 (8.0) | 46.5 (12.3) | 68.6 (4.3) | 72.0 (5.3) | 57.0 (7.0) | 77.1 (5.2) | 74.6 (4.8) | 67.3 (4.4) | 72.0 (6.7) | 84.2 (6.3) |
| Number of respondents | 658 | 193 | 125 | 43 | 375 | 280 | 192 | 254 | 212 | 439 | 134 | 80 |
| Percentage in schools that helped students with disabilities in regular vocational classes by: | | | | | | | | | | | | |
| Making physical adaptations | 43.0 (5.0) | 35.5 (5.9) | 51.6 (8.5) | 42.5 (12.6) | 35.9 (6.1) | 50.6 (7.9) | 39.9 (8.5) | 46.8 (8.0) | 40.0 (9.1) | 43.1 (6.2) | 37.5 (9.9) | 57.8 (14.0) |
| Increasing teacher contact | 77.0 (4.2) | 82.0 (4.7) | 74.7 (7.3) | 72.4 (11.4) | 75.3 (5.4) | 78.7 (6.5) | 77.4 (7.2) | 77.7 (6.7) | 75.0 (8.0) | 76.5 (5.3) | 77.2 (8.6) | 79.3 (11.5) |
| Providing human aides | 52.7 (5.0) | 55.2 (6.1) | 65.5 (9.0) | 31.0 (11.8) | 53.1 (6.3) | 52.2 (7.9) | 49.0 (8.7) | 54.5 (8.0) | 54.3 (9.3) | 51.3 (6.2) | 48.0 (10.3) | 75.2 (12.3) |
| Simplifying instruction | 63.4 (4.8) | 65.7 (5.9) | 67.6 (7.9) | 54.7 (12.1) | 61.2 (6.2) | 65.8 (7.5) | 63.5 (8.3) | 63.9 (7.7) | 62.5 (9.0) | 62.3 (8.0) | 62.2 (9.9) | 77.0 (11.9) |
| Other accommodations | 11.4 (3.2) | 7.3 (3.2) | 14.8 (6.0) | 12 (8.6) | 10.9 (3.9) | 11.9 (5.1) | 15.7 (6.3) | 9.4 (4.7) | 9.4 (5.4) | 12.5 (4.1) | 8.4 (5.7) | 9.0 (8.1) |
| Number of respondents | 316 | 162 | 114 | 40 | 175 | 141 | 114 | 130 | 72 | 222 | 65 | 26 |
| Average percentage of vocational course time spent in: | | | | | | | | | | | | |
| Classroom instruction | 54.4 (2.4) | 51.9 (3.4) | 3.2 (5.3) | 57.4 (7.4) | 55.2 (3.1) | 53.7 (3.7) | 55.4 (4.5) | 50.8 (4.0) | 58.8 (3.5) | 53.0 (3.1) | 57.5 (4.6) | 57.9 (5.5) |
| Work experience at school | 19.6 (1.8) | 18.1 (2.8) | 12.7 (3.2) | 19.0 (5.7) | 20.9 (2.4) | 17.9 (2.7) | 13.4 (3.0) | 21.8 (3.3) | 20.0 (2.7) | 20.0 (2.3) | 20.8 (3.8) | 14.5 (3.8) |
| Community-based experience | 18.9 (1.7) | 20.0 (2.6) | 18.6 (3.7) | 17.8 (5.9) | 18.6 (2.2) | 19.4 (2.5) | 19.1 (3.2) | 18.9 (2.9) | 18.8 (2.2) | 18.0 (2.1) | 18.9 (3.0) | 25.0 (4.4) |
| Number of respondents | 316 | 158 | 106 | 35 | 334 | 258 | 172 | 230 | 192 | 396 | 121 | 74 |

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 198: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Services/Programs | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage in schools with vocational classes designed specifically for students with disabilities | 56.3 (4.8) | 97.1 (1.8) | 68.1 (4.8) | 78.7 (5.6) |
| Number of respondents | 344 | 314 | 307 | 224 |
| Percentage in schools that helped students with disabilities in regular vocational classes by:* | | | | |
| Making physical adaptations | 43.0 (5.7) | --- | 39.7 (6.6) | 51.1 (10.8) |
| Increasing teacher contact | 77.0 (4.2) | --- | 78.7 (5.5) | 74.8 (9.4) |
| Providing human aides | 52.7 (5.0) | --- | 53.0 (6.8) | 65.7 (10.2) |
| Simplifying instruction | 63.4 (4.8) | --- | 62.8 (6.5) | 66.5 (10.2) |
| Other accommodations | 11.4 (3.2) | --- | 13.1 (4.6) | 7.0 (5.5) |
| Number of respondents | 316 | 0 | 160 | 83 |
| Average percentage of vocational course time spent in: | | | | |
| Classroom instruction | 53.8 (3.1) | 55.5 (3.6) | 54.7 (3.2) | 55.0 (4.5) |
| Work experience at school | 15.8 (2.2) | 25.8 (2.8) | 18.1 (2.5) | 21.1 (3.6) |
| Community-based experience | 19.4 (2.3) | 18.1 (2.3) | 21.3 (2.5) | 16.4 (3.0) |
| Number of respondents | 284 | 312 | 285 | 209 |

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19C: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Services/Programs | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools with vocational classes designed specifically for students with disabilities | 81.1 (6.7) | 72.0 (6.6) | 64.8 (5.8) | 67.9 (6.0) | 70.1 (4.8) | 63.3 (10.1) | 81.9 (5.1) | 74.0 (6.5) | 54.9 (6.7) |
| Number of respondents | 117 | 148 | 218 | 144 | 355 | 43 | 178 | 180 | 180 |
| Percentage in schools that helped students with disabilities in regular vocational classes by:* | | | | | | | | | |
| Making physical adaptations | 48.3 (13.4) | 40.6 (10.1) | 53.3 (7.4) | 38.6 (8.8) | 50.4 (7.2) | 46.7 (11.7) | 41.9 (9.0) | 49.8 (10.4) | 42.8 (7.8) |
| Increasing teacher contact | 79.0 (10.9) | 74.7 (8.9) | 72.9 (6.6) | 78.0 (7.6) | 78.3 (5.9) | 58.1 (11.6) | 77.8 (7.6) | 79.9 (8.3) | 71.5 (7.1) |
| Providing human aides | 58.1 (13.2) | 55.1 (10.2) | 57.5 (7.4) | 49.3 (9.2) | 58.7 (7.0) | 85.9 (11.1) | 47.5 (9.1) | 54.2 (10.2) | 65.4 (7.5) |
| Simplifying instruction | 65.0 (12.8) | 70.8 (9.3) | 62.4 (7.2) | 58.0 (9.0) | 64.8 (6.8) | 82.5 (11.4) | 67.0 (8.6) | 64.3 (10.0) | 52.9 (7.9) |
| Other accommodations | 6.3 (6.5) | 6.5 (5.1) | 8.7 (4.2) | 9.9 (5.5) | 10.1 (4.3) | 10.0 (7.1) | 5.3 (4.1) | 5.8 (4.9) | 18.4 (6.1) |
| Number of respondents | 45 | 63 | 130 | 74 | 161 | 34 | 78 | 85 | 105 |
| Average percentage of vocational course time spent in: | | | | | | | | | |
| Classroom instruction | 51.7 (5.9) | 58.7 (4.8) | 59.9 (4.0) | 53.0 (4.3) | 55.8 (3.4) | 57.4 (6.9) | 54.8 (4.5) | 55.1 (4.6) | 57.0 (4.5) |
| Work experience at school | 20.5 (4.4) | 18.4 (3.6) | 14.3 (2.4) | 20.8 (3.4) | 18.7 (2.5) | 12.7 (4.1) | 20.4 (3.5) | 18.1 (3.5) | 19.6 (3.2) |
| Community-based experience | 16.8 (3.8) | 16.4 (3.3) | 20.3 (2.7) | 20.8 (3.2) | 18.7 (2.4) | 15.2 (3.9) | 17.3 (3.1) | 18.5 (3.2) | 17.9 (2.9) |
| Number of respondents | 108 | 151 | 196 | 124 | 323 | 38 | 159 | 167 | 156 |

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20a: VOCATIONAL ASSESSMENT PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that provided vocational assessment/career counseling to secondary special education students | 94.3 (1.7) | 91.5 (3.1) | 90.2 (4.6) | 94.8 (5.4) | 90.7 (2.6) | 98.6 (1.4) | 90.9 (4.0) | 94.7 (2.7) | 97.2 (1.9) | 92.4 (2.4) | 98.7 (1.7) | 97.6 (2.8) |
| Number of respondents | 658 | 189 | 129 | 43 | 376 | 279 | 190 | 255 | 213 | 438 | 134 | 81 |
| Of students in schools providing vocational assessment/counseling, percentage in schools that provided it: | | | | | | | | | | | | |
| Routinely to all students | 50.1 (3.6) | 66.5 (5.6) | 81.1 (6.5) | 78.0 (10.7) | 45.2 (4.9) | 56.0 (5.9) | 58.0 (7.5) | 52.2 (6.3) | 39.1 (5.5) | 51.5 (4.9) | 50.7 (7.5) | 41.3 (8.6) |
| Routinely only to special education students | 41.3 (3.7) | 15.8 (4.3) | 10.7 (5.1) | 17.3 (9.8) | 45.5 (4.9) | 36.0 (5.7) | 32.8 (7.1) | 36.4 (6.1) | 56.4 (5.6) | 38.8 (4.8) | 40.5 (7.4) | 57.6 (8.5) |
| Routinely only to those with some disabilities | 2.6 (1.2) | 1.3 (1.3) | 4.2 (3.3) | 0.6 (2.0) | 3.0 (1.7) | 2.2 (1.8) | 5.4 (3.4) | 1.5 (1.6) | 1.4 (1.3) | 3.0 (1.7) | 3.0 (1.5) | 0.2 (0.0) |
| Occasionally to special education students | 5.8 (1.8) | 15.3 (4.3) | 4.1 (3.3) | 4.1 (5.1) | 6.3 (2.4) | 5.2 (2.6) | 3.2 (2.7) | 9.8 (3.8) | 2.7 (1.8) | 6.5 (2.4) | 5.4 (3.4) | 1.1 (1.8) |
| Rarely or never to special education students | 0.3 (0.4) | 1.1 (1.2) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.6 (0.9) | 0.6 (1.2) | 0.0 (0.0) | 0.3 (0.7) | 0.3 (0.5) | 0.5 (1.0) | 0.0 (0.0) |
| Number of respondents | 626 | 172 | 120 | 38 | 351 | 272 | 173 | 246 | 207 | 410 | 132 | 79 |
| Of students in schools providing vocational assessment/counseling, percentage in schools providing it in: ^a | | | | | | | | | | | | |
| Grades 7 or 8 | 13.2 (2.9) | 9.4 (4.7) | 12.7 (7.6) | --- | 10.1 (3.3) | 17.2 (5.2) | 17.6 (6.6) | 12.0 (4.7) | 10.3 (4.0) | 14.1 (3.8) | 7.1 (4.8) | 17.2 (7.8) |
| Grades 9 or 10 | 72.0 (3.6) | 81.0 (5.3) | 85.5 (7.2) | --- | 64.4 (4.9) | 81.3 (5.0) | 67.9 (7.4) | 78.2 (5.6) | 67.5 (5.9) | 69.7 (4.7) | 78.8 (6.9) | 74.1 (8.8) |
| Grades 11 or 12 | 85.2 (2.8) | 80.8 (5.1) | 81.8 (7.2) | --- | 83.3 (3.7) | 87.3 (4.1) | 81.6 (6.0) | 90.0 (3.9) | 82.1 (4.6) | 83.2 (3.6) | 89.3 (4.9) | 85.5 (7.0) |
| Ungraded classes | 54.9 (4.3) | 47.0 (8.4) | 52.7 (12.0) | --- | 54.1 (5.6) | 55.8 (6.9) | 54.0 (8.9) | 51.7 (7.3) | 59.9 (6.5) | 54.1 (5.5) | 58.3 (9.3) | 53.4 (10.3) |
| Number of respondents | 443 | 81 | 54 | 14 | 248 | 192 | 115 | 170 | 158 | 292 | 81 | 67 |

^a See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 208: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS.

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools that provided vocational assessment/career counseling to secondary special education students | 92.0 (2.6) | 78.6 (1.3) | 94.1 (2.4) | 93.6 (3.2) |
| Number of respondents | 344 | 314 | 308 | 228 |
| Of students in schools providing vocational assessment/counseling, percentage in schools that provided it: | | | | |
| Routinely to all students | 78.1 (4.2) | 0.0 (0.0) | 56.5 (5.2) | 35.0 (6.8) |
| Routinely only to special education students | 10.8 (3.1) | 95.7 (2.2) | 37.1 (5.1) | 51.9 (7.1) |
| Routinely only to those with some disabilities | 1.7 (1.3) | 4.3 (2.2) | 0.8 (0.9) | 4.5 (2.9) |
| Occasionally to special education students | 9.0 (2.9) | 0.0 (0.0) | 5.0 (2.3) | 8.6 (4.0) |
| Rarely or never to special education students | 0.4 (0.7) | 0.0 (0.0) | 0.6 (0.8) | 0.0 (0.0) |
| Number of respondents | 315 | 311 | 295 | 218 |
| Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:* | | | | |
| Grades 7 or 8 | 11.1 (4.7) | 15.0 (3.9) | 16.0 (4.5) | 12.5 (5.0) |
| Grades 9 or 10 | 83.1 (4.6) | 58.6 (5.4) | 78.0 (4.7) | 72.9 (6.4) |
| Grades 11 or 12 | 86.2 (3.9) | 83.7 (4.0) | 89.5 (3.4) | 82.1 (5.4) |
| Ungraded classes | 49.2 (7.6) | 59.6 (5.4) | 52.3 (6.2) | 53.7 (7.8) |
| Number of respondents | 133 | 310 | 201 | 169 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that provided vocational assessment+ career counseling to secondary special education students | 66.8 (2.8) | 92.9 (3.8) | 90.3 (3.6) | 93.0 (3.2) | 93.7 (2.5) | 97.4 (3.5) | 94.1 (3.1) | 97.5 (2.2) | 87.6 (4.3) |
| Number of respondents | 117 | 149 | 219 | 145 | 354 | 43 | 177 | 182 | 179 |
| Of students in schools providing vocational assessment/counseling, percentage in schools that provided it: | | | | | | | | | |
| Routinely to all students | 45.9 (8.7) | 47.9 (7.7) | 61.4 (6.1) | 53.1 (6.7) | 48.3 (5.5) | 63.7 (10.4) | 43.3 (6.8) | 59.0 (7.4) | 48.5 (7.1) |
| Routinely only to special education students | 42.3 (8.6) | 48.0 (7.7) | 31.4 (5.8) | 39.8 (6.5) | 44.0 (5.4) | 15.8 (7.9) | 45.0 (6.8) | 37.6 (7.3) | 44.2 (7.0) |
| Routinely only to those with some disabilities | 5.2 (3.9) | 0.9 (1.5) | 2.0 (1.7) | 0.7 (1.1) | 3.6 (2.0) | 6.9 (5.5) | 4.8 (2.9) | 1.2 (1.6) | 1.9 (1.9) |
| Occasionally to special education students | 6.6 (4.3) | 2.4 (2.4) | 4.8 (2.7) | 6.5 (3.3) | 4.0 (2.2) | 10.5 (6.6) | 6.3 (3.3) | 1.9 (2.0) | 5.4 (3.2) |
| Rarely or never to special education students | 0.0 (0.0) | 0.8 (1.3) | 0.4 (0.8) | 0.0 (0.0) | 0.2 (0.5) | 3.3 (3.9) | 0.6 (1.1) | 0.4 (0.9) | 0.0 (0.0) |
| Number of respondents | 114 | 140 | 203 | 135 | 338 | 40 | 169 | 175 | 164 |
| Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:* | | | | | | | | | |
| Grades 7 or 8 | 11.3 (5.9) | 22.0 (7.4) | 9.3 (4.5) | 7.8 (4.2) | 14.1 (4.3) | 17.5 (11.8) | 12.5 (5.2) | 18.2 (6.5) | 9.1 (4.9) |
| Grades 9 or 10 | 66.4 (8.1) | 73.4 (7.6) | 75.9 (6.0) | 65.4 (6.8) | 72.0 (5.2) | 84.0 (10.4) | 65.4 (7.1) | 82.1 (6.0) | 70.0 (7.0) |
| Grades 11 or 12 | 82.4 (6.5) | 85.1 (5.8) | 87.1 (4.5) | 84.2 (5.1) | 86.1 (3.8) | 86.8 (9.1) | 82.9 (5.4) | 90.0 (4.6) | 81.1 (5.8) |
| Ungraded classes | 57.0 (9.3) | 48.2 (9.1) | 54.1 (7.7) | 52.4 (8.0) | 56.9 (6.1) | 61.0 (16.8) | 59.9 (7.8) | 47.7 (8.6) | 56.8 (8.4) |
| Number of respondents | 86 | 99 | 132 | 88 | 246 | 17 | 120 | 124 | 106 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of students in schools providing vocational assessment/counseling, percentage in schools that: | | | | | | | | | | | | |
| Used formal assessment of student interests/skills | 79.4 (3.0) | 83.3 (4.3) | 82.4 (6.1) | 77.3 (11.1) | 77.9 (3.9) | 81.5 (4.5) | 80.2 (5.8) | 79.1 (4.9) | 79.1 (4.7) | 79.3 (3.8) | 80.5 (5.9) | 77.3 (7.9) |
| Gave students information about alternative careers | 94.2 (1.7) | 92.5 (3.0) | 95.8 (3.2) | 85.2 (9.4) | 94.0 (2.2) | 94.4 (2.7) | 92.6 (3.8) | 96.6 (2.2) | 92.5 (3.0) | 93.7 (2.3) | 95.4 (3.1) | 95.1 (4.1) |
| Recommended specific careers | 83.7 (2.7) | 79.6 (4.6) | 76.0 (6.8) | 72.0 (11.9) | 88.2 (3.0) | 78.5 (4.8) | 77.3 (6.1) | 84.4 (4.4) | 89.2 (3.6) | 80.4 (3.7) | 89.9 (4.4) | 91.3 (5.3) |
| Recommended specific training/education | 85.1 (2.6) | 82.1 (4.4) | 72.4 (7.2) | 80.9 (10.4) | 87.8 (3.1) | 81.7 (4.5) | 79.2 (5.9) | 86.2 (4.2) | 89.3 (3.6) | 83.2 (3.5) | 89.7 (4.5) | 87.0 (6.3) |
| Informed students about colleges/training programs for students with disabilities | 82.2 (2.8) | 79.5 (4.7) | 76.6 (6.8) | 66.2 (12.5) | 82.3 (3.6) | 81.8 (4.5) | 77.7 (6.1) | 83.2 (4.5) | 85.1 (4.1) | 81.6 (3.6) | 85.2 (5.2) | 81.0 (7.4) |
| Number of respondents | 627 | 173 | 121 | 37 | 351 | 273 | 172 | 247 | 208 | 410 | 132 | 80 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of students in schools providing vocational assessment/counseling, percentage in schools that: | | | | |
| Used formal assessment of student interests/skills | 81.3 (3.9) | 76.0 (4.7) | 79.8 (4.1) | 79.0 (5.5) |
| Gave students information about alternative careers | 93.0 (2.5) | 96.3 (2.1) | 93.1 (2.6) | 96.6 (2.5) |
| Recommended specific careers | 76.7 (4.2) | 96.3 (2.1) | 89.0 (3.2) | 85.5 (4.8) |
| Recommended specific training/education | 78.6 (4.1) | 96.7 (1.9) | 88.6 (3.3) | 86.4 (4.7) |
| Informed students about colleges/training programs for students with disabilities | 75.7 (4.2) | 93.8 (2.6) | 82.3 (3.9) | 89.4 (4.2) |
| Number of respondents | 316 | 311 | 296 | 216 |

121

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Household Income</u> | | | <u>Ethnicity</u> | | | <u>Head of Household's Education</u> | | |
|--|-------------------------|--------------------------|--------------------------|------------------|----------------|-----------------|--------------------------------------|----------------------------|---------------------------|
| | <u>Under \$12,000</u> | <u>\$12,000-\$24,999</u> | <u>\$25,000 and Over</u> | <u>Black</u> | <u>White</u> | <u>Hispanic</u> | <u>No High School Diploma</u> | <u>High School Diploma</u> | <u>Beyond High School</u> |
| Of students in schools providing vocational assessment/counseling, percentage in schools that: | | | | | | | | | |
| Used formal assessment of student interests/skills | 75.8 (7.0) | 81.2 (6.0) | 79.7 (5.0) | 81.6 (5.0) | 79.1 (4.3) | 68.0 (10.5) | 73.5 (5.9) | 82.9 (5.4) | 79.3 (5.5) |
| Gave students information about alternative careers | 95.8 (3.3) | 95.9 (3.0) | 94.6 (2.8) | 92.5 (3.4) | 94.8 (2.4) | 87.0 (7.5) | 95.8 (2.7) | 94.7 (3.2) | 96.3 (2.6) |
| Recommended specific careers | 83.5 (6.0) | 84.3 (5.6) | 87.1 (4.2) | 84.8 (4.6) | 85.2 (3.7) | 62.3 (10.9) | 85.1 (4.8) | 82.2 (5.5) | 87.8 (4.5) |
| Recommended specific training/education | 82.7 (6.1) | 88.0 (5.0) | 88.4 (4.0) | 85.6 (4.5) | 84.2 (3.9) | 70.3 (12.2) | 87.0 (4.5) | 85.2 (5.1) | 87.6 (4.5) |
| Informed students about colleges/training programs for students with disabilities | 77.2 (6.8) | 86.7 (5.2) | 85.3 (4.4) | 68.3 (6.0) | 85.2 (3.8) | 75.2 (9.7) | 81.5 (5.2) | 84.2 (5.3) | 85.1 (4.9) |
| Number of respondents | 114 | 140 | 204 | 135 | 339 | 40 | 170 | 175 | 164 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that provided work adjustment training to secondary special ed. students | 91.1 (2.0) | 88.0 (3.6) | 90.7 (4.5) | 84.3 (9.1) | 91.5 (2.5) | 90.6 (3.3) | 84.5 (5.0) | 94.4 (2.7) | 93.6 (2.8) | 89.4 (2.8) | 92.2 (3.9) | 100 (0.0) |
| Number of respondents | 657 | 190 | 129 | 41 | 374 | 280 | 189 | 255 | 213 | 437 | 134 | 81 |
| Of students in schools providing work adjustment training, percentage in schools that provided it: | | | | | | | | | | | | |
| Routinely to all students | 34.8 (3.6) | 58.9 (6.1) | 56.7 (8.3) | 33.4 (12.6) | 34.6 (4.7) | 35.2 (5.8) | 35.5 (7.6) | 37.6 (6.1) | 30.1 (4.9) | 34.9 (4.8) | 37.0 (7.0) | 29.7 (7.9) |
| Routinely only to special education students | 50.0 (3.8) | 20.8 (5.0) | 31.9 (7.8) | 36.3 (12.9) | 49.0 (4.9) | 50.8 (6.1) | 50.4 (8.0) | 43.5 (6.3) | 58.7 (5.3) | 48.7 (5.0) | 46.7 (7.2) | 62.5 (8.3) |
| Routinely only to those with some disabilities | 10.6 (2.4) | 12.0 (4.0) | 8.3 (4.6) | 20.9 (10.9) | 12.1 (3.2) | 8.8 (3.4) | 11.5 (5.1) | 12.5 (4.2) | 7.2 (2.8) | 11.4 (3.2) | 11.8 (4.7) | 4.4 (3.5) |
| Occasionally to special education students | 4.6 (1.6) | 8.3 (3.4) | 3.1 (2.9) | 9.4 (7.8) | 4.2 (2.0) | 5.1 (2.7) | 2.6 (2.5) | 6.5 (3.1) | 3.9 (2.1) | 4.9 (2.2) | 4.4 (3.0) | 3.4 (3.1) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 607 | 160 | 117 | 34 | 345 | 259 | 161 | 240 | 206 | 393 | 128 | 81 |
| Of students in schools providing work adjustment training, percentage in schools with training in:* | | | | | | | | | | | | |
| Grades 7 or 8 | 15.1 (3.1) | 2.8 (2.8) | 4.7 (4.9) | --- | 14.9 (4.0) | 15.1 (4.9) | 16.8 (6.9) | 13.6 (5.0) | 13.3 (4.5) | 14.2 (3.9) | 14.8 (6.7) | 20.6 (8.3) |
| Grades 9 or 10 | 65.6 (3.8) | 65.2 (6.4) | 76.1 (3.9) | --- | 60.4 (5.0) | 71.8 (5.8) | 63.8 (7.6) | 69.3 (6.2) | 62.4 (6.0) | 63.0 (4.9) | 71.6 (7.7) | 69.7 (9.1) |
| Grades 11 or 12 | 86.7 (2.6) | 80.9 (4.9) | 82.4 (6.8) | --- | 84.1 (3.6) | 89.9 (3.7) | 78.3 (6.2) | 91.5 (3.5) | 88.6 (3.8) | 84.2 (3.6) | 94.2 (3.7) | 89.2 (6.0) |
| Ungraded classes | 49.3 (4.4) | 54.1 (8.4) | 60.9 (11.7) | --- | 50.5 (5.6) | 48.0 (6.9) | 50.1 (8.9) | 48.2 (7.3) | 50.0 (6.6) | 50.0 (5.6) | 46.6 (9.4) | 48.1 (10.3) |
| Number of respondents | 443 | 81 | 54 | 14 | 238 | 192 | 115 | 170 | 158 | 292 | 81 | 67 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 218: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools that provided work adjustment training to secondary special ed. students | 88.2 (3.1) | 96.2 (1.9) | 92.9 (2.6) | 90.8 (3.8) |
| Number of respondents | 343 | 314 | 308 | 228 |
| Of students in schools providing work adjustment training, percentage in schools that provided it: | | | | |
| Routinely to all students | 54.6 (5.1) | 0.0 (0.0) | 37.9 (5.1) | 27.7 (6.2) |
| Routinely only to special education students | 25.6 (4.5) | 92.8 (2.9) | 50.8 (5.3) | 53.0 (6.9) |
| Routinely only to those with some disabilities | 12.9 (3.4) | 6.7 (2.8) | 6.6 (2.6) | 13.4 (4.7) |
| Occasionally to special education students | 7.0 (2.6) | 0.5 (0.8) | 4.7 (2.2) | 5.9 (3.3) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 297 | 310 | 289 | 215 |
| Of students in schools providing work adjustment training, percentage in schools with training in:* | | | | |
| Grades 7 or 8 | 7.0 (3.8) | 21.9 (4.5) | 19.0 (4.9) | 16.9 (5.7) |
| Grades 9 or 10 | 74.4 (5.3) | 54.9 (5.4) | 74.5 (5.0) | 61.0 (7.1) |
| Grades 11 or 12 | 86.1 (3.8) | 87.6 (3.6) | 92.2 (2.9) | 86.1 (4.8) |
| Ungraded classes | 56.4 (7.6) | 43.6 (5.4) | 44.7 (8.2) | 47.2 (7.7) |
| Number of respondents | 133 | 310 | 201 | 169 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMP. DEFICITS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|-----------|--------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that provided work adjustment training to secondary special ed. students | 90.3 | 85.4 | 89.4 | 86.9 | 91.7 | 78.8 | 91.5 | 86.2 | 90.4 |
| | (4.7) | (5.2) | (3.7) | (4.2) | (2.9) | (9.0) | (3.7) | (4.9) | (3.9) |
| Number of respondents | 117 | 148 | 218 | 146 | 353 | 42 | 177 | 181 | 179 |
| Of students in schools providing work adjustment training, percentage in schools that provided it: | | | | | | | | | |
| Routinely to all students | 33.5 | 37.2 | 40.1 | 44.5 | 32.5 | 46.8 | 34.6 | 38.4 | 35.7 |
| | (8.5) | (7.3) | (6.4) | (6.4) | (3.1) | (12.5) | (6.7) | (7.4) | (6.9) |
| Routinely only to special education students | 45.6 | 53.8 | 45.4 | 42.4 | 50.9 | 29.6 | 44.0 | 52.6 | 47.5 |
| | (8.9) | (7.6) | (6.5) | (6.4) | (5.4) | (11.5) | (6.9) | (7.6) | (7.2) |
| Routinely only to those with some disabilities | 16.9 | 2.7 | 8.9 | 4.8 | 10.6 | 2.4 | 14.4 | 6.3 | 10.3 |
| | (6.7) | (2.5) | (3.7) | (2.8) | (3.7) | (3.9) | (4.9) | (3.7) | (4.4) |
| Occasionally to special education students | 4.1 | 6.2 | 5.6 | 8.2 | 3.0 | 21.1 | 7.0 | 2.7 | 6.5 |
| | (3.6) | (3.7) | (3.0) | (3.6) | (1.9) | (10.3) | (3.6) | (2.5) | (3.6) |
| Rarely or never to special education students | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | (0.0) | (0.0) | (0.0) | (0.0) | (0.0) | (0.0) | (0.0) | (0.0) | (0.0) |
| Number of respondents | 106 | 133 | 196 | 130 | 333 | 30 | 162 | 165 | 162 |
| Of students in schools providing work adjustment training, percentage in schools with training in:* | | | | | | | | | |
| Grades 7 or 8 | 13.4 | 19.3 | 11.6 | 9.8 | 19.2 | 0.0 | 15.8 | 15.6 | 10.8 |
| | (6.4) | (7.1) | (4.9) | (4.7) | (4.9) | (0.0) | (5.8) | (6.2) | (5.2) |
| Grades 9 or 10 | 54.3 | 71.3 | 76.0 | 59.8 | 70.0 | 83.6 | 62.3 | 75.5 | 67.3 |
| | (8.5) | (7.5) | (6.0) | (6.9) | (5.3) | (10.5) | (7.0) | (6.7) | (7.4) |
| Grades 11 or 12 | 80.8 | 87.9 | 90.6 | 82.9 | 88.2 | 89.9 | 80.1 | 92.2 | 89.6 |
| | (6.6) | (5.1) | (3.9) | (5.0) | (3.5) | (8.1) | (5.6) | (4.1) | (4.4) |
| Ungraded classes | 47.2 | 41.6 | 47.2 | 54.5 | 49.0 | 51.8 | 49.3 | 39.6 | 59.5 |
| | (9.3) | (8.9) | (7.7) | (7.9) | (6.2) | (17.2) | (8.0) | (8.4) | (8.4) |
| Number of respondents | 86 | 99 | 132 | 88 | 246 | 17 | 120 | 124 | 106 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of students in schools providing work adjustment training, percentage in schools with training in: | | | | | | | | | | | | |
| Production skills | 74.4 (3.3) | 81.4 (4.7) | 79.2 (6.7) | 44.7 (13.7) | 73.7 (4.2) | 75.4 (5.1) | 75.6 (6.5) | 73.1 (5.4) | 75.3 (5.0) | 74.7 (4.2) | 70.7 (6.8) | 78.1 (7.8) |
| Relationships with coworkers/supervisors | 97.8 (1.1) | 94.8 (2.7) | 100 (0.0) | 95.9 (5.4) | 98.3 (1.2) | 97.1 (2.0) | 97.4 (2.4) | 97.8 (1.8) | 98.1 (1.6) | 98.0 (1.3) | 96.7 (2.7) | 98.3 (2.4) |
| Attendance/punctuality | 98.6 (0.9) | 95.3 (2.5) | 99.7 (0.9) | 100 (0.0) | 98.8 (1.0) | 98.2 (1.6) | 96.9 (2.6) | 100 (0.0) | 98.0 (1.6) | 98.8 (1.0) | 97.4 (2.4) | 99.2 (1.7) |
| Appropriate dress/grooming | 98.5 (0.9) | 95.1 (2.6) | 99.6 (1.0) | 100 (0.0) | 98.7 (1.1) | 98.2 (1.6) | 98.1 (2.1) | 99.0 (1.2) | 98.0 (1.6) | 99.0 (0.9) | 96.3 (2.8) | 99.2 (1.7) |
| Job-related practices (e.g., using sick leave) | 89.3 (2.3) | 81.8 (4.6) | 87.1 (5.5) | 84.1 (10.1) | 88.7 (3.0) | 89.9 (3.6) | 88.9 (4.8) | 90.6 (3.6) | 87.7 (3.8) | 89.4 (3.0) | 91.9 (4.1) | 83.7 (6.9) |
| Work skills (e.g., counting change, completing forms) | 93.0 (1.9) | 91.1 (3.4) | 90.2 (4.9) | 89.2 (8.6) | 91.9 (2.6) | 94.4 (2.7) | 93.4 (3.8) | 92.3 (3.3) | 93.8 (2.8) | 92.0 (2.6) | 97.0 (2.6) | 91.6 (5.2) |
| Use of transportation | 79.4 (3.0) | 87.0 (4.0) | 78.5 (6.7) | 45.5 (13.7) | 80.3 (3.8) | 78.0 (4.9) | 80.4 (6.0) | 77.8 (5.1) | 80.7 (4.6) | 79.0 (3.9) | 77.0 (6.3) | 84.9 (6.7) |
| Number of respondents | 605 | 160 | 115 | 34 | 344 | 258 | 159 | 240 | 206 | 391 | 128 | 81 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 218: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of students in schools providing work adjustment training, percentage in schools with training in: | | | | |
| Production skills | 72.6 (4.6) | 77.6 (4.6) | 73.5 (4.6) | 81.8 (5.3) |
| Relationships with coworkers/supervisors | 96.8 (1.8) | 99.5 (0.7) | 97.9 (1.5) | 98.5 (1.7) |
| Attendance/punctuality | 97.9 (1.5) | 99.7 (0.6) | 98.8 (1.2) | 99.0 (1.4) |
| Appropriate dress/grooming | 97.8 (1.5) | 99.7 (0.6) | 98.6 (1.2) | 99.0 (1.4) |
| Job-related practices (e.g., using sick leave) | 84.9 (3.7) | 96.8 (1.9) | 90.2 (3.1) | 92.5 (3.6) |
| Work skills (e.g., counting change, completing forms) | 92.5 (2.7) | 93.9 (2.6) | 93.8 (2.5) | 91.9 (3.7) |
| Use of transportation | 74.0 (4.5) | 88.7 (3.5) | 77.4 (4.4) | 90.9 (3.9) |
| Number of respondents | 295 | 310 | 287 | 214 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Of students in schools providing work adjustment training, percentage in schools with training in: | | | | | | | | | |
| Production skills | 73.4 (7.4) | 68.1 (7.3) | 76.3 (5.4) | 65.8 (6.2) | 75.6 (4.6) | 62.8 (12.3) | 71.5 (6.2) | 71.4 (6.8) | 73.6 (6.1) |
| Relationships with coworkers/supervisors | 98.4 (2.1) | 97.7 (2.3) | 97.0 (2.2) | 98.7 (1.6) | 97.8 (1.5) | 92.8 (6.6) | 98.1 (1.9) | 97.6 (2.3) | 97.0 (2.4) |
| Attendance/punctuality | 99.0 (1.7) | 100 (0.0) | 97.0 (2.2) | 97.5 (2.0) | 98.6 (1.2) | 100 (0.0) | 98.4 (1.7) | 98.8 (1.6) | 98.0 (2.0) |
| Appropriate dress/grooming | 99.0 (1.7) | 100 (0.0) | 98.0 (1.8) | 97.5 (2.0) | 98.9 (1.1) | 100 (0.0) | 98.4 (1.7) | 98.4 (1.9) | 98.7 (1.5) |
| Job-related practices (e.g., using sick leave) | 86.6 (5.7) | 92.5 (4.1) | 89.1 (4.0) | 85.6 (4.6) | 89.5 (3.3) | 83.6 (9.4) | 85.6 (4.8) | 94.0 (3.6) | 87.1 (6) |
| Work skills (e.g., counting change, completing forms) | 93.5 (4.1) | 90.1 (4.7) | 93.9 (3.0) | 92.6 (3.4) | 92.8 (2.8) | 87.9 (8.3) | 94.6 (3.1) | 90.0 (4.5) | 91.3 (3.9) |
| Use of transportation | 83.3 (6.3) | 79.2 (6.4) | 71.4 (5.7) | 84.3 (4.8) | 74.8 (4.6) | 80.3 (10.1) | 78.0 (5.7) | 74.2 (6.5) | 78.0 (5.7) |
| Number of respondents | 107 | 133 | 196 | 129 | 332 | 31 | 163 | 164 | 161 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that provided work exploration/experience to secondary special ed. students | 76.6 (3.0) | 72.0 (5.0) | 71.2 (7.1) | 52.9 (12.5) | 80.1 (3.6) | 72.1 (5.1) | 69.5 (6.4) | 75.9 (5.1) | 85.0 (4.1) | 75.3 (3.9) | 73.5 (6.5) | 89.6 (5.7) |
| Number of respondents | 656 | 189 | 133 | 41 | 373 | 280 | 189 | 254 | 213 | 436 | 134 | 81 |
| Of students in schools providing work exploration/experience, percentage in schools that provided it: | | | | | | | | | | | | |
| Routinely to all students | 29.9 (3.5) | 60.5 (5.8) | 52.9 (8.6) | 18.7 (13.1) | 31.7 (4.7) | 27.7 (5.3) | 26.5 (7.7) | 32.7 (5.8) | 29.3 (4.9) | 29.9 (4.6) | 30.4 (6.6) | 29.4 (7.8) |
| Routinely only to special education students | 47.5 (3.8) | 22.8 (5.0) | 32.2 (8.0) | 34.1 (16.0) | 41.4 (5.0) | 55.4 (5.9) | 48.4 (8.7) | 43.7 (6.1) | 51.5 (5.3) | 44.4 (5.0) | 51.3 (7.2) | 57.9 (8.5) |
| Routinely only to those with some disabilities | 11.5 (2.5) | 10.0 (3.6) | 6.9 (4.3) | 41.3 (16.6) | 15.0 (3.6) | 6.9 (3.0) | 12.5 (5.8) | 14.1 (4.3) | 7.5 (2.8) | 13.5 (3.5) | 10.9 (4.5) | 2.6 (2.7) |
| Occasionally to special education students | 11.1 (2.4) | 6.7 (3.0) | 8.1 (4.7) | 5.9 (7.9) | 12.0 (3.3) | 10.0 (3.6) | 12.6 (5.8) | 9.4 (3.6) | 11.8 (3.4) | 12.2 (3.3) | 7.4 (3.8) | 10.0 (5.2) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 556 | 139 | 96 | 25 | 319 | 234 | 137 | 223 | 196 | 359 | 115 | 77 |
| Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:* | | | | | | | | | | | | |
| Grades 7 or 8 | 8.6 (2.5) | 1.6 (2.2) | 3.8 (4.5) | --- | 7.2 (3.0) | 9.9 (4.2) | 10.5 (5.6) | 8.1 (4.0) | 7.4 (3.6) | 7.9 (3.1) | 7.2 (5.0) | 14.1 (7.5) |
| Grades 9 or 10 | 52.8 (4.3) | 45.5 (7.6) | 29.7 (10.1) | --- | 55.0 (5.5) | 49.4 (6.9) | 46.1 (8.6) | 48.4 (7.2) | 65.5 (6.3) | 50.1 (5.5) | 60.4 (8.9) | 53.9 (10.5) |
| Grades 11 or 12 | 76.9 (3.3) | 64.8 (6.2) | 78.9 (7.2) | --- | 76.7 (4.3) | 77.0 (5.3) | 72.4 (7.2) | 75.9 (5.5) | 82.9 (4.7) | 76.6 (4.3) | 77.2 (6.8) | 78.0 (8.3) |
| Ungraded classes | 44.3 (4.5) | 51.8 (8.5) | 42.3 (11.8) | --- | 48.6 (5.8) | 39.1 (6.9) | 40.5 (9.0) | 42.0 (7.3) | 51.4 (6.9) | 44.3 (5.7) | 36.7 (9.3) | 52.8 (10.7) |
| Number of respondents | 417 | 80 | 54 | 14 | 231 | 183 | 108 | 163 | 146 | 274 | 78 | 62 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools that provided work exploration/experience to secondary special ed. students | 65.9 (4.5) | 97.2 (1.8) | 79.0 (4.1) | 76.1 (5.7) |
| Number of respondents | 342 | 314 | 308 | 226 |
| Of students in schools providing work exploration/experience, percentage in schools that provided it: | | | | |
| Routinely to all students | 52.8 (5.3) | 0.0 (0.0) | 35.9 (5.2) | 24.4 (5.3) |
| Routinely only to special education students | 24.4 (4.6) | 77.6 (4.6) | 44.5 (5.3) | 52.3 (6.2) |
| Routinely only to those with some disabilities | 15.3 (3.8) | 6.7 (2.8) | 8.9 (3.1) | 11.2 (3.9) |
| Occasionally to special education students | 7.5 (2.8) | 15.7 (4.0) | 10.7 (3.3) | 12.1 (4.0) |
| Rarely or never to special education student. | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 245 | 311 | 267 | 204 |
| Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:* | | | | |
| Grades 7 or 8 | 2.3 (2.3) | 14.2 (4.0) | 8.9 (3.7) | 12.0 (5.1) |
| Grades 9 or 10 | 37.3 (6.6) | 69.0 (5.3) | 52.7 (6.1) | 54.9 (7.7) |
| Grades 11 or 12 | 69.6 (5.1) | 87.8 (3.7) | 80.3 (4.4) | 74.4 (6.4) |
| Ungraded classes | 43.8 (7.5) | 47.4 (5.7) | 33.4 (6.1) | 48.9 (8.0) |
| Number of respondents | 132 | 285 | 186 | 157 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22C: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Blk | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that provided work exploration/experience to secondary special ed. students | 73.3 (7.1) | 75.1 (6.4) | 77.7 (5.0) | 75.5 (5.3) | 74.8 (4.5) | 78.1 (9.0) | 75.7 (5.6) | 76.0 (6.1) | 79.3 (5.3) |
| Number of respondents | 117 | 147 | 219 | 146 | 353 | 41 | 176 | 181 | 79 |
| Of students in schools providing work exploration/experience, percentage in schools that provided it: | | | | | | | | | |
| Routinely to all students | 24.6 (7.3) | 33.2 (7.2) | 40.4 (6.9) | 36.7 (6.5) | 28.8 (5.0) | 38.5 (12.3) | 31.6 (6.7) | 28.7 (6.2) | 35.0 (7.6) |
| Routinely only to special education students | 47.7 (8.5) | 45.8 (7.6) | 36.4 (6.7) | 38.5 (6.5) | 46.2 (5.5) | 37.7 (12.2) | 42.1 (7.1) | 48.6 (6.5) | 40.4 (7.8) |
| Routinely only to those with some disabilities | 18.0 (6.5) | 7.3 (4.0) | 9.4 (4.1) | 11.4 (4.3) | 14.5 (3.9) | 10.7 (7.8) | 18.0 (5.6) | 11.4 (4.4) | 8.3 (4.4) |
| Occasionally to special education students | 9.8 (5.0) | 13.8 (5.3) | 13.8 (4.8) | 11.4 (4.3) | 10.5 (3.4) | 13.2 (8.6) | 8.3 (4.0) | 11.3 (4.4) | 16.3 (5.9) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 98 | 128 | 175 | 117 | 302 | 30 | 148 | 158 | 142 |
| Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:* | | | | | | | | | |
| Grades 7 or 8 | 7.9 (5.3) | 11.3 (5.9) | 10.1 (4.8) | 8.3 (4.4) | 10.0 (3.9) | 0.0 (0.0) | 7.5 (4.3) | 10.8 (5.6) | 10.6 (5.3) |
| Grades 9 or 10 | 54.8 (9.4) | 50.0 (9.1) | 49.8 (7.6) | 66.5 (7.1) | 47.3 (6.3) | 52.1 (16.7) | 50.3 (7.9) | 58.1 (8.5) | 58.2 (8.2) |
| Grades 11 or 12 | 70.2 (8.2) | 83.7 (6.1) | 83.2 (5.0) | 79.3 (5.6) | 76.8 (4.8) | 68.7 (11.6) | 70.1 (6.7) | 87.2 (5.3) | 84.9 (5.3) |
| Ungraded classes | 47.1 (9.8) | 46.4 (9.3) | 36.5 (7.6) | 53.4 (7.9) | 43.6 (6.4) | 45.4 (17.1) | 48.0 (8.2) | 39.6 (8.8) | 54.5 (8.6) |
| Number of respondents | 78 | 93 | 176 | 88 | 224 | 17 | 113 | 113 | 102 |

131

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that provided job skills training to secondary special education students | 76.2 (3.0) | 75.3 (4.7) | 77.3 (6.5) | 80.0 (10.0) | 76.6 (3.9) | 75.8 (4.9) | 71.7 (6.2) | 80.6 (4.7) | 74.8 (5.0) | 76.0 (3.8) | 75.6 (6.3) | 77.9 (7.8) |
| Number of respondents | 657 | 190 | 129 | 41 | 373 | 281 | 190 | 255 | 212 | 438 | 133 | 61 |
| Of students in schools providing job skills training, percentage in schools that provided it: | | | | | | | | | | | | |
| Routinely to all students | 55.9 (4.2) | 85.6 (4.7) | 76.4 (7.8) | 75.6 (12.1) | 52.8 (5.4) | 60.0 (6.5) | 51.0 (8.4) | 65.1 (6.6) | 46.8 (5.9) | 57.2 (5.4) | 58.8 (7.8) | 43.6 (9.4) |
| Routinely only to special education students | 25.9 (3.7) | 7.5 (3.6) | 7.7 (4.9) | 11.4 (9.0) | 23.6 (4.6) | 28.6 (8.0) | 25.2 (7.3) | 22.3 (5.8) | 31.9 (5.5) | 24.8 (4.7) | 25.0 (6.9) | 32.1 (8.9) |
| Routinely only to those with some disabilities | 3.1 (1.5) | 0.9 (1.3) | 0.6 (1.5) | 9.5 (8.3) | 4.4 (2.2) | 1.6 (1.6) | 4.0 (3.3) | 1.2 (1.5) | 5.1 (2.6) | 2.5 (1.7) | 7.0 (4.0) | 0.0 (0.0) |
| Occasionally to special education students | 15.1 (3.0) | 6.1 (3.2) | 15.3 (6.6) | 3.5 (5.2) | 19.3 (4.3) | 9.7 (3.9) | 19.8 (6.7) | 11.3 (4.4) | 16.3 (4.4) | 15.5 (3.9) | 9.3 (4.6) | 24.3 (8.2) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 508 | 139 | 102 | 29 | 285 | 221 | 143 | 201 | 164 | 339 | 102 | 63 |
| Of students in schools providing job skills training, percentage in schools providing it in:* | | | | | | | | | | | | |
| Grades 9 or 10 | 52.7 (4.2) | 47.0 (7.6) | 45.8 (11.0) | --- | 54.5 (5.3) | 50.2 (6.7) | 49.6 (8.4) | 54.1 (6.9) | 53.9 (6.4) | 54.7 (5.3) | 52.7 (9.0) | 42.1 (9.9) |
| Grades 11 or 12 | 79.6 (3.1) | 81.8 (4.8) | 86.6 (5.9) | --- | 79.6 (3.9) | 79.6 (4.9) | 75.9 (6.5) | 82.9 (4.7) | 78.5 (4.9) | 79.0 (4.0) | 82.4 (6.0) | 77.2 (8.0) |
| Ungraded classes | 36.4 (4.2) | 37.5 (8.2) | 43.9 (11.9) | --- | 37.6 (5.4) | 34.8 (6.6) | 38.1 (8.6) | 32.2 (6.8) | 40.0 (6.5) | 36.7 (5.4) | 35.7 (9.0) | 33.4 (9.7) |
| Number of respondents | 443 | 81 | 54 | 14 | 248 | 192 | 115 | 170 | 158 | 292 | 81 | 67 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 238: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage in schools that provided job skills training to secondary special education students | 78.0 (3.9) | 72.8 (4.8) | 80.8 (4.0) | 74.4 (5.8) |
| Number of respondents | 343 | 314 | 308 | 226 |
| Of students in schools providing job skills training, percentage in schools that provided it: | | | | |
| Routinely to all students | 82.9 (4.2) | 66.2 (0.0) | 59.5 (5.5) | 44.8 (8.0) |
| Routinely only to special education students | 5.3 (2.5) | 68.5 (5.4) | 25.9 (4.9) | 32.1 (7.5) |
| Routinely only to those with some disabilities | 3.1 (1.9) | 3.1 (2.0) | 2.3 (1.7) | 1.9 (2.2) |
| Occasionally to special education students | 8.7 (3.2) | 28.4 (5.2) | 12.3 (3.7) | 21.2 (6.6) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 261 | 247 | 251 | 172 |
| Of students in schools providing job skills training, percentage in schools providing it in:* | | | | |
| Grades 9 or 10 | 58.3 (6.6) | 46.7 (5.5) | 54.4 (5.9) | 44.3 (7.4) |
| Grades 11 or 12 | 87.8 (3.5) | 66.5 (5.2) | 84.9 (3.8) | 76.0 (6.0) |
| Ungraded classes | 39.3 (7.5) | 34.0 (5.2) | 36.0 (6.0) | 39.0 (7.5) |
| Number of respondents | 133 | 310 | 201 | 169 |

133

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23C: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that provided job skills training to secondary special education students | 78.8 (6.5) | 74.8 (6.5) | 70.9 (5.5) | 79.0 (5.0) | 74.8 (4.5) | 65.4 (10.5) | 79.3 (5.3) | 76.7 (6.0) | 64.2 (6.3) |
| Number of respondents | 118 | 147 | 219 | 146 | 354 | 41 | 177 | 180 | 180 |
| Of students in schools providing job skills training, percentage in schools that provided it: | | | | | | | | | |
| Routinely to all students | 56.5 (9.7) | 52.9 (8.1) | 64.4 (6.9) | 50.3 (7.2) | 54.2 (6.0) | 69.8 (12.8) | 60.5 (7.2) | 56.6 (8.5) | 51.1 (7.5) |
| Routinely only to special education students | 27.8 (8.7) | 33.4 (7.7) | 16.2 (5.3) | 20.7 (6.0) | 24.7 (5.2) | 19.1 (11.0) | 23.3 (6.2) | 31.1 (7.9) | 20.3 (6.1) |
| Routinely only to those with some disabilities | 2.1 (2.8) | 2.0 (2.3) | 0.8 (1.3) | 1.9 (2.0) | 4.6 (2.5) | 0.0 (0.0) | 2.3 (2.2) | 4.0 (3.3) | 5.1 (3.3) |
| Occasionally to special education students | 13.6 (6.7) | 11.6 (5.2) | 18.6 (5.6) | 17.0 (5.5) | 16.6 (4.5) | 11.1 (8.7) | 13.9 (5.1) | 8.3 (4.7) | 23.5 (6.4) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 93 | 114 | 160 | 115 | 272 | 25 | 142 | 138 | 128 |
| Of students in schools providing job skills training, percentage in schools providing it in:* | | | | | | | | | |
| Grades 9 or 10 | 52.9 (9.1) | 57.1 (8.6) | 54.9 (7.3) | 61.7 (7.3) | 52.9 (5.9) | 65.5 (15.1) | 55.5 (7.5) | 58.9 (8.0) | 47.7 (8.2) |
| Grades 11 or 12 | 76.3 (7.2) | 82.0 (6.1) | 76.5 (5.5) | 79.4 (5.4) | 79.3 (4.4) | 75.8 (11.7) | 78.3 (5.7) | 81.5 (5.9) | 71.6 (6.5) |
| Ungraded classes | 32.2 (8.7) | 40.1 (8.9) | 35.1 (7.4) | 43.7 (7.9) | 34.3 (5.9) | 54.1 (17.1) | 39.3 (7.8) | 36.3 (8.3) | 22.2 (8.6) |
| Number of respondents | 86 | 99 | 132 | 88 | 246 | 17 | 120 | 124 | 106 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that provided job development/placement services to secondary special ed. students | 67.9 (3.3) | 75.8 (4.7) | 84.3 (5.6) | 52.1 (12.5) | 69.8 (4.2) | 65.7 (5.4) | 72.3 (6.2) | 64.3 (5.7) | 68.4 (5.3) | 68.4 (4.2) | 65.1 (7.0) | 70.4 (8.6) |
| Number of respondents | 658 | 191 | 129 | 41 | 374 | 281 | 190 | 255 | 213 | 438 | 134 | 81 |
| Of students in schools providing job development/placement services, percentage in schools that provided it: | | | | | | | | | | | | |
| Routinely to all students | 41.7 (4.3) | 66.3 (5.4) | 54.6 (8.9) | 35.7 (16.2) | 40.2 (5.4) | 43.9 (7.1) | 37.5 (8.9) | 45.0 (7.0) | 41.5 (6.2) | 41.8 (5.7) | 43.8 (8.1) | 37.7 (9.6) |
| Routinely only to special education students | 30.2 (4.0) | 17.2 (4.3) | 31.9 (8.3) | 16.3 (12.5) | 26.2 (4.9) | 30.0 (6.9) | 31.0 (8.4) | 30.4 (6.5) | 29.3 (5.7) | 28.0 (5.1) | 31.1 (7.6) | 42.6 (9.8) |
| Routinely only to those with some disabilities | 14.6 (3.1) | 8.9 (3.2) | 7.1 (4.6) | 35.1 (16.2) | 20.5 (4.5) | 20.6 (3.6) | 13.4 (6.2) | 15.8 (5.1) | 14.5 (4.4) | 14.3 (4.0) | 19.8 (6.5) | 8.1 (5.4) |
| Occasionally to special education students | 12.8 (2.9) | 5.8 (2.6) | 5.8 (4.2) | 12.9 (11.3) | 12.2 (3.6) | 13.5 (4.9) | 17.3 (5.9) | 7.4 (3.7) | 14.7 (4.4) | 15.2 (4.1) | 4.2 (3.3) | 11.6 (6.3) |
| Rarely or never to special education students | 0.7 (0.7) | 1.8 (1.5) | 0.5 (1.3) | 0.0 (0.0) | 0.9 (1.0) | 0.5 (1.0) | 0.5 (1.2) | 1.4 (1.7) | 0.0 (0.0) | 0.7 (1.0) | 1.0 (1.6) | 0.0 (0.0) |
| Number of respondents | 437 | 151 | 102 | 23 | 251 | 185 | 122 | 171 | 144 | 289 | 89 | 56 |
| Of students in schools providing job development/placement services, percentage in schools providing it in:* | | | | | | | | | | | | |
| Grade 10 | 21.4 (3.4) | 36.9 (7.6) | 30.3 (9.7) | --- | 17.8 (4.1) | 25.8 (5.8) | 24.2 (7.3) | 22.5 (5.8) | 16.9 (4.9) | 22.2 (4.4) | 23.4 (7.5) | 12.9 (6.9) |
| Grade 11 | 59.0 (3.8) | 66.4 (6.3) | 81.6 (7.0) | --- | 55.9 (5.0) | 62.9 (6.0) | 63.2 (7.6) | 55.6 (6.4) | 59.7 (6.0) | 59.1 (4.9) | 59.8 (8.0) | 57.0 (9.8) |
| Grade 12 | 67.8 (3.5) | 76.3 (5.2) | 84.0 (6.3) | --- | 66.5 (4.5) | 69.6 (5.6) | 74.8 (6.7) | 63.2 (6.0) | 67.4 (5.5) | 67.5 (4.6) | 71.4 (6.9) | 63.1 (9.3) |
| Ungraded classes | 39.9 (4.3) | 54.1 (8.5) | 42.2 (12.0) | --- | 42.0 (5.5) | 37.2 (6.7) | 43.2 (8.9) | 37.0 (7.0) | 40.5 (6.5) | 42.0 (5.5) | 34.1 (8.9) | 37.0 (10.0) |
| Number of respondents | 441 | 80 | 53 | 14 | 247 | 191 | 114 | 170 | 157 | 290 | 81 | 67 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 248: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage in schools that provided job development/placement services to secondary special ed. students | 73.7 (4.2) | 56.7 (5.4) | 63.8 (4.7) | 66.8 (6.2) |
| Number of respondents | 344 | 314 | 308 | 227 |
| Of students in schools providing job development/placement services, percentage in schools that provided it: | | | | |
| Routinely to all students | 58.3 (5.3) | 0.0 (0.0) | 51.0 (6.0) | 33.9 (7.4) |
| Routinely only to special education students | 21.3 (4.4) | 52.6 (7.4) | 30.1 (5.5) | 31.8 (7.3) |
| Routinely only to those with some disabilities | 12.7 (3.6) | 19.5 (5.9) | 8.0 (3.3) | 20.9 (6.4) |
| Occasionally to special education students | 6.7 (2.7) | 28.0 (6.7) | 9.5 (3.5) | 13.4 (5.3) |
| Rarely or never to special education students | 1.0 (1.1) | 0.0 (0.0) | 1.5 (1.4) | 0.0 (0.0) |
| Number of respondents | 262 | 175 | 207 | 155 |
| Of students in schools providing job development/placement services, percentage in schools providing it in: ^a | | | | |
| Grade 10 | 36.7 (6.5) | 6.7 (2.7) | 24.3 (5.1) | 13.8 (5.1) |
| Grade 11 | 72.8 (5.1) | 39.8 (5.4) | 64.2 (5.3) | 51.7 (7.1) |
| Grade 12 | 79.5 (4.3) | 49.7 (5.5) | 71.4 (4.9) | 63.3 (6.6) |
| Ungraded classes | 41.8 (7.6) | 38.3 (5.3) | 32.7 (5.9) | 41.9 (7.6) |
| Number of respondents | 132 | 309 | 200 | 169 |

^a See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that provided job development/placement services to secondary special ed. students | 64.2 (7.7) | 58.8 (7.3) | 70.9 (5.4) | 63.6 (5.9) | 69.8 (4.7) | 68.4 (10.3) | 65.4 (6.2) | 63.5 (6.8) | 72.3 (5.8) |
| Number of respondents | 118 | 147 | 220 | 147 | 354 | 41 | 177 | 181 | 180 |
| Of students in schools providing job development/placement services, percentage in schools that provided it: | | | | | | | | | |
| Routinely to all students | 42.7 (10.5) | 38.1 (8.3) | 49.3 (7.1) | 50.4 (7.6) | 39.2 (6.0) | 54.8 (13.5) | 41.1 (7.6) | 44.9 (8.5) | 41.4 (8.5) |
| Routinely only to special education students | 24.5 (9.1) | 30.0 (7.8) | 33.1 (6.7) | 16.5 (5.7) | 35.7 (5.9) | 30.8 (12.5) | 24.6 (6.6) | 35.3 (8.2) | 31.1 (8.0) |
| Routinely only to those with some disabilities | 20.6 (8.5) | 15.5 (6.1) | 5.0 (3.1) | 15.3 (5.5) | 15.7 (4.5) | 7.9 (7.3) | 24.7 (6.6) | 9.2 (4.9) | 10.2 (5.2) |
| Occasionally to special education students | 12.3 (6.9) | 15.5 (6.2) | 11.5 (4.5) | 16.7 (5.7) | 8.8 (3.5) | 2.6 (4.4) | 8.9 (4.4) | 10.1 (5.1) | 16.7 (6.5) |
| Rarely or never to special education students | 0.0 (0.0) | 1.0 (1.7) | 1.2 (1.5) | 1.0 (1.5) | 0.5 (0.9) | 3.7 (5.1) | 0.7 (1.3) | 0.6 (1.3) | 0.6 (1.3) |
| Number of respondents | 75 | 93 | 150 | 90 | 250 | 26 | 120 | 121 | 117 |
| Of students in schools providing job development/placement services, percentage in schools providing it in:* | | | | | | | | | |
| Grade 10 | 9.3 (5.1) | 18.0 (6.8) | 35.1 (6.9) | 24.6 (6.6) | 20.1 (4.8) | 52.7 (15.8) | 14.4 (5.5) | 27.0 (7.3) | 31.5 (7.4) |
| Grade 11 | 48.5 (8.6) | 53.3 (8.4) | 72.1 (5.9) | 61.3 (6.9) | 61.2 (5.4) | 61.1 (14.1) | 46.4 (7.2) | 65.2 (7.3) | 72.5 (6.5) |
| Grade 12 | 57.6 (8.3) | 64.1 (7.7) | 77.9 (5.4) | 68.8 (6.3) | 71.0 (4.9) | 73.7 (11.8) | 61.6 (6.8) | 70.4 (6.9) | 74.9 (6.1) |
| Ungraded classes | 42.2 (9.3) | 45.8 (9.0) | 31.3 (7.2) | 51.3 (8.0) | 38.0 (6.0) | 43.0 (17.0) | 48.9 (8.0) | 31.4 (9.0) | 49.1 (8.5) |
| Number of respondents | 85 | 99 | 132 | 87 | 246 | 17 | 119 | 124 | 106 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of students in schools providing job development/placement services, percentage in schools that typically: | | | | | | | | | | | | |
| Referred students to potential employers | 83.9 (3.2) | 93.6 (3.1) | 91.4 (4.9) | 82.6 (13.0) | 81.1 (4.4) | 87.5 (4.7) | 83.4 (6.4) | 87.4 (4.8) | 79.8 (5.6) | 84.5 (4.1) | 80.9 (7.1) | 86.1 (7.8) |
| Transported students to/from interviews | 77.8 (4.0) | 62.3 (6.0) | 60.7 (8.5) | 72.0 (15.4) | 70.7 (5.1) | 70.7 (6.4) | 68.3 (8.0) | 65.3 (6.9) | 80.8 (5.5) | 67.6 (5.3) | 71.6 (8.2) | 87.6 (7.4) |
| Trained in interviewing skills | 91.9 (2.4) | 86.3 (4.3) | 91.9 (4.7) | 95.4 (7.2) | 93.1 (2.8) | 90.2 (4.2) | 87.0 (5.8) | 94.7 (3.3) | 93.7 (3.4) | 90.9 (3.2) | 91.5 (5.1) | 98.2 (3.0) |
| Reviewed interview experiences | 82.3 (3.4) | 79.6 (5.0) | 83.2 (6.5) | 67.8 (16.0) | 80.4 (4.4) | 84.7 (5.1) | 76.1 (7.3) | 84.3 (5.3) | 86.7 (4.8) | 80.3 (4.5) | 85.1 (6.4) | 89.3 (7.0) |
| Helped prepare resumes | 69.2 (4.1) | 73.8 (5.5) | 74.6 (7.6) | 59.0 (16.8) | 68.5 (5.3) | 72.6 (6.3) | 63.8 (8.3) | 75.7 (6.2) | 66.6 (6.6) | 66.8 (5.3) | 68.6 (8.4) | 84.8 (8.1) |
| Worked with employers on job modifications | 61.6 (4.3) | 68.7 (5.8) | 49.3 (8.7) | 61.0 (16.7) | 59.6 (5.5) | 64.1 (6.8) | 59.3 (8.5) | 61.2 (7.1) | 64.8 (6.7) | 57.1 (5.6) | 74.2 (7.9) | 69.0 (10.4) |
| Number of respondents | 434 | 148 | 103 | 22 | 249 | 184 | 123 | 170 | 141 | 287 | 88 | 56 |
| Of students in schools providing job development/placement services, average number of special education students who: | | | | | | | | | | | | |
| Received job placement services | 19 (1.7) | 26 (2.7) | 21 (3.7) | 16 (5.2) | 19 (2.3) | 19 (2.4) | 17 (2.8) | 21 (3.2) | 20 (2.4) | 18 (2.0) | 22 (4.4) | 21 (3.4) |
| Were placed in jobs | 13 (1.4) | 17 (2.2) | 14 (3.3) | 9 (2.5) | 12 (1.9) | 13 (1.8) | 11 (2.2) | 14 (2.7) | 13 (1.8) | 11 (1.4) | 15 (4.3) | 15 (3.0) |
| Number of respondents | 415 | 140 | 93 | 21 | 237 | 177 | 118 | 159 | 137 | 274 | 84 | 53 |
| Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job | 59.9 (2.9) | 66.6 (3.6) | 63.9 (4.6) | 58.2 (11.5) | 55.4 (3.7) | 66.0 (4.5) | 60.6 (5.0) | 61.8 (5.0) | 56.7 (5.0) | 59.2 (3.7) | 61.9 (6.1) | 60.3 (7.5) |
| Number of respondents | 410 | 137 | 92 | 21 | 235 | 174 | 116 | 158 | 136 | 271 | 83 | 53 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of students in schools providing job development/placement services, percentage in schools that typically: | | | | |
| Referred students to potential employers | 90.9 (3.1) | 66.6 (6.9) | 84.0 (4.5) | 82.0 (6.2) |
| Transported students to/from interviews | 62.6 (5.3) | 91.1 (4.2) | 69.7 (5.7) | 75.3 (6.9) |
| Trained in interviewing skills | 91.1 (3.1) | 93.8 (3.5) | 92.0 (3.3) | 92.5 (4.2) |
| Reviewed interview experiences | 79.9 (4.4) | 88.3 (4.7) | 79.0 (5.0) | 87.8 (5.3) |
| Helped prepare resumes | 73.6 (4.8) | 58.3 (7.2) | 74.8 (5.4) | 67.3 (7.5) |
| Worked with employers on job modifications | 58.4 (5.4) | 69.7 (6.7) | 56.8 (6.1) | 61.7 (7.8) |
| Number of respondents | 259 | 175 | 205 | 154 |
| 139 Of students in schools providing job development/placement services, average number of special education students who: | | | | |
| Received job placement services | 22 (2.2) | 13 (2.0) | 24 (2.7) | 15 (2.3) |
| Were placed in jobs | 15 (1.9) | 8 (1.4) | 17 (2.3) | 9 (1.7) |
| Number of respondents | 241 | 174 | 196 | 150 |
| Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job | | | | |
| Number of respondents | 64.6 (3.2) | 49.1 (5.6) | 64.3 (3.9) | 56.3 (5.3) |
| | 236 | 174 | 192 | 150 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Of students in schools providing job development/placement services, percentage of schools that typically: | | | | | | | | | |
| Referred students to potential employers | 87.1 (6.8) | 80.6 (7.4) | 83.2 (5.5) | 83.6 (5.9) | 82.8 (4.7) | 96.3 (5.3) | 87.3 (5.3) | 87.9 (5.7) | 79.9 (6.5) |
| Transported students to/from interviews | 74.1 (8.8) | 68.3 (8.7) | 63.4 (7.0) | 74.9 (6.9) | 69.9 (5.7) | 69.3 (12.8) | 81.1 (6.3) | 62.8 (8.5) | 62.4 (7.8) |
| Trained in interviewing skills | 93.6 (4.9) | 88.9 (5.9) | 94.0 (3.5) | 88.1 (5.2) | 94.0 (2.9) | 89.1 (8.7) | 90.5 (4.7) | 92.1 (4.7) | 95.9 (3.2) |
| Reviewed interview experiences | 87.8 (6.6) | 80.0 (7.5) | 76.3 (6.2) | 80.5 (6.3) | 81.9 (4.7) | 78.5 (11.4) | 86.9 (5.4) | 76.1 (7.5) | 84.7 (5.8) |
| Helped prepare resumes | 74.1 (8.8) | 71.8 (8.4) | 61.3 (7.1) | 65.5 (7.6) | 68.7 (5.7) | 67.0 (13.1) | 72.0 (7.2) | 59.4 (8.6) | 70.6 (7.4) |
| Worked with employers on job modifications | 63.4 (9.7) | 53.0 (9.3) | 49.6 (7.3) | 63.9 (7.6) | 60.6 (6.0) | 61.9 (13.5) | 62.0 (7.8) | 57.5 (8.7) | 59.2 (8.0) |
| Number of respondents | 74 | 93 | 148 | 88 | 249 | 26 | 119 | 119 | 117 |
| Of students in schools providing job development/placement services, average number of special education students who: | | | | | | | | | |
| Received job placement services | 15 (3.0) | 23 (3.5) | 18 (2.2) | 21 (3.2) | 17 (1.9) | 25 (5.1) | 21 (2.9) | 17 (2.8) | 19 (2.9) |
| Were placed in jobs | 9 (2.3) | 15 (2.3) | 12 (1.6) | 13 (2.1) | 11 (1.4) | 19 (5.0) | 13 (2.1) | 11 (2.0) | 12 (2.1) |
| Number of respondents | 68 | 89 | 141 | 83 | 240 | 23 | 112 | 115 | 111 |
| Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job | | | | | | | | | |
| Number of respondents | 53.9 (6.7) | 62.9 (5.9) | 62.2 (5.3) | 60.1 (5.1) | 58.5 (4.1) | 71.0 (7.1) | 58.8 (5.1) | 59.1 (6.0) | 59.4 (5.5) |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that provided postemployment services to secondary special ed. students | 43.0 (3.5) | 56.6 (5.4) | 53.0 (7.8) | 18.0 (9.6) | 44.9 (4.5) | 40.9 (5.6) | 37.1 (6.7) | 44.0 (5.9) | 47.8 (5.7) | 41.3 (4.5) | 39.9 (7.2) | 59.2 (9.2) |
| Number of respondents | 656 | 191 | 127 | 41 | 373 | 280 | 189 | 254 | 213 | 436 | 134 | 81 |
| Of the students in schools providing postemployment services, percentage in schools providing it in:* | | | | | | | | | | | | |
| Grade 10 | 10.0 (2.6) | 18.9 (6.2) | 22.2 (9.1) | --- | 12.3 (3.7) | 7.1 (3.6) | 11.8 (5.7) | 9.5 (4.3) | 8.8 (3.8) | 10.6 (3.4) | 8.0 (5.1) | 9.7 (6.3) |
| Grade 11 | 26.4 (3.7) | 35.0 (7.0) | 37.9 (9.8) | --- | 25.5 (4.7) | 27.9 (6.1) | 29.4 (7.8) | 25.0 (6.1) | 25.4 (5.7) | 25.9 (4.7) | 30.0 (8.3) | 25.4 (8.9) |
| Grade 12 | 47.7 (4.1) | 62.8 (6.6) | 68.1 (9.4) | --- | 48.9 (5.3) | 46.4 (6.6) | 45.7 (8.4) | 48.3 (6.8) | 48.7 (6.4) | 46.2 (5.3) | 50.5 (8.7) | 50.9 (10.0) |
| Ungraded classes | 25.8 (4.0) | 43.6 (8.5) | 30.4 (11.5) | --- | 29.4 (5.3) | 21.7 (5.9) | 17.5 (7.0) | 27.4 (6.6) | 32.1 (6.5) | 25.8 (5.1) | 19.7 (7.7) | 33.2 (10.1) |
| Number of respondents | 412 | 79 | 50 | 14 | 229 | 180 | 106 | 162 | 144 | 271 | 76 | 82 |
| Of the students in schools providing postemployment services, percentage in schools that typically: | | | | | | | | | | | | |
| Contacted only students after employment | 2.3 (1.4) | 2.2 (2.1) | 5.0 (4.0) | --- | 2.9 (2.0) | 1.5 (1.8) | 1.3 (2.4) | 3.3 (2.8) | 1.8 (1.9) | 1.8 (1.6) | 6.1 (4.6) | 0.0 (0.0) |
| Contacted only employers after employment | 1.0 (0.9) | 0.5 (1.0) | 2.6 (2.9) | --- | 0.3 (0.7) | 1.8 (2.0) | 3.0 (3.6) | 0.4 (0.9) | 0.0 (0.0) | 1.4 (1.4) | 0.0 (0.0) | 0.0 (0.0) |
| Contacted both students and employers after employment | 96.7 (1.7) | 97.3 (2.3) | 92.3 (4.8) | --- | 96.8 (2.1) | 96.6 (2.7) | 85.7 (4.3) | 96.3 (2.8) | 98.2 (1.9) | 96.7 (2.2) | 93.9 (4.6) | 100 (0.0) |
| Number of respondents | 304 | 98 | 76 | 6 | 172 | 132 | 77 | 122 | 105 | 200 | 58 | 44 |
| Of the students in schools providing postemployment services, average number of months contact was maintained with student/ employer after employment | 17.5 (2.3) | 12.0 (2.4) | 10.8 (1.6) | --- | 18.0 (2.9) | 16.7 (3.5) | 17.6 (5.1) | 15.8 (3.5) | 19.7 (3.6) | 17.8 (3.2) | 16.4 (3.7) | 17.9 (5.2) |
| Number of respondents | 187 | 70 | 57 | 4 | 113 | 74 | 42 | 78 | 67 | 119 | 40 | 26 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|--------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools that provided postemployment services to secondary special ed. students | 47.1 | 35.0 | 50.1 | 37.2 |
| | (4.7) | (5.2) | (5.0) | (6.4) |
| Number of respondents | 342 | 314 | 308 | 227 |
| Of the students in schools providing postemployment services, percentage in schools providing it in:* | | | | |
| Grade 10 | 19.8 | 0.0 | 14.1 | 6.1 |
| | (5.6) | (0.0) | (4.3) | (3.7) |
| Grade 11 | 37.3 | 13.6 | 32.2 | 17.6 |
| | (6.3) | (3.9) | (5.5) | (5.9) |
| Grade 12 | 61.9 | 29.0 | 56.7 | 38.7 |
| | (5.9) | (5.2) | (5.7) | (7.4) |
| Ungraded classes | 32.9 | 19.6 | 26.8 | 26.9 |
| | (7.3) | (4.5) | (5.7) | (7.1) |
| Number of respondents | 127 | 285 | 188 | 155 |
| Of the students in schools providing postemployment services, percentage in schools that typically: | | | | |
| Contacted only students after employment | 2.8 | 1.0 | 2.7 | 1.8 |
| | (2.0) | (1.4) | (2.0) | (1.9) |
| Contacted only employers after employment | 1.3 | 0.0 | 0.8 | 1.8 |
| | (1.4) | (0.0) | (1.1) | (1.9) |
| Contacted both students and employers after employment | 95.8 | 99.0 | 96.4 | 96.4 |
| | (2.4) | (1.4) | (2.2) | (2.6) |
| Number of respondents | 175 | 129 | 161 | 104 |
| Of the students in schools providing postemployment services, average number of months contact was maintained with student/ employer after employment | 11.0 | 42.7 | 15.6 | 20.0 |
| | (1.7) | (3.2) | (2.7) | (4.7) |
| Number of respondents | 130 | 57 | 97 | 62 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25C: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Level of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|--------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that provided postemployment services to secondary special ed. students | 40.7 (7.9) | 36.3 (7.2) | 50.0 (6.0) | 47.2 (6.1) | 40.6 (5.1) | 50.7 (11.1) | 42.6 (6.5) | 35.4 (6.8) | 49.0 (6.6) |
| Number of respondents | 118 | 147 | 218 | 147 | 352 | 41 | 177 | 161 | 178 |
| Of the students in schools providing postemployment services, percentage in schools providing it in:* | | | | | | | | | |
| Grade 10 | 10.3 (5.8) | 3.9 (3.6) | 17.9 (5.9) | 13.2 (5.2) | 9.4 (3.7) | 3 (9.7) | 9.8 (4.7) | 5.5 (4.1) | 17.0 (6.3) |
| Grade 11 | 24.4 (7.9) | 24.4 (7.7) | 37.3 (7.1) | 28.2 (6.6) | 26.5 (5.5) | 37.6 (14.6) | 28.9 (6.9) | 24.5 (7.5) | 28.8 (7.2) |
| Grade 12 | 42.1 (9.0) | 47.7 (8.7) | 57.2 (7.0) | 52.8 (7.1) | 47.3 (6.0) | 67.6 (13.3) | 44.2 (7.5) | 44.1 (8.5) | 58.2 (7.6) |
| Ungraded classes | 26.3 (8.7) | 19.8 (7.4) | 32.3 (7.5) | 36.8 (7.7) | 22.6 (5.5) | 46.7 (17.2) | 26.5 (7.3) | 19.5 (7.2) | 36.9 (8.5) |
| Number of respondents | 78 | 33 | 122 | 88 | 220 | 17 | 113 | 110 | 100 |
| Of the students in schools providing postemployment services, percentage in schools that typically: | | | | | | | | | |
| Contacted only students after employment | 1.4 (2.2) | 3.4 (3.6) | 1.2 (1.9) | 4.8 (4.2) | 0.8 (1.1) | 0.0 (0.0) | 1.1 (1.7) | 3.1 (3.0) | 1.3 (2.1) |
| Contacted only employers after employment | 0.0 (0.0) | 0.0 (0.0) | 3.3 (3.1) | 2.4 (3.0) | 0.5 (0.9) | 2.7 (5.4) | 0.0 (0.0) | 4.2 (3.4) | 0.0 (0.0) |
| Contacted both students and employers after employment | 98.6 (2.2) | 96.6 (3.0) | 95.5 (3.6) | 92.8 (5.1) | 98.7 (1.4) | 97.3 (5.4) | 98.9 (1.7) | 92.7 (4.5) | 98.7 (2.1) |
| Number of respondents | 56 | 63 | 105 | 58 | 177 | 18 | 82 | 78 | 87 |
| Of the students in schools providing postemployment services, average number of months contact was maintained with student/ employer after employment | 18.8 (5.4) | 17.6 (5.3) | 19.8 (4.1) | 15.2 (3.5) | 19.1 (3.4) | --- | 16.0 (3.9) | 19.3 (5.8) | 19.2 (4.2) |
| Number of respondents | 35 | 35 | 61 | 48 | 95 | 11 | 53 | 41 | 54 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools that provided life skills programs to secondary special education students | 92.4 (1.9) | 90.4 (3.2) | 88.8 (5.0) | 86.6 (3.6) | 92.8 (2.3) | 91.8 (3.2) | 90.5 (4.0) | 92.2 (3.2) | 94.6 (2.6) | 91.4 (2.6) | 93.9 (3.5) | 95.9 (3.7) |
| Number of respondents | 655 | 193 | 124 | 41 | 374 | 278 | 191 | 253 | 211 | 437 | 133 | 80 |
| Of students in schools providing life skills programs, percentage that provided it: | | | | | | | | | | | | |
| Routinely to all students | 46.6 (3.7) | 61.6 (5.8) | 57.8 (8.6) | 66.6 (12.9) | 35.4 (4.7) | 47.5 (6.0) | 45.3 (7.4) | 43.2 (6.4) | 32.2 (5.3) | 40.8 (4.8) | 44.2 (7.7) | 32.2 (8.2) |
| Routinely only to special education students | 45.6 (3.8) | 19.1 (4.7) | 24.5 (7.5) | 20.7 (11.1) | 47.8 (4.9) | 42.2 (6.0) | 41.0 (7.3) | 40.6 (6.4) | 56.9 (5.6) | 44.4 (4.9) | 43.6 (7.7) | 56.0 (8.7) |
| Routinely only to those with some disabilities | 12.0 (2.5) | 16.0 (4.4) | 15.8 (6.4) | 9.2 (7.9) | 14.5 (3.5) | 8.9 (3.4) | 11.1 (4.7) | 13.9 (4.5) | 10.1 (3.4) | 13.1 (3.3) | 8.5 (4.3) | 11.8 (5.7) |
| Occasionally to special education students | 1.9 (1.0) | 3.3 (2.1) | 2.0 (2.5) | 3.5 (5.0) | 2.3 (1.5) | 1.4 (1.4) | 2.6 (2.4) | 2.3 (1.9) | 0.7 (0.9) | 1.7 (1.3) | 3.7 (2.9) | 0.0 (0.0) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 614 | 170 | 112 | 35 | 350 | 261 | 175 | 236 | 203 | 404 | 127 | 78 |
| Of students in schools providing life skills programs, percentage providing it in:* | | | | | | | | | | | | |
| Grades 7 or 8 | 46.3 (4.2) | 16.6 (5.9) | 32.7 (10.4) | --- | 44.4 (5.4) | 48.2 (6.8) | 48.4 (8.4) | 39.8 (7.0) | 52.5 (6.6) | 45.5 (5.4) | 44.2 (9.3) | 52.7 (10.3) |
| Grades 9 or 10 | 86.6 (2.7) | 82.9 (5.0) | 87.5 (5.9) | --- | 83.9 (3.7) | 89.8 (3.8) | 81.4 (6.0) | 90.3 (3.2) | 86.5 (4.2) | 85.0 (3.5) | 92.9 (4.2) | 85.2 (7.0) |
| Grades 11 or 12 | 87.0 (2.6) | 83.4 (4.6) | 77.5 (7.3) | --- | 86.1 (3.3) | 88.0 (4.0) | 77.3 (6.3) | 90.7 (3.7) | 91.3 (3.3) | 84.2 (3.5) | 94.1 (3.7) | 90.7 (5.5) |
| Ungraded classes | 70.9 (4.0) | 69.2 (7.8) | 58.0 (11.8) | --- | 73.2 (4.9) | 68.0 (6.5) | 61.8 (8.6) | 71.0 (6.6) | 79.7 (5.3) | 68.2 (5.2) | 72.4 (8.4) | 82.9 (7.8) |
| Number of respondents | 443 | 81 | 54 | 14 | 248 | 192 | 115 | 170 | 158 | 292 | 81 | 67 |

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools that provided life skills programs to secondary special education students | 88.4 (3.1) | 100 (0.0) | 91.3 (2.9) | 94.7 (3.0) |
| Number of respondents | 341 | 314 | 304 | 225 |
| Of students in schools providing life skills programs, percentage that provided it: | | | | |
| Routinely to all students | 64.9 (4.9) | 0.0 (0.0) | 45.9 (5.4) | 36.3 (6.8) |
| Routinely only to special education students | 16.8 (3.8) | 93.4 (2.7) | 41.2 (5.3) | 50.4 (7.1) |
| Routinely only to those with some disabilities | 15.2 (3.7) | 6.6 (2.7) | 10.5 (3.3) | 12.9 (4.7) |
| Occasionally to special education students | 3.1 (1.8) | 0.0 (0.0) | 2.5 (1.7) | 0.4 (0.9) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 300 | 314 | 286 | 215 |
| Of students in schools providing life skills programs, percentage providing it in:* | | | | |
| Grades 7 or 8 | 22.9 (6.0) | 68.6 (5.1) | 40.5 (6.0) | 52.8 (7.5) |
| Grades 9 or 10 | 87.8 (3.7) | 84.9 (3.9) | 88.7 (3.5) | 89.4 (4.4) |
| Grades 11 or 12 | 84.1 (3.9) | 91.5 (3.0) | 88.4 (3.5) | 92.1 (3.7) |
| Ungraded classes | 64.3 (7.3) | 76.2 (4.7) | 63.7 (6.0) | 77.1 (6.4) |
| Number of respondents | 133 | 310 | 201 | 169 |

145

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

| Service Characteristics | Income | | | Ethnicity | | | Head of Household's Education | | |
|--|----------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools that provided life skills programs to secondary special education students | 88.7 (5.1) | 95.6 (3.1) | 100.0 (3.3) | 86.1 (4.3) | 94.1 (2.4) | 80.0 (8.7) | 92.8 (3.4) | 92.1 (3.9) | 92.0 (3.6) |
| Number of respondents | 118 | 147 | 219 | 145 | 352 | 43 | 179 | 179 | 179 |
| Of students in schools providing life skills programs, percentage that provided it: | | | | | | | | | |
| Routinely to all students | 37.9 (8.8) | 42.0 (7.6) | 48.1 (6.4) | 54.9 (6.4) | 35.8 (5.3) | 54.2 (11.9) | 38.1 (6.8) | 48.9 (7.7) | 37.5 (6.9) |
| Routinely only to special education students | 45.8 (9.0) | 46.9 (7.7) | 39.0 (6.2) | 38.2 (6.2) | 48.4 (5.5) | 33.6 (11.2) | 47.2 (7.0) | 40.6 (7.6) | 47.3 (7.1) |
| Routinely only to those with some disabilities | 15.5 (6.5) | 9.2 (4.4) | 10.4 (3.9) | 6.6 (3.2) | 13.4 (3.8) | 10.4 (7.3) | 14.7 (4.9) | 7.7 (4.1) | 12.1 (4.6) |
| Occasionally to special education students | 0.9 (1.7) | 1.9 (2.1) | 2.6 (2.0) | 0.4 (0.8) | 2.3 (1.7) | 2.4 (3.7) | 0.0 (0.0) | 2.9 (2.6) | 3.0 (2.4) |
| Rarely or never to special education students | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 107 | 140 | 203 | 132 | 334 | 34 | 158 | 167 | 168 |
| Of students in schools providing life skills programs, percentage providing it in: | | | | | | | | | |
| Grades 7 or 8 | 44.3 (9.0) | 59.0 (8.6) | 38.3 (7.4) | 44.7 (7.7) | 48.5 (6.1) | 22.6 (12.9) | 42.7 (7.7) | 51.5 (8.3) | 50.5 (8.3) |
| Grades 9 or 10 | 75.8 (7.4) | 92.3 (4.3) | 90.6 (3.9) | 83.9 (5.0) | 86.3 (3.8) | 83.0 (10.4) | 81.0 (5.6) | 89.2 (4.8) | 92.4 (3.9) |
| Grades 11 or 12 | 80.7 (6.8) | 92.8 (4.1) | 89.8 (3.9) | 81.1 (5.2) | 69.5 (3.3) | 80.2 (10.3) | 83.7 (5.1) | 91.1 (4.3) | 91.5 (3.9) |
| Ungraded classes | 70.7 (8.5) | 75.7 (7.8) | 81.1 (6.1) | 65.3 (7.6) | 78.5 (5.1) | 82.9 (13.0) | 76.4 (6.8) | 77.3 (7.2) | 76.1 (7.3) |
| Number of respondents | 86 | 99 | 132 | 88 | 246 | 17 | 120 | 124 | 106 |

146

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools with life skills programs for the mildly learning handi-capped that included training in:* | | | | | | | | | | | | |
| Self-care skills | 49.0 (4.6) | 39.6 (6.1) | 34.6 (8.1) | 43.4 (15.0) | 43.0 (5.9) | 55.7 (7.1) | 41.2 (8.3) | 57.2 (7.5) | 45.8 (7.8) | 48.4 (5.8) | 45.6 (9.5) | 58.0 (12.0) |
| Functional skills (e.g., telling time) | 89.5 (2.8) | 88.8 (3.9) | 85.6 (6.0) | 87.5 (10.0) | 90.2 (3.6) | 88.7 (4.5) | 89.4 (5.2) | 93.2 (3.8) | 84.4 (5.7) | 91.1 (3.3) | 85.5 (6.7) | 88.0 (7.9) |
| Home care skills (e.g., cooking) | 89.3 (2.8) | 86.4 (4.3) | 86.1 (5.9) | 91.3 (8.6) | 90.4 (3.5) | 87.9 (4.5) | 88.5 (5.4) | 92.9 (3.9) | 85.0 (5.6) | 91.2 (3.3) | 86.9 (6.5) | 83.0 (9.2) |
| Planning/goal setting | 99.2 (0.8) | 97.6 (1.9) | 100 (0.0) | 100 (0.0) | 98.8 (1.3) | 99.6 (0.9) | 99.2 (1.5) | 99.5 (1.0) | 98.5 (1.9) | 98.9 (1.2) | 99.4 (1.5) | 100 (0.0) |
| Social skills (e.g., conflict resolution, self expression) | 90.9 (0.3) | 100 (0.0) | 99.6 (1.1) | 100 (0.0) | 99.8 (0.5) | 100 (0.0) | 99.7 (1.0) | 100 (0.0) | 100 (0.0) | 99.8 (0.5) | 100 (0.0) | 100 (0.0) |
| Use of community resources | 90.3 (2.7) | 87.6 (4.1) | 82.4 (6.5) | 98.5 (3.7) | 90.0 (3.6) | 90.6 (4.2) | 86.1 (5.8) | 91.9 (4.2) | 92.7 (4.1) | 88.2 (3.8) | 93.8 (4.6) | 96.1 (4.7) |
| Number of respondents | 398 | 148 | 106 | 28 | 215 | 182 | 129 | 155 | 114 | 266 | 79 | 48 |
| Percentage in schools with life skills programs for the severely impaired that included training in:** | | | | | | | | | | | | |
| Self-care skills | 72.0 (3.8) | 40.9 (7.5) | 62.3 (10.4) | 43.4 (19.9) | 71.2 (4.9) | 72.6 (6.0) | 69.0 (8.2) | 67.6 (6.4) | 79.9 (5.1) | 68.4 (5.0) | 75.3 (7.7) | 84.3 (7.3) |
| Functional skills (e.g., telling time) | 86.3 (2.9) | 75.7 (6.5) | 83.0 (8.1) | 58.7 (19.8) | 89.4 (3.3) | 82.4 (5.1) | 90.1 (5.3) | 80.9 (5.4) | 90.7 (3.7) | 85.9 (3.8) | 84.1 (6.5) | 90.8 (5.8) |
| Home care skills (e.g., cooking) | 83.2 (3.1) | 73.0 (6.7) | 78.6 (8.8) | 42.5 (19.9) | 86.2 (3.7) | 79.1 (5.4) | 87.1 (6.0) | 79.0 (5.6) | 85.6 (4.5) | 83.4 (4.0) | 76.1 (7.6) | 91.8 (5.5) |
| Planning/goal setting | 99.8 (0.4) | 99.5 (1.1) | 99.5 (1.5) | 100 (0.0) | 99.8 (0.4) | 99.7 (0.7) | 99.6 (1.1) | 100 (0.0) | 99.6 (0.8) | 99.9 (0.4) | 99.3 (1.5) | 100 (0.0) |
| Social skills (e.g., conflict resolution, self expression) | 99.5 (0.6) | 99.5 (1.1) | 98.3 (2.8) | 100 (0.0) | 99.4 (0.8) | 99.7 (0.7) | 98.7 (2.0) | 100 (0.0) | 99.6 (0.8) | 95.3 (0.7) | 99.3 (1.5) | 100 (0.0) |
| Use of community resources | 95.8 (1.7) | 92.0 (4.1) | 89.8 (6.5) | 97.3 (6.5) | 95.6 (2.2) | 96.0 (2.6) | 93.6 (4.4) | 97.6 (2.1) | 95.0 (2.8) | 96.0 (1.9) | 93.4 (4.4) | 95.8 (4.0) |
| Number of respondents | 476 | 100 | 67 | 16 | 268 | 205 | 115 | 192 | 169 | 311 | 90 | 70 |

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 268: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

| Service Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage in schools with life skills programs for the mildly learning handicapped that included training in:* | | | | |
| Self-care skills | 36.3 (5.1) | 96.7 (3.1) | 51.2 (6.3) | 54.3 (3.8) |
| Functional skills (e.g., telling time) | 87.1 (3.6) | 98.6 (2.0) | 90.9 (3.6) | 88.0 (5.7) |
| Home care skills (e.g., cooking) | 86.8 (3.6) | 96.9 (1.8) | 89.8 (3.5) | 87.0 (5.9) |
| Planning/goal setting | 99.3 (0.9) | 98.6 (2.0) | 100 (0.0) | 100 (0.0) |
| Social skills (e.g., conflict resolution, self expression) | 99.9 (0.4) | 100 (0.0) | 100 (0.0) | 100 (0.0) |
| Use of community resources | 88.1 (3.5) | 98.6 (2.0) | 85.6 (4.3) | 97.6 (2.7) |
| Number of respondents | 271 | 127 | 196 | 128 |
| Percentage in schools with life skills programs for the severely impaired that included training in:** | | | | |
| Self-care skills | 44.8 (6.7) | 99.4 (0.8) | 71.7 (5.4) | 74.2 (6.3) |
| Functional skills (e.g., telling time) | 72.8 (6.0) | 100 (0.0) | 89.2 (3.7) | 84.2 (5.3) |
| Home care skills (e.g., cooking) | 66.5 (6.4) | 100 (0.0) | 81.8 (4.6) | 85.8 (5.0) |
| Planning/goal setting | 99.6 (0.9) | 100 (0.0) | 100 (0.0) | 99.4 (1.1) |
| Social skills (e.g., conflict resolution, self expression) | 99.1 (1.3) | 100 (0.0) | 100 (0.0) | 98.8 (1.6) |
| Use of community resources | 91.6 (3.8) | 100 (0.0) | 93.0 (3.1) | 98.8 (1.6) |
| Number of respondents | 169 | 307 | 218 | 190 |

* See Appendix for percentage in schools with life skills programs that serve mildly learning handicapped students.
 ** See Appendix for percentage in schools with life skills programs that serve severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|---------------|---------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage in schools with life skills programs for the mildly learning handicapped that included training in:* | | | | | | | | | |
| Self-care skills | 49.9 (10.8) | 50.9 (9.7) | 41.0 (7.3) | 39.5 (8.0) | 46.9 (6.6) | 49.0 (13.2) | 47.9 (8.3) | 54.9 (9.3) | 37.3 (7.8) |
| Functional skills (e.g., telling time) | 94.0 (5.1) | 95.9 (3.9) | 84.7 (5.3) | 90.7 (4.7) | 91.5 (3.7) | 86.5 (9.0) | 94.7 (3.7) | 93.7 (4.5) | 86.3 (5.5) |
| Home care skills (e.g., cooking) | 88.4 (6.5) | 93.9 (4.6) | 83.7 (5.5) | 89.1 (5.1) | 89.2 (4.1) | 86.0 (9.1) | 96.3 (3.1) | 91.8 (5.2) | 78.4 (6.6) |
| Planning/goal setting | 97.1 (3.6) | 99.3 (1.7) | 99.5 (1.0) | 95.7 (3.3) | 100 (0.0) | 100 (0.0) | 98.2 (2.2) | 99.3 (1.6) | 99.5 (1.1) |
| Social skills (e.g., conflict resolution, self expression) | 100 (0.0) | 100 (0.0) | 99.6 (0.9) | 100 (0.0) | 99.8 (0.6) | 100 (0.0) | 100 (0.0) | 99.6 (1.2) | 100 (0.0) |
| Use of community resources | 87.7 (7.1) | 93.3 (4.9) | 88.6 (4.7) | 92.9 (4.2) | 92.3 (3.5) | 82.6 (10.0) | 88.3 (5.4) | 96.0 (3.7) | 88.9 (5.0) |
| Number of respondents | 65 | 86 | 144 | 84 | 215 | 29 | 110 | 104 | 119 |
| Percentage in schools with life skills programs for the severely impaired that included training in:** | | | | | | | | | |
| Self-care skills | 73.8 (8.3) | 71.2 (7.8) | 68.7 (6.7) | 64.9 (7.6) | 74.3 (5.2) | 60.3 (16.8) | 67.7 (7.3) | 74.3 (7.3) | 74.7 (6.9) |
| Functional skills (e.g., telling time) | 88.5 (6.0) | 89.5 (5.3) | 80.1 (5.8) | 89.0 (5.0) | 85.2 (4.2) | 94.3 (8.0) | 88.6 (5.3) | 92.4 (4.4) | 80.5 (6.3) |
| Home care skills (e.g., cooking) | 87.2 (6.3) | 80.8 (6.7) | 79.0 (5.9) | 86.4 (5.5) | 82.9 (4.4) | 87.3 (11.4) | 80.6 (6.2) | 84.7 (6.0) | 86.6 (5.4) |
| Planning/goal setting | 100 (0.0) | 100 (0.0) | 99.1 (1.3) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 99.6 (1.0) | 99.4 (1.2) |
| Social skills (e.g., conflict resolution, self expression) | 100 (0.0) | 99.2 (1.6) | 99.1 (1.3) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 98.5 (1.8) | 99.4 (1.2) |
| Use of community resources | 97.4 (3.0) | 94.5 (3.9) | 95.2 (3.1) | 96.7 (2.9) | 96.2 (2.2) | 86.1 (11.9) | 96.0 (3.1) | 97.4 (2.7) | 94.3 (3.7) |
| Number of respondents | 85 | 111 | 150 | 88 | 272 | 17 | 126 | 130 | 121 |

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:* | | | | | | | | | | | | |
| Self-care skills | 91.3 (3.1) | 88.9 (5.9) | 85.0 (9.5) | 84.7 (12.9) | 93.8 (3.5) | 88.1 (5.6) | 93.0 (5.9) | 91.9 (5.1) | 89.1 (5.3) | 93.2 (3.7) | 88.8 (7.4) | 85.4 (9.3) |
| Functional skills (e.g., telling time) | 72.5 (5.0) | 98.2 (2.5) | 90.4 (7.8) | 69.9 (16.5) | 70.0 (6.7) | 76.2 (7.4) | 87.4 (7.7) | 71.0 (8.4) | 61.3 (8.2) | 74.5 (6.3) | 82.2 (8.9) | 69.3 (13.2) |
| Home care skills (e.g., cooking) | 67.4 (5.2) | 91.7 (5.2) | 81.7 (10.3) | 69.9 (16.5) | 65.9 (6.9) | 69.0 (8.0) | 73.7 (10.2) | 70.5 (8.5) | 57.9 (8.4) | 66.8 (6.8) | 74.8 (10.1) | 60.3 (12.9) |
| Planning/goal setting | 78.1 (4.6) | 98.2 (2.5) | 91.9 (7.2) | 88.5 (11.5) | 79.1 (5.9) | 77.4 (7.2) | 78.2 (9.6) | 83.2 (6.9) | 71.6 (7.6) | 78.4 (6.0) | 85.2 (8.3) | 64.6 (12.6) |
| Social skills (e.g., conflict resolution, self expression) | 83.5 (4.1) | 96.1 (3.6) | 92.9 (6.8) | 88.2 (11.5) | 79.6 (5.9) | 88.3 (5.6) | 88.5 (7.4) | 82.2 (7.1) | 80.7 (6.7) | 83.0 (5.4) | 83.3 (8.7) | 85.7 (9.2) |
| Use of community resources | 81.8 (4.3) | 99.3 (1.6) | 92.9 (6.8) | 75.5 (15.5) | 79.3 (5.9) | 84.8 (6.2) | 89.1 (7.2) | 80.7 (7.5) | 76.8 (7.1) | 84.1 (5.3) | 77.9 (9.7) | 75.5 (11.3) |
| Number of respondents | 269 | 65 | 44 | 20 | 145 | 123 | 68 | 104 | 97 | 172 | 53 | 41 |

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage in schools with life skills programs for the sensorily and physically impaired that included training in: [*] | | | | |
| Self-care skills | 84.8 (5.9) | 100 (0.0) | 90.8 (4.7) | 95.3 (4.2) |
| Functional skills (e.g., telling time) | 91.9 (4.5) | 46.9 (7.8) | 77.5 (6.8) | 64.3 (9.5) |
| Home care skills (e.g., cooking) | 88.6 (5.2) | 39.3 (7.6) | 75.4 (7.0) | 65.9 (9.4) |
| Planning/goal setting | 94.2 (3.8) | 56.8 (7.7) | 84.0 (6.0) | 77.6 (8.3) |
| Social skills (e.g., conflict resolution, self expression) | 93.2 (4.1) | 70.7 (7.1) | 84.2 (5.9) | 83.3 (7.4) |
| Use of community resources | 89.7 (5.0) | 71.4 (7.0) | 79.2 (6.6) | 84.0 (7.3) |
| Number of respondents | 115 | 154 | 119 | 101 |

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Household income</u> | | | <u>Ethnicity</u> | | | <u>Head of Household's Education</u> | | |
|---|-------------------------|------------------------|--------------------------|------------------|----------------|-----------------|--------------------------------------|----------------------------|---------------------------|
| | <u>Under \$12,000</u> | <u>12,000-\$24,999</u> | <u>\$25,000 and Over</u> | <u>Black</u> | <u>White</u> | <u>Hispanic</u> | <u>No High School Diploma</u> | <u>High School Diploma</u> | <u>Beyond High School</u> |
| Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:* | | | | | | | | | |
| Self-care skills | 92.4 (7.0) | 97.1 (4.2) | 85.2 (6.4) | 94.2 (5.1) | 92.7 (4.1) | 79.4 (14.8) | 92.0 (5.7) | 92.8 (6.1) | 89.6 (6.0) |
| Functional skills (e.g., telling time) | 81.9 (10.2) | 59.7 (12.3) | 69.7 (8.3) | 66.8 (10.3) | 73.9 (6.9) | 95.8 (7.4) | 78.0 (8.7) | 64.0 (11.3) | 75.0 (8.5) |
| Home care skills (e.g., cooking) | 73.3 (11.7) | 57.1 (12.4) | 69.7 (8.3) | 59.7 (10.7) | 68.1 (7.3) | 81.4 (14.3) | 74.6 (9.2) | 55.8 (11.7) | 67.4 (9.2) |
| Planning/goal setting | 86.2 (9.1) | 76.2 (10.6) | 78.3 (7.4) | 68.4 (11.1) | 77.9 (6.5) | 100 (0.0) | 80.8 (8.3) | 82.9 (8.9) | 69.4 (9.0) |
| Social skills (e.g., conflict resolution, self expression) | 83.7 (9.8) | 84.0 (9.2) | 77.0 (7.6) | 67.3 (10.2) | 84.6 (5.7) | 100 (0.0) | 88.3 (6.7) | 73.4 (10.4) | 84.8 (7.0) |
| Use of community resources | 86.2 (9.1) | 77.0 (10.5) | 73.9 (7.9) | 73.2 (9.6) | 81.1 (6.2) | 100 (0.0) | 84.7 (7.6) | 74.5 (10.3) | 81.5 (7.6) |
| Number of respondents | 43 | 52 | 97 | 47 | 153 | 15 | 69 | 66 | 80 |

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage who attended secondary school in communities with educational resources that included: | | | | | | | | | | | | |
| Special secondary schools for students with disabilities | 75.0 (3.2) | 80.4 (4.6) | 65.2 (7.5) | 43.9 (12.8) | 75.3 (4.0) | 74.3 (5.1) | 67.5 (6.6) | 79.0 (5.0) | 77.2 (4.8) | 75.6 (4.0) | 73.5 (6.6) | 74.3 (8.2) |
| Alternative/continuation schools | 70.5 (3.7) | 83.7 (4.3) | 67.4 (7.4) | 39.9 (12.6) | 72.2 (4.7) | 68.4 (6.0) | 72.6 (6.8) | 68.8 (6.3) | 70.3 (6.2) | 71.7 (4.6) | 65.3 (8.2) | 71.8 (9.6) |
| Vocational secondary schools | 77.4 (3.0) | 65.8 (3.9) | 64.3 (7.5) | 66.3 (11.9) | 76.1 (3.9) | 78.8 (4.7) | 79.2 (5.7) | 76.3 (5.2) | 77.0 (4.9) | 77.6 (3.9) | 83.3 (5.5) | 65.1 (8.9) |
| Magnet secondary schools | 40.8 (3.8) | 54.4 (5.6) | 23.8 (6.9) | 0.7 (2.2) | 42.0 (4.8) | 39.1 (6.0) | 37.3 (6.9) | 39.8 (6.3) | 45.3 (6.3) | 40.0 (4.7) | 38.8 (7.9) | 49.3 (10.2) |
| Postsecondary schools with programs for students with disabilities | 76.5 (3.2) | 76.2 (5.0) | 80.9 (6.6) | 52.4 (12.8) | 77.6 (4.1) | 75.0 (5.3) | 81.7 (5.6) | 80.2 (5.1) | 65.7 (5.9) | 79.2 (3.9) | 69.2 (7.5) | 72.6 (8.9) |
| Number of respondents | 504 | 169 | 109 | 39 | 284 | 219 | 159 | 193 | 152 | 340 | 98 | 63 |
| Percentage who attended secondary school in communities with adult services that included: | | | | | | | | | | | | |
| Work facilities for adults with disabilities (e.g., sheltered workshops) | 92.0 (2.0) | 98.2 (1.5) | 87.4 (5.2) | 80.6 (9.8) | 95.7 (1.9) | 87.5 (3.8) | 85.2 (5.0) | 93.4 (3.0) | 97.2 (1.9) | 89.7 (2.8) | 95.4 (3.1) | 100 (0.0) |
| Group homes for adults with disabilities | 83.3 (2.7) | 96.8 (2.0) | 73.9 (7.2) | 68.8 (11.6) | 85.5 (3.3) | 80.3 (4.7) | 78.3 (5.9) | 85.2 (4.3) | 85.5 (4.1) | 81.8 (3.6) | 88.8 (4.8) | 83.1 (7.0) |
| Public job training programs (e.g., JTPA) | 88.0 (2.5) | 95.3 (2.6) | 82.3 (6.3) | 86.3 (9.0) | 94.3 (2.3) | 81.1 (4.9) | 87.8 (4.9) | 91.0 (3.7) | 84.1 (4.6) | 88.8 (3.1) | 86.0 (5.8) | 89.1 (6.3) |
| Centers for independent living | 75.5 (3.3) | 94.4 (2.8) | 67.3 (8.5) | 35.8 (13.2) | 79.7 (4.0) | 70.9 (5.6) | 75.4 (6.8) | 72.8 (5.7) | 78.9 (4.9) | 74.2 (4.4) | 76.0 (6.8) | 82.8 (7.4) |
| Advocacy groups for people with disabilities | 91.2 (2.1) | 98.6 (1.3) | 87.8 (5.2) | 78.3 (10.7) | 94.2 (2.2) | 87.5 (3.9) | 90.0 (4.3) | 90.6 (3.5) | 93.2 (3.0) | 89.4 (2.9) | 92.2 (3.2) | 95.9 (3.8) |
| Support or social groups for people with disabilities | 90.0 (2.3) | 97.9 (1.7) | 78.2 (6.9) | 72.6 (11.9) | 95.0 (2.1) | 84.4 (4.8) | 90.9 (4.4) | 88.6 (3.9) | 91.2 (3.4) | 89.4 (3.0) | 94.3 (3.6) | 85.4 (6.9) |
| Accommodations on public transportation for people with disabilities | 77.7 (3.1) | 87.9 (3.8) | 80.1 (6.6) | 56.0 (13.3) | 81.5 (3.7) | 73.5 (5.2) | 79.5 (5.9) | 73.9 (5.4) | 81.1 (4.6) | 75.4 (4.1) | 84.9 (5.5) | 78.8 (7.9) |
| Number of respondents | 555 | 149 | 94 | 34 | 309 | 239 | 147 | 215 | 176 | 361 | 105 | 69 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage who attended secondary school in communities with educational resources that included: | | | | |
| Special secondary schools for students with disabilities | 65.0 (4.2) | 94.1 (2.6) | 71.2 (4.7) | 82.4 (5.1) |
| Alternative/continuation schools | 66.9 (4.6) | 82.1 (5.8) | 68.8 (5.3) | 69.3 (7.0) |
| Vocational secondary schools | 72.7 (4.3) | 87.1 (3.7) | 78.0 (4.2) | 73.2 (6.0) |
| Magnet secondary schools | 31.1 (4.5) | 64.0 (5.9) | 42.7 (5.4) | 46.2 (7.1) |
| Postsecondary schools with programs for students with disabilities | 71.8 (4.5) | 86.3 (4.1) | 79.4 (4.3) | 72.7 (6.4) |
| Number of respondents | 307 | 176 | 236 | 172 |
| Percentage who attended secondary school in communities with adult services that included: | | | | |
| Work facilities for adults with disabilities (e.g., sheltered workshops) | 89.7 (2.9) | 96.5 (2.0) | 92.4 (2.7) | 92.4 (3.6) |
| Group homes for adults with disabilities | 81.6 (3.8) | 86.5 (3.8) | 82.4 (3.9) | 83.8 (5.0) |
| Public job training programs (e.g., JTPA) | 89.0 (3.2) | 85.9 (4.1) | 92.8 (2.8) | 82.6 (5.6) |
| Centers for independent living | 70.5 (4.9) | 84.6 (4.1) | 78.0 (4.4) | 72.7 (6.3) |
| Advocacy groups for people with disabilities | 90.3 (2.9) | 92.9 (2.9) | 96.7 (3.0) | 88.7 (4.3) |
| Support or social groups for people with disabilities | 84.9 (3.7) | 99.4 (0.9) | 87.8 (3.4) | 89.7 (4.3) |
| Accommodations on public transportation for people with disabilities | 78.3 (4.1) | 76.5 (4.7) | 80.9 (4.1) | 73.3 (6.1) |
| Number of respondents | 269 | 267 | 267 | 179 |

154

Table 27C: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage who attended secondary school in communities with educational resources that included: | | | | | | | | | |
| Special secondary schools for students with disabilities | 80.7 (6.4) | 73.2 (6.8) | 71.2 (5.6) | 73.8 (5.7) | 73.0 (4.6) | 78.5 (9.1) | 72.1 (6.0) | 78.7 (6.0) | 73.5 (5.9) |
| Alternative/continuation schools | 61.2 (9.3) | 71.4 (7.7) | 72.1 (5.9) | 68.3 (6.8) | 66.0 (5.4) | 90.2 (6.9) | 76.5 (6.3) | 60.7 (8.2) | 73.5 (6.3) |
| Vocational secondary schools | 80.8 (6.4) | 79.7 (6.2) | 73.3 (5.3) | 85.1 (4.5) | 72.0 (4.7) | 87.9 (7.3) | 82.5 (5.1) | 80.1 (5.8) | 67.9 (6.1) |
| Magnet secondary schools | 50.2 (8.4) | 45.9 (7.9) | 36.6 (6.3) | 61.0 (6.5) | 30.6 (5.1) | 67.1 (10.5) | 47.9 (6.8) | 40.2 (7.7) | 39.7 (6.8) |
| Postsecondary schools with programs for students with disabilities | 64.0 (8.2) | 73.6 (7.1) | 83.9 (4.7) | 73.3 (6.0) | 73.6 (4.8) | 91.5 (6.3) | 75.4 (6.0) | 69.1 (7.2) | 79.6 (5.6) |
| Number of respondents | 83 | 112 | 181 | 104 | 287 | 37 | 138 | 131 | 152 |
| Percentage who attended secondary school in communities with adult services that included: | | | | | | | | | |
| Work facilities for adults with disabilities (e.g., sheltered workshops) | 91.9 (4.5) | 94.6 (3.4) | 94.5 (2.8) | 97.5 (2.0) | 89.8 (3.1) | 91.9 (6.3) | 96.4 (2.5) | 89.4 (4.5) | 92.2 (3.5) |
| Group homes for adults with disabilities | 83.7 (6.1) | 82.8 (5.8) | 89.3 (3.8) | 92.3 (3.4) | 82.3 (4.0) | 75.3 (10.1) | 85.3 (4.7) | 83.7 (5.5) | 90.9 (3.8) |
| Public job training programs (e.g., JTPA) | 83.3 (6.4) | 88.5 (5.2) | 95.6 (2.7) | 94.7 (3.1) | 86.9 (3.8) | 94.5 (5.6) | 92.9 (3.7) | 84.2 (5.6) | 88.8 (4.5) |
| Centers for independent living | 73.5 (7.7) | 74.4 (7.1) | 80.0 (5.4) | 77.5 (5.8) | 74.8 (4.9) | 76.9 (10.4) | 82.1 (5.5) | 68.8 (7.2) | 83.5 (5.4) |
| Advocacy groups for people with disabilities | 83.9 (6.0) | 98.0 (2.2) | 97.3 (2.0) | 92.3 (3.4) | 92.9 (2.7) | 95.7 (4.8) | 97.5 (2.1) | 86.5 (5.0) | 96.8 (2.4) |
| Support or social groups for people with disabilities | 85.7 (5.9) | 93.5 (3.9) | 93.3 (3.2) | 89.7 (4.0) | 90.5 (3.2) | 88.8 (7.5) | 94.7 (3.1) | 85.2 (5.4) | 95.5 (2.9) |
| Accommodations on public transportation for people with disabilities | 69.8 (7.6) | 78.7 (6.3) | 85.6 (4.5) | 84.3 (4.7) | 77.1 (4.5) | 81.3 (9.3) | 73.6 (6.1) | 79.9 (5.9) | 87.3 (4.5) |
| Number of respondents | 100 | 122 | 176 | 117 | 303 | 33 | 148 | 153 | 147 |

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage ever received: | | | | | | | | | | | | |
| Job training | 61.0 (3.0) | 53.6 (4.7) | 58.4 (7.0) | 56.9 (11.5) | 60.9 (3.8) | 61.3 (4.9) | 46.0 (6.1) | 63.7 (5.1) | 71.3 (4.3) | 58.5 (4.0) | 68.6 (6.3) | 62.5 (6.8) |
| Speech/language therapy | 26.2 (2.8) | 23.0 (4.0) | 27.3 (6.3) | 13.4 (8.0) | 27.0 (3.5) | 25.4 (4.4) | 26.1 (5.4) | 23.1 (4.6) | 29.9 (4.4) | 28.3 (3.6) | 24.4 (6.0) | 20.6 (5.7) |
| Personal counseling/therapy | 32.0 (2.9) | 28.8 (4.3) | 20.9 (5.8) | 24.6 (10.1) | 34.0 (3.8) | 29.7 (4.6) | 25.9 (5.4) | 35.7 (5.2) | 33.4 (4.5) | 33.5 (3.8) | 29.2 (6.3) | 28.7 (6.4) |
| Occupational therapy/life skills training | 49.7 (3.1) | 40.2 (4.7) | 40.5 (6.9) | 40.0 (11.4) | 46.8 (3.9) | 53.2 (5.0) | 43.9 (6.1) | 46.6 (5.3) | 58.3 (4.7) | 49.5 (4.0) | 52.3 (6.8) | 47.1 (7.0) |
| A tutor, reader, or interpreter | 44.3 (3.1) | 46.9 (4.7) | 53.0 (7.1) | 42.2 (11.6) | 43.6 (4.0) | 45.3 (5.0) | 34.6 (5.8) | 53.6 (5.4) | 42.6 (4.8) | 45.3 (4.0) | 44.1 (6.9) | 41.0 (7.0) |
| Physical therapy/mobility training | 41.1 (3.1) | 38.1 (4.6) | 30.9 (6.6) | 19.6 (9.3) | 43.6 (4.0) | 37.9 (4.9) | 33.6 (5.8) | 37.9 (5.3) | 51.5 (4.8) | 40.3 (4.0) | 42.3 (6.8) | 43.4 (7.1) |
| Help with transportation because of disability | 51.8 (3.1) | 60.4 (4.6) | 37.1 (6.9) | 22.5 (9.8) | 56.8 (3.9) | 45.4 (5.0) | 48.8 (6.1) | 49.3 (5.4) | 57.5 (4.7) | 52.6 (4.0) | 53.9 (6.9) | 46.6 (7.1) |
| Number of respondents | 849 | 253 | 153 | 47 | 481 | 363 | 243 | 306 | 300 | 551 | 150 | 140 |

Source: Parent interviews and students' school records.

Table 288: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage ever received: | | | | |
| Job training | 55.7 (4.2) | 76.0 (4.4) | 66.3 (4.4) | 67.6 (5.5) |
| Speech/language therapy | 21.7 (3.5) | 39.9 (5.1) | 20.2 (3.8) | 27.2 (5.3) |
| Personal counseling/ therapy | 22.8 (3.6) | 52.5 (5.2) | 27.2 (4.2) | 37.5 (5.8) |
| Occupational therapy/ life skills training | 37.8 (4.1) | 78.2 (4.2) | 45.4 (4.6) | 63.0 (5.7) |
| A tutor, reader, or interpreter | 46.7 (4.2) | 40.8 (5.1) | 43.1 (4.7) | 49.4 (6.0) |
| Physical therapy, mobility training | 30.5 (3.9) | 63.6 (5.0) | 25.4 (4.1) | 62.2 (5.8) |
| Help with transportation because of disability | 39.8 (4.1) | 78.5 (4.2) | 44.7 (4.7) | 64.6 (5.7) |
| Number of respondents | 429 | 346 | 350 | 276 |

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage ever received: | | | | | | | | | |
| Job training | 62.2 (6.6) | 58.8 (6.3) | 58.7 (5.2) | 57.4 (5.1) | 63.5 (4.4) | 51.5 (8.4) | 58.7 (5.7) | 65.0 (5.9) | 60.8 (5.4) |
| Speech/language therapy | 26.6 (6.0) | 25.3 (5.6) | 32.8 (4.9) | 18.8 (4.0) | 34.6 (4.4) | 19.4 (6.7) | 30.0 (5.3) | 21.0 (5.0) | 37.6 (5.4) |
| Personal counseling/therapy | 36.4 (6.6) | 29.4 (5.9) | 30.7 (4.9) | 31.8 (4.8) | 35.2 (4.4) | 26.9 (7.6) | 27.6 (5.2) | 31.7 (5.7) | 43.2 (5.5) |
| Occupational therapy/life skills training | 56.6 (6.7) | 53.7 (6.4) | 45.0 (5.3) | 42.6 (5.1) | 56.0 (4.6) | 49.9 (8.5) | 55.8 (5.7) | 45.7 (6.2) | 59.6 (5.5) |
| A tutor, reader, or interpreter | 44.0 (6.8) | 49.7 (6.4) | 55.1 (5.3) | 41.6 (5.1) | 52.0 (4.6) | 33.4 (8.1) | 43.6 (5.7) | 55.9 (6.1) | 49.4 (5.6) |
| Physical therapy/mobility training | 45.2 (6.8) | 38.1 (6.2) | 52.0 (5.3) | 32.4 (4.8) | 50.6 (4.6) | 38.7 (8.4) | 43.6 (5.7) | 38.9 (6.0) | 57.4 (5.5) |
| Help with transportation because of disability | 60.0 (6.7) | 52.5 (6.4) | 47.9 (5.3) | 58.4 (5.1) | 52.7 (4.6) | 54.7 (8.4) | 58.2 (5.7) | 50.9 (6.2) | 56.4 (5.5) |
| Number of respondents | 161 | 195 | 283 | 210 | 445 | 68 | 227 | 238 | 248 |

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received in past year: | | | | | | | | | | | | |
| Job training | 50.0 (3.1) | 44.7 (4.7) | 44.8 (7.0) | 54.1 (11.6) | 48.3 (3.9) | 52.1 (5.0) | 42.8 (6.1) | 58.3 (5.3) | 47.0 (4.7) | 55.1 (4.0) | 58.8 (6.7) | 22.4 (5.8) |
| Speech/language therapy | 11.1 (2.0) | 6.6 (2.4) | 10.7 (4.4) | 6.5 (5.8) | 10.5 (2.5) | 12.0 (3.3) | 13.4 (4.2) | 8.7 (3.1) | 11.8 (3.1) | 12.6 (2.8) | 10.3 (4.2) | 2.6 (2.3) |
| Personal counseling/therapy | 20.1 (2.5) | 17.6 (3.2) | 11.6 (4.6) | 15.4 (8.5) | 21.3 (3.3) | 18.6 (3.9) | 16.6 (4.6) | 23.9 (4.6) | 19.0 (3.8) | 23.6 (3.4) | 16.7 (5.2) | 9.9 (4.2) |
| Occupational therapy/life skills training | 34.9 (3.0) | 25.9 (4.2) | 28.2 (6.4) | 30.1 (10.6) | 29.4 (3.6) | 41.7 (4.9) | 34.8 (5.8) | 36.6 (5.2) | 33.2 (4.5) | 40.0 (3.9) | 38.5 (6.6) | 12.7 (4.7) |
| A tutor, reader, or interpreter | 28.3 (2.8) | 29.4 (4.3) | 36.7 (6.9) | 21.9 (9.7) | 27.6 (3.6) | 29.3 (4.6) | 23.6 (5.2) | 37.2 (5.3) | 22.4 (4.0) | 32.1 (3.8) | 23.8 (5.9) | 18.3 (5.5) |
| Physical therapy/mobility training | 24.1 (2.7) | 18.4 (3.7) | 21.3 (5.8) | 3.4 (4.3) | 22.5 (3.3) | 25.9 (4.4) | 24.7 (5.3) | 23.2 (4.6) | 24.5 (4.1) | 28.0 (3.6) | 21.5 (5.7) | 11.3 (4.5) |
| Help with transportation because of disability | 76.2 (2.7) | 74.9 (4.1) | 78.8 (5.8) | 77.0 (9.9) | 76.8 (3.4) | 75.4 (4.3) | 81.9 (4.7) | 84.8 (3.9) | 61.2 (4.7) | 84.2 (2.9) | 82.8 (5.2) | 38.2 (6.9) |
| Number of respondents | 848 | 253 | 152 | 47 | 481 | 362 | 243 | 305 | 300 | 551 | 148 | 140 |

Source: Parent interviews and students' school records.

Table 288: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage received in past year: | | | | |
| Job training | 47.1 (4.2) | 63.8 (4.9) | 55.1 (4.6) | 54.8 (5.9) |
| Speech/language therapy | 6.5 (2.1) | 22.8 (4.3) | 6.7 (2.4) | 13.3 (4.0) |
| Personal counseling/ therapy | 12.7 (2.8) | 37.5 (5.0) | 17.4 (3.6) | 26.2 (5.3) |
| Occupational therapy/ life skills training | 26.0 (3.7) | 58.5 (5.0) | 38.5 (4.3) | 45.9 (5.9) |
| A tutor, reader, or interpreter | 29.4 (3.9) | 27.9 (4.7) | 25.5 (4.1) | 38.5 (5.0) |
| Physical therapy/mobility training | 15.1 (3.0) | 46.9 (5.1) | 14.2 (3.3) | 38.3 (5.0) |
| Help with transportation because of disability | 77.0 (3.6) | 88.9 (3.2) | 86.1 (3.1) | 82.7 (4.5) |
| Number of respondents | 429 | 346 | 350 | 278 |

Source: Parent interviews and students' school records.

Table 20C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received in past year: | | | | | | | | | |
| Job training | 54.6 (6.8) | 45.2 (6.4) | 50.2 (5.3) | 47.2 (5.1) | 52.9 (4.6) | 45.1 (6.4) | 47.2 (5.7) | 54.6 (6.1) | 51.8 (5.5) |
| Speech/language therapy | 13.1 (4.6) | 11.9 (4.2) | 10.6 (3.2) | 4.8 (2.2) | 16.0 (3.4) | 12.1 (5.5) | 16.6 (4.3) | 6.5 (3.1) | 13.9 (3.8) |
| Personal counseling/therapy | 25.9 (6.0) | 20.0 (5.1) | 17.5 (4.0) | 20.7 (4.2) | 21.8 (3.8) | 11.7 (5.5) | 19.9 (4.6) | 16.0 (4.5) | 27.4 (5.0) |
| Occupational therapy/life skills training | 39.4 (6.6) | 37.8 (6.2) | 32.5 (4.9) | 27.6 (4.6) | 40.0 (4.5) | 30.8 (7.9) | 35.6 (5.5) | 31.7 (5.7) | 44.8 (5.5) |
| A tutor, reader, or interpreter | 29.9 (6.2) | 30.7 (5.9) | 34.3 (5.0) | 20.1 (4.1) | 34.7 (4.4) | 25.1 (7.4) | 25.5 (5.0) | 32.0 (5.8) | 37.3 (5.4) |
| Physical therapy/mobility training | 27.2 (6.0) | 17.9 (4.9) | 32.4 (4.9) | 17.9 (3.9) | 30.8 (4.2) | 21.0 (7.0) | 22.6 (4.8) | 20.3 (5.0) | 40.7 (5.4) |
| Help with transportation because of disability | 72.2 (5.3) | 72.2 (5.8) | 76.3 (4.5) | 64.0 (4.9) | 79.3 (3.7) | 76.7 (7.1) | 73.0 (5.1) | 76.0 (5.3) | 76.5 (4.7) |
| Number of respondents | 161 | 195 | 283 | 210 | 444 | 68 | 227 | 237 | 248 |

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out-1 year or less | Out 1 - 2 Years |
| Average number: | | | | | | | | | | | | |
| Services ever received | 3.0 (0.1) | 2.9 (0.2) | 2.7 (0.2) | 2.2 (0.4) | 3.1 (0.1) | 3.0 (0.2) | 2.6 (0.2) | 3.0 (0.2) | 3.3 (0.2) | 3.1 (0.1) | 3.0 (0.2) | 2.8 (0.2) |
| Services received in past year | 2.4 (0.1) | 2.1 (0.1) | 2.3 (0.2) | 2.1 (0.3) | 2.3 (0.1) | 2.5 (0.2) | 2.4 (0.2) | 2.7 (0.2) | 2.1 (0.2) | 2.7 (0.1) | 2.4 (0.2) | 1.1 (0.2) |
| Number of respondents | 873 | 259 | 155 | 48 | 499 | 371 | 244 | 316 | 313 | 562 | 157 | 147 |
| Of those in secondary school in the past year, percentage receiving that year from their school:* | | | | | | | | | | | | |
| Job training | 52.0 (3.4) | 42.0 (5.0) | 45.0 (7.5) | 52.7 (11.7) | 50.7 (4.3) | 53.8 (5.5) | 42.5 (6.2) | 56.0 (5.4) | 58.9 (6.0) | 52.1 (4.0) | 53.9 (6.8) | --- |
| Speech/language therapy | 12.6 (2.3) | 7.0 (2.6) | 11.2 (4.8) | 6.7 (5.9) | 12.1 (2.9) | 13.3 (3.7) | 13.5 (4.3) | 8.7 (3.1) | 18.8 (5.9) | 13.4 (2.8) | 10.0 (4.2) | --- |
| Personal counseling/therapy | 18.8 (2.7) | 13.2 (3.5) | 6.8 (4.1) | 13.8 (8.2) | 20.1 (3.5) | 17.2 (4.2) | 14.2 (4.3) | 19.0 (4.5) | 25.8 (5.5) | 19.9 (3.2) | 14.8 (4.9) | --- |
| Occupational therapy/life skills training | 37.8 (3.3) | 26.5 (4.5) | 25.9 (6.6) | 31.0 (10.8) | 31.9 (4.0) | 45.1 (5.4) | 34.8 (5.9) | 36.0 (5.2) | 46.0 (6.1) | 38.5 (3.9) | 37.3 (6.6) | --- |
| A tutor, reader, or interpreter | 27.8 (3.1) | 29.9 (2.7) | 35.2 (7.3) | 20.3 (9.5) | 29.2 (4.0) | 26.1 (4.9) | 21.0 (5.1) | 35.6 (5.3) | 23.4 (5.3) | 29.2 (3.7) | 22.9 (5.8) | --- |
| Physical therapy/mobility training | 21.2 (2.8) | 11.2 (3.2) | 14.3 (5.3) | 3.5 (4.4) | 23.4 (3.7) | 18.4 (4.3) | 23.1 (5.2) | 16.2 (4.1) | 28.1 (5.6) | 22.8 (3.4) | 15.5 (5.0) | --- |
| Help with transportation because of disability | 36.4 (3.3) | 37.2 (4.9) | 20.2 (6.1) | 13.3 (8.0) | 40.0 (4.3) | 31.6 (5.1) | 35.3 (6.0) | 34.6 (5.2) | 41.7 (6.1) | 38.1 (3.9) | 30.5 (6.4) | --- |
| Number of respondents | 705 | 219 | 133 | 46 | 402 | 301 | 234 | 294 | 177 | 551 | 148 | 0 |
| Of those in secondary school in the past year, average number of services received that year from school* | | | | | | | | | | | | |
| Number of respondents | 726 | 224 | 136 | 47 | 415 | 306 | 235 | 305 | 186 | 562 | 157 | 0 |

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 288: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Average number: | | | | |
| Services ever received | 2.5 (0.1) | 4.2 (0.2) | 2.7 (0.2) | 3.6 (0.2) |
| Services received in past year | 2.1 (0.1) | 3.4 (0.2) | 2.3 (0.1) | 2.9 (0.2) |
| Number of respondents | 439 | 360 | 360 | 287 |
| Of those in secondary school in the past year, percentage receiving that year from their school:* | | | | |
| Job training | 46.7 (4.5) | 68.6 (5.1) | 57.3 (5.0) | 57.6 (6.5) |
| Speech/language therapy | 7.0 (2.3) | 26.0 (5.0) | 7.5 (2.7) | 15.0 (4.7) |
| Personal counseling/therapy | 9.9 (2.7) | 39.3 (5.5) | 17.2 (3.8) | 26.0 (5.8) |
| Occupational therapy/life skills training | 26.5 (4.0) | 65.2 (5.3) | 33.9 (4.8) | 50.3 (6.5) |
| A tutor, reader, or interpreter | 28.8 (4.1) | 27.9 (5.1) | 26.4 (4.5) | 38.2 (6.5) |
| Physical therapy/mobility training | 9.3 (2.6) | 48.1 (5.6) | 11.7 (3.3) | 35.8 (6.3) |
| Help with transportation because of disability | 22.0 (3.7) | 68.5 (5.2) | 29.4 (4.6) | 50.0 (6.6) |
| Number of respondents | 377 | 292 | 302 | 225 |
| Of those in secondary school in the past year, average number of services received that year from school* | | | | |
| Number of respondents | 1.5 (0.1) | 3.3 (0.2) | 1.8 (0.2) | 2.7 (0.2) |
| | 386 | 304 | 311 | 233 |

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average number: | | | | | | | | | |
| Services ever received | 3.3 (0.2) | 3.1 (0.2) | 3.3 (0.2) | 2.8 (0.2) | 3.4 (0.2) | 2.7 (0.3) | 3.1 (0.2) | 3.1 (0.2) | 3.6 (0.2) |
| Services received in past year | 2.6 (0.2) | 2.4 (0.2) | 2.5 (0.2) | 2.0 (0.2) | 2.7 (0.2) | 2.2 (0.2) | 2.4 (0.2) | 2.4 (0.2) | 2.9 (0.2) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |
| Of those in secondary school in the past year, percentage receiving that year from their school:* | | | | | | | | | |
| Job training | 56.5 (7.2) | 49.1 (7.1) | 47.5 (5.6) | 51.0 (5.7) | 52.8 (5.0) | 40.5 (8.7) | 50.9 (5.3) | 54.8 (6.6) | 47.1 (6.0) |
| Speech/language therapy | 14.8 (5.2) | 14.6 (5.1) | 11.5 (3.6) | 5.9 (2.7) | 17.4 (3.8) | 13.8 (6.2) | 19.8 (5.0) | 7.1 (3.4) | 15.7 (4.4) |
| Personal counseling/therapy | 26.2 (6.5) | 21.1 (5.8) | 12.9 (3.8) | 19.0 (4.5) | 19.2 (3.9) | 9.5 (5.3) | 20.9 (5.1) | 16.2 (4.9) | 19.0 (4.8) |
| Occupational therapy/life skills training | 44.2 (7.3) | 44.8 (7.1) | 32.4 (5.3) | 30.8 (5.3) | 41.7 (4.9) | 31.7 (8.3) | 42.3 (6.2) | 34.5 (6.3) | 42.4 (6.0) |
| A tutor, reader, or interpreter | 31.9 (6.9) | 30.0 (6.5) | 30.1 (5.2) | 21.7 (4.7) | 32.3 (4.7) | 20.0 (7.2) | 24.5 (5.4) | 33.0 (6.2) | 31.6 (5.6) |
| Physical therapy/mobility training | 22.4 (6.1) | 18.9 (5.6) | 28.9 (5.1) | 17.6 (4.4) | 25.0 (4.3) | 19.7 (7.2) | 21.1 (5.1) | 18.8 (5.2) | 32.1 (5.6) |
| Help with transportation because of disability | 43.5 (7.3) | 38.0 (6.9) | 30.1 (5.2) | 33.5 (5.4) | 38.6 (4.9) | 37.2 (8.6) | 44.2 (6.2) | 33.5 (6.2) | 35.2 (5.8) |
| Number of respondents | 139 | 158 | 249 | 170 | 375 | 62 | 191 | 207 | 200 |
| Of those in secondary school in the past year, average number of services received that year from school* | | | | | | | | | |
| Number of respondents | 2.4 (0.2) | 2.2 (0.2) | 1.9 (0.2) | 1.8 (0.2) | 2.3 (0.2) | 1.7 (0.3) | 2.2 (0.2) | 2.0 (0.2) | 2.2 (0.2) |
| | 141 | 100 | 250 | 172 | 382 | 64 | 195 | 210 | 211 |

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Ma's | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received vocational services: | | | | | | | | | | | | |
| Never | 65.7 (3.2) | 71.2 (4.4) | 69.9 (7.1) | 74.9 (10.7) | 65.1 (4.0) | 66.5 (5.1) | 66.1 (4.4) | 66.9 (5.6) | 47.4 (4.9) | 74.6 (3.7) | 43.3 (7.5) | 51.1 (7.4) |
| For less than 6 months | 11.0 (2.1) | 10.1 (3.0) | 9.3 (4.5) | 15.6 (8.9) | 7.8 (2.2) | 15.0 (3.9) | 3.1 (2.2) | 9.6 (3.5) | 19.1 (3.9) | 5.6 (1.9) | 23.6 (6.5) | 21.1 (6.0) |
| 6 to 12 months | 9.1 (1.9) | 10.1 (3.0) | 9.4 (4.5) | 1.2 (2.7) | 9.8 (2.5) | 8.2 (3.0) | 4.6 (2.7) | 9.7 (3.5) | 12.0 (3.2) | 8.3 (2.3) | 12.4 (5.1) | 8.5 (4.1) |
| 13 to 24 months | 7.5 (1.8) | 5.2 (2.2) | 5.4 (3.5) | 8.3 (6.8) | 8.9 (2.4) | 5.8 (2.5) | 3.3 (2.3) | 7.6 (3.1) | 10.9 (3.1) | 6.5 (2.1) | 11.5 (4.9) | 7.6 (3.9) |
| More than 24 months | 5.7 (1.7) | 3.5 (1.8) | 6.1 (3.7) | 0.0 (0.0) | 8.4 (2.3) | 4.5 (2.3) | 2.9 (2.2) | 6.1 (2.8) | 10.6 (3.0) | 5.0 (1.8) | 9.1 (4.4) | 11.7 (4.7) |
| Number of respondents | 720 | 230 | 131 | 43 | 417 | 303 | 202 | 257 | 261 | 484 | 124 | 112 |
| Percentage received following hours of vocational services in the past year: | | | | | | | | | | | | |
| None | 50.5 (3.3) | 59.5 (4.9) | 54.6 (7.2) | 44.8 (11.8) | 51.0 (4.2) | 49.8 (5.3) | 59.7 (6.1) | 48.7 (5.6) | 42.8 (5.0) | 52.0 (4.2) | 43.3 (7.2) | 53.7 (7.2) |
| Fewer than 80 hours | 5.6 (1.5) | 5.8 (2.3) | 7.7 (3.1) | 6.3 (5.8) | 3.4 (1.5) | 8.4 (2.9) | 6.1 (3.0) | 6.9 (2.8) | 3.3 (1.8) | 5.7 (1.9) | 7.2 (3.8) | 3.0 (2.1) |
| 80 to 240 hours | 24.5 (2.8) | 20.9 (4.0) | 24.4 (6.2) | 22.1 (9.9) | 25.2 (3.6) | 23.6 (4.5) | 24.5 (5.4) | 23.8 (4.7) | 25.2 (4.4) | 25.8 (3.7) | 20.3 (5.9) | 23.2 (6.1) |
| 241 to 600 hours | 17.7 (2.5) | 10.1 (3.0) | 15.5 (5.3) | 26.8 (10.5) | 18.5 (3.2) | 16.8 (3.9) | 9.7 (3.7) | 20.0 (4.5) | 23.5 (4.3) | 16.1 (3.1) | 25.4 (6.4) | 14.0 (5.0) |
| More than 600 hours | 1.7 (0.9) | 3.6 (1.9) | 0.8 (1.3) | 0.0 (0.0) | 2.0 (1.2) | 1.4 (1.2) | 0.0 (0.0) | 0.6 (0.8) | 5.2 (2.3) | 0.4 (0.5) | 3.7 (2.8) | 6.1 (3.5) |
| Number of respondents | 773 | 238 | 147 | 46 | 440 | 330 | 235 | 287 | 251 | 514 | 138 | 114 |
| Average hours of vocational services provided recipients in past year | | | | | | | | | | | | |
| | 117 (10.6) | 96.0 (16.2) | 100 (23.5) | 136 (36.7) | 118 (13.3) | 116 (17.3) | 68.3 (12.5) | 120 (17.1) | 166 (20.8) | 102 (11.5) | 160 (30.6) | 132 (27.9) |
| Number of respondents | 773 | 238 | 147 | 46 | 440 | 330 | 235 | 287 | 251 | 514 | 138 | 114 |

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage received vocational services: | | | | |
| Never | 71.7 (4.0) | 53.9 (6.0) | 65.1 (4.9) | 58.2 (6.4) |
| For less than 6 months | 11.5 (2.8) | 11.5 (3.8) | 11.1 (3.2) | 17.0 (4.9) |
| 6 to 12 months | 8.6 (2.5) | 11.2 (3.8) | 11.1 (3.2) | 6.5 (3.2) |
| 13 to 24 months | 4.5 (1.8) | 12.4 (3.9) | 7.5 (2.7) | 10.8 (4.0) |
| More than 24 months | 3.8 (1.7) | 11.0 (3.7) | 5.2 (2.3) | 7.6 (3.5) |
| Number of respondents | 372 | 278 | 284 | 236 |
| Percentage received following hours of vocational services in the past year: | | | | |
| None | 53.9 (4.4) | 32.7 (5.0) | 40.9 (4.6) | 46.0 (6.3) |
| Fewer than 80 hours | 5.2 (2.0) | 6.8 (2.7) | 5.2 (2.1) | 6.2 (3.1) |
| 80 to 240 hours | 21.7 (3.6) | 35.7 (5.1) | 28.5 (4.3) | 28.7 (5.7) |
| 241 to 600 hours | 16.9 (3.3) | 23.1 (4.5) | 22.2 (3.9) | 18.1 (4.9) |
| More than 600 hours | 1.9 (1.2) | 1.7 (1.4) | 3.2 (1.7) | 1.0 (1.3) |
| Number of respondents | 411 | 315 | 345 | 249 |
| Average hours of vocational services provided recipients in past year | | | | |
| | 109 (14.3) | 159 (16.8) | 147 (17.1) | 125 (19.3) |
| Number of respondents | 411 | 315 | 345 | 249 |

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Need of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received vocational services: | | | | | | | | | |
| Never | 70.5 (6.3) | 58.8 (6.2) | 89.5 (4.9) | 68.4 (4.9) | 64.1 (4.5) | 70.1 (7.8) | 67.7 (5.3) | 63.9 (6.0) | 65.3 (5.4) |
| For less than 6 months | 7.4 (3.6) | 14.9 (4.5) | 11.2 (3.4) | 10.7 (3.2) | 10.8 (2.9) | 12.5 (5.6) | 11.0 (3.5) | 11.1 (3.9) | 11.3 (3.6) |
| 6 to 12 months | 9.4 (4.0) | 9.3 (3.7) | 7.2 (2.8) | 10.6 (3.2) | 8.6 (2.6) | 7.6 (4.5) | 8.1 (3.1) | 11.2 (3.9) | 7.2 (2.9) |
| 13 to 24 months | 4.3 (2.8) | 9.7 (3.8) | 7.7 (2.8) | 4.8 (2.2) | 8.7 (2.6) | 3.9 (3.3) | 3.2 (2.0) | 10.2 (3.8) | 9.5 (3.3) |
| More than 24 months | 8.5 (3.8) | 7.3 (3.3) | 4.3 (2.2) | 5.5 (2.4) | 7.7 (2.5) | 6.0 (4.0) | 9.9 (3.4) | 3.5 (2.3) | 6.7 (2.8) |
| Number of respondents | 158 | 191 | 280 | 205 | 425 | 70 | 225 | 234 | 242 |
| Percentage received following hours of vocational services in the past year: | | | | | | | | | |
| None | 49.1 (7.2) | 51.5 (6.7) | 58.3 (5.6) | 54.6 (5.5) | 50.5 (4.8) | 63.5 (8.9) | 51.8 (6.1) | 47.3 (6.6) | 58.8 (5.8) |
| Fewer than 80 hours | 4.2 (2.9) | 5.7 (3.1) | 3.6 (2.1) | 2.9 (1.9) | 4.4 (2.0) | 2.3 (2.8) | 6.7 (3.0) | 3.2 (2.3) | 2.4 (1.8) |
| 80 to 240 hours | 21.5 (6.0) | 26.4 (5.9) | 23.4 (4.8) | 21.2 (4.5) | 27.2 (4.3) | 18.9 (7.3) | 23.1 (5.1) | 24.8 (5.7) | 28.3 (5.3) |
| 241 to 600 hours | 21.1 (5.9) | 16.1 (5.0) | 14.4 (4.0) | 17.6 (4.2) | 17.5 (3.7) | 9.4 (5.4) | 13.8 (4.2) | 24.7 (5.7) | 9.9 (3.5) |
| More than 600 hours | 4.1 (2.9) | 0.3 (0.8) | 0.3 (0.6) | 3.7 (2.1) | 0.4 (0.6) | 5.9 (4.4) | 4.6 (2.5) | 0.0 (0.0) | 0.6 (0.9) |
| Number of respondents | 144 | 173 | 252 | 186 | 394 | 59 | 196 | 216 | 218 |
| Average hours of vocational services provided recipients in past year | | | | | | | | | |
| | 142 (26.3) | 107 (18.6) | 88.2 (14.8) | 128 (19.9) | 109 (13.5) | 98.5 (34.2) | 119 (21.3) | 133 (20.3) | 82.3 (14.3) |
| Number of respondents | 144 | 173 | 252 | 186 | 394 | 59 | 196 | 216 | 218 |

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|---------------|----------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received in the past year: | | | | | | | | | | | | |
| Testing/assessment | 15.5 (2.5) | 11.8 (3.3) | 11.9 (5.0) | 12.7 (8.3) | 14.7 (3.1) | 16.5 (4.1) | 5.4 (3.1) | 16.0 (4.4) | 23.3 (4.5) | 12.7 (2.9) | 26.7 (6.9) | 15.4 (5.8) |
| Job skills training | 11.9 (2.2) | 6.3 (2.4) | 10.9 (4.8) | 11.9 (7.9) | 11.6 (2.8) | 12.3 (3.6) | 5.9 (3.2) | 12.6 (3.9) | 16.0 (3.8) | 10.2 (2.6) | 25.2 (6.7) | 5.3 (3.6) |
| Basic skills training | 15.4 (2.5) | 12.1 (3.3) | 11.8 (4.9) | 8.2 (6.7) | 15.7 (3.1) | 15.0 (3.9) | 7.7 (3.6) | 14.7 (4.2) | 22.3 (4.3) | 13.9 (3.0) | 21.9 (6.3) | 14.8 (5.7) |
| Career counseling | 16.9 (2.6) | 15.8 (3.7) | 14.3 (5.3) | 11.8 (7.9) | 16.2 (3.2) | 17.7 (4.2) | 7.3 (3.5) | 17.2 (4.4) | 24.3 (4.5) | 14.2 (3.0) | 28.8 (6.9) | 15.6 (5.8) |
| Job placement services | 13.1 (2.3) | 12.1 (3.3) | 9.9 (4.5) | 11.9 (7.9) | 13.5 (2.9) | 12.7 (3.6) | 4.1 (2.6) | 17.7 (4.5) | 15.3 (3.7) | 12.8 (2.9) | 16.9 (5.7) | 10.3 (4.9) |
| Number of respondents | 699 | 226 | 151 | 42 | 402 | 297 | 198 | 251 | 250 | 470 | 120 | 109 |
| Percentage received vocational services in the past year from:** | | | | | | | | | | | | |
| Secondary school | 61.6 (5.2) | 80.0 (6.1) | 76.7 (9.6) | --- | 62.5 (6.5) | 60.4 (8.4) | 77.2 (10.8) | 68.3 (8.2) | 47.9 (7.4) | 65.5 (6.5) | 66.1 (9.7) | 35.8 (13.1) |
| Special school | 57.6 (5.2) | 21.0 (8.3) | 12.9 (9.6) | --- | 61.4 (6.3) | 53.0 (8.7) | 65.1 (13.1) | 46.1 (8.9) | 64.3 (6.6) | 59.7 (6.8) | 49.2 (10.2) | 59.2 (11.6) |
| Postsecondary school | 0.6 (0.5) | 0.9 (0.9) | 1.1 (1.6) | --- | 0.4 (0.5) | 0.9 (1.0) | 0.0 (0.0) | 1.1 (1.2) | 0.6 (0.8) | 0.3 (0.4) | 1.8 (2.0) | 1.0 (1.6) |
| Family member/friend | 3.2 (2.2) | 8.8 (6.2) | 3.7 (5.6) | --- | 3.3 (2.9) | 3.1 (3.6) | 10.5 (10.7) | 2.6 (3.4) | 2.0 (2.3) | 2.4 (2.5) | 7.1 (6.2) | 0.0 (0.0) |
| Employer/military | 6.7 (3.2) | 2.8 (3.6) | 11.9 (9.6) | --- | 5.4 (3.6) | 8.4 (5.7) | 15.6 (12.6) | 1.6 (2.6) | 9.2 (4.8) | 3.7 (3.1) | 9.0 (6.9) | 14.1 (10.7) |
| Vocational Rehabilitation | 26.8 (5.3) | 24.0 (8.9) | 31.6 (13.1) | --- | 21.6 (6.1) | 33.1 (9.1) | 7.9 (9.1) | 25.3 (8.8) | 32.3 (7.2) | 16.5 (5.9) | 40.2 (11.1) | 39.5 (13.6) |
| Government jobs program | 0.8 (1.1) | 0.0 (0.0) | 0.0 (0.0) | --- | 0.7 (1.3) | 0.9 (2.0) | 0.0 (0.0) | 0.4 (1.4) | 1.4 (1.9) | 0.3 (0.9) | 0.8 (2.2) | 2.6 (4.9) |
| Hospital/institution | 2.1 (1.8) | 2.0 (3.1) | 0.0 (0.0) | --- | 2.9 (2.7) | 1.1 (2.1) | 0.0 (0.0) | 0.6 (1.6) | 3.9 (3.2) | 0.0 (0.0) | 6.2 (5.8) | 2.8 (5.0) |
| Other sources | 30.3 (5.8) | 31.7 (10.1) | 38.6 (14.5) | --- | 21.5 (6.5) | 41.0 (10.1) | 22.8 (14.4) | 27.6 (9.5) | 34.6 (7.9) | 24.5 (7.2) | 30.3 (11.0) | 50.2 (14.9) |
| Number of respondents | 209 | 48 | 35 | 5 | 122 | 87 | 30 | 79 | 100 | 130 | 49 | 30 |

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 28B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|-----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage received in the past year: | | | | |
| Testing/assessment | 12.7 (3.0) | 23.5 (5.0) | 15.1 (3.8) | 19.4 (5.2) |
| Job skills training | 9.5 (2.7) | 16.6 (4.3) | 13.2 (3.6) | 11.0 (4.0) |
| Basic skills training | 11.8 (2.9) | 24.6 (5.0) | 13.2 (3.6) | 20.4 (5.2) |
| Career counseling | 15.4 (3.3) | 20.4 (4.7) | 18.3 (4.1) | 17.5 (4.9) |
| Job placement services | 10.7 (2.8) | 20.4 (4.7) | 14.8 (3.7) | 13.5 (4.4) |
| Number of respondents | 368 | 263 | 273 | 232 |
| Percentage received vocational services in the past year from:** | | | | |
| Secondary school | 82.5 (5.1) | 16.1 (6.7) | 75.6 (6.6) | 40.9 (8.7) |
| Special school | 14.3 (6.5) | 90.5 (4.0) | 49.8 (8.1) | 67.6 (8.3) |
| Postsecondary school | 0.8 (0.8) | 0.4 (0.7) | 0.6 (0.8) | 0.6 (1.0) |
| Family member/friend | 4.8 (4.1) | 1 (2.0) | 5.0 (4.5) | 1.6 (2.8) |
| Employer/military | 9.7 (5.7) | 3.7 (3.5) | 9.5 (6.1) | 5.6 (5.0) |
| Vocational Rehabilitation | 38.3 (8.8) | 17.1 (6.5) | 35.7 (9.0) | 22.5 (8.7) |
| Government jobs program | 0.0 (0.0) | 0.9 (1.8) | 1.0 (2.1) | 0.0 (0.0) |
| Hospital/institution | 0.0 (0.0) | 1.7 (2.4) | 0.0 (0.0) | 1.8 (2.9) |
| Other sources | 36.3 (9.3) | 21.9 (7.5) | 24.4 (8.9) | 38.7 (10.5) |
| Number of respondents | 83 | 110 | 73 | 83 |

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|---------------|---------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received in the past year: | | | | | | | | | |
| Testing/assessment | 14.0 (4.9) | 15.0 (4.7) | 15.5 (3.9) | 12.4 (3.5) | 18.0 (3.7) | 11.2 (5.5) | 14.1 (4.1) | 13.8 (4.4) | 19.1 (4.4) |
| Job skills training | 15.6 (5.0) | 9.0 (3.7) | 11.6 (3.4) | 10.2 (3.2) | 13.4 (3.2) | 9.8 (5.1) | 11.8 (3.7) | 12.7 (4.2) | 10.7 (3.5) |
| Basic skills training | 14.1 (4.8) | 12.1 (4.2) | 17.5 (4.0) | 11.5 (3.4) | 17.9 (3.6) | 10.9 (5.3) | 14.0 (4.0) | 12.6 (4.2) | 20.2 (4.5) |
| Career counseling | 16.9 (5.2) | 15.5 (4.7) | 18.4 (4.1) | 16.0 (3.8) | 22.9 (3.7) | 14.5 (6.1) | 15.3 (4.2) | 16.6 (4.7) | 18.8 (4.4) |
| Job placement services | 10.6 (4.2) | 15.7 (4.7) | 12.9 (3.6) | 10.2 (3.2) | 14.9 (3.3) | 10.1 (5.2) | 12.2 (3.8) | 14.5 (4.4) | 11.5 (3.6) |
| Number of respondents | 154 | 187 | 275 | 199 | 412 | 67 | 219 | 224 | 240 |
| Percentage received vocational services in the past year from:** | | | | | | | | | |
| Secondary school | 68.5 (11.4) | 54.7 (10.6) | 63.2 (7.6) | 69.0 (8.3) | 57.4 (7.1) | 62.8 (12.1) | 69.0 (8.9) | 61.8 (9.9) | 48.1 (8.5) |
| Special school | 59.2 (10.8) | 55.6 (10.7) | 41.1 (8.5) | 58.3 (8.9) | 55.8 (7.1) | 31.9 (14.4) | 55.4 (9.8) | 51.6 (9.8) | 55.0 (9.0) |
| Postsecondary school | 0.0 (0.0) | 0.3 (0.7) | 1.8 (1.4) | 0.3 (0.6) | 0.6 (0.7) | 1.0 (1.7) | 0.2 (0.5) | 0.0 (0.0) | 1.9 (1.5) |
| Family member/friend | 2.6 (4.6) | 1.0 (2.5) | 5.4 (4.3) | 1.4 (2.6) | 2.8 (2.8) | 13.7 (10.9) | 3.5 (4.3) | 2.4 (3.6) | 4.2 (4.0) |
| Employer/military | 0.0 (0.0) | 10.0 (7.4) | 10.7 (5.8) | 3.5 (4.0) | 7.8 (4.5) | 3.0 (5.4) | 6.7 (5.8) | 3.9 (4.5) | 9.2 (5.7) |
| Vocational Rehabilitation | 15.2 (9.9) | 26.8 (10.5) | 30.8 (8.5) | 12.4 (7.0) | 25.1 (7.0) | 27.6 (13.2) | 25.0 (9.5) | 26.7 (10.1) | 15.9 (7.2) |
| Government jobs program | 0.0 (0.0) | 1.4 (2.9) | 1.3 (2.1) | 1.9 (3.0) | 0.6 (1.3) | 0.0 (0.0) | 0.7 (1.9) | 1.2 (2.6) | 0.6 (1.6) |
| Hospital/institution | 5.6 (6.5) | 0.0 (0.0) | 0.0 (0.0) | 6.2 (5.3) | 1.1 (1.7) | 0.0 (0.0) | 4.8 (5.0) | 0.0 (0.0) | 0.0 (0.0) |
| Other sources | 21.6 (11.7) | 30.1 (11.4) | 29.2 (8.6) | 26.7 (9.6) | 32.0 (7.7) | 18.2 (12.2) | 10.8 (7.2) | 34.4 (11.2) | 43.3 (9.8) |
| Number of respondents | 37 | 53 | 89 | 47 | 136 | 20 | 56 | 66 | 78 |

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|---------------|----------------|---------------|----------------|---------------|----------------|---------------|---------------|----------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received counseling/therapy: | | | | | | | | | | | | |
| Never | 73.4 (2.9) | 75.7 (4.3) | 78.6 (6.3) | 77.6 (10.1) | 71.2 (3.7) | 76.0 (4.7) | 77.3 (5.2) | 69.9 (5.4) | 74.1 (4.5) | 72.8 (3.7) | 75.0 (6.6) | 73.9 (7.0) |
| For just a few days | 3.0 (1.1) | 2.9 (1.7) | 2.5 (2.4) | 0.8 (2.2) | 2.6 (1.3) | 3.6 (2.0) | 2.0 (1.7) | 2.5 (1.8) | 4.5 (2.1) | 2.1 (1.2) | 3.6 (2.8) | 6.7 (4.0) |
| For a few weeks | 2.4 (1.0) | 1.4 (1.2) | 1.8 (2.1) | 0.0 (0.0) | 2.6 (1.3) | 2.1 (1.6) | 2.0 (1.7) | 2.5 (1.6) | 2.6 (1.6) | 2.4 (1.3) | 1.5 (1.9) | 3.3 (2.9) |
| For a few months | 5.2 (1.5) | 5.6 (2.3) | 3.9 (3.0) | 0.0 (0.0) | 5.9 (1.9) | 4.4 (2.2) | 3.0 (2.1) | 6.9 (3.0) | 5.1 (2.2) | 4.8 (1.8) | 5.0 (3.4) | 7.3 (4.2) |
| For about a year | 5.3 (1.5) | 4.7 (2.1) | 5.0 (3.4) | 2.2 (3.6) | 4.3 (1.6) | 6.5 (2.7) | 8.3 (3.4) | 4.0 (2.3) | 4.4 (2.1) | 6.6 (2.1) | 1.6 (1.9) | 3.8 (3.1) |
| For several years or more | 10.7 (2.1) | 9.8 (3.0) | 8.2 (4.2) | 19.4 (9.6) | 13.3 (2.8) | 7.5 (2.9) | 7.5 (3.3) | 14.2 (4.1) | 9.3 (3.0) | 11.4 (2.6) | 13.3 (5.2) | 4.9 (3.5) |
| Number of respondents | 724 | 225 | 133 | 44 | 417 | 307 | 202 | 259 | 263 | 487 | 125 | 112 |
| Percentage received following hours of counseling/therapy in the past year: | | | | | | | | | | | | |
| None | 99.1 (2.2) | 91.5 (2.9) | 92.6 (4.1) | 88.5 (7.7) | 89.0 (2.7) | 89.3 (3.5) | 92.0 (3.5) | 87.0 (4.2) | 89.2 (3.3) | 88.5 (2.8) | 92.0 (4.3) | 88.5 (5.4) |
| Less than 10 hours | 2.6 (1.1) | 2.9 (1.7) | 1.2 (1.7) | 0.8 (2.2) | 2.9 (1.4) | 2.3 (1.7) | 2.2 (1.9) | 3.8 (2.4) | 1.6 (1.4) | 2.5 (1.4) | 2.5 (2.5) | 3.4 (3.1) |
| 10 to 40 hours | 4.2 (1.4) | 2.7 (1.7) | 2.3 (2.3) | 3.4 (4.4) | 4.0 (1.7) | 4.4 (2.3) | 3.0 (2.2) | 3.2 (2.2) | 6.3 (2.6) | 4.0 (1.7) | 2.5 (2.5) | 7.0 (4.4) |
| 41 to 100 hours | 1.4 (0.8) | 1.2 (1.1) | 1.6 (2.0) | 0.6 (1.9) | 1.7 (1.1) | 1.1 (1.2) | 1.8 (1.7) | 1.8 (1.7) | 0.6 (0.9) | 1.7 (1.1) | 0.7 (1.4) | 0.7 (1.4) |
| More than 100 hours | 2.7 (1.1) | 1.7 (1.3) | 2.2 (2.3) | 6.7 (6.0) | 2.5 (1.3) | 2.9 (1.9) | 1.0 (1.3) | 4.2 (2.5) | 2.2 (1.6) | 3.3 (1.5) | 2.3 (2.4) | 0.4 (1.1) |
| Number of respondents | 677 | 211 | 130 | 44 | 388 | 289 | 191 | 242 | 244 | 456 | 119 | 102 |
| Average hours of counseling/therapy provided recipients in the past year | | | | | | | | | | | | |
| | 12.5 (6.4) | 19.8 (14.3) | 6.2 (5.0) | 13.4 (11.0) | 9.4 (5.4) | 16.1 (13.3) | 4.6 (3.7) | 9.5 (4.5) | 22.1 (16.1) | 12.5 (7.2) | 20.9 (23.4) | 3.1 (1.9) |
| Number of respondents | 677 | 211 | 130 | 44 | 388 | 289 | 191 | 242 | 244 | 456 | 119 | 102 |

Source: Parent interviews.

Table 308: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage received counseling/therapy: | | | | |
| Never | 78.2 (3.7) | 63.6 (5.3) | 78.9 (4.1) | 72.8 (5.8) |
| For just a few days | 2.7 (1.5) | 4.5 (2.3) | 1.9 (1.4) | 5.8 (3.0) |
| For a few weeks | 1.0 (0.9) | 4.7 (2.3) | 2.1 (1.4) | 3.1 (2.7) |
| For a few months | 3.9 (1.8) | 7.2 (2.8) | 3.4 (1.8) | 5.4 (2.9) |
| For about a year | 4.1 (1.8) | 8.3 (3.0) | 3.1 (1.7) | 3.4 (2.4) |
| For several years or more | 10.1 (2.7) | 11.7 (3.5) | 10.6 (3.1) | 9.3 (3.8) |
| Number of respondents | 370 | 284 | 284 | 239 |
| Percentage received following hours of counseling/therapy in the past year: | | | | |
| None | 92.9 (2.4) | 81.1 (4.4) | 93.6 (2.6) | 86.3 (4.6) |
| Less than 10 hours | 1.6 (1.2) | 3.7 (2.1) | 1.8 (1.4) | 2.9 (2.2) |
| 10 to 40 hours | 2.9 (1.6) | 7.3 (2.9) | 2.5 (1.6) | 6.1 (3.2) |
| 41 to 100 hours | 1.3 (1.1) | 1.6 (1.4) | 0.4 (0.7) | 1.0 (1.3) |
| More than 100 hours | 1.3 (1.0) | 6.3 (2.7) | 1.7 (1.3) | 3.6 (2.5) |
| Number of respondents | 355 | 274 | 266 | 232 |
| Average hours of counseling/therapy provided recipients in the past year | 8.6 (7.5) | 23.7 (13.6) | 6.6 (7.9) | 9.0 (4.6) |
| Number of respondents | 355 | 274 | 266 | 232 |

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENT/S

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|---------------|---------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received counseling/therapy: | | | | | | | | | |
| Never | 71.5 (6.1) | 80.4 (5.1) | 74.7 (4.6) | 76.7 (4.4) | 71.0 (4.2) | 78.4 (7.1) | 81.2 (4.4) | 76.1 (5.4) | 81.8 (5.4) |
| For just a few days | 1.5 (1.6) | 3.9 (2.5) | 2.1 (1.5) | 0.9 (1.0) | 3.7 (1.6) | 3.0 (2.9) | 1.9 (1.5) | 0.6 (2.0) | 7.2 (2.9) |
| For a few weeks | 1.9 (1.8) | 1.5 (1.6) | 3.8 (2.0) | 2.0 (1.5) | 2.2 (1.4) | 6.1 (4.1) | 2.0 (1.6) | 1.3 (1.4) | 4.1 (2.2) |
| For a few months | 5.9 (3.2) | 2.2 (1.9) | 6.7 (2.6) | 5.6 (2.4) | 5.7 (2.2) | 0.0 (0.0) | 3.6 (2.1) | 5.1 (2.8) | 7.6 (3.0) |
| For about a year | 5.9 (3.2) | 3.0 (2.2) | 4.2 (2.1) | 2.7 (1.7) | 6.4 (2.3) | 4.8 (3.7) | 3.4 (2.0) | 4.2 (2.5) | 8.1 (3.0) |
| For several years or more | 13.3 (4.6) | 9.0 (3.7) | 8.4 (2.9) | 12.2 (3.4) | 11.0 (2.9) | 7.7 (4.6) | 8.0 (3.0) | 12.7 (4.2) | 17.2 (7.5) |
| Number of respondents | 156 | 197 | 285 | 205 | 430 | 68 | 224 | 235 | 248 |
| Percentage received following hours of counseling/therapy in the past year: | | | | | | | | | |
| None | 87.5 (4.9) | 91.2 (3.8) | 89.6 (3.3) | 93.0 (2.9) | 86.8 (3.2) | 93.0 (4.6) | 95.3 (2.5) | 91.5 (3.6) | 80.1 (4.7) |
| Less than 10 hours | 1.5 (1.8) | 1.8 (1.8) | 4.4 (2.2) | 2.0 (1.6) | 3.2 (1.7) | 0.9 (1.7) | 1.1 (1.3) | 2.0 (1.8) | 5.1 (2.6) |
| 10 to 40 hours | 4.4 (3.0) | 2.0 (1.9) | 4.5 (2.2) | 1.3 (1.3) | 5.1 (2.1) | 6.1 (4.3) | 1.4 (1.4) | 1.6 (1.6) | 9.6 (3.4) |
| 41 to 100 hours | 2.7 (2.4) | 1.4 (1.6) | 0.8 (1.0) | 1.8 (1.5) | 1.5 (1.1) | 0.0 (0.0) | 1.4 (1.4) | 0.9 (1.3) | 1.9 (1.6) |
| More than 100 hours | 3.9 (2.8) | 3.6 (2.5) | 0.7 (0.9) | 1.9 (1.5) | 3.4 (1.7) | 0.0 (0.0) | 0.7 (1.0) | 3.9 (2.5) | 3.2 (2.1) |
| Number of respondents | 137 | 185 | 277 | 179 | 416 | 63 | 204 | 226 | 231 |
| Average hours of counseling/therapy provided recipients in the past year | 16.0 (13.1) | 8.1 (4.6) | 3.3 (2.2) | 17.1 (14.4) | 12.6 (7.8) | 2.1 (1.5) | 2.8 (2.0) | 12.8 (10.3) | 19.0 (17.5) |
| Number of respondents | 137 | 185 | 277 | 179 | 416 | 63 | 204 | 226 | 231 |

Source: Parent interviews.

173

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------|-------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received counseling/therapy in the past year from:* | | | | | | | | | | | | |
| Secondary school | 28.3 (7.9) | 47.8 (14.1) | --- | --- | 20.8 (9.1) | 38.2 (13.8) | 44.1 (18.9) | 33.1 (13.2) | 9.8 (8.1) | 33.2 (9.9) | 22.9 (17.3) | --- |
| Special school | 59.5 (7.6) | 18.8 (12.4) | --- | --- | 65.9 (9.2) | 50.4 (12.7) | 63.5 (17.4) | 47.4 (12.4) | 71.5 (10.3) | 62.9 (9.0) | 76.3 (14.4) | --- |
| Postsecondary school | 0.1 (0.2) | 0.3 (0.6) | --- | --- | 0.0 (0.0) | 0.2 (0.5) | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.5) | 0.0 (0.0) | 0.0 (0.0) | --- |
| Family member/friend | 7.9 (5.1) | 13.1 (11.2) | --- | --- | 7.3 (6.2) | 8.7 (8.5) | 6.3 (10.7) | 13.9 (10.3) | 0.0 (0.0) | 10.9 (7.1) | 0.0 (0.0) | --- |
| Private therapist | 19.9 (7.5) | 22.7 (13.9) | --- | --- | 20.6 (9.6) | 18.8 (11.9) | 22.3 (18.2) | 26.2 (13.0) | 9.7 (8.3) | 18.1 (8.7) | 20.3 (17.7) | --- |
| Vocational Rehabilitation | 1.1 (2.0) | 0.0 (0.0) | --- | --- | 1.9 (3.3) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 3.3 (5.0) | 0.0 (0.0) | 0.0 (0.0) | --- |
| Hospital/institution | 7.6 (4.9) | 3.9 (6.3) | --- | --- | 10.6 (7.2) | 3.4 (5.4) | 0.0 (0.0) | 5.2 (6.5) | 15.0 (9.9) | 2.3 (3.4) | 36.6 (20.4) | --- |
| Other source | 3.1 (1.2) | 4.0 (2.0) | --- | --- | 2.7 (1.4) | 3.7 (2.1) | 2.1 (2.0) | 2.6 (1.9) | 4.5 (2.1) | 2.4 (1.3) | 3.7 (2.8) | --- |
| Number of respondents | 95 | 21 | 14 | 6 | 55 | 40 | 19 | 41 | 35 | 70 | 15 | 10 |

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

174

Table 3CJ: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage received counseling/therapy in the past year from:* | | | | |
| Secondary school | 54.5 (12.6) | 0.8 (2.4) | 40.4 (15.6) | 19.2 (12.6) |
| Special school | 15.8 (10.5) | 86.5 (6.8) | 63.9 (11.4) | 65.5 (14.1) |
| Postsecondary school | 0.0 (0.0) | 0.0 (0.0) | 0.2 (0.5) | 0.0 (0.0) |
| Family member/friend | 18.3 (11.5) | 0.8 (2.4) | 22.9 (14.1) | 3.1 (8.1) |
| Private therapist | 28.6 (13.4) | 8.0 (7.4) | 28.7 (15.1) | 20.8 (14.3) |
| Vocational Rehabilitation | 1.7 (3.8) | 0.9 (2.6) | 4.2 (6.7) | 0.0 (0.0) |
| Hospital/institution | 4.0 (5.8) | 6.8 (6.7) | 1.6 (4.3) | 7.5 (8.9) |
| Other source | 2.7 (1.5) | 4.7 (2.4) | 1.5 (1.3) | 3.7 (2.4) |
| Number of respondents | 35 | 51 | 28 | 32 |

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS. (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received counseling/therapy in the past year from:* | | | | | | | | | |
| Secondary school | 28.8 (14.1) | 25.9 (17.7) | 16.2 (10.5) | 36.1 (15.3) | 18.1 (8.9) | --- | 39.9 (17.1) | 15.3 (15.0) | 20.3 (8.8) |
| Special school | 62.9 (13.6) | 76.6 (13.9) | 42.1 (13.1) | 59.0 (14.1) | 57.6 (10.1) | --- | 63.7 (15.3) | 81.1 (12.7) | 35.9 (11.1) |
| Postsecondary school | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.6) | 0.0 (0.0) | 0.1 (0.4) | --- | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.6) |
| Family member/friend | 15.9 (11.6) | 3.6 (8.1) | 3.8 (5.6) | 14.2 (12.3) | 6.7 (5.9) | --- | 13.4 (13.3) | 0.0 (0.0) | 9.1 (7.1) |
| Private therapist | 4.3 (6.5) | 7.2 (11.3) | 56.3 (14.5) | 3.2 (6.2) | 27.0 (10.5) | --- | 3.0 (6.6) | 18.2 (16.5) | 29.8 (11.2) |
| Vocational Rehabilitation | 0.0 (0.0) | 0.0 (0.0) | 4.3 (5.9) | 0.0 (0.0) | 1.6 (3.0) | --- | 0.0 (0.0) | 0.0 (0.0) | 2.2 (3.6) |
| Hospital/institution | 14.1 (11.0) | 0.0 (0.0) | 2.1 (5.1) | 23.6 (15.0) | 2.8 (3.8) | --- | 18.5 (15.2) | 1.7 (5.6) | 2.7 (4.0) |
| Other source | 4.1 (2.8) | 1.8 (1.7) | 1.2 (1.1) | 3.9 (2.1) | 3.1 (1.6) | --- | 2.3 (1.7) | 0.5 (0.8) | 7.0 (2.9) |
| Number of respondents | 30 | 17 | 37 | 18 | 68 | 6 | 20 | 20 | 51 |

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received OT/life skills training: | | | | | | | | | | | | |
| Never | 57.4 (3.3) | 72.5 (4.4) | 69.6 (7.2) | 66.5 (11.4) | 58.3 (4.2) | 58.3 (5.4) | 60.2 (6.2) | 63.1 (5.8) | 48.7 (5.1) | 58.2 (4.2) | 55.8 (7.7) | 55.5 (8.0) |
| For fewer than 12 months | 9.4 (2.0) | 6.2 (2.4) | 7.7 (4.1) | 12.4 (8.0) | 9.4 (2.5) | 9.4 (3.2) | 7.9 (3.4) | 8.4 (3.3) | 11.7 (3.3) | 8.1 (2.3) | 11.3 (4.9) | 13.4 (5.5) |
| 12 to 24 months | 13.2 (2.3) | 5.2 (2.2) | 11.6 (5.0) | 17.8 (9.2) | 15.2 (3.0) | 10.7 (3.4) | 11.4 (4.0) | 14.5 (4.2) | 13.2 (3.4) | 14.1 (2.9) | 13.6 (5.3) | 8.8 (4.5) |
| 25 to 48 months | 4.9 (1.5) | 2.8 (1.6) | 2.5 (2.4) | 3.6 (4.5) | 4.7 (1.8) | 5.1 (2.4) | 4.3 (2.6) | 4.5 (2.5) | 5.9 (2.4) | 5.1 (1.9) | 5.4 (3.5) | 3.4 (2.9) |
| More than 48 months | 15.1 (2.4) | 12.3 (12.3) | 8.7 (8.7) | 0.0 (0.0) | 12.4 (2.8) | 18.4 (4.2) | 16.2 (4.7) | 9.4 (3.5) | 20.4 (4.1) | 14.5 (3.0) | 15.9 (5.4) | 18.9 (6.3) |
| Number of respondents | 722 | 226 | 131 | 44 | 414 | 308 | 203 | 254 | 265 | 488 | 123 | 111 |
| Percentage received following hours of OT/life skills training in the past year: | | | | | | | | | | | | |
| None | 79.4 (2.8) | 85.8 (3.6) | 84.9 (5.6) | 90.2 (7.3) | 81.5 (3.4) | 76.9 (4.7) | 82.1 (4.7) | 77.3 (5.2) | 79.9 (4.3) | 77.5 (3.6) | 81.1 (6.0) | 86.3 (6.0) |
| 40 hours or fewer | 1.5 (0.8) | 1.0 (1.0) | 3.3 (2.8) | 0.0 (0.0) | 1.3 (1.0) | 1.8 (1.5) | 1.6 (1.5) | 2.3 (1.9) | 0.5 (0.7) | 1.9 (1.2) | 0.6 (1.2) | 0.4 (1.1) |
| 41 to 100 hours | 5.5 (1.7) | 8.2 (2.8) | 5.8 (3.7) | 0.0 (0.0) | 2.8 (1.5) | 10.0 (3.4) | 5.1 (2.7) | 6.1 (3.0) | 6.7 (2.7) | 6.5 (2.1) | 2.1 (2.2) | 8.2 (4.8) |
| 101 to 240 hours | 6.5 (1.7) | 1.0 (1.0) | 3.0 (2.7) | 9.1 (7.0) | 7.4 (2.3) | 5.3 (2.5) | 8.1 (3.4) | 7.2 (3.2) | 4.3 (2.2) | 7.8 (2.3) | 4.5 (3.2) | 2.7 (2.8) |
| 241 to 480 hours | 1.9 (1.0) | 0.9 (1.0) | 0.0 (0.0) | 0.7 (2.0) | 2.5 (1.4) | 1.1 (1.2) | 1.8 (1.7) | 0.9 (1.2) | 3.1 (1.9) | 1.4 (1.0) | 5.9 (3.6) | 0.0 (0.0) |
| More than 480 hours | 4.7 (1.5) | 3.1 (1.8) | 3.1 (2.7) | 0.0 (0.0) | 4.6 (1.8) | 4.8 (2.4) | 1.2 (1.4) | 6.2 (3.0) | 5.6 (2.5) | 4.9 (1.9) | 5.8 (3.6) | 2.3 (2.6) |
| Number of respondents | 650 | 213 | 130 | 43 | 372 | 278 | 186 | 237 | 227 | 443 | 109 | 98 |

Source: Parent interviews.

Table 318: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage received OT/life skills training: | | | | |
| Never | 72.2 (4.0) | 25.5 (5.0) | 67.3 (4.8) | 40.4 (6.4) |
| For fewer than 12 months | 8.6 (2.5) | 10.0 (3.6) | 6.5 (2.5) | 16.5 (4.8) |
| 12 to 24 months | 8.5 (2.5) | 24.4 (5.1) | 14.8 (3.7) | 13.6 (4.5) |
| 25 to 48 months | 2.6 (1.4) | 10.0 (3.6) | 3.7 (2.0) | 6.5 (3.2) |
| More than 48 months | 8.1 (2.5) | 32.5 (5.6) | 7.6 (2.7) | 23.0 (5.5) |
| Number of respondents | 369 | 282 | 281 | 240 |
| Percentage received following hours of OT/life skills training in the past year: | | | | |
| None | 88.4 (2.9) | 56.0 (5.8) | 86.2 (3.7) | 67.5 (6.4) |
| 40 hours or fewer | 1.6 (1.1) | 1.8 (1.6) | 0.7 (0.9) | 2.8 (2.3) |
| 41 to 100 hours | 5.0 (2.0) | 8.9 (3.2) | 3.3 (1.9) | 12.1 (4.4) |
| 101 to 240 hours | 1.8 (1.2) | 18.3 (4.6) | 3.5 (2.0) | 11.1 (4.3) |
| 241 to 480 hours | 0.6 (0.7) | 5.5 (2.7) | 0.7 (0.9) | 4.1 (2.7) |
| More than 480 hours | 2.6 (1.5) | 10.5 (3.6) | 5.5 (2.4) | 2.4 (2.1) |
| Number of respondents | 355 | 245 | 265 | 213 |

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received OT/life skills training: | | | | | | | | | |
| Never | 57.8 (6.8) | 58.4 (6.4) | 58.4 (5.2) | 71.6 (4.7) | 49.6 (4.7) | 71.7 (7.9) | 61.6 (5.7) | 61.7 (6.1) | 47.2 (5.6) |
| For fewer than 12 months | 9.4 (4.0) | 9.4 (3.8) | 8.4 (2.9) | 4.8 (2.2) | 11.6 (3.0) | 10.6 (5.4) | 12.4 (3.8) | 7.7 (3.3) | 8.0 (3.0) |
| 12 to 24 months | 13.0 (4.6) | 16.4 (4.8) | 12.5 (3.5) | 9.9 (3.1) | 15.3 (3.4) | 3.9 (3.4) | 10.3 (3.5) | 16.0 (4.6) | 14.3 (3.9) |
| 25 to 48 months | 5.8 (3.2) | 4.4 (2.6) | 5.1 (2.3) | 3.7 (2.0) | 4.4 (1.9) | 9.2 (5.0) | 4.9 (2.5) | 3.6 (2.3) | 6.2 (2.7) |
| More than 48 months | 13.9 (4.8) | 11.5 (4.1) | 15.6 (3.8) | 10.1 (3.2) | 19.0 (3.7) | 4.6 (3.7) | 10.9 (3.6) | 11.1 (3.9) | 24.4 (4.8) |
| Number of respondents | 160 | 195 | 283 | 204 | 430 | 67 | 225 | 236 | 247 |
| Percentage received following hours of OT/life skills training in the past year: | | | | | | | | | |
| None | 80.5 (5.8) | 80.4 (5.3) | 78.5 (4.5) | 92.9 (2.9) | 74.7 (4.2) | 81.0 (7.4) | 83.8 (4.5) | 85.5 (4.6) | 67.8 (5.2) |
| 40 hours or fewer | 0.0 (0.0) | 1.1 (1.4) | 3.3 (2.0) | 0.2 (0.5) | 1.9 (1.3) | 1.1 (2.0) | 0.6 (1.0) | 0.9 (1.3) | 3.1 (1.9) |
| 41 to 100 hours | 6.5 (3.6) | 6.0 (3.2) | 3.9 (2.1) | 1.5 (1.4) | 5.7 (2.2) | 13.8 (6.5) | 7.6 (3.2) | 1.9 (1.8) | 9.1 (3.2) |
| 101 to 240 hours | 3.7 (2.7) | 8.6 (3.8) | 7.5 (2.9) | 3.3 (2.1) | 8.6 (2.7) | 2.3 (2.8) | 2.6 (1.9) | 7.9 (3.5) | 6.9 (3.2) |
| 241 to 480 hours | 1.3 (1.7) | 2.0 (1.9) | 3.0 (1.9) | 1.1 (1.2) | 2.3 (1.4) | 0.8 (1.6) | 1.1 (1.3) | 1.7 (1.7) | 3.1 (1.9) |
| More than 480 hours | 8.0 (4.0) | 1.8 (1.8) | 3.7 (2.1) | 1.1 (1.2) | 6.8 (2.4) | 1.1 (1.9) | 4.3 (2.5) | 2.0 (1.8) | 8.0 (3.0) |
| Number of respondents | 141 | 176 | 260 | 176 | 393 | 59 | 200 | 211 | 227 |

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average hours of OT/life skills training provided recipients in the past year | 58.8 (13.3) | 35.1 (14.9) | 33.8 (22.7) | 18.3 (13.7) | 58.6 (15.8) | 61.4 (22.9) | 31.5 (14.5) | 64.8 (23.4) | 73.0 (24.7) | 58.3 (15.8) | 64.6 (38.6) | 33.9 (28.1) |
| Number of respondents | 650 | 213 | 130 | 43 | 372 | 278 | 186 | 237 | 227 | 443 | 100 | 98 |
| Percentage received OT/life skills training in the past year from:* | | | | | | | | | | | | |
| Secondary school | 10.5 (2.7) | 13.6 (4.2) | 10.2 (5.3) | --- | 8.2 (3.2) | 13.0 (4.5) | 9.0 (4.6) | 12.5 (4.7) | 8.8 (4.5) | 11.7 (3.4) | 5.7 (4.1) | 10.5 (12.6) |
| Special school | 32.2 (4.7) | 17.2 (9.8) | 2.3 (4.5) | --- | 34.9 (6.2) | 29.4 (7.2) | 38.1 (10.4) | 26.9 (7.3) | 33.8 (7.2) | 33.2 (5.7) | 33.5 (9.9) | 14.7 (14.5) |
| Postsecondary school | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | --- | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Private therapist | 0.4 (0.9) | 0.0 (0.0) | 2.8 (5.6) | --- | 0.0 (0.0) | 0.9 (1.2) | 1.7 (3.6) | 0.0 (0.0) | 0.0 (0.0) | 0.6 (1.2) | 0.0 (0.0) | 0.0 (0.0) |
| Vocational Rehabilitation | 2.3 (2.0) | 0.0 (0.0) | 7.4 (8.9) | --- | 2.9 (3.0) | 1.8 (2.6) | 0.0 (0.0) | 0.0 (0.0) | 6.8 (4.8) | 0.6 (1.3) | 0.0 (0.0) | 20.3 (16.5) |
| Hospital/institution | 1.3 (1.5) | 5.7 (6.3) | 0.0 (0.0) | --- | 1.6 (2.2) | 1.0 (1.9) | 0.0 (0.0) | 0.7 (1.8) | 2.9 (3.2) | 0.0 (0.0) | 1.5 (3.3) | 9.8 (11.2) |
| Other source | 25.1 (5.6) | 51.1 (13.6) | 42.9 (16.8) | --- | 14.8 (6.2) | 34.9 (9.2) | 5.2 (6.1) | 26.8 (9.7) | 38.4 (9.2) | 17.9 (6.1) | 36.9 (13.1) | 55.5 (18.8) |
| Number of respondents | 196 | 29 | 27 | 4 | 98 | 96 | 47 | 74 | 75 | 141 | 38 | 17 |

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

180

251

255

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Average hours of OT/life skills training provided recipients in the past year | 29.5 (12.6) | 140 (33.0) | 47.1 (18.0) | 65.8 (23.0) |
| Number of respondents | 355 | 245 | 265 | 213 |
| Percentage received OT/life skills training in the past year from: [*] | | | | |
| Secondary school | 8.7 (2.9) | 13.0 (5.5) | 9.8 (3.7) | 13.3 (5.5) |
| Special school | 9.2 (6.6) | 40.4 (5.8) | 13.7 (5.5) | 32.9 (7.9) |
| Postsecondary school | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Private therapist | 1.3 (2.7) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Vocational Rehabilitation | 3.4 (4.4) | 1.4 (2.0) | 2.2 (3.6) | 2.1 (3.0) |
| Hospital/institution | 1.5 (2.9) | 1.3 (1.9) | 0.0 (0.0) | 1.6 (2.5) |
| Other source | 54.6 (11.9) | 9.6 (4.9) | 13.2 (8.3) | 36.6 (9.9) |
| Number of respondents | 53 | 133 | 52 | 92 |

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$10,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average hours of OT/life skills training provided recipients in the past year | 72.4 (31.6) | 45.6 (20.9) | 49.4 (14.8) | 18.3 (9.6) | 80.7 (21.7) | 23.0 (13.7) | 45.4 (20.6) | 41.0 (20.6) | 93.4 (26.5) |
| Number of respondents | 141 | 178 | 260 | 176 | 393 | 59 | 200 | 211 | 227 |
| Percentage received OT/life skills training in the past year from:* | | | | | | | | | |
| Secondary school | 19.5 (8.1) | 12.2 (6.1) | 9.2 (3.8) | 11.6 (5.3) | 10.2 (3.6) | 15.9 (7.6) | 19.2 (6.7) | 9.1 (4.9) | 10.2 (4.2) |
| Special school | 23.3 (9.4) | 38.3 (9.9) | 42.4 (8.4) | 17.7 (7.2) | 40.0 (6.7) | 50.2 (17.2) | 27.1 (8.3) | 33.4 (9.2) | 45.2 (8.8) |
| Postsecondary school | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Private therapist | 0.0 (0.0) | 0.0 (0.0) | 1.5 (2.3) | 0.0 (0.0) | 0.6 (1.2) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 1.0 (1.9) |
| Vocational Rehabilitation | 0.0 (0.0) | 1.1 (2.8) | 3.1 (3.3) | 2.5 (4.2) | 2.2 (2.4) | 4.3 (7.2) | 0.0 (0.0) | 1.7 (3.3) | 3.6 (3.5) |
| Hospital/institution | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 3.9 (5.1) | 1.0 (1.6) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Other source | 27.6 (13.5) | 18.4 (10.1) | 23.2 (8.0) | 22.6 (11.0) | 28.1 (7.2) | 0.0 (0.0) | 19.1 (10.0) | 21.6 (10.2) | 31.2 (8.9) |
| Number of respondents | 33 | 48 | 88 | 31 | 144 | 16 | 47 | 59 | 84 |

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage used a tutor/reader/interpreter: | | | | | | | | | | | | |
| Never | 56.2 (3.3) | 58.9 (4.9) | 42.8 (7.6) | 59.0 (12.0) | 59.5 (4.1) | 52.3 (5.5) | 60.0 (6.1) | 50.5 (6.0) | 59.7 (5.1) | 55.8 (4.2) | 59.1 (7.7) | 54.9 (8.1) |
| For just a few days | 2.2 (1.0) | 2.4 (1.5) | 2.8 (2.5) | 4.8 (5.2) | 1.1 (0.9) | 3.6 (2.0) | 0.5 (0.9) | 4.2 (2.4) | 1.3 (1.2) | 1.6 (1.0) | 6.0 (3.7) | 0.9 (1.5) |
| For a few weeks | 3.2 (1.2) | 2.4 (1.5) | 2.8 (2.5) | 0.3 (1.4) | 1.1 (0.9) | 5.7 (2.5) | 2.3 (1.9) | 3.1 (2.1) | 4.0 (2.0) | 1.8 (1.1) | 6.5 (3.9) | 5.9 (3.9) |
| For a few months | 5.4 (1.5) | 4.5 (2.1) | 6.5 (3.8) | 4.8 (5.2) | 7.7 (2.7) | 2.7 (1.8) | 5.1 (2.7) | 6.4 (2.9) | 4.6 (2.2) | 6.2 (2.0) | 1.2 (1.7) | 6.9 (4.1) |
| For about a year | 5.8 (1.6) | 2.5 (1.6) | 2.4 (2.4) | 12.5 (8.1) | 4.7 (1.8) | 7.1 (2.8) | 5.7 (2.9) | 4.0 (2.4) | 7.7 (2.8) | 4.8 (1.8) | 5.5 (3.5) | 10.7 (5.0) |
| For several years or more | 27.2 (3.0) | 29.3 (4.5) | 42.7 (7.6) | 18.6 (9.5) | 26.0 (3.7) | 19.7 (5.0) | 26.4 (5.5) | 31.8 (5.6) | 22.6 (4.3) | 30.0 (3.8) | 21.7 (6.4) | 20.7 (6.6) |
| Number of respondents | 716 | 224 | 133 | 43 | 411 | 305 | 200 | 256 | 260 | 486 | 121 | 109 |
| Percentage used following hours of a tutor/reader/interpreter in the past year: | | | | | | | | | | | | |
| None | 78.6 (2.8) | 78.2 (4.3) | 69.5 (6.6) | 82.8 (9.2) | 82.4 (3.2) | 73.8 (4.9) | 75.9 (5.4) | 75.7 (5.0) | 83.3 (4.0) | 76.4 (3.5) | 86.2 (5.6) | 79.4 (7.1) |
| Fewer than 40 hours | 3.5 (1.3) | 4.1 (2.0) | 4.7 (3.0) | 1.9 (3.3) | 2.0 (1.2) | 5.5 (2.5) | 4.0 (2.5) | 3.0 (2.0) | 3.8 (2.1) | 3.1 (1.4) | 2.2 (2.4) | 6.9 (4.5) |
| 40 to 100 hours | 2.2 (1.0) | 1.7 (1.3) | 3.0 (2.4) | 2.1 (3.5) | 2.0 (1.2) | 2.4 (1.7) | 3.1 (2.2) | 1.9 (1.6) | 1.8 (1.5) | 2.2 (1.2) | 2.2 (1.7) | 2.3 (2.6) |
| 101 to 240 hours | 9.3 (2.0) | 10.5 (3.2) | 12.3 (4.7) | 9.4 (7.1) | 8.2 (2.3) | 10.7 (3.4) | 9.8 (3.8) | 13.3 (4.0) | 4.4 (2.2) | 12.0 (2.7) | 4.4 (3.3) | 2.7 (2.9) |
| 241 to 480 hours | 3.2 (1.2) | 1.7 (1.3) | 8.0 (3.9) | 2.7 (3.9) | 2.5 (1.3) | 4.2 (2.2) | 5.2 (2.9) | 3.9 (2.3) | 0.9 (1.0) | 4.4 (1.7) | 0.9 (1.5) | 0.6 (1.3) |
| More than 480 hours | 3.2 (1.2) | 3.8 (2.0) | 2.5 (2.2) | 1.2 (2.6) | 3.0 (1.4) | 3.5 (2.0) | 2.1 (1.8) | 2.1 (1.7) | 5.3 (2.5) | 1.8 (1.1) | 4.3 (3.3) | 8.1 (4.8) |
| Number of respondents | 664 | 211 | 126 | 43 | 386 | 278 | 190 | 239 | 235 | 452 | 115 | 97 |

Source: Parent interviews.

Table 328: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage used a tutor/reader/interpreter: | | | | |
| Never | 54.0 (4.5) | 58.7 (5.7) | 60.4 (5.1) | 50.5 (6.5) |
| For just a few days | 3.1 (1.6) | 0.7 (0.9) | 4.6 (2.2) | 0.4 (0.9) |
| For a few weeks | 2.3 (1.3) | 6.3 (2.8) | 2.7 (1.7) | 5.6 (3.0) |
| For a few months | 5.3 (2.0) | 6.8 (2.9) | 7.5 (2.7) | 2.6 (2.1) |
| For about a year | 5.3 (2.0) | 4.9 (2.5) | 3.3 (1.8) | 9.1 (3.7) |
| For several years or more | 30.0 (4.1) | 22.7 (4.9) | 21.6 (4.3) | 31.7 (6.0) |
| Number of respondents | 369 | 277 | 278 | 238 |
| Percentage used following hours of a tutor/reader/interpreter in the past year: | | | | |
| None | 77.3 (3.8) | 81.5 (4.4) | 85.2 (3.8) | 67.9 (5.8) |
| Fewer than 40 hours | 4.1 (1.8) | 3.3 (2.0) | 2.4 (1.6) | 5.0 (2.7) |
| 40 to 100 hours | 2.2 (1.3) | 1.8 (1.5) | 1.4 (1.2) | 2.8 (2.1) |
| 101 to 240 hours | 9.3 (2.6) | 10.0 (3.4) | 6.7 (2.7) | 14.8 (4.4) |
| 241 to 480 hours | 4.3 (1.8) | 1.9 (1.5) | 3.8 (2.0) | 2.5 (1.9) |
| More than 480 hours | 2.7 (1.5) | 1.5 (1.4) | 0.6 (0.9) | 7.0 (3.2) |
| Number of respondents | 351 | 263 | 256 | 229 |

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage used a tutor/reader/interpreter: | | | | | | | | | |
| Never | 59.0 (6.8) | 54.7 (6.4) | 51.4 (5.3) | 65.6 (5.0) | 50.0 (4.7) | 71.5 (7.8) | 60.8 (5.7) | 50.3 (6.3) | 56.3 (5.5) |
| For just a few days | 0.6 (1.1) | 3.3 (2.3) | 2.6 (1.7) | 1.2 (1.1) | 2.8 (1.5) | 0.0 (0.0) | 0.5 (0.8) | 6.0 (3.0) | 0.2 (0.5) |
| For a few weeks | 1.9 (1.9) | 2.5 (2.0) | 3.6 (2.0) | 2.0 (1.5) | 4.0 (1.8) | 2.1 (2.5) | 3.0 (2.0) | 1.9 (1.7) | 5.0 (2.4) |
| For a few months | 6.4 (3.4) | 4.6 (2.7) | 6.5 (2.6) | 4.0 (2.1) | 6.3 (2.3) | 4.2 (3.5) | 5.6 (2.7) | 5.0 (2.7) | 5.8 (2.6) |
| For about a year | 2.5 (2.2) | 9.3 (3.8) | 5.2 (2.4) | 4.6 (2.2) | 6.6 (2.3) | 5.5 (4.0) | 5.0 (2.6) | 8.5 (3.5) | 4.0 (2.2) |
| For several years or more | 29.5 (6.3) | 25.5 (5.6) | 30.7 (4.9) | 22.6 (4.4) | 30.4 (4.3) | 16.6 (6.5) | 25.1 (5.1) | 28.3 (5.6) | 28.7 (5.0) |
| Number of respondents | 155 | 195 | 280 | 201 | 427 | 67 | 219 | 235 | 247 |
| Percentage used following hours of a tutor/reader/interpreter in the past year: | | | | | | | | | |
| None | 82.7 (5.0) | 74.1 (6.0) | 76.6 (4.5) | 86.8 (3.9) | 74.4 (4.0) | 84.5 (6.6) | 83.3 (4.5) | 78.4 (5.0) | 72.4 (5.2) |
| Fewer than 40 hours | 2.0 (1.8) | 2.2 (2.0) | 3.9 (2.1) | 0.9 (1.1) | 4.3 (1.9) | 7.2 (4.7) | 1.3 (1.4) | 2.0 (1.7) | 7.5 (3.0) |
| 40 to 100 hours | 1.4 (1.6) | 1.3 (1.6) | 4.2 (2.1) | 0.8 (1.0) | 2.6 (1.5) | 2.3 (2.8) | 1.0 (1.2) | 1.2 (1.3) | 4.8 (2.5) |
| 101 to 240 hours | 8.7 (3.7) | 11.4 (4.4) | 10.4 (3.3) | 5.9 (2.7) | 11.0 (2.9) | 4.7 (3.8) | 8.0 (3.3) | 11.9 (3.9) | 8.5 (3.2) |
| 241 to 480 hours | 3.2 (2.3) | 4.9 (2.9) | 3.1 (1.9) | 2.2 (1.7) | 4.3 (1.9) | 0.0 (0.0) | 2.6 (1.9) | 4.7 (2.6) | 2.6 (1.8) |
| More than 480 hours | 2.0 (1.9) | 6.1 (3.3) | 1.7 (1.4) | 3.3 (2.0) | 3.5 (1.7) | 1.2 (2.0) | 3.8 (2.3) | 1.8 (1.6) | 4.2 (2.3) |
| Number of respondents | 138 | 179 | 268 | 178 | 404 | 62 | 201 | 222 | 228 |

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average hours provided to recipients of a tutor/reader/interpreter in the past year | 32.5 (15.4) | 70.7 (26.3) | 80.5 (31.0) | 55.2 (63.8) | 59.1 (20.3) | 66.7 (23.2) | 67.8 (29.5) | 61.6 (21.4) | 59.2 (27.8) | 61.7 (16.8) | 71.6 (52.7) | 55.5 (26.5) |
| Number of respondents | 464 | 211 | 126 | 43 | 306 | 278 | 190 | 239 | 235 | 452 | 115 | 97 |
| Percentage whose tutor/reader/interpreter in the past year was:* | | | | | | | | | | | | |
| Staff from secondary school | 66.8 (6.1) | 84.5 (6.7) | 83.5 (8.8) | --- | 71.2 (7.7) | 61.8 (9.6) | 72.1 (11.3) | 77.5 (8.5) | 40.0 (10.6) | 72.4 (7.0) | 80.3 (11.3) | 12.0 (12.6) |
| Staff from a special school | 26.2 (6.0) | 7.5 (5.5) | 2.2 (3.8) | --- | 36.9 (8.7) | 15.9 (7.5) | 25.5 (11.6) | 22.5 (9.3) | 33.2 (10.2) | 28.5 (7.4) | 35.7 (15.4) | 5.6 (8.9) |
| From a postsecondary school | 1.6 (0.8) | 1.0 (1.0) | 0.4 (0.9) | --- | 0.4 (0.5) | 3.1 (1.9) | 0.0 (0.0) | 0.0 (0.0) | 4.7 (2.2) | 0.0 (0.0) | 0.0 (0.0) | 10.4 (4.8) |
| A family member/friend | 29.3 (6.5) | 26.5 (9.3) | 40.1 (12.9) | --- | 27.1 (8.7) | 31.3 (9.8) | 24.3 (11.8) | 37.5 (11.4) | 20.0 (9.4) | 31.5 (8.1) | 37.7 (16.5) | 11.4 (12.3) |
| Another student | 9.1 (4.1) | 7.0 (5.4) | 16.8 (9.8) | --- | 9.1 (5.6) | 9.1 (6.1) | 5.4 (6.2) | 6.4 (6.5) | 14.3 (8.2) | 5.9 (4.1) | 24.6 (14.6) | 16.1 (14.2) |
| A private tutor/aide | 0.5 (1.0) | 1.0 (2.1) | 0.0 (0.0) | --- | 0.9 (1.9) | 0.0 (0.0) | 1.6 (3.5) | 0.0 (0.0) | 0.0 (0.0) | 0.6 (1.4) | 0.0 (0.0) | 0.0 (0.0) |
| From Vocational Rehabilitation | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | --- | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| From another source | 2.9 (1.1) | 5.0 (2.2) | 2.7 (2.5) | --- | 1.0 (0.9) | 5.3 (2.5) | 1.6 (1.7) | 3.6 (2.2) | 3.3 (1.8) | 2.4 (1.3) | 1.2 (1.6) | 7.3 (4.1) |
| Number of respondents | 160 | 52 | 43 | 9 | 80 | 80 | 48 | 64 | 48 | 117 | 24 | 19 |

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Average hours provided to recipients of a tutor/reader/interpreter in the past year | 64.6 (20.0) | 51.3 (27.5) | 33.2 (11.9) | 96.8 (36.0) |
| Number of respondents | 351 | 263 | 256 | 229 |
| Percentage whose tutor/reader/interpreter in the past year was: | | | | |
| Staff from secondary school | 84.1 (5.6) | 27.2 (11.2) | 78.2 (8.0) | 61.5 (11.1) |
| Staff from a special school | 4.9 (3.8) | 95.8 (10.8) | 24.5 (9.4) | 23.8 (9.9) |
| From a postsecondary school | 0.7 (0.7) | 0.4 (0.7) | 0.7 (0.9) | 3.4 (2.3) |
| A family member/friend | 36.0 (8.4) | 23.1 (11.2) | 26.4 (10.2) | 30.7 (11.5) |
| Another student | 12.3 (5.8) | 4.9 (5.7) | 7.1 (6.0) | 11.9 (8.1) |
| A private tutor/aide | 0.4 (1.2) | 0.6 (2.1) | 1.5 (2.9) | 0.0 (0.0) |
| From Vocational Rehabilitation | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| From another source | 3.4 (1.7) | 2.6 (1.8) | 1.1 (1.1) | 6.6 (3.1) |
| Number of respondents | 98 | 52 | 57 | 64 |

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average hours provided to recipients of a tutor/reader/interpreter in the past year | 66.4 (39.2) | 81.8 (27.3) | 56.4 (23.3) | 67.0 (31.4) | 67.3 (19.5) | 19.7 (14.0) | 53.1 (23.4) | 73.9 (34.1) | 64.9 (22.0) |
| Number of respondents | 138 | 179 | 268 | 178 | 404 | 62 | 201 | 222 | 228 |
| Percentage whose tutor/reader/interpreter in the past year was:* | | | | | | | | | |
| Staff from secondary school | 79.4 (11.4) | 53.4 (12.7) | 63.5 (9.2) | 61.0 (11.2) | 63.5 (8.4) | --- | 72.0 (11.6) | 64.1 (11.8) | 58.1 (9.4) |
| Staff from a special school | 23.9 (12.7) | 34.8 (12.4) | 20.4 (8.1) | 42.6 (11.8) | 22.9 (7.6) | --- | 19.8 (11.4) | 36.6 (12.2) | 20.4 (8.0) |
| From a postsecondary school | 0.0 (0.0) | 4.7 (2.8) | 1.0 (1.1) | 0.8 (1.0) | 2.2 (1.4) | --- | 3.4 (2.1) | 0.0 (0.0) | 1.4 (1.3) |
| A family member/friend | 27.6 (13.9) | 24.8 (11.9) | 42.3 (10.1) | 29.4 (11.8) | 29.2 (8.5) | --- | 6.7 (7.5) | 31.8 (12.4) | 44.9 (10.1) |
| Another student | 7.9 (8.4) | 6.4 (6.7) | 12.3 (6.7) | 8.8 (7.3) | 9.9 (5.6) | --- | 3.9 (5.8) | 7.4 (6.9) | 14.9 (7.2) |
| A private tutor/aide | 0.0 (0.0) | 0.0 (0.0) | 1.4 (2.4) | 0.0 (0.0) | 0.6 (1.4) | --- | 0.0 (0.0) | 0.8 (2.4) | 0.5 (1.5) |
| From Vocational Rehabilitation | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | --- | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| From another source | 3.9 (2.7) | 0.3 (0.7) | 1.4 (1.3) | 0.6 (0.8) | 3.9 (1.8) | --- | 3.0 (2.0) | 0.0 (0.0) | 5.7 (2.6) |
| Number of respondents | 31 | 43 | 75 | 33 | 108 | 13 | 34 | 51 | 74 |

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received speech/language therapy: | | | | | | | | | | | | |
| Never | 73.0 (3.0) | 78.9 (4.0) | 72.1 (6.9) | 84.1 (8.9) | 73.2 (3.7) | 72.9 (4.8) | 69.8 (5.8) | 75.6 (5.1) | 72.8 (4.5) | 70.0 (3.8) | 75.5 (6.6) | 84.2 (5.9) |
| For just a few days | 0.2 (0.3) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.1 (0.3) | 0.2 (0.5) | 0.0 (0.0) | 0.2 (0.5) | 0.2 (0.5) | 0.2 (0.4) | 0.0 (0.0) | 0.0 (0.0) |
| For a few weeks | 1.4 (0.8) | 1.7 (1.3) | 0.8 (1.4) | 0.0 (0.0) | 1.2 (0.9) | 1.6 (1.4) | 1.5 (1.5) | 2.3 (1.8) | 0.2 (0.5) | 2.0 (1.2) | 0.0 (0.0) | 0.0 (0.0) |
| For a few months | 2.9 (1.1) | 2.7 (1.6) | 0.5 (1.1) | 4.4 (5.0) | 2.8 (1.4) | 3.0 (1.8) | 1.2 (1.4) | 3.5 (2.2) | 3.6 (1.9) | 2.7 (1.4) | 3.8 (2.9) | 2.6 (2.6) |
| For about a year | 5.5 (1.5) | 5.0 (2.2) | 7.7 (4.1) | 2.6 (3.9) | 6.3 (2.0) | 4.6 (2.3) | 6.4 (3.1) | 4.9 (2.6) | 5.5 (2.3) | 5.6 (1.9) | 6.0 (3.7) | 4.8 (3.4) |
| For several years or more | 17.0 (2.5) | 11.6 (3.2) | 18.8 (6.0) | 8.9 (3.9) | 16.4 (3.1) | 17.8 (4.2) | 21.2 (5.2) | 13.5 (4.1) | 17.6 (3.9) | 19.5 (3.3) | 14.7 (5.4) | 8.4 (4.5) |
| Number of respondents | 727 | 227 | 134 | 44 | 419 | 308 | 204 | 258 | 265 | 492 | 124 | 111 |
| Percentage received following hours of speech/language therapy in the past year: | | | | | | | | | | | | |
| None | 92.3 (1.8) | 96.3 (1.9) | 92.9 (4.0) | 100 (0.0) | 91.5 (2.4) | 93.3 (2.8) | 89.5 (4.0) | 93.6 (3.0) | 93.2 (2.6) | 89.6 (2.7) | 98.1 (2.0) | 98.7 (1.9) |
| Fewer than 40 hours | 1.9 (0.9) | 2.1 (1.4) | 2.6 (2.4) | 0.0 (0.0) | 1.0 (0.9) | 2.9 (1.9) | 1.9 (1.8) | 1.2 (1.3) | 2.6 (1.6) | 2.7 (1.4) | 0.0 (0.0) | 0.0 (0.0) |
| 40 to 100 hours | 2.2 (1.0) | 1.1 (1.0) | 0.5 (1.1) | 0.0 (0.0) | 2.8 (1.4) | 1.4 (1.3) | 4.9 (2.8) | 0.9 (1.2) | 1.4 (1.2) | 3.0 (1.5) | 0.5 (1.1) | 0.0 (0.0) |
| 101 to 240 hours | 3.4 (1.3) | 0.0 (0.0) | 4.1 (3.0) | 0.0 (0.0) | 4.4 (1.8) | 2.1 (1.6) | 3.1 (2.3) | 4.3 (2.5) | 2.6 (1.6) | 4.4 (1.8) | 1.3 (1.7) | 0.8 (1.5) |
| More than 240 hours | 0.3 (0.3) | 0.6 (0.8) | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.5) | 0.2 (0.4) | 0.6 (1.0) | 0.0 (0.0) | 0.3 (0.5) | 0.2 (0.4) | 0.0 (0.0) | 0.5 (1.2) |
| Number of respondents | 687 | 219 | 134 | 42 | 395 | 292 | 194 | 246 | 247 | 467 | 116 | 104 |

Source: Parent interviews.

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage received speech/ language therapy: | | | | |
| Never | 77.8 (3.7) | 58.3 (5.8) | 76.8 (4.3) | 73.2 (5.8) |
| For just a few days | 0.0 (0.0) | 0.5 (0.9) | 0.0 (0.0) | 0.5 (0.9) |
| For a few weeks | 1.1 (0.3) | 2.3 (1.8) | 2.4 (1.6) | 0.8 (1.2) |
| For a few months | 2.3 (1.4) | 4.0 (2.3) | 1.3 (1.2) | 3.3 (2.3) |
| For about a year | 5.4 (2.0) | 6.9 (3.0) | 6.6 (2.5) | 5.3 (3.0) |
| For several years or more | 13.3 (3.0) | 27.9 (5.3) | 12.9 (3.4) | 16.9 (4.9) |
| Number of respondents | 374 | 282 | 286 | 240 |
| Percentage received following hours of speech/language therapy in the past year: | | | | |
| None | 96.4 (1.7) | 83.1 (4.5) | 93.3 (2.7) | 91.2 (3.7) |
| Fewer than 40 hours | 1.2 (1.0) | 3.3 (2.2) | 1.8 (1.4) | 1.7 (1.7) |
| 40 to 100 hours | 0.7 (0.8) | 5.4 (2.7) | 0.5 (0.7) | 5.2 (2.9) |
| 101 to 240 hours | 1.5 (1.1) | 7.6 (3.2) | 4.4 (2.2) | 1.4 (1.5) |
| More than 240 hours | 0.1 (0.3) | 0.6 (0.9) | 0.0 (0.0) | 0.5 (1.0) |
| Number of respondents | 364 | 273 | 270 | 237 |

Source: Parent interviews.

Table 33C: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received speech/language therapy: | | | | | | | | | |
| Never | 75.6 (5.9) | 78.9 (5.3) | 67.5 (4.9) | 84.3 (3.8) | 66.3 (4.4) | 83.7 (6.3) | 74.0 (5.1) | 80.5 (4.9) | 63.4 (5.4) |
| For just a few days | 0.0 (0.0) | 0.3 (0.7) | 0.0 (0.0) | 0.3 (0.6) | 0.0 (0.0) | 0.9 (1.6) | 0.2 (0.5) | 0.0 (0.0) | 0.3 (0.6) |
| For a few weeks | 1.6 (1.7) | 1.1 (1.3) | 0.9 (1.0) | 0.4 (0.7) | 1.8 (1.2) | 0.0 (0.0) | 0.8 (1.1) | 2.2 (1.8) | 1.2 (1.2) |
| For a few months | 1.5 (1.7) | 4.8 (2.8) | 2.6 (1.7) | 2.2 (1.5) | 3.2 (1.7) | 1.9 (2.3) | 2.9 (2.0) | 0.6 (0.9) | 5.6 (2.6) |
| For about a year | 5.1 (3.0) | 3.6 (2.4) | 8.2 (2.9) | 3.9 (2.0) | 0.8 (2.4) | 3.0 (2.9) | 4.3 (2.4) | 5.4 (2.8) | 7.6 (3.0) |
| For several years or more | 16.3 (5.1) | 11.3 (4.1) | 20.8 (4.3) | 8.9 (3.0) | 21.8 (3.9) | 10.5 (5.2) | 17.8 (4.5) | 11.2 (3.9) | 22.0 (4.6) |
| Number of respondents | 160 | 192 | 284 | 204 | 432 | 70 | 226 | 236 | 248 |
| Percentage received following hours of speech/language therapy in the past year: | | | | | | | | | |
| None | 89.8 (4.4) | 94.5 (3.0) | 90.5 (3.1) | 98.3 (1.4) | 89.7 (2.9) | 94.0 (4.2) | 88.1 (4.0) | 98.2 (1.7) | 91.1 (3.3) |
| Fewer than 40 hours | 1.8 (2.0) | 1.1 (1.4) | 3.3 (1.9) | 0.7 (0.9) | 2.2 (1.4) | 2.7 (2.9) | 1.5 (1.5) | 1.0 (1.3) | 3.4 (2.1) |
| 40 to 100 hours | 4.4 (3.0) | 1.1 (1.3) | 2.0 (1.5) | 0.0 (0.0) | 2.9 (1.6) | 2.4 (2.7) | 4.4 (2.5) | 0.6 (1.0) | 1.4 (1.4) |
| 101 to 240 hours | 4.0 (2.9) | 2.7 (2.1) | 3.9 (2.1) | 0.3 (0.6) | 5.1 (2.1) | 0.9 (1.7) | 5.3 (2.8) | 0.2 (0.6) | 4.1 (2.3) |
| More than 240 hours | 0.0 (0.0) | 0.7 (1.1) | 0.2 (0.5) | 0.7 (0.9) | 0.1 (0.3) | 0.0 (0.0) | 0.7 (1.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 145 | 182 | 277 | 182 | 418 | 65 | 207 | 223 | 239 |

Source: Parent interviews.

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average hours of speech/language therapy provided recipients in the past year | 8.6 (2.7) | 3.0 (2.4) | 7.2 (4.5) | 0.0 (0.0) | 10.6 (3.9) | 6.0 (3.2) | 10.2 (4.8) | 8.0 (4.1) | 7.8 (4.8) | 10.5 (3.2) | 2.9 (3.4) | 5.7 (9.2) |
| Number of respondents | 687 | 219 | 134 | 42 | 395 | 292 | 194 | 246 | 247 | 467 | 116 | 104 |
| Percentage received speech/language therapy in the past year from:* | | | | | | | | | | | | |
| Secondary school | 56.1 (11.2) | --- | --- | --- | 49.1 (15.1) | 65.6 (16.1) | 39.9 (22.0) | 82.3 (15.8) | 48.8 (16.0) | 55.4 (12.6) | --- | --- |
| Special school | 60.7 (10.7) | --- | --- | --- | 69.6 (13.5) | 51.4 (16.5) | 78.8 (17.4) | 30.6 (16.2) | 65.7 (15.2) | 65.1 (11.8) | --- | --- |
| Postsecondary school | 0.9 (2.2) | --- | --- | --- | 0.0 (0.0) | 1.9 (4.9) | 0.0 (0.0) | 0.0 (0.0) | 2.1 (4.7) | 0.0 (0.0) | --- | --- |
| Family member/friend | 2.6 (3.8) | --- | --- | --- | 4.5 (6.7) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 6.6 (8.3) | 0.0 (0.0) | --- | --- |
| Private therapist | 0.9 (2.3) | --- | --- | --- | 0.0 (0.0) | 2.2 (5.3) | 0.0 (0.0) | 3.2 (8.1) | 0.0 (0.0) | 1.1 (2.9) | --- | --- |
| Vocational Rehabilitation | 0.0 (0.0) | --- | --- | --- | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | --- | --- |
| Hospital/institution | 2.0 (3.3) | --- | --- | --- | 1.2 (3.2) | 3.1 (6.1) | 0.0 (0.0) | 2.4 (6.8) | 3.3 (5.9) | 0.0 (0.0) | --- | --- |
| Other agency | 2.5 (2.6) | --- | --- | --- | 0.0 (0.0) | 5.7 (8.3) | 0.0 (0.0) | 0.0 (0.0) | 6.2 (7.9) | 0.0 (0.0) | --- | --- |
| Number of respondents | 58 | 14 | 9 | 2 | 30 | 28 | 16 | 17 | 25 | 49 | 5 | 4 |

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

192

270

271

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Average hours of speech/language therapy provided recipients in the past year | 3.4 (2.0) | 20.0 (6.9) | 8.5 (3.8) | 9.6 (6.0) |
| Number of respondents | 364 | 273 | 270 | 237 |
| Percentage received speech/language therapy in the past year from:* | | | | |
| Secondary school | 94.2 (7.9) | 24.4 (14.0) | 81.5 (16.2) | 37.5 (18.9) |
| Special school | 10.6 (12.4) | 83.6 (10.4) | 24.2 (18.4) | 63.1 (17.0) |
| Postsecondary school | 0.0 (0.0) | 1.3 (3.8) | 0.0 (0.0) | 1.9 (5.4) |
| Family member/friend | 0.0 (0.0) | 4.3 (6.6) | 0.0 (0.0) | 1.9 (5.4) |
| Private therapist | 2.7 (6.5) | 0.0 (0.0) | 3.2 (7.8) | 0.0 (0.0) |
| Vocational Rehabilitation | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Hospital/institution | 0.0 (0.0) | 3.3 (5.7) | 0.0 (0.0) | 4.5 (7.8) |
| Other agency | 3.9 (7.8) | 0.0 (0.0) | 0.0 (0.0) | 2.5 (5.9) |
| Number of respondents | 19 | 35 | 16 | 25 |

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33C: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|---------------|----------------|---------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average hours of speech/language therapy provided recipients in the past year | 11.3 (5.5) | 8.2 (6.5) | 8.3 (3.4) | 2.7 (2.8) | 11.7 (4.2) | 4.1 (3.7) | 15.7 (6.7) | 1.2 (1.4) | 7.3 (3.1) |
| Number of respondents | 145 | 182 | 277 | 182 | 418 | 65 | 207 | 223 | 239 |
| Percentage received speech/language therapy in the past year from:* | | | | | | | | | |
| Secondary school | --- | --- | 44.6 (17.3) | --- | 54.5 (14.8) | --- | 57.1 (16.3) | --- | 41.1 (18.8) |
| Special school | --- | --- | 69.7 (15.7) | --- | 59.9 (14.1) | --- | 55.2 (16.1) | --- | 84.3 (13.9) |
| Postsecondary school | --- | --- | 0.0 (0.0) | --- | 1.0 (3.0) | --- | 0.0 (0.0) | --- | 0.0 (0.0) |
| Family member/friend | --- | --- | 5.5 (8.1) | --- | 3.1 (5.4) | --- | 1.7 (4.5) | --- | 0.0 (0.0) |
| Private therapist | --- | --- | 2.9 (5.9) | --- | 1.1 (3.2) | --- | 0.0 (0.0) | --- | 3.2 (7.1) |
| Vocational Rehabilitation | --- | --- | 0.0 (0.0) | --- | 0.0 (0.0) | --- | 0.0 (0.0) | --- | 0.0 (0.0) |
| Hospital/institution | --- | --- | 0.0 (0.0) | --- | 2.4 (4.6) | --- | 0.0 (0.0) | --- | 0.0 (0.0) |
| Other agency | --- | --- | 0.0 (0.0) | --- | 3.0 (5.0) | --- | 0.0 (0.0) | --- | 4.7 (8.5) |
| Number of respondents | 12 | 13 | 25 | 9 | 40 | 7 | 25 | 11 | 19 |

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received help with physical needs: | | | | | | | | | | | | |
| Never | 57.1 (3.3) | 59.8 (4.9) | 64.6 (7.3) | 75.2 (10.5) | 56.1 (4.1) | 58.4 (5.4) | 62.0 (6.1) | 59.9 (5.8) | 50.0 (5.1) | 57.9 (4.1) | 56.0 (7.7) | 55.0 (8.1) |
| For just a few days | 2.2 (1.0) | 2.8 (1.6) | 3.8 (2.9) | 2.2 (3.6) | 2.5 (1.3) | 1.9 (1.5) | 3.3 (2.3) | 2.1 (1.7) | 1.5 (1.2) | 2.5 (1.3) | 1.5 (1.9) | 1.7 (2.1) |
| For a few weeks | 1.9 (0.9) | 1.1 (1.0) | 1.0 (1.5) | 8.5 (6.8) | 2.5 (1.3) | 1.1 (1.1) | 0.8 (1.1) | 3.9 (2.3) | 0.4 (0.6) | 2.4 (1.3) | 1.0 (1.6) | 0.5 (1.2) |
| For a few months | 3.7 (1.3) | 6.7 (2.5) | 1.4 (1.8) | 0.0 (0.0) | 3.7 (1.6) | 3.7 (2.0) | 3.5 (2.3) | 3.8 (2.3) | 3.7 (1.9) | 3.8 (1.6) | 2.6 (2.5) | 4.4 (3.3) |
| For about a year | 4.8 (1.4) | 4.3 (2.0) | 1.8 (2.1) | 0.0 (0.0) | 4.1 (1.6) | 5.8 (2.5) | 3.7 (2.4) | 4.2 (2.4) | 6.5 (2.5) | 3.5 (1.5) | 6.7 (3.9) | 8.6 (4.6) |
| For several years or more | 30.3 (3.1) | 25.4 (4.3) | 27.4 (6.8) | 14.2 (8.5) | 31.2 (3.8) | 29.2 (4.9) | 26.7 (5.6) | 26.1 (5.2) | 37.9 (5.0) | 30.0 (3.8) | 32.1 (7.2) | 29.7 (7.4) |
| Number of respondents | 724 | 226 | 134 | 43 | 417 | 307 | 204 | 257 | 263 | 493 | 122 | 109 |
| Percentage received following hours of help with physical needs in the past year: | | | | | | | | | | | | |
| None | 76.9 (2.8) | 81.6 (4.0) | 77.6 (6.4) | 95.6 (5.0) | 82.8 (3.2) | 74.3 (5.0) | 77.7 (5.4) | 79.8 (4.9) | 78.8 (4.4) | 76.7 (3.7) | 80.4 (6.3) | 87.3 (5.7) |
| Fewer than 40 hours | 4.3 (1.4) | 3.7 (1.9) | 6.4 (3.8) | 2.4 (3.7) | 3.3 (1.5) | 5.4 (2.6) | 3.3 (2.3) | 5.3 (2.8) | 3.8 (2.1) | 4.5 (1.8) | 5.0 (3.5) | 2.3 (2.6) |
| 40 to 100 hours | 6.5 (1.7) | 8.0 (2.8) | 5.7 (3.6) | 0.0 (0.0) | 4.2 (1.7) | 9.1 (3.3) | 5.1 (2.9) | 6.2 (3.0) | 7.9 (2.9) | 7.3 (2.3) | 1.9 (2.2) | 8.1 (4.7) |
| 101 to 240 hours | 5.5 (1.6) | 2.8 (1.7) | 8.1 (4.2) | 0.0 (0.0) | 4.7 (1.8) | 6.4 (2.8) | 6.9 (3.3) | 6.1 (2.9) | 3.7 (2.0) | 7.3 (2.3) | 3.2 (2.8) | 0.4 (1.1) |
| 241 to 480 hours | 2.1 (1.0) | 1.7 (1.3) | 0.9 (1.5) | 2.0 (3.4) | 1.4 (1.0) | 3.1 (2.0) | 1.3 (1.5) | 1.6 (1.6) | 3.4 (2.0) | 1.2 (1.0) | 7.6 (4.2) | 0.0 (0.0) |
| More than 480 hours | 2.7 (1.1) | 2.2 (1.5) | 1.2 (1.7) | 0.0 (0.0) | 3.5 (1.6) | 1.7 (1.5) | 5.7 (3.0) | 0.9 (1.2) | 2.3 (1.6) | 3.1 (1.5) | 1.9 (2.2) | 1.9 (2.3) |
| Number of respondents | 669 | 213 | 133 | 43 | 384 | 285 | 188 | 241 | 240 | 451 | 117 | 101 |

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews

Table 348: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage received help with physical needs: | | | | |
| Never | 85.6 (4.3) | 37.2 (5.5) | 75.7 (4.4) | 32.8 (6.1) |
| For just a few days | 2.5 (1.4) | 0.7 (0.9) | 1.6 (1.3) | 2.4 (2.0) |
| For a few weeks | 2.8 (1.5) | 0.6 (0.9) | 2.4 (1.6) | 0.5 (0.9) |
| For a few months | 2.9 (1.5) | 4.9 (2.5) | 2.4 (1.5) | 5.3 (2.9) |
| For about a year | 2.6 (1.4) | 7.3 (3.0) | 1.8 (1.4) | 9.7 (3.8) |
| For several years or more | 23.6 (3.8) | 49.4 (5.7) | 16.8 (3.8) | 49.2 (6.5) |
| Number of respondents | 372 | 283 | 283 | 239 |
| Percentage received following hours of help with physical needs in the past year: | | | | |
| None | 83.2 (3.4) | 66.2 (5.5) | 89.6 (3.2) | 64.7 (6.4) |
| Fewer than 40 hours | 4.7 (1.9) | 4.5 (2.4) | 1.5 (1.5) | 8.3 (3.7) |
| 40 to 100 hours | 4.6 (2.0) | 9.9 (3.5) | 2.4 (1.6) | 13.1 (4.5) |
| 101 to 240 hours | 4.3 (1.9) | 9.8 (3.5) | 3.4 (1.9) | 7.1 (3.4) |
| 241 to 480 hours | 1.4 (1.1) | 3.9 (2.3) | 1.2 (1.2) | 4.2 (2.7) |
| More than 480 hours | 1.5 (1.1) | 5.8 (2.7) | 1.4 (1.3) | 2.6 (2.1) |
| Number of respondents | 360 | 260 | 269 | 222 |

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received help with physical needs: | | | | | | | | | |
| Never | 60.1 (6.7) | 66.1 (6.0) | 49.5 (5.3) | 73.7 (4.6) | 48.9 (4.6) | 65.2 (8.3) | 61.1 (5.7) | 64.2 (5.9) | 44.9 (5.6) |
| For just a few days | 0.3 (1.1) | 1.3 (1.4) | 4.7 (2.7) | 0.7 (0.8) | 3.1 (1.6) | 1.0 (1.7) | 1.2 (1.3) | 2.3 (1.8) | 3.2 (2.0) |
| For a few weeks | 0.9 (1.3) | 0.4 (0.8) | 4.6 (2.3) | 0.9 (1.0) | 2.4 (1.4) | 1.3 (2.0) | 1.1 (1.2) | 3.6 (2.3) | 1.0 (1.1) |
| For a few months | 4.0 (2.7) | 4.2 (2.5) | 2.8 (1.8) | 3.8 (2.0) | 2.7 (1.5) | 10.5 (5.3) | 2.8 (1.9) | 4.0 (2.4) | 4.6 (2.3) |
| For about a year | 4.0 (2.7) | 7.8 (3.4) | 3.4 (1.9) | 2.1 (1.5) | 6.6 (2.3) | 1.1 (1.8) | 7.9 (3.1) | 1.6 (1.5) | 4.8 (2.4) |
| For several years or more | 30.3 (6.3) | 20.2 (5.1) | 34.7 (5.0) | 18.8 (4.1) | 36.3 (4.5) | 20.9 (7.1) | 25.7 (5.1) | 24.3 (5.2) | 41.5 (5.5) |
| Number of respondents | 160 | 194 | 282 | 204 | 432 | 67 | 226 | 237 | 247 |
| Percentage received following hours of help with physical needs in the past year: | | | | | | | | | |
| None | 81.5 (5.6) | 88.6 (4.2) | 71.6 (4.9) | 90.3 (3.3) | 74.1 (4.2) | 83.7 (6.8) | 86.9 (4.1) | 85.2 (4.6) | 62.6 (5.6) |
| Fewer than 40 hours | 1.9 (2.0) | 2.2 (1.9) | 8.3 (3.0) | 2.0 (1.6) | 5.3 (2.1) | 2.5 (2.9) | 2.4 (1.9) | 1.4 (1.5) | 9.5 (3.1) |
| 40 to 100 hours | 6.9 (3.7) | 2.5 (2.0) | 7.0 (2.8) | 1.4 (1.3) | 8.7 (2.7) | 6.4 (4.5) | 5.1 (2.7) | 3.9 (2.5) | 10.8 (3.5) |
| 101 to 240 hours | 5.7 (3.4) | 2.2 (1.9) | 6.1 (2.6) | 4.2 (2.3) | 6.4 (2.3) | 0.0 (0.0) | 2.3 (1.8) | 5.0 (2.8) | 9.9 (3.5) |
| 241 to 480 hours | 1.9 (2.0) | 1.8 (1.8) | 2.7 (1.8) | 0.5 (0.8) | 2.9 (1.6) | 2.0 (2.6) | 1.7 (1.3) | 2.1 (1.8) | 3.5 (2.1) |
| More than 480 hours | 2.0 (2.0) | 2.8 (2.2) | 4.2 (2.2) | 1.6 (1.4) | 2.6 (1.5) | 5.5 (4.2) | 2.1 (1.7) | 2.4 (2.0) | 3.8 (2.2) |
| Number of respondents | 143 | 180 | 269 | 179 | 407 | 61 | 205 | 218 | 235 |

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average hours of help with physical needs provided recipients in the past year | 54.6 (18.1) | 34.4 (15.0) | 30.9 (19.5) | 6.4 (10.6) | 60.1 (22.6) | 48.2 (29.3) | 94.3 (46.3) | 30.2 (17.3) | 50.9 (30.0) | 58.1 (21.1) | 50.2 (26.0) | 44.1 (64.9) |
| Number of respondents | 669 | 213 | 133 | 43 | 384 | 285 | 188 | 241 | 240 | 451 | 117 | 101 |
| Percentage received help with physical needs in the past year from:** | | | | | | | | | | | | |
| Secondary school | 26.2 (5.9) | 47.3 (12.1) | 47.7 (14.3) | --- | 34.6 (8.6) | 18.5 (7.7) | 26.3 (12.8) | 31.5 (10.5) | 20.6 (7.8) | 27.8 (7.2) | 29.8 (13.3) | 5.7 (9.8) |
| Special school | 44.4 (6.6) | 5.3 (5.4) | 12.5 (9.4) | --- | 52.2 (9.0) | 37.3 (9.6) | 61.2 (14.2) | 30.3 (10.4) | 43.6 (9.5) | 49.9 (8.1) | 35.1 (13.9) | 10.4 (12.9) |
| Postsecondary school | 0.5 (1.0) | 0.0 (0.0) | 0.0 (0.0) | --- | 0.0 (0.0) | 1.0 (2.0) | 0.0 (0.0) | 0.0 (0.0) | 1.5 (2.3) | 0.0 (0.0) | 3.7 (5.5) | 0.0 (0.0) |
| Family member/friend | 14.0 (4.6) | 14.1 (8.5) | 7.1 (7.3) | --- | 11.2 (5.7) | 16.5 (7.3) | 12.9 (9.7) | 14.7 (8.0) | 14.2 (6.7) | 13.5 (5.5) | 17.1 (11.0) | 12.8 (14.1) |
| Private therapist | 3.8 (2.5) | 5.6 (5.6) | 7.7 (7.6) | --- | 1.9 (2.5) | 5.5 (4.5) | 4.2 (5.8) | 3.3 (4.0) | 3.9 (3.7) | 3.6 (3.0) | 5.4 (6.6) | 2.8 (7.0) |
| Vocational Rehabilitation | 2.9 (2.2) | 0.0 (0.0) | 6.5 (7.0) | --- | 0.5 (1.3) | 5.0 (4.3) | 0.0 (0.0) | 3.0 (3.9) | 5.2 (4.3) | 1.4 (1.9) | 2.7 (4.7) | 16.6 (15.7) |
| Hospital/institution | 1.4 (1.5) | 4.6 (5.0) | 0.0 (0.0) | --- | 1.8 (2.3) | 1.1 (2.0) | 0.0 (0.0) | 0.8 (2.1) | 3.1 (3.3) | 0.0 (0.0) | 2.1 (4.1) | 11.2 (12.2) |
| Other source | 23.3 (5.6) | 40.8 (11.6) | 27.5 (12.8) | --- | 16.2 (6.6) | 29.8 (9.0) | 11.3 (9.1) | 32.9 (10.6) | 24.3 (8.1) | 20.3 (6.5) | 20.9 (11.7) | 50.2 (19.4) |
| Number of respondents | 188 | 39 | 38 | 3 | 94 | 94 | 43 | 70 | 75 | 138 | 34 | 16 |

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 348: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Service Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Average hours of help with physical needs provided recipients in the past year | 28.1 (11.8) | 123 (51.0) | 26.9 (16.3) | 66.0 (35.7) |
| Number of respondents | 360 | 260 | 269 | 222 |
| Percentage received help with physical needs in the past year from:** | | | | |
| Secondary school | 47.6 (10.1) | 4.6 (3.9) | 25.3 (12.3) | 26.0 (8.3) |
| Special school | 7.3 (5.3) | 77.8 (7.8) | 24.4 (12.2) | 43.9 (9.4) |
| Postsecondary school | 0.0 (0.0) | 1.0 (1.9) | 2.9 (4.7) | 0.0 (0.0) |
| Family member/friend | 12.8 (6.8) | 14.2 (6.5) | 28.1 (12.7) | 9.8 (5.7) |
| Private therapist | 6.8 (5.1) | 1.5 (2.3) | 5.3 (6.4) | 3.7 (3.6) |
| Vocational Rehabilitation | 3.3 (3.6) | 2.4 (2.9) | 10.8 (8.8) | 1.7 (2.4) |
| Hospital/institution | 1.3 (2.2) | 1.6 (2.4) | 0.0 (0.0) | 1.5 (2.3) |
| Other source | 36.9 (9.7) | 13.2 (6.3) | 21.3 (11.6) | 29.9 (8.6) |
| Number of respondents | 75 | 106 | 39 | 110 |

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average hours of help with physical needs provided recipients in the past year | 34.5 (19.2) | 40.4 (26.3) | 94.8 (42.3) | 29.0 (18.9) | 65.2 (26.2) | 50.4 (30.8) | 25.4 (14.7) | 57.0 (41.9) | 87.9 (32.8) |
| Number of respondents | 143 | 180 | 269 | 179 | 407 | 61 | 205 | 218 | 235 |
| Percentage received help with physical needs in the past year from:** | | | | | | | | | |
| Secondary school | 16.3 (11.0) | 40.7 (14.4) | 35.2 (8.7) | 42.7 (14.0) | 20.2 (6.6) | --- | 24.7 (12.6) | 36.5 (12.2) | 22.0 (7.6) |
| Special school | 50.2 (14.9) | 42.4 (14.5) | 41.3 (9.0) | 33.6 (13.3) | 47.1 (8.3) | --- | 45.1 (14.5) | 44.0 (12.6) | 42.9 (9.1) |
| Postsecondary school | 1.9 (4.1) | 0.0 (0.0) | 0.0 (0.0) | 4.3 (5.7) | 0.0 (0.0) | --- | 2.1 (4.1) | 0.0 (0.0) | 0.0 (0.0) |
| Family member/friend | 18.7 (11.6) | 30.8 (13.5) | 9.4 (5.3) | 33.0 (13.3) | 10.6 (5.1) | --- | 18.7 (11.4) | 18.3 (9.8) | 10.0 (5.5) |
| Private therapist | 1.9 (4.1) | 2.0 (4.1) | 7.5 (4.8) | 4.3 (5.7) | 4.2 (3.3) | --- | 2.1 (4.1) | 3.9 (4.9) | 4.7 (3.9) |
| Vocational Rehabilitation | 3.8 (5.7) | 2.2 (4.5) | 2.9 (3.1) | 2.8 (4.6) | 3.2 (2.9) | --- | 4.1 (5.8) | 0.0 (0.0) | 3.6 (3.4) |
| Hospital/institution | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 4.4 (5.7) | 1.1 (1.7) | --- | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Other source | 24.0 (12.7) | 14.0 (10.1) | 17.4 (6.9) | 10.0 (8.3) | 26.1 (7.2) | --- | 20.6 (11.8) | 19.6 (10.1) | 27.0 (8.2) |
| Number of respondents | 34 | 38 | 95 | 28 | 138 | 14 | 36 | 57 | 91 |

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage received transportation help in the past year from:* | | | | | | | | | | | | |
| Secondary school | 38.5 (5.8) | 52.8 (9.2) | 70.5 (14.2) | --- | 43.4 (7.5) | 31.8 (8.7) | 42.9 (11.9) | 43.0 (9.8) | 28.0 (8.1) | 43.5 (7.1) | 26.4 (12.5) | 15.6 (12.3) |
| Special school | 31.6 (5.5) | 12.6 (6.1) | 9.8 (9.2) | --- | 34.4 (7.2) | 27.8 (8.4) | 45.7 (12.0) | 25.2 (8.6) | 26.2 (7.9) | 36.1 (6.8) | 18.8 (11.1) | 13.3 (11.5) |
| Vocational Rehabilitation | 3.0 (2.0) | 0.9 (1.8) | 14.8 (11.0) | --- | 0.9 (1.4) | 6.0 (4.4) | 1.0 (2.3) | 4.1 (3.9) | 3.7 (3.4) | 2.2 (2.1) | 4.8 (6.0) | 6.9 (8.6) |
| Hospital/institution | 2.1 (1.7) | 4.8 (3.9) | 0.0 (0.0) | --- | 2.8 (2.5) | 1.2 (2.0) | 0.0 (0.0) | 1.6 (2.5) | 5.0 (3.9) | 2.0 (2.0) | 1.6 (3.6) | 3.4 (5.8) |
| Other source | 32.0 (5.5) | 37.2 (8.8) | 12.4 (10.3) | --- | 25.6 (6.5) | 40.8 (9.2) | 12.7 (8.0) | 32.6 (9.3) | 50.1 (8.9) | 23.6 (6.1) | 53.0 (13.9) | 65.5 (15.2) |
| Number of respondents | 239 | 68 | 32 | 2 | 134 | 105 | 63 | 91 | 85 | 178 | 36 | 25 |
| Percentage with transportation help including: | | | | | | | | | | | | |
| Rides on special vehicles | 21.6 (2.8) | 21.3 (4.1) | 11.3 (4.8) | 6.7 (6.0) | 23.5 (3.6) | 19.2 (4.3) | 26.3 (5.9) | 21.6 (4.8) | 17.7 (3.9) | 26.4 (3.8) | 9.8 (4.5) | 12.8 (5.4) |
| Help getting into vehicles | 3.1 (1.2) | 3.0 (1.7) | 5.0 (3.3) | 0.0 (0.0) | 3.2 (1.5) | 3.0 (1.9) | 4.2 (2.7) | 2.2 (1.7) | 3.3 (1.8) | 3.4 (1.5) | 3.3 (2.7) | 1.8 (2.1) |
| Help walking to school/work | 0.5 (0.5) | 0.0 (0.0) | 0.9 (1.4) | 0.0 (0.0) | 0.7 (0.7) | 0.2 (0.4) | 0.0 (0.0) | 0.9 (1.1) | 0.4 (0.7) | 0.4 (0.5) | 0.5 (1.0) | 1.0 (1.6) |
| Owning adapted vehicle | 0.6 (0.5) | 1.3 (1.1) | 0.6 (1.2) | 0.0 (0.0) | 0.5 (0.6) | 0.6 (0.9) | 0.0 (0.0) | 0.8 (1.1) | 0.7 (0.8) | 0.5 (0.6) | 0.0 (0.0) | 1.6 (2.0) |
| Aide to push wheelchair | 0.6 (0.5) | 0.7 (0.8) | 1.1 (1.6) | 0.0 (0.0) | 0.3 (0.5) | 0.9 (1.0) | 0.2 (0.7) | 0.3 (0.6) | 1.2 (1.1) | 0.4 (0.5) | 0.0 (0.0) | 2.2 (2.3) |
| Rides to places could not otherwise go | 6.5 (1.7) | 4.9 (2.2) | 5.1 (3.3) | 1.0 (0.0) | 5.7 (2.0) | 7.5 (2.9) | 6.9 (3.4) | 4.2 (2.3) | 8.8 (2.9) | 6.5 (2.1) | 6.1 (3.6) | 6.7 (4.0) |
| Other | 8.1 (1.9) | 9.4 (2.9) | 4.2 (3.1) | 4.7 (5.1) | 8.4 (2.4) | 7.8 (2.9) | 9.7 (3.9) | 10.1 (3.5) | 4.8 (2.2) | 8.4 (2.4) | 8.7 (4.3) | 6.5 (3.9) |
| Number of respondents | 734 | 228 | 134 | 44 | 422 | 312 | 204 | 262 | 268 | 498 | 125 | 111 |

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage received transportation help in the past year from:* | | | | |
| Secondary school | 54.6 (9.3) | 25.3 (7.3) | 50.6 (10.2) | 28.8 (9.3) |
| Special school | 10.1 (5.6) | 49.2 (8.4) | 22.3 (8.5) | 31.9 (9.5) |
| Vocational Rehabilitation | 5.7 (4.3) | 1.6 (2.1) | 8.4 (5.7) | 1.0 (2.1) |
| Hospital/institution | 2.3 (2.8) | 1.6 (2.1) | 1.6 (2.5) | 0.5 (1.4) |
| Other source | 34.1 (8.8) | 30.6 (7.7) | 22.3 (8.5) | 41.8 (9.9) |
| Number of respondents | 89 | 132 | 75 | 95 |
| Percentage with transportation help including: | | | | |
| Rides on special vehicles | 11.8 (2.9) | 43.1 (5.6) | 13.9 (3.6) | 29.9 (5.8) |
| Help getting into vehicles | 2.3 (1.4) | 3.9 (2.2) | 2.6 (1.5) | 2.8 (2.1) |
| Help walking to school/work | 0.3 (0.5) | 1.0 (1.1) | 0.3 (0.5) | 0.8 (1.2) |
| Owning adapted vehicle | 0.8 (0.8) | 0.2 (0.5) | 0.1 (0.4) | 0.8 (1.2) |
| Aide to push wheelchair | 0.4 (0.6) | 1.2 (1.2) | 0.0 (0.0) | 0.5 (0.9) |
| Rides to places could not otherwise go | 4.1 (1.8) | 11.4 (3.6) | 3.1 (1.8) | 7.5 (3.4) |
| Other | 6.1 (2.2) | 10.9 (3.1) | 6.8 (2.6) | 9.0 (3.7) |
| Number of respondents | 374 | 2.9 | 285 | 244 |

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35C: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

| Service Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|---------------|---------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage received transportation help in the past year from:* | | | | | | | | | |
| Secondary school | 41.4 (11.6) | 34.0 (11.1) | 46.3 (9.1) | 40.3 (9.4) | 34.0 (7.6) | 63.6 (13.6) | 46.1 (10.4) | 32.5 (9.7) | 37.5 (9.7) |
| Special school | 32.8 (11.1) | 31.4 (10.9) | 22.1 (7.6) | 33.1 (9.0) | 32.8 (7.6) | 29.0 (12.9) | 34.6 (9.9) | 26.9 (9.2) | 32.2 (9.3) |
| Vocational Rehabilitation | 1.1 (2.5) | 7.3 (6.1) | 2.5 (2.9) | 3.1 (3.3) | 3.3 (2.9) | 0.0 (0.0) | 1.0 (2.1) | 6.3 (5.0) | 2.2 (2.9) |
| Hospital/institution | 4.8 (5.1) | 0.0 (0.0) | 0.0 (0.0) | 9.1 (5.4) | 0.3 (0.9) | 0.0 (0.0) | 2.7 (3.4) | 1.9 (2.8) | 0.0 (0.0) |
| Other source | 28.9 (10.7) | 31.5 (10.9) | 34.1 (8.6) | 28.9 (8.6) | 34.0 (7.5) | 20.4 (11.4) | 22.1 (8.7) | 38.6 (10.1) | 34.8 (9.5) |
| Number of respondents | 54 | 59 | 95 | 61 | 146 | 25 | 70 | 85 | 77 |
| Percentage with transportation help including: | | | | | | | | | |
| Rides on special vehicles | 23.5 (5.8) | 20.0 (5.2) | 17.9 (4.0) | 16.6 (3.9) | 23.5 (3.9) | 25.7 (7.4) | 20.5 (4.6) | 18.8 (4.8) | 24.9 (4.8) |
| Help getting into vehicles | 1.1 (1.4) | 1.9 (1.8) | 4.0 (2.1) | 1.1 (1.1) | 3.8 (1.8) | 4.3 (3.4) | 2.2 (1.7) | 5.3 (2.8) | 2.0 (1.6) |
| Help walking to school/work | 0.4 (0.8) | 0.3 (0.7) | 0.7 (0.9) | 0.0 (0.0) | 0.6 (0.7) | 1.3 (1.9) | 0.0 (0.0) | 0.8 (1.1) | 0.4 (0.7) |
| Owning adapted vehicle | 0.0 (0.0) | 1.4 (1.5) | 0.2 (0.4) | 0.0 (0.0) | 0.7 (0.8) | 1.3 (1.9) | 0.3 (0.6) | 0.0 (0.0) | 1.5 (1.3) |
| Aide to push wheelchair | 0.0 (0.0) | 0.6 (1.0) | 0.2 (0.5) | 0.5 (0.7) | 0.6 (0.7) | 1.3 (1.9) | 0.0 (0.0) | 0.2 (0.6) | 0.9 (1.1) |
| Rides to places could not otherwise go | 4.1 (2.7) | 3.7 (2.4) | 6.0 (2.5) | 4.7 (2.2) | 6.5 (2.3) | 9.7 (5.0) | 4.1 (2.3) | 5.1 (2.7) | 10.7 (3.4) |
| Other | 13.3 (4.6) | 4.4 (2.6) | 8.2 (2.9) | 6.9 (2.6) | 8.8 (2.6) | 7.8 (4.6) | 11.6 (3.7) | 7.2 (3.2) | 5.2 (2.5) |
| Number of respondents | 163 | 195 | 285 | 206 | 437 | 70 | 231 | 240 | 240 |

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS

| Secondary School Achievement | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage receiving grades with secondary school grade point average (GPA) of:* | | | | | | | | | | | | |
| 3.25 or higher | 17.3 (3.2) | 7.0 (3.4) | 28.2 (8.4) | 10.5 (8.6) | 16.4 (3.9) | 18.2 (5.3) | 20.8 (6.6) | 13.5 (4.8) | 19.2 (5.1) | 17.9 (4.1) | 14.1 (6.2) | 20.2 (7.3) |
| 2.75 to 3.24 | 19.3 (3.4) | 21.8 (5.4) | 16.3 (6.9) | 11.2 (8.8) | 14.2 (3.7) | 25.8 (6.1) | 14.0 (5.6) | 22.6 (5.9) | 20.3 (5.2) | 18.1 (4.2) | 25.3 (7.8) | 17.4 (6.9) |
| 2.25 to 2.74 | 27.0 (3.8) | 24.7 (5.7) | 27.4 (8.4) | 26.8 (12.4) | 20.1 (4.2) | 35.6 (6.6) | 26.0 (7.1) | 25.1 (6.1) | 31.1 (6.0) | 26.6 (4.8) | 26.3 (7.9) | 31.0 (8.4) |
| 1.75 to 2.24 | 24.1 (3.6) | 25.9 (5.8) | 18.9 (7.3) | 43.8 (13.9) | 33.8 (5.0) | 12.2 (4.5) | 22.0 (6.7) | 28.7 (6.4) | 19.3 (5.1) | 24.8 (4.7) | 25.4 (7.8) | 17.2 (6.8) |
| 1.25 to 1.74 | 7.2 (2.2) | 10.1 (4.0) | 8.7 (5.3) | 5.1 (6.1) | 8.2 (2.9) | 6.0 (3.3) | 9.0 (4.6) | 5.9 (3.3) | 7.1 (3.3) | 7.3 (2.8) | 3.9 (3.5) | 10.5 (5.5) |
| Less than 1.25 | 5.1 (1.9) | 10.5 (4.0) | 0.5 (1.4) | 2.7 (4.5) | 7.4 (2.8) | 2.3 (2.1) | 8.2 (4.4) | 4.3 (2.9) | 3.0 (2.2) | 5.3 (2.4) | 5.0 (3.9) | 3.7 (3.4) |
| Number of respondents | 501 | 146 | 102 | 33 | 284 | 216 | 148 | 196 | 157 | 334 | 98 | 65 |
| Average GPA for students receiving grades:* | | | | | | | | | | | | |
| As a whole | 2.5 (0.1) | 2.2 (0.1) | 2.7 (0.1) | 2.4 (0.2) | 2.4 (0.1) | 2.6 (0.1) | 2.5 (0.1) | 2.5 (0.1) | 2.6 (0.1) | 2.5 (0.1) | 2.5 (0.1) | 2.5 (0.1) |
| In grades 7 or 8 | 2.4 (0.2) | --- | --- | --- | 2.4 (0.3) | 2.4 (0.2) | 2.5 (0.3) | --- | --- | 2.5 (0.2) | --- | --- |
| In grades 9 or 10 | 2.4 (0.1) | 2.2 (0.2) | 2.6 (0.2) | --- | 2.3 (0.1) | 2.6 (0.2) | 2.5 (0.2) | 2.3 (0.1) | --- | 2.4 (0.1) | --- | --- |
| In grades 11 or 12 | 2.6 (0.1) | 2.4 (0.1) | 2.7 (0.2) | --- | 2.5 (0.1) | 2.7 (0.1) | --- | 2.6 (0.1) | 2.6 (0.1) | 2.6 (0.1) | 2.6 (0.1) | 2.6 (0.2) |
| Number of respondents | 500 | 145 | 102 | 33 | 283 | 216 | 148 | 195 | 157 | 333 | 98 | 65 |
| Percentage receiving grades who received 1 or more failing grades in most recent school year:* | | | | | | | | | | | | |
| As a whole | 17.1 (3.0) | 20.4 (5.1) | 15.7 (6.3) | 29.4 (12.8) | 21.3 (4.2) | 11.6 (4.2) | 20.7 (6.3) | 9.7 (5.4) | 9.7 (3.7) | 18.6 (3.9) | 13.4 (5.9) | 13.9 (6.8) |
| In grades 7 or 8 | 20.2 (9.9) | --- | --- | --- | 28.4 (14.4) | 7.0 (9.8) | 19.4 (11.3) | --- | --- | 18.8 (10.6) | --- | --- |
| In grades 9 or 10 | 24.6 (5.8) | 29.9 (8.8) | 22.7 (11.2) | --- | 30.9 (7.9) | 16.2 (8.0) | 24.8 (8.5) | 25.1 (8.8) | --- | 23.2 (6.2) | --- | --- |
| In grades 11 or 12 | 14.7 (4.6) | 11.0 (6.1) | 13.6 (9.1) | --- | 18.2 (6.5) | 11.3 (6.5) | --- | 18.1 (8.3) | 12.1 (4.8) | 18.8 (8.6) | 9.7 (5.8) | 15.7 (8.5) |
| Number of respondents | 562 | 154 | 114 | 33 | 324 | 237 | 163 | 218 | 181 | 380 | 102 | 76 |

202

286

287



* See Appendix for percentage of students that had graded classes.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS

| Secondary School Achievement | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage receiving grades with secondary school grade point average (GPA) of:* | | | | |
| 3.25 or higher | 15.5 (3.9) | 21.6 (5.1) | 15.3 (3.8) | 21.8 (6.4) |
| 2.75 to 3.24 | 17.8 (4.1) | 23.2 (5.2) | 20.2 (4.2) | 23.2 (6.5) |
| 2.25 to 2.74 | 26.1 (4.8) | 29.3 (5.6) | 24.4 (4.5) | 28.9 (7.0) |
| 1.75 to 2.24 | 26.9 (4.8) | 17.1 (4.7) | 25.0 (4.5) | 18.4 (6.0) |
| 1.25 to 1.74 | 8.6 (3.0) | 3.7 (2.3) | 9.0 (3.1) | 3.0 (2.7) |
| Less than 1.25 | 5.1 (2.4) | 5.0 (2.7) | 5.4 (2.4) | 4.7 (3.3) |
| Number of respondents | 280 | 221 | 290 | 177 |
| Average GPA for students receiving grades:* | | | | |
| As a whole | 2.4 (0.1) | 2.7 (0.1) | 2.4 (0.1) | 2.6 (0.1) |
| In grades 7 or 8 | 2.6 (0.3) | 2.1 (0.3) | 2.6 (0.3) | 2.3 (0.3) |
| In grades 9 or 10 | 2.3 (0.1) | 2.6 (0.1) | 2.3 (0.1) | 2.6 (0.2) |
| In grades 11 or 12 | 2.5 (0.1) | 3.0 (0.1) | 2.5 (0.1) | 2.8 (0.2) |
| Number of respondents | 279 | 221 | 290 | 177 |
| Percentage receiving grades who received 1 or more failing grades in most recent school year:* | | | | |
| As a whole | 18.9 (4.1) | 13.5 (4.2) | 21.4 (4.2) | 14.0 (5.1) |
| In grades 7 or 8 | 11.1 (10.0) | 45.5 (18.9) | 25.3 (13.8) | 22.0 (18.2) |
| In grades 9 or 10 | 25.5 (7.0) | 22.2 (9.7) | 22.4 (6.9) | 27.2 (11.1) |
| In grades 11 or 12 | 17.2 (6.1) | 6.7 (5.3) | 21.2 (6.3) | 4.0 (4.8) |
| Number of respondents | 298 | 264 | 304 | 196 |

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS

| Secondary School Achievement | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|--------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000 to \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage receiving grades with secondary school grade point average (GPA) of:* | | | | | | | | | |
| 3.25 or higher | 19.7 (7.6) | 10.0 (5.1) | 21.2 (5.6) | 9.9 (4.6) | 20.1 (4.8) | 11.4 (6.9) | 10.1 (4.4) | 18.7 (7.0) | 19.8 (5.9) |
| 2.75 to 3.24 | 17.7 (7.3) | 19.4 (6.7) | 26.6 (6.1) | 14.3 (5.4) | 20.6 (4.8) | 29.5 (9.9) | 18.4 (5.6) | 22.4 (7.4) | 21.1 (6.0) |
| 2.25 to 2.74 | 20.8 (7.7) | 34.9 (8.0) | 25.0 (5.9) | 25.6 (6.8) | 27.3 (5.3) | 27.1 (9.7) | 21.4 (5.9) | 28.0 (8.0) | 33.6 (6.9) |
| 1.75 to 2.24 | 26.8 (8.4) | 22.0 (7.0) | 16.8 (5.1) | 26.0 (6.8) | 24.4 (5.1) | 12.6 (7.2) | 30.2 (6.6) | 22.3 (7.5) | 15.6 (3.3) |
| 1.25 to 1.74 | 8.7 (5.4) | 7.6 (4.5) | 6.0 (3.7) | 13.8 (5.3) | 4.6 (2.5) | 12.7 (7.2) | 10.5 (4.4) | 5.7 (4.1) | 6.0 (3.5) |
| Less than 1.25 | 6.4 (4.6) | 6.2 (4.1) | 2.4 (2.1) | 10.5 (4.8) | 2.9 (2.0) | 6.8 (5.5) | 9.4 (3.2) | 1.8 (2.4) | 3.8 (2.8) |
| Number of respondents | 93 | 113 | 170 | 105 | 274 | 38 | 135 | 134 | 145 |
| Average GPA for students receiving grades:* | | | | | | | | | |
| As a whole | 2.5 (0.2) | 2.4 (0.1) | 2.6 (0.1) | 2.2 (0.1) | 2.6 (0.1) | 2.5 (0.2) | 2.3 (0.1) | 2.6 (0.1) | 2.6 (0.1) |
| In grades 7 or 8 | --- | --- | 2.5 (0.3) | --- | 2.6 (0.4) | --- | 1.8 (0.3) | --- | 2.4 (0.3) |
| In grades 9 or 10 | 2.3 (0.3) | 2.2 (0.2) | 2.6 (0.1) | 2.0 (0.2) | 2.5 (0.1) | 2.4 (0.3) | 2.2 (0.2) | 2.3 (0.2) | 2.6 (0.2) |
| In grades 11 or 12 | 2.7 (0.2) | 2.6 (0.2) | 2.7 (0.1) | 2.4 (0.2) | 2.7 (0.1) | 2.5 (0.2) | 2.6 (0.2) | 2.8 (0.1) | 2.7 (0.2) |
| Number of respondents | 93 | 112 | 170 | 105 | 274 | 35 | 134 | 134 | 145 |
| Percentage receiving grades who received 1 or more failing grades in most recent school year:* | | | | | | | | | |
| As a whole | 18.0 (7.0) | 19.2 (6.3) | 15.2 (4.9) | 32.7 (6.7) | 12.7 (3.8) | 11.7 (6.9) | 16.0 (5.3) | 20.4 (6.8) | 12.9 (4.9) |
| In grades 7 or 8 | --- | --- | 22.1 (18.9) | --- | 23.9 (15.7) | --- | 43.6 (21.4) | --- | 18.7 (17.7) |
| In grades 9 or 10 | 21.7 (13.1) | 33.2 (12.3) | 18.5 (8.2) | 37.3 (11.1) | 20.0 (7.9) | 13.2 (10.4) | 20.0 (10.0) | 32.9 (12.5) | 15.3 (8.5) |
| In grades 11 or 12 | 18.2 (11.5) | 6.1 (6.2) | 14.7 (7.6) | 37.6 (11.7) | 7.9 (4.8) | 12.3 (11.1) | 8.3 (6.4) | 14.7 (9.4) | 14.9 (8.3) |
| Number of respondents | 104 | 127 | 181 | 118 | 303 | 37 | 151 | 148 | 156 |

* See Appendix for percentage of students that had graded classes.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Secondary School Achievement | Total | Community | | | Gender | | Age in 1967 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of students that had graded classes in regular education, percentage receiving a failing grade* | 15.9 (3.8) | 16.0 (5.1) | 13.4 (6.5) | 24.6 (13.4) | 18.3 (5.1) | 13.1 (5.7) | 18.6 (7.2) | 15.7 (6.1) | 12.6 (6.2) | 17.3 (5.0) | 10.4 (6.6) | 18.5 (9.5) |
| Number of respondents | 313 | 134 | 100 | 28 | 173 | 140 | 105 | 131 | 77 | 210 | 65 | 38 |
| Of students that had graded classes in special education, percentage receiving a failing grade** | 10.7 (3.0) | 13.0 (5.9) | 1.9 (2.7) | 15.7 (13.6) | 16.6 (4.6) | 2.4 (2.4) | 12.1 (6.4) | 15.8 (6.2) | 4.8 (3.1) | 11.7 (3.9) | 9.1 (6.5) | 8.1 (8.6) |
| Number of respondents | 378 | 89 | 54 | 17 | 224 | 153 | 103 | 138 | 139 | 261 | 65 | 49 |
| Percentage absent from school: | | | | | | | | | | | | |
| Fewer than 5 days | 45.6 (4.0) | 30.7 (6.2) | 52.8 (8.5) | 57.5 (14.4) | 50.8 (5.2) | 38.1 (6.1) | 42.5 (8.1) | 49.7 (6.4) | 43.0 (5.8) | 48.4 (5.0) | 37.0 (7.8) | 42.8 (9.9) |
| 6 to 10 days | 20.7 (3.2) | 24.3 (5.8) | 18.4 (6.8) | 3.9 (5.6) | 18.9 (4.1) | 23.4 (5.3) | 25.4 (7.1) | 18.0 (4.7) | 22.4 (4.9) | 20.0 (4.0) | 14.6 (5.7) | 34.4 (9.5) |
| 11 to 20 days | 19.2 (3.1) | 26.7 (5.9) | 18.5 (6.3) | 18.0 (10.7) | 18.7 (4.0) | 19.5 (5.0) | 18.4 (6.4) | 23.3 (5.4) | 14.3 (4.1) | 18.5 (3.9) | 28.7 (7.4) | 8.3 (5.5) |
| 21 to 30 days | 8.2 (2.2) | 7.5 (3.5) | 6.8 (4.3) | 20.4 (11.8) | 6.9 (2.6) | 10.4 (3.8) | 9.4 (4.8) | 5.4 (2.9) | 11.0 (3.7) | 7.3 (2.6) | 12.4 (5.3) | 6.9 (5.1) |
| More than 30 days | 6.2 (1.9) | 10.8 (4.2) | 5.5 (3.9) | 2.3 (4.3) | 4.6 (2.2) | 8.6 (3.5) | 4.3 (3.3) | 5.5 (2.9) | 9.2 (3.4) | 5.7 (2.3) | 7.4 (4.2) | 7.6 (5.3) |
| Number of respondents | 560 | 140 | 99 | 30 | 325 | 232 | 151 | 226 | 183 | 380 | 107 | 69 |

* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 368: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| <u>Secondary School Achievement</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of students that had graded classes in regular education, percentage receiving a failing grade* | 16.6 (4.1) | 4.6 (4.2) | 21.9 (5.1) | 3.8 (4.0) |
| Number of respondents | 271 | 42 | 200 | 93 |
| Of students that had graded classes in special education, percentage receiving a failing grade** | 7.2 (3.7) | 14.9 (4.6) | 8.4 (3.4) | 16.4 (6.1) |
| Number of respondents | 149 | 229 | 179 | 146 |
| Percentage absent from school: | | | | |
| Fewer than 5 days | 44.4 (5.4) | 47.6 (5.7) | 50.3 (5.3) | 41.6 (6.5) |
| 6 to 10 days | 17.7 (4.1) | 25.4 (5.0) | 16.3 (3.9) | 24.5 (5.7) |
| 11 to 20 days | 21.4 (4.4) | 15.8 (4.2) | 19.6 (4.2) | 21.9 (5.5) |
| 21 to 30 days | 10.4 (3.3) | 4.8 (2.4) | 7.5 (2.8) | 4.8 (2.8) |
| More than 30 days | 6.2 (2.6) | 6.3 (2.8) | 6.2 (2.6) | 7.3 (3.4) |
| Number of respondents | 263 | 297 | 297 | 202 |

* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Secondary School Achievement | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Of students that had graded classes in regular education, percentage receiving a failing grade* | 20.9 (10.4) | 11.9 (6.6) | 16.0 (5.8) | 38.5 (9.5) | 30.6 (4.6) | 8.3 (6.2) | 16.6 (6.7) | 18.0 (8.7) | 12.7 (5.3) |
| Number of respondents | 51 | 69 | 124 | 68 | 160 | 34 | 84 | 80 | 102 |
| Of students that had graded classes in special education, percentage receiving a failing grade** | 10.0 (5.8) | 18.1 (7.8) | 2.5 (2.8) | 12.6 (5.3) | 8.8 (3.9) | 9.7 (7.8) | 10.4 (5.2) | 13.8 (6.6) | 5.7 (4.6) |
| Number of respondents | 79 | 89 | 105 | 75 | 208 | 24 | 110 | 105 | 86 |
| Percentage absent from school: | | | | | | | | | |
| Fewer than 5 days | 43.7 (8.5) | 50.5 (7.6) | 44.6 (6.9) | 40.3 (7.1) | 49.2 (5.5) | 29.9 (10.3) | 43.4 (7.2) | 49.5 (7.4) | 41.7 (7.4) |
| 6 to 10 days | 22.9 (7.2) | 17.3 (5.8) | 22.2 (5.8) | 22.3 (6.0) | 21.3 (4.5) | 22.0 (9.3) | 23.6 (6.2) | 13.1 (5.0) | 29.6 (8.8) |
| 11 to 20 days | 19.2 (6.7) | 20.7 (5.2) | 19.0 (5.5) | 21.8 (6.0) | 18.4 (4.1) | 24.0 (9.6) | 18.6 (5.4) | 23.9 (6.3) | 15.2 (5.4) |
| 21 to 30 days | 6.6 (4.2) | 6.4 (3.7) | 6.9 (3.5) | 6.2 (3.5) | 7.2 (2.9) | 16.7 (8.3) | 8.0 (4.0) | 7.2 (3.8) | 7.3 (3.9) |
| More than 30 days | 7.6 (4.5) | 5.1 (3.3) | 7.3 (3.6) | 9.4 (4.2) | 5.9 (2.6) | 7.5 (5.9) | 8.4 (4.0) | 6.4 (3.6) | 6.2 (3.6) |
| Number of respondents | 104 | 130 | 179 | 118 | 305 | 34 | 152 | 152 | 150 |

* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Secondary School Achievement | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|-----------------|----------------|----------------|-----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Average days absent: | | | | | | | | | | | | |
| As a whole | 10.3 (0.9) | 13.4 (1.9) | 9.0 (1.8) | 10.2 (2.8) | 9.4 (1.2) | 11.6 (1.4) | 10.1 (1.8) | 9.4 (1.4) | 11.6 (1.5) | 9.7 (1.1) | 12.1 (1.8) | 10.6 (2.4) |
| In grades 7 or 8 | 13.9 (3.3) | --- | --- | --- | 10.3 (4.1) | 20.7 (4.9) | 12.9 (3.9) | --- | --- | 13.2 (3.5) | --- | --- |
| In grades 9 or 10 | 9.4 (1.5) | 13.2 (2.6) | 6.7 (2.2) | --- | 9.3 (2.0) | 9.5 (2.2) | 8.7 (2.1) | 9.9 (2.2) | --- | 8.9 (1.6) | --- | --- |
| In grades 11 or 12 | 10.0 (1.4) | 12.8 (3.0) | 8.2 (2.1) | --- | 8.4 (1.8) | 11.9 (2.2) | --- | 8.4 (1.9) | 11.3 (1.7) | 8.6 (2.1) | 11.6 (2.2) | 10.0 (2.7) |
| Ungraded | 9.9 (2.4) | --- | --- | --- | 10.5 (3.2) | 8.4 (2.9) | --- | 7.7 (3.9) | 12.0 (3.2) | 10.1 (3.1) | --- | --- |
| Number of respondents | 559 | 139 | 99 | 30 | 324 | 232 | 151 | 225 | 183 | 379 | 107 | 69 |
| Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests* | 21.9 (3.9) | 23.1 (6.4) | 27.3 (8.8) | 6.2 (8.5) | 23.0 (5.1) | 20.3 (6.0) | 20.3 (7.9) | 14.8 (5.2) | 34.6 (6.9) | 20.9 (4.9) | 24.6 (7.9) | 21.0 (9.3) |
| Number of respondents | 366 | 115 | 70 | 22 | 217 | 147 | 95 | 158 | 113 | 244 | 77 | 44 |
| Percentage taking minimum competency tests that: | | | | | | | | | | | | |
| Failed | 7.2 (2.3) | 3.6 (3.5) | 3.8 (4.2) | 0.0 (0.0) | 9.2 (4.2) | 3.5 (3.3) | 14.9 (7.9) | 3.0 (2.9) | 7.4 (4.8) | 9.5 (4.2) | 2.2 (3.1) | 1.4 (3.3) |
| Passed in part | 20.8 (4.5) | 31.7 (8.7) | 21.4 (9.2) | 16.8 (13.2) | 23.0 (6.1) | 17.8 (6.8) | 21.1 (9.1) | 24.8 (7.3) | 11.9 (5.9) | 23.5 (6.1) | 17.9 (8.1) | 8.0 (7.4) |
| Passed fully | 72.1 (5.0) | 64.8 (8.9) | 75.0 (9.7) | 83.2 (13.2) | 67.8 (6.7) | 78.8 (7.3) | 64.1 (10.7) | 72.2 (7.6) | 80.7 (7.2) | 67.0 (6.7) | 80.0 (8.5) | 90.5 (8.0) |
| Number of respondents | 267 | 81 | 55 | 20 | 158 | 108 | 76 | 121 | 71 | 179 | 58 | 31 |

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 368: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Secondary School Achievement</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Average days absent: | | | | |
| As a whole | 10.9 (1.2) | 9.3 (1.4) | 9.7 (1.2) | 10.6 (1.5) |
| In grades 7 or 8 | 14.9 (4.2) | 11.2 (5.2) | 9.5 (3.6) | 17.1 (6.6) |
| In grades 9 or 10 | 9.4 (1.8) | 9.5 (2.4) | 8.5 (1.8) | 10.2 (2.2) |
| In grades 11 or 12 | 10.7 (1.8) | 8.7 (2.2) | 10.7 (1.8) | 8.2 (2.0) |
| Ungraded | --- | 9.3 (2.8) | 9.0 (5.1) | 11.1 (3.8) |
| Number of respondents | 262 | 297 | 297 | 202 |
| Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests* | | | | |
| | 18.4 (4.6) | 30.8 (6.6) | 18.6 (4.6) | 15.9 (6.1) |
| Number of respondents | 207 | 159 | 210 | 129 |
| Percentage taking minimum competency tests that: | | | | |
| Failed | 2.5 (2.1) | 21.3 (7.1) | 5.0 (3.0) | 11.8 (6.4) |
| Passed in part | 23.2 (5.8) | 13.5 (5.9) | 16.6 (5.1) | 28.1 (9.0) |
| Passed fully | 74.3 (6.0) | 65.2 (8.3) | 78.5 (5.6) | 60.1 (9.7) |
| Number of respondents | 161 | 107 | 161 | 97 |

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Secondary School Achievement | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Average days absent: | | | | | | | | | |
| As a whole | 10.8 (2.1) | 9.0 (1.6) | 10.4 (1.8) | 12.6 (2.1) | 9.2 (1.1) | 12.7 (2.7) | 10.8 (1.8) | 9.9 (1.6) | 10.2 (1.8) |
| In grades 7 or 8 | --- | --- | 20.7 (7.4) | --- | 12.3 (4.9) | --- | 7.5 (3.8) | --- | 19.0 (6.8) |
| In grades 9 or 10 | 10.9 (3.3) | 8.8 (2.7) | 9.4 (2.5) | 14.6 (3.5) | 7.7 (1.7) | 11.7 (4.1) | 11.0 (2.7) | 9.2 (2.8) | 8.8 (2.6) |
| In grades 11 or 12 | 11.5 (3.7) | 8.2 (2.1) | 8.9 (1.8) | 10.3 (3.2) | 9.5 (1.7) | --- | 11.5 (2.9) | 8.0 (1.9) | 10.9 (3.0) |
| Ungraded | 9.7 (5.3) | 10.5 (5.9) | 10.1 (4.5) | 14.7 (6.1) | 9.2 (2.8) | --- | 11.2 (5.5) | 14.3 (4.8) | 6.0 (2.1) |
| Number of respondents | 104 | 129 | 179 | 118 | 305 | 33 | 151 | 152 | 155 |
| Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests* | | | | | | | | | |
| | 15.9 (8.3) | 28.6 (8.2) | 19.3 (6.4) | 27.0 (7.8) | 21.2 (5.5) | 16.3 (9.3) | 29.2 (8.3) | 14.4 (8.6) | 19.6 (6.7) |
| Number of respondents | 62 | 83 | 129 | 85 | 192 | 27 | 99 | 90 | 109 |
| Percentage taking minimum competency tests that: | | | | | | | | | |
| Failed | 16.8 (10.0) | 4.5 (4.3) | 2.6 (2.8) | 9.9 (6.6) | 6.1 (3.7) | 8.7 (7.9) | 15.3 (8.2) | 3.6 (4.0) | 3.2 (3.3) |
| Passed in part | 20.9 (10.9) | 23.9 (8.8) | 22.4 (7.3) | 10.6 (6.8) | 24.1 (6.6) | 27.0 (12.4) | 19.5 (9.0) | 25.3 (9.3) | 19.7 (7.4) |
| Passed fully | 62.3 (13.0) | 71.6 (9.3) | 75.0 (7.5) | 79.5 (9.0) | 69.8 (7.1) | 64.3 (13.4) | 65.1 (10.8) | 71.1 (9.7) | 77.2 (7.8) |
| Number of respondents | 47 | 52 | 105 | 58 | 147 | 22 | 69 | 71 | 86 |

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH VISUAL IMPAIRMENTS

| School Completion | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|-------|----------------|----------------|-------------|----------------|----------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage out-of-school youth who:* | | | | | | | | | | | | |
| Graduated | 69.5 (4.7) | 72.2 (7.3) | 86.6 (8.0) | --- | 67.5 (5.9) | 72.2 (7.5) | --- | 62.9 (11.8) | 72.8 (5.1) | --- | 78.1 (8.0) | 62.3 (7.3) |
| Dropped out | 15.2 (3.7) | 20.2 (6.6) | 6.8 (5.9) | --- | 16.7 (4.7) | 13.4 (5.7) | --- | 30.7 (11.3) | 10.0 (3.4) | --- | 14.9 (5.0) | 15.5 (5.4) |
| Were suspended/expelled | 1.6 (1.3) | 0.0 (0.0) | 0.0 (0.0) | --- | 2.5 (2.0) | 0.6 (1.3) | --- | 6.5 (6.0) | 0.0 (0.0) | --- | 0.9 (1.3) | 2.5 (2.3) |
| Reached age limit | 13.7 (3.5) | 7.6 (4.3) | 6.6 (5.8) | --- | 13.3 (4.2) | 13.8 (5.8) | --- | 0.0 (0.0) | 17.2 (4.3) | --- | 8.1 (3.8) | 19.8 (6.0) |
| Number of respondents | 279 | 77 | 40 | 10 | 161 | 117 | 2 | 50 | 221 | 0 | 148 | 131 |
| Percentage of graduates receiving a regular diploma | | | | | | | | | | | | |
| | 81.1 (5.7) | 97.9 (3.3) | 94.6 (7.8) | --- | 79.9 (7.2) | 83.0 (9.1) | --- | 100 (0.0) | 76.8 (6.2) | --- | 83.3 (6.8) | 77.2 (8.6) |
| Number of respondents | 159 | 45 | 26 | 7 | 96 | 63 | 3 | 27 | 129 | 0 | 88 | 68 |
| Percentage of dropouts whose parents reported they left school because: | | | | | | | | | | | | |
| Not doing well in school | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Didn't like school/bored | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Had behavior problems | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Needed/found a job | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Got married/had a child | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Didn't get into program wanted | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Illness or disability | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Moved | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Friends were dropping out | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Other | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 14 | 3 | 2 | 1 | 7 | 7 | 1 | 7 | 6 | 0 | 8 | 6 |
| Percentage of dropouts expected by parents to finish secondary school | | | | | | | | | | | | |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 13 | 2 | 1 | 1 | 8 | 5 | 1 | 6 | 6 | 0 | 7 | 6 |

* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>School Completion</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage out-of-school youth who:* | | | | |
| Graduated | 78.8 (5.9) | 60.6 (7.5) | 81.1 (5.9) | 64.7 (9.0) |
| Dropped out | 18.3 (5.6) | 11.2 (4.0) | 15.5 (5.4) | 12.7 (6.3) |
| Were suspended/expelled | 0.0 (0.0) | 2.4 (2.3) | 0.5 (1.0) | 1.4 (2.2) |
| Reached age limit | 2.8 (2.4) | 25.9 (6.7) | 3.0 (2.6) | 21.2 (7.7) |
| Number of respondents | 125 | 119 | 112 | 101 |
| Percentage of graduates receiving a regular diploma | 94.4 (4.5) | 55.4 (10.9) | 91.8 (5.3) | 74.5 (10.9) |
| Number of respondents | 81 | 78 | 83 | 64 |
| Percentage of dropouts whose parents reported they left school because: | | | | |
| Not doing well in school | --- | --- | --- | --- |
| Didn't like school/bored | --- | --- | --- | --- |
| Had behavior problems | --- | --- | --- | --- |
| Needed/found a job | --- | --- | --- | --- |
| Got married/had a child | --- | --- | --- | --- |
| Didn't get into program wanted | --- | --- | --- | --- |
| Illness or disability | --- | --- | --- | --- |
| Moved | --- | --- | --- | --- |
| Friends were dropping out | --- | --- | --- | --- |
| Other | --- | --- | --- | --- |
| Number of respondents | 6 | 5 | 4 | 6 |
| Percentage of dropouts expected by parents to finish secondary school | --- | --- | --- | --- |
| Number of respondents | 4 | 5 | 3 | 5 |

* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37C: SECONDARY SCHOOL COMPLETION OF YOUTH WITH VISUAL IMPAIRMENTS

| School Completion | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage out-of-school youth o:* | | | | | | | | | |
| Graduated | 68.2 (9.2) | 73.8 (10.2) | 85.6 (6.2) | 69.2 (7.7) | 74.9 (6.4) | 81.5 (12.4) | 79.7 (3.8) | 83.0 (7.8) | 68.3 (8.5) |
| Dropped out | 16.0 (7.3) | 15.2 (8.3) | 2.2 (2.6) | 15.2 (6.0) | 9.6 (4.4) | 0.0 (0.0) | 16.4 (7.2) | 4.6 (4.4) | 9.1 (5.2) |
| Were suspended/expelled | 1.5 (2.4) | 0.0 (0.0) | 3.6 (3.3) | 0.0 (0.0) | 2.1 (2.1) | 0.0 (0.0) | 0.0 (0.0) | 1.1 (2.2) | 3.9 (3.5) |
| Reached age limit | 14.2 (6.9) | 11.0 (7.3) | 8.6 (4.9) | 15.7 (6.0) | 13.3 (5.0) | 18.5 (12.4) | 12.9 (6.5) | 11.3 (6.6) | 18.8 (7.1) |
| Number of respondents | 45 | 64 | 93 | 69 | 151 | 17 | 73 | 74 | 80 |
| Percentage of graduates receiving a regular diploma | 80.4 (14.1) | 90.7 (9.3) | 91.2 (6.5) | 78.7 (10.3) | 84.8 (7.4) | --- | 88.9 (8.4) | 77.9 (12.7) | 86.9 (8.5) |
| Number of respondents | 24 | 32 | 60 | 35 | 90 | 10 | 43 | 39 | 48 |
| Percentage of dropouts whose parents reported they left school because: | | | | | | | | | |
| Not doing well in school | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Didn't like school/bored | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Had behavior problems | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Needed/found a job | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Got married/had a child | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Didn't get into program wanted | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Illness or disability | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Moved | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Friends were dropping out | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Other | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 5 | 6 | 2 | 3 | 9 | 0 | 6 | 3 | 4 |
| Percentage of dropouts expected by parents to finish secondary school | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 5 | 5 | 2 | 3 | 9 | 0 | 4 | 4 | 4 |

* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| Residential Independence Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage living: | | | | | | | | | | | | |
| With parent(s) | 86.9 (2.2) | 90.3 (2.9) | 52.9 (3.9) | 94.5 (5.5) | 87.7 (2.7) | 85.8 (3.7) | 94.7 (2.8) | 91.5 (3.2) | 75.4 (4.3) | 93.6 (2.0) | 80.4 (5.9) | 84.4 (7.4) |
| Alone | 1.9 (0.9) | 1.3 (1.1) | 1.1 (1.6) | 1.7 (3.1) | 2.6 (1.3) | 1.0 (1.0) | 9.0 (0.0) | 0.7 (1.0) | 4.7 (2.1) | 0.2 (0.4) | 3.9 (2.9) | 6.9 (3.8) |
| With spouse/roommate | 2.6 (1.2) | 2.0 (1.3) | 0.0 (0.0) | 3.4 (4.4) | 1.8 (1.1) | 3.6 (2.0) | 0.0 (0.0) | 2.5 (1.8) | 4.7 (2.1) | 0.3 (0.4) | 5.3 (3.3) | 9.9 (4.6) |
| With other family member | 2.0 (0.9) | 3.2 (1.7) | 0.0 (0.0) | 0.3 (1.4) | 1.3 (0.9) | 2.8 (1.8) | 0.4 (0.8) | 2.3 (1.7) | 2.8 (1.6) | 1.5 (1.0) | 2.8 (2.5) | 3.2 (2.7) |
| In a residential/boarding school (not a college) | 3.6 (1.2) | 1.5 (1.2) | 0.5 (1.1) | 0.0 (0.0) | 3.9 (1.6) | 3.2 (1.9) | 3.7 (2.4) | 2.1 (1.7) | 5.1 (2.2) | 3.6 (1.5) | 5.4 (3.4) | 1.6 (1.9) |
| In a college dormitory | 1.6 (0.8) | 0.9 (0.9) | 3.5 (2.8) | 0.0 (0.0) | 1.3 (0.9) | 2.0 (1.5) | 0.0 (0.0) | 0.2 (0.5) | 4.4 (2.0) | 0.0 (-0.0) | 0.9 (1.4) | 9.3 (4.5) |
| In a group home | 0.9 (0.6) | 0.0 (0.0) | 1.5 (1.8) | 0.0 (0.0) | 1.0 (0.8) | 0.8 (0.9) | 0.5 (0.9) | 0.5 (0.8) | 1.6 (1.3) | 0.7 (0.7) | 0.9 (1.4) | 1.8 (2.9) |
| In a mental health facility or hospital/institution for the disabled | 0.6 (0.5) | 0.8 (0.9) | 0.5 (1.1) | 0.0 (0.0) | 0.5 (0.6) | 0.7 (0.9) | 0.6 (1.0) | 0.2 (0.5) | 0.9 (1.0) | 0.2 (0.3) | 0.4 (0.9) | 2.5 (2.4) |
| In a correctional facility | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Other | 0.1 (0.2) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.2 (0.5) | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.6) | 0.0 (0.0) | 0.0 (0.0) | 0.7 (1.3) |
| Number of respondents | 754 | 237 | 138 | 44 | 435 | 319 | 208 | 270 | 276 | 505 | 130 | 118 |
| Percentage of institutionalized youth who have been in institutions: | | | | | | | | | | | | |
| Less than 6 months | 20.4 (14.0) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 to 12 months | 40.0 (17.0) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13 to 36 months | 25.0 (15.0) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| > 36 months | 14.5 (12.2) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 15 | 2 | 3 | 0 | 9 | 6 | 3 | 2 | 10 | 5 | 3 | 7 |
| Percentage making alterations to home to accommodate disability | 0.6 (0.5) | 0.2 (0.5) | 0.0 (0.0) | 0.0 (0.0) | 0.9 (0.8) | 0.2 (0.5) | 0.4 (0.9) | 0.6 (0.9) | 0.8 (0.9) | 0.4 (0.5) | 0.0 (0.0) | 2.3 (2.4) |
| Number of respondents | 735 | 230 | 135 | 44 | 424 | 311 | 205 | 264 | 266 | 500 | 126 | 109 |

Source: Parent interviews.

Table 388: RESIDENTIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| Residential Independence Characteristics | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Percentage living: | | | | |
| With parent(s) | 92.3 (2.3) | 76.8 (4.8) | 87.7 (3.3) | 88.1 (4.1) |
| Alone | 1.5 (1.1) | 3.4 (2.1) | 2.3 (1.5) | 1.9 (1.7) |
| With spouse/roommate | 1.8 (1.2) | 3.9 (2.2) | 3.3 (1.8) | 2.3 (1.9) |
| With other family member | 1.2 (1.0) | 2.5 (1.8) | 2.5 (1.6) | 1.5 (1.6) |
| In a residential/boarding school (not a college) | 0.7 (0.7) | 9.3 (3.3) | 2.3 (1.5) | 2.7 (2.1) |
| In a college dormitory | 1.6 (1.1) | 1.3 (1.3) | 1.8 (1.3) | 1.9 (1.8) |
| In a group home | 0.5 (0.6) | 1.9 (1.6) | 0.1 (0.4) | 0.2 (0.6) |
| In a mental health facility or hospital/institution for the disabled | 0.4 (0.5) | 0.9 (1.1) | 0.0 (0.0) | 1.0 (1.3) |
| In a correctional facility | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Other | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.3 (0.7) |
| Number of respondents | 385 | 295 | 293 | 250 |
| Percentage of institutionalized youth who have been in institutions: | | | | |
| Less than 6 months | --- | --- | --- | --- |
| 6 to 12 months | --- | --- | --- | --- |
| 13 to 36 months | --- | --- | --- | --- |
| > 36 months | --- | --- | --- | --- |
| Number of respondents | 4 | 10 | 1 | 5 |
| Percentage making alterations to home to accommodate disability | 0.1 (0.3) | 1.3 (1.3) | 0.0 (0.0) | 1.4 (1.5) |
| Number of respondents | 377 | 288 | 286 | 243 |

Source: Parent interviews.

Table 38C: RESIDENTIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| Residential Independence Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage living: | | | | | | | | | |
| With parent(s) | 87.9 (4.4) | 85.2 (4.6) | 89.5 (3.2) | 83.6 (3.8) | 87.6 (3.0) | 88.4 (5.3) | 87.9 (3.7) | 91.1 (3.5) | 84.2 (4.0) |
| Alone | 2.5 (2.1) | 2.4 (2.0) | 0.9 (1.0) | 2.7 (1.7) | 1.6 (1.2) | 1.8 (2.2) | 1.6 (1.5) | 1.3 (1.4) | 2.8 (1.8) |
| With spouse/roommate | 1.7 (1.8) | 5.5 (2.9) | 0.7 (0.9) | 1.8 (1.4) | 2.7 (1.5) | 3.3 (3.0) | 4.3 (2.3) | 2.0 (1.7) | 0.3 (0.6) |
| With other family member | 1.9 (1.8) | 3.2 (2.3) | 0.6 (0.8) | 4.8 (2.2) | 0.7 (0.8) | 3.4 (3.0) | 1.5 (1.4) | 1.9 (1.7) | 2.2 (1.6) |
| In a residential/boarding school (not a college) | 3.9 (2.6) | 2.3 (1.9) | 4.0 (2.1) | 4.7 (2.2) | 3.5 (1.7) | 2.2 (2.4) | 3.2 (2.0) | 2.4 (1.9) | 4.7 (2.4) |
| In a college dormitory | 0.8 (1.2) | 1.0 (1.2) | 3.4 (1.9) | 0.6 (0.8) | 2.3 (1.4) | 0.0 (0.0) | 0.5 (0.8) | 1.1 (1.3) | 3.5 (2.0) |
| In a group home | 1.2 (1.5) | 0.3 (0.7) | 0.5 (0.7) | 1.3 (1.2) | 0.8 (0.8) | 0.9 (1.6) | 1.0 (1.1) | 0.2 (0.6) | 1.6 (1.4) |
| In a mental health facility or hospital/institution for the disabled | 0.0 (0.0) | 0.3 (0.7) | 0.4 (0.6) | 0.5 (0.7) | 0.7 (0.8) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.6 (0.9) |
| In a correctional facility | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Other | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.2 (0.4) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Number of respondents | 153 | 197 | 285 | 209 | 444 | 72 | 232 | 239 | |
| Percentage of institutionalized youth who have been in institutions: | | | | | | | | | |
| Less than 6 months | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 to 12 months | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13 to 36 months | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| > 36 months | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 2 | 2 | 3 | 3 | 11 | 1 | 3 | 1 | 7 |
| Percentage making alterations to home to accommodate disability | 0.5 (0.9) | 0.8 (1.2) | 0.7 (0.9) | 0.8 (0.9) | 0.6 (0.7) | 0.0 (0.0) | 0.5 (0.8) | 0.4 (0.7) | 1.0 (1.1) |
| Number of respondents | 163 | 197 | 285 | 208 | 435 | 70 | 231 | 240 | 249 |

218

306

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| Home-Care Independence | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage fixing own breakfast or lunch: | | | | | | | | | | | | |
| Always | 22.5 (3.1) | 25.4 (3.8) | 24.5 (5.7) | 15.4 (6.5) | 19.6 (3.6) | 26.3 (5.3) | 16.9 (4.8) | 27.7 (5.6) | 21.1 (5.0) | 21.1 (3.6) | 26.6 (7.8) | 26.0 (9.3) |
| Usually | 22.4 (3.1) | 15.4 (3.1) | 27.0 (5.9) | 27.7 (8.1) | 16.8 (3.4) | 29.6 (5.5) | 27.0 (5.7) | 21.0 (5.1) | 19.7 (4.9) | 22.7 (3.6) | 17.8 (6.8) | 26.5 (9.3) |
| Sometimes | 40.6 (3.6) | 40.7 (4.2) | 41.5 (6.6) | 39.4 (8.8) | 44.0 (4.5) | 36.4 (5.8) | 43.4 (6.3) | 42.5 (6.2) | 35.4 (5.8) | 42.4 (4.3) | 43.7 (8.8) | 25.2 (9.2) |
| Never | 14.4 (2.6) | 18.5 (3.4) | 7.1 (3.4) | 17.5 (6.9) | 19.7 (3.6) | 7.6 (3.2) | 12.7 (4.3) | 8.9 (3.6) | 23.8 (5.2) | 13.7 (3.0) | 11.9 (5.7) | 22.3 (8.8) |
| Number of respondents | 626 | 301 | 206 | 119 | 367 | 259 | 196 | 237 | 193 | 458 | 98 | 70 |
| Percentage buying items from a store on h's/her own: | | | | | | | | | | | | |
| Always | 14.8 (2.6) | 21.7 (3.6) | 13.9 (4.6) | 4.6 (3.8) | 14.1 (3.1) | 15.7 (4.4) | 10.5 (3.9) | 16.3 (4.7) | 16.9 (4.6) | 13.4 (3.0) | 19.8 (7.0) | 16.9 (7.9) |
| Usually | 15.9 (2.7) | 13.7 (3.0) | 18.3 (5.2) | 16.4 (6.7) | 12.8 (3.0) | 19.9 (4.8) | 20.1 (5.1) | 13.5 (4.3) | 15.0 (4.3) | 15.0 (3.1) | 10.0 (5.3) | 29.9 (9.7) |
| Sometimes | 48.2 (3.7) | 42.3 (4.3) | 49.4 (6.7) | 56.3 (9.0) | 52.8 (4.5) | 42.4 (6.0) | 49.0 (6.4) | 53.9 (6.3) | 39.8 (6.0) | 51.6 (4.3) | 45.3 (8.8) | 30.6 (9.2) |
| Never | 21.1 (3.0) | 22.2 (3.6) | 18.4 (5.2) | 22.7 (7.6) | 20.3 (3.6) | 22.0 (5.0) | 20.4 (5.2) | 16.3 (4.7) | 28.3 (5.5) | 20.1 (3.5) | 24.8 (7.6) | 22.5 (8.8) |
| Number of respondents | 625 | 301 | 206 | 118 | 366 | 259 | 195 | 236 | 194 | 457 | 98 | 70 |
| Percentage doing laundry: | | | | | | | | | | | | |
| Always | 17.8 (2.8) | 17.2 (3.3) | 26.4 (5.9) | 7.3 (4.7) | 16.2 (3.3) | 19.8 (4.8) | 13.8 (4.4) | 18.6 (4.9) | 20.7 (4.9) | 16.3 (3.2) | 23.0 (7.4) | 20.1 (8.5) |
| Usually | 13.5 (2.5) | 9.7 (2.5) | 14.7 (4.7) | 19.2 (7.2) | 8.8 (2.6) | 19.6 (4.8) | 17.0 (4.8) | 10.8 (3.9) | 13.8 (4.2) | 13.2 (3.0) | 8.2 (4.9) | 23.0 (8.9) |
| Sometimes | 34.0 (3.5) | 38.6 (4.2) | 24.6 (5.8) | 39.3 (8.9) | 32.0 (4.2) | 36.7 (5.8) | 32.5 (6.0) | 35.9 (6.1) | 32.7 (5.7) | 32.7 (4.1) | 47.8 (8.8) | 24.1 (9.0) |
| Never | 34.6 (3.5) | 35.2 (4.1) | 34.3 (6.3) | 2 (8.6) | 43.0 (4.5) | 23.8 (5.2) | 36.4 (6.2) | 34.7 (6.0) | 32.8 (5.7) | 37.8 (4.2) | 20.9 (7.2) | 32.8 (9.9) |
| Number of respondents | 623 | 300 | 205 | 118 | 365 | 258 | 194 | 236 | 193 | 455 | 98 | 70 |

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 308: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Home-Care Independence</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage fixing own breakfast or lunch: | | | | |
| Always | 24.1 (4.0) | 15.0 (4.9) | 24.0 (4.8) | 21.9 (5.8) |
| Usually | 24.8 (4.0) | 16.2 (5.1) | 25.6 (4.9) | 20.8 (5.8) |
| Sometimes | 42.0 (4.6) | 41.1 (6.8) | 41.8 (5.5) | 36.8 (6.9) |
| Never | 9.3 (2.7) | 27.6 (6.2) | 8.6 (3.1) | 21.4 (5.8) |
| Number of respondents | 346 | 221 | 243 | 208 |
| Percentage buying items from a store on his/her own: | | | | |
| Always | 15.3 (3.4) | 10.6 (4.3) | 17.6 (4.3) | 11.5 (4.5) |
| Usually | 16.0 (3.5) | 9.9 (4.1) | 16.6 (4.2) | 12.9 (4.8) |
| Sometimes | 51.4 (4.7) | 47.6 (6.9) | 53.4 (5.6) | 48.6 (7.1) |
| Never | 17.2 (3.6) | 31.7 (6.4) | 12.4 (3.7) | 27.0 (6.3) |
| Number of respondents | 346 | 220 | 243 | 208 |
| Percentage doing laundry: | | | | |
| Always | 15.0 (3.4) | 24.9 (6.0) | 20.3 (4.5) | 17.3 (5.4) |
| Usually | 7.6 (2.5) | 23.0 (5.8) | 10.4 (3.4) | 16.0 (5.2) |
| Sometimes | 40.3 (4.6) | 21.7 (5.7) | 37.8 (5.4) | 27.2 (6.3) |
| Never | 37.1 (4.6) | 30.4 (6.4) | 31.5 (5.2) | 39.5 (7.0) |
| Number of respondents | 344 | 220 | 242 | 208 |

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| Home-Care Independence | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage fixing own breakfast or lunch: | | | | | | | | | |
| Always | 16.3 (5.6) | 26.4 (6.3) | 22.4 (4.6) | 27.0 (5.1) | 21.0 (4.2) | 14.5 (6.4) | 16.4 (4.6) | 26.0 (5.9) | 24.4 (5.2) |
| Usually | 17.6 (5.7) | 24.5 (6.1) | 28.1 (4.9) | 15.8 (4.2) | 25.8 (4.5) | 10.8 (5.7) | 18.5 (4.8) | 24.1 (5.7) | 26.1 (5.3) |
| Sometimes | 49.4 (7.5) | 38.9 (7.0) | 36.4 (5.3) | 43.9 (5.7) | 38.5 (5.0) | 57.0 (9.0) | 45.5 (6.2) | 40.9 (6.5) | 35.4 (5.8) |
| Never | 16.7 (5.6) | 10.2 (4.3) | 13.1 (3.7) | 13.5 (3.9) | 13.8 (3.5) | 17.7 (7.0) | 19.5 (4.9) | 8.6 (3.9) | 14.1 (4.2) |
| Number of respondents | 137 | 185 | 256 | 175 | 371 | 61 | 203 | 211 | 208 |
| Percentage buying items from a store on his/her own: | | | | | | | | | |
| Always | 21.2 (6.2) | 11.9 (4.6) | 11.0 (3.4) | 22.9 (4.8) | 9.9 (2.3) | 25.7 (8.0) | 20.4 (5.0) | 12.0 (4.4) | 11.0 (3.8) |
| Usually | 16.5 (4.6) | 20.1 (5.7) | 20.7 (4.4) | 11.5 (3.7) | 17.5 (3.9) | 15.5 (8.8) | 10.8 (3.8) | 19.5 (5.3) | 18.8 (4.7) |
| Sometimes | 54.5 (7.5) | 51.7 (7.1) | 43.5 (5.4) | 49.6 (5.7) | 48.6 (5.1) | 41.4 (9.0) | 47.9 (6.2) | 40.6 (6.7) | 45.9 (6.0) |
| Never | 13.7 (5.2) | 16.3 (5.3) | 24.8 (4.7) | 16.0 (4.2) | 24.1 (4.4) | 17.5 (6.9) | 21.0 (5.1) | 18.9 (5.3) | 24.4 (5.2) |
| Number of respondents | 137 | 185 | 255 | 174 | 371 | 61 | 203 | 208 | 208 |
| Percentage doing laundry: | | | | | | | | | |
| Always | 19.3 (6.0) | 18.5 (5.5) | 16.8 (4.1) | 20.7 (4.7) | 15.6 (3.7) | 21.4 (7.5) | 22.4 (5.2) | 14.4 (4.7) | 16.2 (4.5) |
| Usually | 7.5 (4.0) | 19.0 (5.6) | 13.4 (3.7) | 9.7 (3.2) | 15.8 (3.7) | 6.3 (4.4) | 8.1 (3.4) | 15.9 (4.9) | 18.1 (4.7) |
| Sometimes | 31.8 (7.1) | 39.1 (7.0) | 33.4 (5.2) | 41.7 (5.7) | 31.2 (4.7) | 39.6 (8.9) | 31.5 (5.8) | 38.1 (6.5) | 31.0 (5.6) |
| Never | 41.4 (7.5) | 23.4 (6.0) | 36.3 (5.3) | 28.8 (5.2) | 37.5 (4.9) | 32.7 (8.5) | 37.6 (6.0) | 31.6 (6.2) | 34.8 (5.8) |
| Number of respondents | 135 | 165 | 255 | 174 | 370 | 61 | 202 | 210 | 207 |

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Home-Care Independence | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage straightening up own living area: | | | | | | | | | | | | |
| Always | 51.7 (3.7) | 45.9 (4.3) | 57.8 (6.6) | 53.1 (9.0) | 43.8 (4.5) | 62.0 (5.9) | 46.5 (6.4) | 57.3 (6.2) | 49.5 (6.1) | 50.0 (4.3) | 65.1 (8.4) | 45.3 (10.5) |
| Usually | 14.2 (2.6) | 12.0 (2.8) | 13.9 (4.6) | 18.3 (7.0) | 16.4 (3.3) | 11.4 (3.8) | 15.7 (4.7) | 14.9 (4.5) | 11.9 (3.9) | 14.4 (3.1) | 14.1 (6.2) | 13.2 (7.1) |
| Sometimes | 28.4 (3.3) | 33.4 (4.1) | 24.3 (5.7) | 25.6 (7.9) | 31.6 (4.2) | 24.1 (5.2) | 32.0 (6.0) | 22.4 (5.2) | 32.8 (5.7) | 28.7 (3.9) | 20.4 (7.1) | 36.7 (10.2) |
| Never | 5.7 (1.7) | 8.7 (2.4) | 4.0 (2.6) | 2.9 (3.1) | 8.1 (2.5) | 2.4 (1.9) | 5.8 (3.0) | 5.5 (2.9) | 5.7 (2.8) | 6.9 (2.2) | 0.4 (1.1) | 4.8 (4.5) |
| Number of respondents | 627 | 302 | 206 | 119 | 368 | 259 | 196 | 237 | 194 | 459 | 98 | 70 |
| Average overall home-care independence score: [*] | | | | | | | | | | | | |
| 4 to 8 | 32.2 (3.4) | 38.8 (4.2) | 23.9 (5.7) | 32.9 (8.6) | 41.6 (4.5) | 20.3 (4.9) | 39.0 (6.3) | 26.0 (5.5) | 34.0 (5.8) | 34.4 (4.2) | 27.4 (7.9) | 25.1 (9.2) |
| 9 to 12 | 48.4 (3.7) | 38.4 (4.2) | 54.3 (6.7) | 56.6 (9.0) | 43.1 (4.5) | 55.1 (6.0) | 46.7 (6.4) | 50.8 (6.3) | 46.7 (6.1) | 48.4 (4.4) | 46.2 (8.8) | 50.9 (10.6) |
| 13 to 15 | 14.7 (2.6) | 17.0 (3.3) | 15.6 (4.9) | 9.6 (5.4) | 11.6 (2.9) | 18.6 (4.7) | 10.4 (3.9) | 18.1 (4.9) | 14.3 (4.3) | 12.7 (2.9) | 20.8 (7.2) | 18.9 (8.3) |
| 16 | 4.7 (1.6) | 5.9 (2.0) | 6.3 (3.2) | 0.9 (1.7) | 3.6 (1.7) | 6.1 (2.3) | 3.9 (2.5) | 5.1 (2.8) | 5.1 (2.7) | 4.5 (1.8) | 5.6 (4.1) | 5.1 (4.6) |
| Number of respondents | 621 | 299 | 205 | 117 | 363 | 258 | 193 | 235 | 193 | 453 | 98 | 70 |

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39d: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Home-Care Independence</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage straightening up own living area: | | | | |
| Always | 51.4 (4.7) | 56.3 (6.8) | 49.2 (5.6) | 57.6 (7.0) |
| Usually | 16.4 (3.5) | 9.2 (4.0) | 14.9 (4.0) | 10.9 (4.4) |
| Sometimes | 27.7 (4.2) | 27.7 (6.2) | 33.0 (5.3) | 23.9 (6.1) |
| Never | 4.5 (1.9) | 5.7 (3.5) | 2.9 (1.9) | 7.6 (3.8) |
| Number of respondents | 346 | 222 | 243 | 210 |
| Average overall home-care independence score:* | | | | |
| 4 to 8 | 32.3 (4.4) | 35.6 (6.7) | 31.4 (5.2) | 32.5 (6.7) |
| 9 to 12 | 49.3 (4.7) | 44.0 (6.9) | 46.5 (5.6) | 48.0 (7.1) |
| 13 to 15 | 13.1 (3.2) | 17.3 (5.3) | 15.3 (4.0) | 17.0 (5.4) |
| 16 | 5.3 (2.1) | 3.0 (2.4) | 6.8 (2.8) | 2.5 (2.2) |
| Number of respondents | 344 | 218 | 242 | 207 |

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Home-Care Independence | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage straightening up own living area: | | | | | | | | | |
| Always | 58.0 (7.4) | 53.4 (7.1) | 45.8 (5.5) | 54.0 (5.7) | 50.2 (5.1) | 50.0 (9.1) | 52.0 (6.2) | 57.2 (6.6) | 44.2 (6.0) |
| Usually | 5.6 (3.5) | 13.1 (4.8) | 24.4 (4.7) | 10.5 (3.5) | 16.0 (3.7) | 11.6 (5.8) | 7.3 (3.2) | 17.6 (5.1) | 19.5 (4.8) |
| Sometimes | 28.1 (6.8) | 30.1 (6.5) | 24.6 (4.7) | 29.6 (5.2) | 29.1 (4.6) | 26.1 (8.0) | 33.7 (5.9) | 20.3 (5.4) | 32.0 (5.7) |
| Never | 8.3 (4.1) | 3.5 (2.6) | 5.2 (2.4) | 5.9 (2.7) | 4.7 (2.2) | 12.3 (6.0) | 7.0 (3.2) | 4.8 (2.9) | 4.4 (2.5) |
| Number of respondents | 137 | 166 | 256 | 177 | 372 | 61 | 203 | 211 | 209 |
| Average overall home-care independence score:* | | | | | | | | | |
| 4 to 8 | 35.3 (7.2) | 26.9 (6.3) | 29.8 (5.0) | 34.1 (5.5) | 32.1 (4.8) | 33.4 (8.6) | 40.1 (6.1) | 21.9 (5.6) | 34.8 () |
| 9 to 12 | 44.7 (7.5) | 51.7 (7.1) | 51.3 (5.5) | 42.8 (5.7) | 50.1 (5.1) | 46.7 (9.1) | 41.1 (6.1) | 58.5 (6.6) | 49.1 (6.1) |
| 13 to 15 | 14.7 (5.4) | 17.9 (5.5) | 14.5 (3.9) | 14.5 (4.1) | 15.1 (3.7) | 12.3 (6.0) | 13.1 (4.2) | 16.0 (4.9) | 15.5 (4.4) |
| 16 | 5.2 (3.4) | 3.5 (2.6) | 4.4 (2.3) | 8.6 (3.2) | 2.6 (1.6) | 5.6 (4.2) | 5.7 (2.9) | 3.5 (2.5) | 4.6 (2.6) |
| Number of respondents | 135 | 164 | 254 | 173 | 369 | 61 | 202 | 208 | 207 |

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| Financial Independence | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage of in-school youth receiving allowance or other money they control | 73.8 (3.6) | 63.1 (5.7) | 74.5 (7.6) | 90.7 (8.0) | 76.3 (4.4) | 70.4 (6.1) | 76.9 (5.7) | 73.2 (5.6) | 65.8 (9.1) | 73.8 (3.8) | --- | --- |
| Number of respondents | 496 | 163 | 101 | 34 | 289 | 207 | 199 | 221 | 76 | 496 | 0 | 0 |
| Percentage of out-of-school youth who had: | | | | | | | | | | | | |
| Savings account | 42.6 (6.5) | 48.0 (10.3) | 46.1 (16.3) | --- | 37.9 (8.2) | 47.3 (10.2) | --- | 58.6 (16.8) | 40.1 (6.4) | --- | 39.3 (8.2) | 46.1 (8.6) |
| Checking account | 12.8 (4.4) | 7.2 (5.3) | 12.3 (10.8) | --- | 14.1 (5.9) | 11.4 (6.5) | --- | 7.8 (9.2) | 13.6 (4.4) | --- | 9.8 (5.0) | 15.9 (6.3) |
| Other investments | 0.3 (0.7) | 0.0 (0.0) | 1.9 (4.4) | --- | 0.6 (1.3) | 0.0 (0.0) | --- | 0.0 (0.0) | 0.4 (0.8) | --- | 0.6 (1.3) | 0.0 (0.0) |
| Credit card in own name | 4.1 (2.6) | 8.8 (5.8) | 2.0 (4.5) | --- | 4.5 (3.5) | 3.7 (3.9) | --- | 3.1 (5.8) | 4.3 (2.6) | --- | 4.1 (3.3) | 4.1 (3.5) |
| None of these | 44.2 (6.5) | 44.1 (10.2) | 39.7 (16.0) | --- | 47.0 (8.4) | 41.3 (10.1) | --- | 32.6 (15.7) | 45.9 (6.5) | --- | 49.9 (8.4) | 38.1 (8.4) |
| Number of respondents | 196 | 54 | 29 | 10 | 109 | 87 | 1 | 31 | 163 | 0 | 102 | 94 |
| Percentage of out-of-school youth living independently who received financial support from family for living expenses | 26.8 (11.5) | --- | --- | --- | 27.8 (14.4) | 25.6 (18.7) | --- | --- | 24.3 (10.7) | --- | 47.3 (21.9) | 18.9 (11.2) |
| Number of respondents | 50 | 12 | 6 | 3 | 30 | 20 | 0 | 5 | 45 | 0 | 15 | 35 |

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

225

Table 408: FINANCIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Financial Independence</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage of in-school youth receiving allowance or other money they control | 73.3 (4.7) | 73.8 (6.1) | 81.7 (4.9) | 64.2 (7.7) |
| Number of respondents | 271 | 191 | 197 | 154 |
| Percentage of out-of-school youth who had: | | | | |
| Savings account | 42.2 (9.2) | 34.9 (10.2) | 40.6 (10.2) | 42.0 (11.1) |
| Checking account | 7.8 (5.0) | 26.0 (9.3) | 12.1 (6.8) | 17.6 (8.5) |
| Other investments | 0.6 (1.4) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Credit card in own name | 4.2 (3.7) | 4.3 (4.4) | 7.6 (5.6) | 1.1 (2.4) |
| None of these | 49.1 (9.3) | 39.1 (10.4) | 47.3 (10.4) | 40.4 (11.0) |
| Number of respondents | 89 | 80 | 71 | 78 |
| Percentage of out-of-school youth living independently who received financial support from family for living expenses | 26.7 (17.9) | 25.6 (16.9) | 19.7 (15.4) | 51.3 (24.9) |
| Number of respondents | 19 | 25 | 21 | 16 |

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40C: FINANCIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

| Financial Independence | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage of in-school youth receiving allowance or other money they control | 62.0 (7.8) | 78.7 (6.5) | 81.9 (5.0) | 77.1 (5.4) | 79.9 (4.6) | 37.7 (9.4) | 64.7 (6.6) | 78.0 (6.2) | 82.4 (5.2) |
| Number of respondents | 117 | 130 | 191 | 136 | 291 | 54 | 158 | 163 | 168 |
| Percentage of out-of-school youth who had: | | | | | | | | | |
| Savings account | 13.4 (10.0) | 32.2 (11.4) | 60.9 (9.5) | 24.2 (9.0) | 51.3 (8.6) | --- | 26.4 (10.0) | 40.1 (11.5) | 64.8 (10.1) |
| Checking account | 8.0 (8.0) | 14.7 (8.6) | 13.7 (6.7) | 13.3 (7.2) | 13.3 (5.8) | --- | 7.9 (6.1) | 12.2 (7.7) | 20.0 (8.4) |
| Other investments | 0.0 (0.0) | 0.0 (0.0) | 1.0 (1.9) | 0.0 (0.0) | 0.5 (1.2) | --- | 0.0 (0.0) | 0.0 (0.0) | 1.1 (2.2) |
| Credit card in own name | 0.0 (0.0) | 4.3 (4.3) | 8.2 (5.4) | 1.2 (2.2) | 5.7 (4.0) | --- | 0.9 (2.2) | 7.2 (6.1) | 4.8 (4.6) |
| None of these | 78.6 (12.0) | 53.1 (12.1) | 24.4 (8.4) | 61.1 (10.1) | 34.9 (8.2) | --- | 65.7 (10.8) | 47.6 (11.8) | 14.1 (7.3) |
| Number of respondents | 35 | 55 | 82 | 51 | 126 | 13 | 59 | 66 | 67 |
| Percentage of out-of-school youth living independently who received financial support from family for living expenses | --- | 37.4 (21.2) | --- | --- | 24.9 (14.9) | --- | 18.6 (17.5) | --- | 41.2 (18.8) |
| Number of respondents | 12 | 17 | 14 | 14 | 32 | 3 | 15 | 13 | 21 |

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS

| Social Experiences | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|---------------|---------------|----------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage getting together with friends: | | | | | | | | | | | | |
| Less than once a week | 17.8 (2.6) | 23.4 (4.2) | 12.3 (5.1) | 14.4 (8.5) | 16.8 (3.2) | 19.0 (4.4) | 14.9 (4.5) | 18.0 (4.6) | 19.9 (4.2) | 20.1 (3.4) | 13.6 (5.4) | 11.2 (5.4) |
| Once a week | 16.6 (2.5) | 15.2 (3.5) | 27.4 (6.9) | 4.6 (5.1) | 13.9 (2.9) | 20.1 (4.5) | 11.9 (4.1) | 16.7 (4.5) | 20.6 (4.2) | 13.3 (2.9) | 25.4 (6.8) | 19.9 (6.8) |
| 2 to 3 times a week | 27.1 (3.0) | 22.8 (4.1) | 30.5 (7.2) | 30.6 (11.2) | 25.3 (3.7) | 29.3 (5.1) | 33.6 (6.0) | 22.7 (5.1) | 26.5 (4.6) | 26.7 (3.7) | 26.4 (6.9) | 29.6 (7.8) |
| 4 to 5 times a week | 12.5 (2.3) | 13.5 (3.4) | 11.9 (5.0) | 16.9 (9.1) | 16.1 (3.1) | 8.0 (3.0) | 9.9 (3.8) | 12.8 (4.0) | 14.4 (3.7) | 11.9 (2.7) | 9.8 (4.7) | 18.6 (6.8) |
| More than 5 times a week | 26.0 (3.0) | 25.1 (4.3) | 17.8 (6.0) | 33.5 (11.4) | 27.9 (3.8) | 23.7 (4.7) | 29.8 (5.8) | 29.9 (5.5) | 18.6 (4.1) | 27.5 (3.8) | 24.7 (6.7) | 20.6 (6.9) |
| Number of respondents | 707 | 228 | 132 | 44 | 412 | 295 | 204 | 251 | 252 | 485 | 121 | 101 |
| Percentage belonging to: | | | | | | | | | | | | |
| No school/community group | 50.4 (3.4) | 60.8 (4.9) | 37.7 (7.4) | 51.9 (12.1) | 56.0 (4.3) | 43.5 (5.4) | 43.3 (6.8) | 45.2 (5.8) | 62.2 (5.0) | 45.6 (4.2) | 63.5 (7.3) | 50.2 (6.1) |
| Sports team | 18.9 (2.7) | 11.4 (3.2) | 16.4 (5.6) | 24.2 (10.5) | 22.1 (3.6) | 15.0 (3.9) | 24.5 (5.7) | 20.6 (4.3) | 12.5 (3.4) | 23.8 (3.5) | 15.5 (5.5) | 9.6 (4.8) |
| Performing group | 16.8 (2.5) | 14.4 (3.5) | 22.9 (6.4) | 14.9 (8.7) | 14.8 (3.0) | 19.4 (4.3) | 20.6 (5.4) | 21.5 (4.8) | 8.4 (2.9) | 19.9 (3.4) | 14.1 (5.3) | 5.6 (3.8) |
| Community/church group | 24.2 (2.9) | 20.3 (4.0) | 32.5 (7.1) | 16.5 (9.1) | 18.7 (3.3) | 31.1 (5.1) | 24.4 (5.7) | 26.6 (5.2) | 21.4 (4.2) | 26.1 (3.7) | 14.2 (5.3) | 27.0 (7.3) |
| School subject club | 3.7 (1.3) | 1.6 (1.3) | 8.3 (3.7) | 0.6 (1.8) | 2.9 (1.4) | 4.7 (2.3) | 8.1 (3.6) | 2.9 (2.0) | 1.0 (1.0) | 5.4 (1.9) | 0.0 (0.0) | 0.0 (0.0) |
| Fraternity/sorority or other social club | 7.8 (3.3) | 7.0 (4.9) | 21.5 (13.0) | 2.0 (7.1) | 7.4 (4.1) | 8.3 (5.3) | 0.0 (0.0) | 3.5 (5.4) | 8.9 (3.5) | 0.0 (0.0) | 6.1 (3.7) | 9.8 (4.9) |
| Hobby club | 3.6 (1.5) | 2.6 (1.9) | 8.2 (4.8) | 2.2 (4.1) | 4.0 (2.0) | 3.1 (2.3) | 5.5 (3.1) | 3.0 (2.2) | 0.0 (0.0) | 3.8 (1.6) | 0.0 (0.0) | 0.0 (0.0) |
| Student government | 1.7 (0.9) | 0.8 (0.9) | 0.7 (1.2) | 2.7 (4.0) | 1.4 (1.0) | 2.0 (1.5) | 1.3 (1.5) | 3.1 (2.0) | 0.3 (0.6) | 2.4 (1.3) | 0.0 (0.0) | 0.0 (0.0) |
| Volunteer service group | 1.6 (0.9) | 1.6 (1.3) | 4.4 (3.1) | 0.0 (0.0) | 1.4 (1.0) | 2.2 (1.6) | 3.9 (2.6) | 1.4 (1.4) | 0.5 (0.7) | 2.2 (1.2) | 0.7 (1.2) | 1.0 (1.7) |
| Vocational club | 1.2 (0.7) | 0.0 (0.0) | 0.5 (1.1) | 5.8 (5.7) | 0.4 (0.6) | 2.2 (1.6) | 0.6 (1.1) | 2.3 (1.8) | 0.4 (0.6) | 1.7 (1.1) | 0.0 (0.0) | 0.0 (0.0) |
| Other | 4.2 (1.4) | 5.2 (2.2) | 3.1 (2.7) | 6.2 (5.9) | 2.7 (1.4) | 6.2 (2.6) | 4.5 (2.8) | 4.3 (2.4) | 4.0 (2.0) | 3.7 (1.6) | 8.4 (4.2) | 1.8 (2.2) |
| Number of respondents | 727 | 228 | 134 | 44 | 420 | 307 | 205 | 261 | 261 | 497 | 124 | 106 |

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Social Experiences</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage getting together with friends: | | | | |
| Less than once a week | 15.9 (3.3) | 23.7 (5.2) | 15.8 (3.8) | 16.1 (4.9) |
| Once a week | 18.1 (3.5) | 16.6 (4.6) | 13.5 (3.5) | 22.4 (5.6) |
| 2 to 3 times a week | 27.3 (4.0) | 19.8 (4.9) | 25.8 (4.5) | 28.2 (6.0) |
| 4 to 5 times a week | 14.7 (3.2) | 8.9 (3.5) | 14.6 (3.7) | 12.3 (4.4) |
| More than 5 times a week | 24.0 (3.8) | 30.9 (5.7) | 30.3 (4.8) | 21.1 (5.4) |
| Number of respondents | 372 | 269 | 277 | 232 |
| Percentage belonging to: | | | | |
| No school/community group | 50.2 (4.5) | 51.6 (5.7) | 49.9 (5.3) | 42.5 (6.4) |
| Sports team | 15.1 (3.3) | 27.2 (5.1) | 19.2 (4.1) | 21.6 (5.3) |
| Performing group | 17.5 (3.5) | 16.3 (4.2) | 19.1 (4.1) | 20.1 (5.2) |
| Community/church group | 24.9 (3.9) | 22.8 (4.8) | 21.6 (4.3) | 31.5 (6.0) |
| School subject club | 2.3 (1.4) | 5.2 (2.5) | 2.7 (1.7) | 2.0 (1.8) |
| Fraternity/sorority or other social club | 9.7 (5.2) | 6.5 (5.0) | 9.3 (5.7) | 5.7 (5.0) |
| Hobby club | 5.0 (2.3) | 1.6 (1.8) | 2.8 (2.1) | 7.1 (4.1) |
| Student government | 1.3 (1.0) | 2.7 (1.9) | 1.7 (1.4) | 1.2 (1.4) |
| Volunteer service group | 2.4 (1.4) | 0.4 (0.7) | 3.0 (1.8) | 0.4 (0.8) |
| Vocational club | 1.6 (1.1) | 0.9 (1.1) | 2.6 (1.7) | 0.6 (1.0) |
| Other | 5.1 (2.0) | 3.0 (2.0) | 3.8 (2.0) | 5.5 (2.9) |
| Number of respondents | 374 | 284 | 284 | 240 |

Source: Parent interviews.

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS

| Social Experiences | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------------|----------------------|----------------|----------------|----------------|---------------------------------------|------------------------|-----------------------|
| | Under \$12,000 | \$12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Dip ^o ma | High School Diploma | Beyond High School |
| Percentage getting together with friends: | | | | | | | | | |
| Less than once a week | 16.3 (5.2) | 16.8 (4.9) | 19.3 (4.2) | 17.7 (4.1) | 16.9 (3.6) | 26.5 (7.7) | 19.4 (4.7) | 16.8 (4.7) | 16.3 (4.1) |
| Once a week | 18.2 (5.4) | 16.0 (4.8) | 14.6 (3.8) | 14.2 (3.7) | 16.9 (3.6) | 19.5 (6.9) | 15.4 (4.3) | 19.2 (5.0) | 15.2 (4.0) |
| 2 to 3 times a week | 26.8 (6.2) | 28.5 (5.9) | 25.8 (4.7) | 24.5 (4.6) | 26.6 (4.2) | 36.8 (8.4) | 30.1 (5.4) | 22.4 (5.3) | 29.9 (5.1) |
| 4 to 5 times a week | 8.6 (3.9) | 13.2 (4.4) | 17.5 (4.1) | 11.1 (3.3) | 14.0 (3.3) | 4.9 (3.7) | 9.8 (3.5) | 13.1 (4.3) | 15.0 (4.0) |
| More than 5 times a week | 30.0 (6.4) | 25.6 (5.7) | 23.0 (4.5) | 32.5 (5.0) | 25.6 (4.2) | 12.4 (3.7) | 25.3 (5.1) | 28.5 (5.7) | 23.7 (4.8) |
| Number of respondents | 156 | 191 | 279 | 198 | 421 | 67 | 220 | 251 | 245 |
| Percentage belonging to: | | | | | | | | | |
| No school/community group | 51.9 (6.8) | 61.0 (6.3) | 42.0 (5.2) | 52.0 (5.2) | 47.5 (4.7) | 68.1 (7.9) | 64.8 (5.5) | 47.0 (6.2) | 37.3 (5.4) |
| Sports team | 21.3 (5.6) | 12.0 (4.2) | 24.7 (4.6) | 19.8 (4.2) | 19.2 (3.7) | 16.3 (6.3) | 12.7 (3.9) | 25.3 (5.4) | 18.0 (4.3) |
| Performing group | 16.8 (5.1) | 12.2 (4.2) | 23.3 (4.5) | 13.4 (3.6) | 19.1 (3.7) | 9.4 (5.0) | 9.8 (3.5) | 21.1 (5.0) | 21.2 (4.6) |
| Community/church group | 24.4 (5.9) | 19.7 (5.1) | 25.4 (4.6) | 23.3 (4.4) | 27.3 (4.2) | 9.1 (4.9) | 18.7 (4.5) | 19.9 (4.9) | 36.6 (5.4) |
| School subject club | 3.0 (2.3) | 1.9 (1.8) | 3.5 (1.9) | 1.9 (1.4) | 5.0 (2.0) | 1.1 (1.8) | 1.2 (1.2) | 4.9 (2.7) | 5.7 (2.6) |
| Fraternity/sorority or other social club | 3.6 (5.0) | 3.4 (4.1) | 16.5 (6.9) | 3.7 (3.5) | 10.2 (5.0) | 4.1 (7.1) | 1.3 (2.3) | 7.2 (5.7) | 17.7 (7.6) |
| Hobby club | 0.9 (1.5) | 2.0 (2.2) | 7.6 (3.4) | 0.0 (0.0) | 5.2 (2.5) | 0.0 (0.0) | 0.0 (0.0) | 2.5 (2.3) | 9.2 (3.9) |
| Student government | 1.2 (1.5) | 0.9 (1.2) | 3.2 (1.9) | 0.5 (0.8) | 2.3 (1.4) | 0.7 (1.4) | 1.0 (1.1) | 2.9 (2.1) | 1.2 (1.2) |
| Volunteer service group | 1.4 (1.6) | 3.5 (2.4) | 0.6 (0.8) | 2.8 (1.7) | 0.3 (0.5) | 2.6 (2.7) | 1.0 (1.2) | 1.5 (1.5) | 2.5 (1.7) |
| Vocational club | 3.2 (2.4) | 0.5 (0.9) | 0.4 (0.6) | 3.6 (2.0) | 0.3 (0.5) | 0.8 (1.5) | 0.4 (0.7) | 2.9 (2.1) | 6.5 (0.7) |
| Other | 1.9 (1.9) | 4.4 (2.7) | 6.1 (2.5) | 2.8 (1.7) | 4.9 (2.0) | 4.1 (3.3) | 2.9 (1.9) | 3.5 (2.3) | 6.7 (2.8) |
| Number of respondents | 162 | 195 | 285 | 203 | 453 | 70 | 226 | 240 | 249 |

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Social Experiences | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|----------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage ever arrested | 3.2 (1.2) | 2.8 (1.7) | 0.9 (1.5) | 7.8 (6.5) | 5.5 (2.0) | 0.3 (0.6) | 0.9 (1.3) | 6.2 (2.8) | 1.8 (1.4) | 3.7 (1.6) | 1.0 (1.5) | 3.7 (3.1) |
| Number of respondents | 732 | 229 | 133 | 44 | 423 | 309 | 205 | 262 | 265 | 498 | 125 | 109 |
| Percentage of out-of-school youth who were:* | | | | | | | | | | | | |
| Single, never married | 94.2 (2.9) | 93.8 (4.5) | 100 (0.0) | --- | 96.3 (2.7) | 92.0 (5.4) | --- | 100 (0.0) | 93.2 (3.4) | --- | 97.4 (2.7) | 90.8 (5.1) |
| Engaged | 1.8 (1.6) | 2.4 (2.8) | 0.0 (0.0) | --- | 1.1 (1.5) | 2.5 (3.1) | --- | 0.0 (0.0) | 2.1 (1.9) | --- | 1.8 (2.3) | 1.9 (2.4) |
| Married | 3.6 (2.3) | 2.4 (2.8) | 0.0 (0.0) | --- | 1.7 (1.9) | 5.4 (4.5) | --- | 3.0 (0.0) | 4.2 (2.7) | --- | 0.8 (1.5) | 6.5 (4.4) |
| Divorced/separated | 0.4 (0.8) | 1.5 (2.2) | 0.0 (0.0) | --- | 0.8 (1.3) | 0 (0.0) | --- | 0.0 (0.0) | 0.5 (0.9) | --- | 0.0 (0.0) | 0.8 (1.6) |
| Number of respondents | 199 | 55 | 29 | 10 | 111 | 88 | 1 | 32 | 166 | 0 | 103 | 96 |

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Social Experiences</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|--|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage ever arrested | 2.0 (1.3) | 4.3 (2.3) | 1.9 (1.4) | 3.9 (2.5) |
| Number of respondents | 374 | 288 | 284 | 244 |
| Percentage of out-of-school youth who were:* | | | | |
| Single, never married | 93.7 (4.2) | 96.7 (3.3) | 89.8 (5.9) | 97.8 (3.2) |
| Engaged | 1.1 (1.8) | 1.0 (1.9) | 2.5 (3.0) | 0.7 (1.8) |
| Married | 4.4 (3.5) | 2.2 (2.7) | 7.8 (5.2) | 0.5 (1.6) |
| Divorced/separated | 0.7 (1.5) | 0.0 (0.0) | 0.0 (0.0) | 1.0 (2.2) |
| Number of respondents | 90 | 82 | 72 | 79 |

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Social Experiences | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|------------------|-----------------|-------------------|-----------|--------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage ever arrested | 4.2 | 4.1 | 2.5 | 5.6 | 2.5 | 2.1 | 3.3 | 3.8 | 2.8 |
| | (2.7) | (2.6) | (1.6) | (2.4) | (1.5) | (2.4) | (2.0) | (2.4) | (1.8) |
| Number of respondents | 164 | 197 | 284 | 207 | 434 | 70 | 232 | 239 | 249 |
| Percentage of out-of-school youth who were:* | | | | | | | | | |
| Single, never married | 91.4 | 92.4 | 97.4 | 94.1 | 93.6 | --- | 90.2 | 94.5 | 100 |
| | (6.2) | (6.7) | (2.9) | (4.4) | (4.0) | | (6.5) | (5.1) | (0.0) |
| Engaged | 3.2 | 0.9 | 1.9 | 0.0 | 2.7 | --- | 1.7 | 3.6 | 0.0 |
| | (3.8) | (2.4) | (2.5) | (0.0) | (2.7) | | (2.8) | (4.1) | (0.0) |
| Married | 5.4 | 6.7 | 0.6 | 4.3 | 3.7 | --- | 8.0 | 1.9 | 0.0 |
| | (5.0) | (6.4) | (1.5) | (3.8) | (3.1) | | (5.9) | (3.0) | (0.0) |
| Divorced/separated | 0.0 | 0.0 | 0.0 | 1.6 | 0.0 | --- | 0.0 | 0.0 | 0.0 |
| | (0.0) | (0.0) | (0.0) | (2.4) | (0.0) | | (0.0) | (0.0) | (0.0) |
| Number of respondents | 36 | 55 | 83 | 53 | 128 | 13 | 60 | 66 | 69 |

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH VISUAL IMPAIRMENTS

| Postsecondary Education | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|-------|----------------|----------------|-------------|----------------|----------------|---------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage taking any postsecondary education course in the past year | 30.3 (5.5) | 25.3 (8.1) | 41.3 (15.1) | --- | 26.1 (6.7) | 35.0 (9.0) | --- | 16.0 (10.6) | 33.7 (5.7) | --- | 19.7 (6.1) | 42.1 (7.9) |
| Number of respondents | 236 | 67 | 33 | 10 | 133 | 103 | 5 | 43 | 188 | 0 | 124 | 110 |
| Percentage taking in past year: | | | | | | | | | | | | |
| Postsecondary vocational courses | 8.2 (3.4) | 4.9 (4.1) | 4.3 (6.2) | --- | 5.1 (3.5) | 11.4 (6.1) | --- | 3.4 (5.5) | 9.0 (3.6) | --- | 13.0 (5.3) | 2.9 (2.8) |
| 2-year college courses | 10.0 (3.7) | 15.1 (6.8) | 17.0 (11.5) | --- | 11.3 (5.0) | 8.6 (5.4) | --- | 10.5 (9.3) | 10.0 (3.7) | --- | 5.2 (3.4) | 15.2 (5.0) |
| 4-year college courses | 14.7 (4.2) | 9.1 (5.3) | 20.0 (12.3) | --- | 12.8 (5.1) | 16.7 (7.1) | --- | 4.0 (5.7) | 17.3 (4.6) | --- | 3.4 (2.8) | 27.5 (7.2) |
| Number of respondents | 222 | 63 | 33 | 10 | 123 | 99 | 3 | 39 | 180 | 0 | 117 | 103 |
| Average number courses taken in the past year by students in a: | | | | | | | | | | | | |
| Postsecondary vocational program | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 12 | 4 | 2 | 1 | 4 | 8 | 1 | 2 | 9 | 0 | 9 | 3 |
| 2-year college | 4.7 (1.0) | --- | --- | --- | 4.7 (1.1) | --- | --- | --- | 5.0 (0.9) | --- | --- | 5.4 (1.0) |
| Number of respondents | 26 | 10 | 7 | 2 | 17 | 9 | 0 | 4 | 22 | 0 | 7 | 18 |
| 4-year college | 7.0 (0.9) | --- | --- | --- | 6.4 (1.1) | 7.4 (1.4) | --- | --- | 7.3 (0.6) | --- | --- | 7.3 (0.9) |
| Number of respondents | 37 | 8 | 7 | 0 | 21 | 16 | 0 | 3 | 34 | 0 | 7 | 30 |
| Percentage taking courses in the past year who earned a: | | | | | | | | | | | | |
| Postsecondary vocational degree/license | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2-year college degree/license | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 14 | 4 | 2 | 2 | 5 | 9 | 1 | 2 | 11 | 0 | 7 | 4 |
| Percentage with postsecondary grade point average: | | | | | | | | | | | | |
| 3.25 to 4.0 | 36.3 (11.1) | 24.7 (13.4) | 53.9 (18.9) | --- | 27.8 (10.1) | 41.7 (17.4) | --- | --- | 38.6 (12.4) | --- | 16.9 (17.7) | 45.3 (13.0) |
| 2.75 to 3.24 | 10.0 (6.9) | 22.7 (13.0) | 10.4 (11.5) | --- | 10.2 (6.8) | 9.9 (10.5) | --- | --- | 9.3 (7.4) | --- | 10.1 (14.2) | 10.1 (7.9) |
| 2.25 to 2.74 | 24.3 (9.9) | 21.0 (12.7) | 14.4 (13.3) | --- | 23.9 (9.6) | 24.6 (15.2) | --- | --- | 27.2 (11.3) | --- | 43.6 (23.4) | 14.9 (9.3) |
| 1.75 to 2.24 | 11.2 (7.3) | 9.8 (9.2) | 12.9 (12.7) | --- | 14.9 (8.0) | 8.9 (10.0) | --- | --- | 13.1 (8.6) | --- | 0.0 (0.0) | 17.0 (9.8) |
| 1.74 or lower | 18.2 (8.9) | 21.8 (12.9) | 8.4 (10.5) | --- | 23.3 (9.5) | 15.0 (12.6) | --- | --- | 11.9 (8.2) | --- | 29.3 (21.5) | 12.8 (8.7) |
| Number of respondents | 68 | 18 | 15 | 3 | 35 | 33 | 1 | 9 | 58 | 0 | 20 | 47 |

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Postsecondary Education</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage taking any postsecondary education course in the past year | 31.3 (8.0) | 20.6 (8.0) | 25.9 (8.4) | 34.6 (10.1) |
| Number of respondents | 105 | 94 | 85 | 69 |
| Percentage taking in past year: | | | | |
| Postsecondary vocational course | 10.5 (5.3) | 3.6 (3.8) | 5.5 (4.5) | 9.9 (6.4) |
| 2-year college courses | 12.7 (5.8) | 3.3 (3.6) | 6.5 (4.8) | 6.4 (5.2) |
| 4-year college courses | 11.1 (5.4) | 14.9 (7.1) | 15.9 (7.1) | 20.0 (8.5) |
| Number of respondents | 102 | 89 | 81 | 86 |
| Average number courses taken in the past year by students in a: | | | | |
| Postsecondary vocational program | --- | --- | --- | --- |
| Number of respondents | 7 | 3 | 6 | 3 |
| 2-year college | 4.2 (1.1) | --- | --- | --- |
| Number of respondents | 17 | 3 | 6 | 8 |
| 4-year college | 8.2 (1.5) | 5.9 (1.5) | 7.6 (1.4) | 6.4 (1.4) |
| Number of respondents | 16 | 15 | 16 | 18 |
| Percentage taking courses in the past year who earned a: | | | | |
| Postsecondary vocational degree/license | --- | --- | --- | --- |
| 2-year college degree/license | --- | --- | --- | --- |
| Number of respondents | 8 | 3 | 6 | 4 |
| Percentage with postsecondary grade point average: | | | | |
| 3.25 to 4.0 | 28.5 (14.1) | 23.4 (15.4) | 35.7 (14.3) | 43.0 (20.4) |
| 2.75 to 3.24 | 13.3 (10.6) | 12.5 (12.0) | 20.1 (12.0) | 5.8 (9.6) |
| 2.25 to 2.74 | 33.1 (14.7) | 16.0 (13.4) | 21.0 (12.2) | 25.4 (18.0) |
| 1.75 to 2.24 | 11.3 (9.9) | 11.2 (11.5) | 13.3 (10.2) | 8.4 (11.4) |
| 1.74 or lower | 13.9 (10.8) | 36.8 (17.5) | 9.8 (8.9) | 17.4 (15.7) |
| Number of respondents | 34 | 21 | 23 | 28 |

Table 42C: POSTSECONDARY EDUCATION OF YOUTH WITH VISUAL IMPAIRMENTS

| Postsecondary Education | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-------------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | \$12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage taking any postsecondary education course in the past year | 24.1 (11.3) | 37.6 (10.7) | 35.0 (8.8) | 32.9 (8.5) | 30.6 (7.5) | 21.8 (14.6) | 27.7 (9.2) | 26.4 (9.7) | 38.0 (9.6) |
| Number of respondents | 43 | 67 | 92 | 69 | 143 | 16 | 72 | 76 | 79 |
| Percentage taking in past year: | | | | | | | | | |
| Postsecondary vocational courses | 9.2 (8.2) | 12.0 (7.3) | 5.2 (4.1) | 12.9 (6.4) | 6.0 (3.9) | 9.1 (10.5) | 8.3 (5.8) | 9.7 (6.6) | 5.6 (4.6) |
| 2-year college courses | 2.8 (4.6) | 10.8 (7.0) | 14.9 (6.6) | 16.1 (6.9) | 8.1 (4.5) | 4.3 (7.4) | 7.7 (5.6) | 8.3 (6.1) | 13.1 (6.8) |
| 4-year college courses | 13.4 (9.0) | 16.0 (8.1) | 19.9 (7.4) | 10.5 (5.5) | 17.4 (6.2) | 13.1 (12.0) | 13.6 (7.1) | 9.5 (6.4) | 23.6 (8.4) |
| Number of respondents | 37 | 65 | 91 | 61 | 139 | 15 | 68 | 74 | 75 |
| Average number courses taken in the past year by students in a: | | | | | | | | | |
| Postsecondary vocational program | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 2 | 4 | 4 | 5 | 4 | 2 | 5 | 1 | 5 |
| 2-year college | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 0 | 9 | 14 | 10 | 14 | 1 | 6 | 6 | 12 |
| 4-year college | --- | --- | 8.2 (1.5) | --- | 7.1 (1.2) | --- | --- | --- | 7.9 (1.4) |
| Number of respondents | 7 | 9 | 19 | 10 | 25 | 2 | 7 | 9 | 21 |
| Percentage taking courses in the past year who earned a: | | | | | | | | | |
| Postsecondary vocational degree/license | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2-year college degree/license | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of respondents | 1 | 5 | 5 | 7 | 4 | 1 | 6 | 1 | 6 |
| Percentage with postsecondary grade point average: | | | | | | | | | |
| 3.25 to 4.0 | --- | 29.5 (19.6) | 48.2 (13.1) | 20.5 (11.5) | 41.5 (15.3) | --- | 40.2 (22.2) | 26.3 (23.1) | 38.0 (11.9) |
| 2.75 to 3.24 | --- | 8.6 (12.0) | 8.0 (7.1) | 21.3 (11.6) | 5.5 (7.1) | --- | 11.1 (14.2) | 3.0 (9.0) | 14.6 (8.6) |
| 2.25 to 2.74 | --- | 32.8 (20.2) | 16.0 (9.6) | 22.1 (11.8) | 24.1 (13.3) | --- | 7.3 (11.7) | 66.3 (24.8) | 10.0 (7.3) |
| 1.75 to 2.24 | --- | 13.0 (14.4) | 6.8 (6.6) | 18.9 (11.1) | 9.2 (9.0) | --- | 18.1 (17.4) | 0.0 (0.0) | 13.2 (8.3) |
| 1.74 or lower | --- | 16.1 (15.8) | 21.0 (10.6) | 17.3 (10.7) | 19.6 (12.3) | --- | 23.3 (19.1) | 4.4 (10.7) | 24.2 (10.5) |
| Number of respondents | 9 | 23 | 31 | 21 | 43 | 4 | 18 | 15 | 34 |

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Employment Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage of youth working for pay in past year | 47.4 (3.4) | 39.7 (4.9) | 50.9 (7.6) | 60.7 (11.8) | 50.4 (4.3) | 43.7 (5.4) | 36.3 (6.4) | 58.4 (5.8) | 44.1 (5.1) | 46.3 (4.2) | 51.3 (7.5) | 48.5 (8.0) |
| Number of respondents | 736 | 230 | 135 | 44 | 425 | 311 | 205 | 263 | 268 | 499 | 127 | 110 |
| Percentage of youth who currently had: | | | | | | | | | | | | |
| No employment | 51.7 (3.3) | 60.2 (4.8) | 47.7 (7.6) | 36.4 (11.7) | 51.1 (4.2) | 52.4 (5.4) | 52.7 (6.3) | 47.8 (5.9) | 55.2 (5.0) | 50.0 (4.2) | 52.8 (7.6) | 58.2 (7.9) |
| Volunteer work only | 13.8 (2.3) | 12.9 (3.3) | 22.7 (6.4) | 12.9 (8.1) | 13.0 (2.8) | 14.8 (3.8) | 19.2 (5.0) | 11.6 (3.8) | 11.9 (3.3) | 13.6 (2.9) | 18.7 (5.9) | 9.3 (4.6) |
| Workstudy only | 12.4 (2.2) | 8.2 (2.7) | 4.5 (3.2) | 12.6 (8.0) | 13.5 (2.8) | 10.9 (3.4) | 11.2 (4.0) | 16.0 (4.3) | 9.2 (2.9) | 17.1 (3.1) | 4.2 (3.0) | 0.0 (0.0) |
| Sheltered work only | 3.8 (1.3) | 3.9 (1.9) | 2.5 (2.4) | 0.3 (1.4) | 4.0 (1.6) | 3.5 (2.0) | 1.4 (1.5) | 3.6 (2.2) | 6.0 (2.4) | 3.2 (1.5) | 2.3 (2.3) | 8.2 (4.4) |
| Part time competitive work | 10.9 (2.1) | 11.6 (3.1) | 17.5 (5.8) | 13.5 (8.3) | 11.7 (2.7) | 10.0 (3.2) | 13.1 (4.3) | 10.5 (5.6) | 9.6 (3.0) | 10.7 (2.6) | 8.6 (4.2) | 14.3 (5.6) |
| Full time competitive work | 7.5 (1.7) | 3.2 (1.7) | 5.1 (3.4) | 24.3 (10.4) | 6.7 (2.1) | 8.5 (3.0) | 2.3 (1.9) | 10.6 (3.6) | 8.1 (2.8) | 5.4 (1.9) | 13.5 (5.2) | 10.0 (4.8) |
| Number of respondents | 739 | 232 | 135 | 44 | 428 | 311 | 206 | 264 | 269 | 499 | 128 | 112 |
| Percentage of employed youth with: | | | | | | | | | | | | |
| 1 paid job | 88.5 (4.1) | 90.4 (6.0) | 82.3 (8.6) | 81.6 (14.5) | 88.9 (4.5) | 88.1 (7.5) | 84.3 (9.5) | 87.4 (7.4) | 92.2 (5.2) | 90.6 (5.0) | 80.8 (11.5) | 89.5 (8.4) |
| 2 or more paid jobs | 11.5 (4.1) | 9.6 (6.0) | 17.7 (8.6) | 18.4 (14.5) | 11.1 (4.5) | 11.9 (7.5) | 15.7 (9.5) | 12.6 (7.4) | 7.8 (5.2) | 9.4 (5.0) | 19.2 (11.5) | 10.5 (8.4) |
| Number of respondents | 169 | 47 | 39 | 19 | 106 | 63 | 40 | 62 | 67 | 98 | 33 | 38 |
| Percentage with paid job earning an hourly rate of: | | | | | | | | | | | | |
| < \$3.00 | 25.5 (6.1) | 10.3 (6.4) | 35.9 (11.6) | 19.2 (14.8) | 16.6 (5.8) | 36.3 (11.9) | 53.9 (14.1) | 15.4 (8.6) | 21.6 (8.8) | 29.4 (8.2) | 5.8 (8.0) | 29.3 (13.9) |
| \$3.00 to \$3.99 | 56.9 (7.0) | 63.0 (10.4) | 37.5 (11.7) | 76.0 (16.0) | 63.9 (7.5) | 48.5 (12.4) | 37.7 (13.7) | 75.1 (10.3) | 45.8 (10.6) | 60.9 (8.8) | 60.3 (16.7) | 43.1 (15.1) |
| \$4.00 to \$4.99 | 9.5 (4.1) | 19.6 (8.4) | 13.4 (8.2) | 0.0 (0.0) | 7.2 (4.0) | 12.4 (8.2) | 2.7 (4.5) | 2.8 (3.9) | 21.6 (8.8) | 4.3 (3.6) | 19.1 (13.4) | 17.0 (11.5) |
| \$5.00 or more | 8.1 (3.8) | 10.1 (6.4) | 13.3 (8.2) | 4.7 (8.0) | 12.4 (5.2) | 2.9 (4.1) | 5.8 (6.6) | 6.7 (5.9) | 11.0 (6.7) | 5.4 (4.1) | 14.8 (12.1) | 10.6 (9.4) |
| Number of respondents | 147 | 43 | 34 | 19 | 91 | 56 | 36 | 55 | 56 | 90 | 26 | 31 |
| Average wage of employed youth | 3.30 (0.30) | 3.70 (0.30) | 3.20 (0.50) | 3.30 (0.50) | 3.60 (0.40) | 2.90 (0.40) | 2.70 (0.60) | 3.30 (0.30) | 3.50 (0.50) | 3.10 (0.30) | 4.20 (0.90) | 3.10 (0.50) |
| Number of respondents | 147 | 43 | 34 | 19 | 91 | 56 | 36 | 55 | 56 | 90 | 26 | 31 |

237

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| <u>Employment Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage of youth working for pay in past year | 47.8 (4.5) | 50.0 (5.7) | 56.0 (.5.2) | 38.1 (6.2) |
| Number of respondents | 377 | 289 | 286 | 244 |
| Percentage of youth who currently had: | | | | |
| No employment | 51.2 (4.4) | 48.0 (5.8) | 46.8 (5.1) | 51.5 (6.4) |
| Volunteer work only | 16.5 (3.3) | 8.4 (3.2) | 12.3 (3.3) | 16.1 (5.0) |
| Workstudy only | 6.0 (2.1) | 28.7 (5.3) | 13.3 (3.5) | 14.2 (4.5) |
| Sheltered work only | 2.1 (1.3) | 6.9 (2.9) | 2.6 (1.6) | 5.6 (3.0) |
| Part time competitive work | 15.1 (3.2) | 3.6 (2.2) | 13.2 (3.5) | 8.1 (3.5) |
| Full time competitive work | 9.1 (2.6) | 4.5 (2.4) | 11.8 (3.3) | 2.5 (2.0) |
| Number of respondents | 378 | 290 | 296 | 246 |
| Percentage of employed youth with: | | | | |
| 1 paid job | 84.2 (6.0) | 100 (0.0) | 82.1 (7.7) | 91.4 (6.8) |
| 2 or more paid jobs | 15.8 (6.0) | 0.0 (0.0) | 17.9 (7.7) | 8.6 (6.8) |
| Number of respondents | 101 | 50 | 73 | 48 |
| Percentage with paid job earning an hourly rate of: | | | | |
| < \$3.00 | 22.5 (7.2) | 47.9 (15.7) | 14.5 (7.5) | 46.3 (13.3) |
| \$3.00 to \$3.99 | 56.7 (8.5) | 41.0 (15.5) | 61.0 (10.5) | 49.0 (13.3) |
| \$4.00 to \$4.99 | 11.2 (5.4) | 5.3 (7.0) | 10.7 (6.6) | 2.9 (4.4) |
| \$5.00 or more | 9.6 (5.1) | 5.8 (7.4) | 13.8 (7.4) | 1.8 (3.5) |
| Number of respondents | 92 | 39 | 64 | 42 |
| Average wage of employed youth | 3.40 (0.30) | 2.70 (0.90) | 3.80 (0.40) | 2.30 (0.40) |
| Number of respondents | 92 | 39 | 64 | 42 |

238

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

| Employment Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|----------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage of youth working for pay in past year | 41.1 (6.7) | 48.3 (6.4) | 56.7 (5.2) | 43.0 (5.1) | 53.1 (4.6) | 32.1 (7.9) | 40.8 (5.6) | 49.4 (6.2) | 52.9 (5.5) |
| Number of respondents | 164 | 197 | 285 | 208 | 436 | 70 | 232 | 240 | 250 |
| Percentage of youth who currently had: | | | | | | | | | |
| No employment | 58.4 (6.7) | 49.7 (6.4) | 45.1 (5.2) | 62.2 (5.0) | 46.3 (4.6) | 56.6 (8.4) | 58.8 (5.6) | 51.1 (6.2) | 43.1 (5.5) |
| Volunteer work only | 10.7 (4.2) | 16.2 (4.7) | 15.2 (3.8) | 4.9 (2.2) | 16.6 (3.5) | 14.9 (6.1) | 10.5 (3.5) | 12.0 (4.0) | 20.9 (4.5) |
| Workstudy only | 14.8 (4.8) | 16.2 (4.7) | 8.4 (2.9) | 7.5 (2.7) | 15.1 (3.3) | 9.6 (5.0) | 17.0 (4.3) | 11.7 (4.0) | 8.1 (3.0) |
| Sheltered work only | 3.7 (2.6) | 2.7 (2.1) | 3.6 (2.0) | 4.2 (2.1) | 4.1 (1.8) | 1.3 (2.0) | 3.0 (2.0) | 2.5 (1.9) | 6.4 (2.7) |
| Part time competitive work | 7.3 (3.5) | 9.2 (3.7) | 15.8 (3.8) | 13.1 (3.5) | 10.8 (2.9) | 8.7 (4.8) | 5.8 (2.7) | 10.4 (3.8) | 16.3 (4.1) |
| Full time competitive work | 5.1 (3.0) | 6.7 (3.0) | 11.9 (3.4) | 8.1 (2.8) | 7.1 (2.4) | 8.9 (4.8) | 4.9 (2.5) | 12.3 (4.1) | 5.2 (2.5) |
| Number of respondents | 163 | 197 | 285 | 208 | 439 | 70 | 237 | 240 | 249 |
| Percentage of employed youth with: | | | | | | | | | |
| 1 paid job | 97.5 (4.7) | 87.8 (7.7) | 85.0 (7.0) | 97.2 (4.1) | 82.8 (6.2) | --- | 95.0 (5.7) | 68.0 (7.9) | 94.1 (6.7) |
| 2 or more paid jobs | 2.5 (4.7) | 12.2 (7.7) | 15.0 (7.0) | 2.8 (4.1) | 17.2 (6.2) | --- | 5.0 (5.7) | 12.0 (7.9) | 15.9 (6.7) |
| Number of respondents | 28 | 43 | 78 | 46 | 109 | 12 | 35 | 54 | 76 |
| Percentage with paid job earning an hourly rate of: | | | | | | | | | |
| < \$3.00 | 2.6 (5.6) | 22.9 (10.7) | 33.7 (9.6) | 9.2 (7.8) | 36.9 (8.6) | --- | 19.2 (11.4) | 21.6 (10.7) | 35.9 (9.6) |
| \$3.00 to \$3.39 | 82.4 (12.8) | 61.7 (12.4) | 47.2 (10.2) | 81.3 (10.5) | 41.9 (8.8) | --- | 66.9 (13.6) | 66.1 (12.3) | 40.1 (9.8) |
| \$4.00 to \$4.99 | 14.8 (11.9) | 4.2 (5.2) | 8.5 (5.7) | 6.0 (6.4) | 9.8 (5.3) | --- | 6.4 (7.1) | 7.1 (6.7) | 11.8 (6.5) |
| \$5.00 or more | 0.0 (0.0) | 11.1 (8.0) | 10.6 (6.3) | 3.4 (4.9) | 11.4 (5.7) | --- | 7.5 (7.6) | 5.2 (5.8) | 12.2 (6.5) |
| Number of respondents | 23 | 37 | 72 | 40 | 94 | 11 | 29 | 48 | 66 |
| Average wage of employed youth | 3.40 (0.20) | 3.60 (0.70) | 3.20 (0.30) | 3.40 (0.20) | 3.20 (0.40) | --- | 3.30 (0.40) | 3.40 (0.50) | 3.10 (0.40) |
| Number of respondents | 23 | 37 | 72 | 40 | 94 | 11 | 29 | 48 | 66 |

239

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Employment Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Percentage of employed youth working at: | | | | | | | | | | | | |
| Lawn work or odd jobs | 5.5 (3.3) | 2.7 (3.7) | 5.9 (6.7) | 12.5 (12.5) | 9.1 (5.0) | 1.0 (2.5) | 8.5 (8.5) | 8.8 (7.0) | 0.0 (0.0) | 6.7 (4.9) | 8.2 (8.2) | 0.0 (0.0) |
| Waiter/waitress, busbo., cook | 16.0 (5.3) | 16.3 (8.4) | 9.6 (8.3) | 30.0 (17.4) | 10.7 (5.4) | 22.6 (10.4) | 11.2 (9.6) | 20.2 (9.9) | 13.8 (7.2) | 14.8 (7.0) | 30.5 (13.8) | 6.7 (7.2) |
| Babysitting/child care | 15.8 (5.3) | 10.6 (7.1) | 24.9 (12.2) | 16.2 (14.0) | 5.8 (4.1) | 28.5 (11.2) | 42.4 (15.1) | 6.2 (6.0) | 11.5 (6.7) | 19.0 (7.7) | 3.0 (5.1) | 18.0 (11.0) |
| Farm/agricultural work | 0.2 (0.7) | 0.0 (0.0) | 0.0 (0.0) | 0.9 (3.6) | 0.4 (1.1) | 0.0 (0.0) | 1.1 (3.1) | 0.0 (0.0) | 0.0 (0.0) | 0.4 (1.2) | 0.0 (0.0) | 0.0 (0.0) |
| Factory work | 11.5 (4.6) | 4.9 (4.9) | 9.1 (8.1) | 3.1 (6.6) | 9.0 (5.0) | 14.7 (8.8) | 5.4 (5.5) | 10.9 (7.7) | 16.8 (7.9) | 6.4 (4.8) | 8.8 (8.5) | 27.6 (12.8) |
| Skilled trade | 3.1 (2.5) | 1.3 (2.6) | 4.5 (5.9) | 0.0 (9.0) | 5.6 (4.0) | 0.0 (0.0) | 0.0 (0.0) | 0.7 (2.1) | 7.7 (5.6) | 0.5 (1.4) | 4.8 (6.4) | 8.7 (8.0) |
| Other manual labor | 27.0 (6.4) | 20.2 (9.2) | 25.5 (12.3) | 36.6 (18.2) | 34.4 (8.3) | 17.6 (9.4) | 14.0 (10.6) | 35.9 (11.8) | 24.2 (9.0) | 4.1 (9.3) | 19.4 (11.9) | 14.4 (10.0) |
| Sales, store clerk, cashier | 2.3 (2.2) | 1.8 (3.0) | 5.0 (6.2) | 0.0 (0.0) | 2.5 (2.7) | 2.0 (3.5) | 3.4 (5.5) | 1.8 (3.3) | 2.2 (3.1) | 2.5 (3.0) | 3.0 (5.1) | 1.2 (3.1) |
| Office/clerical work | 12.2 (4.7) | 25.3 (10.0) | 16.3 (10.4) | 1.5 (4.6) | 11.3 (5.5) | 13.2 (8.4) | 12.5 (10.1) | 9.7 (7.3) | 14.9 (7.5) | 10.7 (6.1) | 9.1 (8.6) | 18.8 (11.2) |
| Hospital work/health care | 1.7 (1.9) | 5.7 (5.3) | 0.0 (0.0) | 0.0 (0.0) | 1.6 (2.2) | 1.8 (3.3) | 0.0 (0.0) | 0.0 (0.0) | 4.7 (4.4) | 0.0 (0.0) | 7.3 (7.8) | 1.6 (3.6) |
| Other | 10.3 (4.4) | 22.8 (9.6) | 8.1 (7.7) | 0.0 (0.0) | 14.9 (6.2) | 4.5 (5.2) | 10.1 (9.2) | 9.1 (7.1) | 11.9 (6.8) | 9.7 (5.8) | 12.1 (9.8) | 10.6 (8.8) |
| Number of respondents | 161 | 44 | 39 | 18 | 101 | 60 | 39 | 59 | 33 | 94 | 32 | 35 |
| Of youth working for pay, percentage working: | | | | | | | | | | | | |
| < 10 hours/week | 18.1 (5.1) | 24.5 (8.8) | 25.0 (9.8) | 17.2 (14.2) | 14.8 (5.1) | 22.4 (9.9) | 46.4 (13.2) | 8.8 (6.4) | 12.7 (6.6) | 23.3 (7.3) | 8.5 (8.3) | 11.8 (9.1) |
| 10 to 21 hours/week | 22.0 (5.5) | 30.3 (9.4) | 29.4 (10.4) | 9.5 (11.0) | 25.2 (6.3) | 18.0 (9.1) | 28.4 (11.9) | 19.2 (8.9) | 21.7 (8.2) | 24.0 (7.4) | 14.2 (10.4) | 23.3 (12.0) |
| 22 to 34 hours/week | 16.3 (4.9) | 23.3 (8.6) | 19.9 (9.1) | 9.6 (11.1) | 22.2 (6.0) | 8.8 (8.7) | 5.5 (6.0) | 22.5 (9.4) | 15.3 (7.1) | 18.5 (6.7) | 13.3 (10.1) | 12.8 (9.5) |
| 35 hours/week or more | 43.6 (6.5) | 21.9 (8.4) | 25.8 (10.0) | 63.7 (18.0) | 37.9 (7.0) | 50.9 (11.9) | 19.8 (10.5) | 49.5 (11.2) | 50.3 (9.9) | 34.2 (8.2) | 63.9 (14.3) | 52.2 (14.2) |
| Number of respondents | 164 | 46 | 38 | 19 | 104 | 60 | 39 | 61 | 64 | 96 | 32 | 36 |
| Average hours per week worked by paid workers | 25.8 (2.0) | 21.7 (3.0) | 21.9 (3.8) | 27.9 (5.2) | 26.3 (2.3) | 25.2 (3.5) | 16.1 (4.9) | 28.6 (2.7) | 28.2 (2.6) | 23.0 (2.7) | 31.8 (3.4) | 28.6 (3.6) |
| Number of respondents | 164 | 46 | 38 | 19 | 104 | 60 | 39 | 61 | 64 | 96 | 32 | 36 |

Table 438: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| <u>Employment Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Percentage of employed youth working at: | | | | |
| Lawn work or odd jobs | 7.3 (4.6) | 1.6 (3.5) | 9.9 (6.3) | 0.0 (0.0) |
| Waiter/waitress, busboy, cook | 17.6 (6.8) | 4.1 (5.6) | 12.5 (6.9) | 11.2 (9.4) |
| Babysitting/child care | 17 (6.) | 8.5 (7.8) | 14.5 (7.4) | 14.0 (10.3) |
| Farm/agricultural work | 0.3 (1.0) | 0.0 (0.0) | 0.5 (1.4) | 0.0 (0.0) |
| Factory work | 5.9 (4.2) | 29.9 (12.9) | 6.5 (5.2) | 27.9 (13.3) |
| Skilled trade | 2.0 (2.5) | 5.7 (6.5) | 4.7 (4.4) | 0.0 (0.0) |
| Other manual labor | 26.5 (7.8) | 32.9 (13.2) | 35.1 (10.0) | 15.8 (10.8) |
| Sales, store clerk, cashier | 2.4 (2.7) | 2.8 (4.7) | 1.1 (2.2) | 4.4 (6.1) |
| Office/clerical work | 13.8 (6.1) | 4.7 (5.9) | 7.7 (5.6) | 23.0 (12.5) |
| Hospital work/health care | 1.9 (2.4) | 1.8 (3.7) | 2.8 (3.4) | 1.5 (3.6) |
| Other | 11.7 (5.7) | 9.7 (8.3) | 12.8 (7.0) | 7.4 (7.8) |
| Number of respondents | 98 | 47 | 71 | 45 |
| Of youth working for pay, percentage working: | | | | |
| < 10 hours/week | 23.1 (7.0) | 5.9 (5.3) | 16.6 (7.5) | 18.6 (9.7) |
| 10 to 21 hours/week | 23.0 (7.0) | 15.2 (9.6) | 22.6 (8.4) | 17.5 (9.6) |
| 22 to 34 hours/week | 16.5 (6.1) | 15.9 (9.8) | 12.7 (6.7) | 27.4 (11.3) |
| 35 hours/week or more | 37.4 (8.0) | 63.0 (12.9) | 48.0 (10.0) | 37.1 (12.2) |
| Number of respondents | 99 | 48 | 72 | 45 |
| Average hours per week worked by paid workers | 23.7 (2.5) | 32.1 (3.1) | 26.8 (2.9) | 25.7 (3.8) |
| Number of respondents | 99 | 48 | 72 | 45 |

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Employment Characteristics | Income | | | Ethnicity | | | Head of Household's Education | | |
|---|----------------|-----------------|-------------------|----------------|---------------|----------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Percentage of employed youth working at: | | | | | | | | | |
| Lawn work or odd jobs | 3.1 (6.1) | 3.2 (4.9) | 9.8 (8.1) | 3.0 (3.8) | 7.5 (5.0) | --- | 0.0 (0.0) | 7.0 (6.7) | 7.9 (5.6) |
| Waiter/waitress, busboy, cook | 11.3 (11.0) | 23.1 (11.6) | 18.2 (7.9) | 9.9 (3.7) | 19.4 (7.6) | --- | 17.1 (11.6) | 24.1 (11.2) | 8.6 (5.8) |
| Babysitting/child care | 4.0 (6.8) | 12.7 (9.2) | 27.2 (9.1) | 11.4 (7.1) | 20.0 (7.7) | --- | 11.5 (9.9) | 14.9 (9.3) | 20.9 (8.4) |
| Farm/agricultural work | 0.0 (0.0) | 0.0 (0.0) | 0.5 (1.5) | 0.0 (0.0) | 0.4 (1.2) | --- | 0.0 (0.0) | 0.0 (0.0) | 0.6 (1.6) |
| Factory work | 9.2 (10.0) | 9.4 (8.0) | 8.1 (5.6) | 2.4 (3.5) | 15.4 (6.9) | --- | 8.0 (8.4) | 5.9 (6.2) | 20.5 (8.3) |
| Skilled trade | 2.6 (5.5) | 8.7 (7.7) | 1.3 (2.3) | 3.5 (4.1) | 3.3 (3.4) | --- | 7.8 (8.3) | 3.0 (4.5) | 0.8 (1.8) |
| Other manual labor | 41.7 (17.1) | 27.1 (12.2) | 16.8 (7.7) | 47.7 (11.2) | 17.4 (7.3) | --- | 28.6 (14.0) | 33.2 (12.4) | 15.9 (7.6) |
| Sales, store clerk, cashier | 0.0 (0.0) | 3.2 (4.9) | 0.6 (1.6) | 1.4 (2.7) | 2.1 (2.7) | --- | 1.5 (3.7) | 1.1 (2.8) | 2.6 (3.3) |
| Office/clerical work | 9.4 (10.2) | 15.0 (9.8) | 12.9 (6.9) | 11.1 (7.1) | 10.3 (5.8) | --- | 8.2 (8.5) | 6.3 (6.4) | 19.4 (8.2) |
| Hospital work/health care | 0.0 (0.0) | 0.0 (0.0) | 1.9 (2.8) | 0.0 (0.0) | 2.8 (3.2) | --- | 0.0 (0.0) | 2.1 (3.8) | 2.5 (3.2) |
| Other | 21.8 (14.3) | 5.3 (6.2) | 7.2 (5.3) | 12.6 (7.5) | 8.0 (5.2) | --- | 17.3 (11.7) | 7.0 (6.7) | 10.6 (6.4) |
| Number of respondents | 25 | 43 | 75 | 44 | 103 | 12 | 32 | 53 | 72 |
| Of youth working for pay, percentage working: | | | | | | | | | |
| < 10 hours/week | 14.4 (10.8) | 12.4 (7.7) | 26.9 (8.9) | 8.7 (7.1) | 27.8 (7.0) | --- | 16.3 (9.6) | 15.5 (9.0) | 23.5 (8.0) |
| 10 to 21 hours/week | 25.1 (13.3) | 25.4 (10.2) | 20.5 (8.1) | 24.9 (11.0) | 22.0 (6.9) | --- | 18.0 (10.0) | 17.2 (9.3) | 30.2 (8.6) |
| 22 to 34 hours/week | 21.4 (12.6) | 19.8 (9.3) | 9.1 (5.8) | 26.6 (11.2) | 11.8 (5.4) | --- | 20.5 (10.5) | 11.7 (8.0) | 13.5 (6.4) |
| 35 hours/week or more | 39.2 (15.0) | 47.4 (11.6) | 43.5 (9.9) | 39.8 (12.4) | 43.5 (8.3) | --- | 45.1 (13.0) | 55.6 (12.3) | 32.8 (8.8) |
| Number of respondents | 27 | 43 | 74 | 44 | 106 | 12 | 35 | 52 | 73 |
| Average hours per week worked by paid workers | 25.8 (3.9) | 27.0 (3.2) | 23.5 (3.2) | 27.1 (2.4) | 24.8 (2.8) | --- | 27.5 (3.4) | 28.1 (3.5) | 22.5 (3.1) |
| Number of respondents | 27 | 43 | 74 | 44 | 106 | 12 | 35 | 52 | 73 |

242

335

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Employment Characteristics | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|-----------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Of those currently working for pay, percentage working at current job: | | | | | | | | | | | | |
| < 1 month | 20.3 (5.3) | 32.2 (9.6) | 12.9 (7.5) | 15.5 (13.6) | 23.7 (6.1) | 15.9 (8.7) | 17.7 (10.1) | 27.6 (10.0) | 13.2 (6.6) | 20.5 (7.0) | 32.5 (13.7) | 9.6 (8.2) |
| 1 to 3 months | 36.9 (6.3) | 34.6 (9.7) | 38.0 (10.9) | 42.7 (18.5) | 35.4 (6.9) | 38.9 (11.6) | 21.3 (10.9) | 48.0 (11.2) | 32.7 (9.2) | 46.6 (8.6) | 14.8 (10.4) | 29.4 (12.8) |
| > 3 months to 6 months | 17.5 (5.0) | 12.0 (6.6) | 18.8 (8.8) | 15.7 (13.6) | 18.8 (5.6) | 15.7 (8.6) | 14.5 (9.3) | 12.7 (7.4) | 24.7 (8.4) | 12.3 (5.7) | 14.5 (10.3) | 33.9 (13.3) |
| > 6 months | 25.3 (5.7) | 21.2 (8.4) | 30.3 (10.3) | 26.2 (16.5) | 22.1 (6.0) | 29.5 (10.8) | 46.5 (13.3) | 11.8 (7.2) | 29.3 (8.9) | 20.6 (7.0) | 38.2 (14.2) | 27.2 (12.5) |
| Number of respondents | 167 | 46 | 39 | 19 | 106 | 61 | 39 | 62 | 66 | 97 | 33 | 37 |
| Of those ever employed for pay, percentage with longest time at a paid job: | | | | | | | | | | | | |
| 3 months or less | 55.9 (5.0) | 65.8 (7.3) | 56.2 (9.9) | 50.5 (17.6) | 54.1 (5.9) | 58.1 (8.5) | 57.4 (10.5) | 65.3 (7.9) | 42.9 (7.6) | 67.5 (6.4) | 38.2 (9.5) | 40.4 (11.3) |
| > 3 months to 6 months | 15.8 (3.7) | 10.7 (4.8) | 17.2 (7.5) | 11.4 (11.2) | 17.5 (4.5) | 13.7 (5.9) | 10.0 (6.4) | 13.8 (5.7) | 21.8 (6.4) | 13.9 (4.7) | 14.2 (6.8) | 23.2 (9.7) |
| > 6 months to 12 months | 15.5 (3.7) | 11.7 (5.0) | 15.5 (7.2) | 16.9 (13.2) | 15.8 (4.3) | 15.1 (6.2) | 9.3 (6.1) | 13.9 (5.7) | 21.2 (6.3) | 6.9 (3.5) | 32.6 (9.2) | 22.1 (9.6) |
| > 12 months | 12.9 (2.4) | 11.7 (5.0) | 11.1 (6.3) | 21.2 (14.4) | 12.7 (4.0) | 13.2 (5.8) | 23.3 (8.9) | 7.0 (4.2) | 14.2 (5.4) | 11.7 (4.4) | 15.0 (7.0) | 14.2 (8.0) |
| Number of respondents | 275 | 83 | 62 | 22 | 171 | 104 | 59 | 111 | 105 | 156 | 66 | 53 |
| Average months kept: | | | | | | | | | | | | |
| Longest paid job | 7.4 (1.2) | 6.9 (2.0) | 7.3 (2.7) | 9.1 (3.6) | 7.4 (1.5) | 7.3 (2.1) | 8.4 (2.6) | 6.1 (1.9) | 8.4 (1.8) | 6.0 (1.6) | 9.6 (2.3) | 9.0 (2.7) |
| Present paid job | 6.8 (1.5) | 5.2 (1.7) | 7.7 (3.4) | 7.7 (4.0) | 6.2 (1.7) | 7.5 (2.7) | 11.7 (3.5) | 5.1 (2.8) | 5.9 (1.3) | 6.7 (2.2) | 8.3 (3.2) | 5.8 (1.5) |
| Number of respondents | 167 | 46 | 39 | 19 | 106 | 61 | 39 | 62 | 66 | 97 | 33 | 37 |
| Percentage of unemployed youth leaving last job by: | | | | | | | | | | | | |
| Quitting | 11.7 (5.3) | 23.1 (10.1) | 12.1 (11.1) | --- | 18.1 (8.5) | 2.7 (4.0) | 17.5 (13.5) | 11.9 (8.4) | 7.6 (6.6) | 10.7 (7.2) | 16.4 (9.4) | 7.3 (10.6) |
| Being fired | 5.0 (3.6) | 5.3 (5.3) | 3.8 (6.5) | --- | 3.1 (3.8) | 7.6 (8.5) | 4.9 (7.6) | 2.8 (4.3) | 8.5 (6.9) | 2.8 (3.8) | 12.8 (8.4) | 0.0 (0.0) |
| Being laid off | 10.3 (5.0) | 12.1 (7.8) | 7.3 (8.8) | --- | 10.3 (6.7) | 10.2 (7.4) | 9.2 (10.2) | 8.0 (7.0) | 14.6 (9.7) | 7.1 (6.0) | 12.4 (8.3) | 19.6 (16.3) |
| Ending temporary work | 73.1 (7.3) | 59.5 (11.7) | 76.8 (14.3) | --- | 68.5 (10.2) | 79.5 (9.9) | 68.5 (16.5) | 77.3 (10.8) | 69.3 (11.4) | 79.5 (9.4) | 58.4 (12.4) | 73.1 (18.2) |
| Number of respondents | 111 | 36 | 24 | 4 | 67 | 44 | 20 | 50 | 41 | 60 | 35 | 16 |
| Percentage of employed youth fired in the past year | | | | | | | | | | | | |
| | 1.1 (0.7) | 1.4 (1.2) | 0.8 (1.4) | 0.0 (0.9) | 0.8 (0.8) | 1.5 (1.3) | 0.5 (0.9) | 0.8 (1.0) | 1.9 (1.4) | 0.4 (0.5) | 4.0 (3.0) | 1.1 (1.7) |
| Number of respondents | 740 | 231 | 136 | 44 | 427 | 313 | 207 | 265 | 268 | 503 | 127 | 110 |

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| <u>Employment Characteristics</u> | <u>Type of School Attended</u> | | <u>Severity of Visual Impairment</u> | |
|---|--------------------------------|-----------------------|--------------------------------------|----------------|
| | <u>Regular School</u> | <u>Special School</u> | <u>Partially Sighted</u> | <u>Blind</u> |
| Of those currently working for pay, percentage working at current job: | | | | |
| < 1 month | 19.5 (6.5) | 25.9 (11.6) | 20.4 (8.1) | 25.2 (10.7) |
| 1 to 3 months | 37.9 (8.0) | 33.6 (12.5) | 38.8 (9.8) | 29.8 (11.3) |
| > 3 months to 6 months | 15.6 (6.0) | 21.8 (10.9) | 13.7 (6.9) | 22.4 (10.3) |
| > 6 months | 27.0 (7.3) | 18.7 (10.3) | 27.0 (8.5) | 22.5 (10.3) |
| Number of respondents | 100 | 49 | 72 | 47 |
| Of those ever employed for pay, percentage with longest time at a paid job: | | | | |
| 3 months or less | 57.5 (6.5) | 50.9 (9.1) | 55.9 (7.6) | 51.9 (9.7) |
| > 3 months to 6 months | 13.2 (4.4) | 21.5 (7.5) | 11.9 (4.9) | 20.2 (7.8) |
| > 6 months to 12 months | 14.8 (4.6) | 17.7 (7.0) | 17.9 (5.9) | 19.7 (7.7) |
| > 12 months | 14.5 (4.6) | 9.9 (5.4) | 14.3 (5.4) | 8.2 (5.3) |
| Number of respondents | 158 | 87 | 126 | 74 |
| Average months kept: | | | | |
| Longest paid job | 7.9 (1.7) | 6.7 (1.9) | 8.0 (1.9) | 6.5 (2.1) |
| Present paid job | 7.1 (1.9) | 6.4 (3.0) | 6.7 (2.1) | 6.7 (3.2) |
| Number of respondents | 100 | 49 | 72 | 47 |
| Percentage of unemployed youth leaving last job by: | | | | |
| Quitting | 12.8 (7.4) | 1.7 (2.9) | 9.0 (6.8) | 9.2 (8.6) |
| Being fired | 4.3 (4.5) | 2.3 (3.4) | 1.4 (2.8) | 0.0 (0.0) |
| Being laid off | 8.2 (6.1) | 12.1 (7.4) | 12.4 (7.8) | 5.1 (6.5) |
| Ending temporary work | 74.7 (9.7) | 83.9 (8.4) | 77.3 (10.0) | 95.7 (10.4) |
| Number of respondents | 59 | 40 | 53 | 30 |
| Percentage of employed youth fired in the past year | | | | |
| | 1.0 (0.9) | 0.3 (0.6) | 0.7 (0.9) | 0.0 (0.0) |
| Number of respondents | 379 | 291 | 289 | 245 |

244

341

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Employment Characteristics | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|------------------|-----------------|-------------------|----------------|---------------|----------------|-------------------------------|---------------------|--------------------|
| | Under \$12,000 | 12,000-\$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Of those currently working for pay, percentage working at current job: | | | | | | | | | |
| < 1 month | 30.5 (14.2) | 24.3 (10.0) | 15.6 (7.1) | 29.9 (11.5) | 15.7 (6.0) | --- | 37.6 (12.6) | 19.5 (9.6) | 12.7 (6.2) |
| 1 to 3 months | 47.9 (15.4) | 40.7 (11.5) | 35.2 (9.4) | 43.2 (12.4) | 33.3 (7.8) | --- | 44.4 (13.0) | 43.0 (12.1) | 28.7 (8.5) |
| > 3 months to 6 months | 6.0 (7.3) | 15.8 (8.1) | 14.2 (6.9) | 10.3 (7.6) | 20.3 (6.7) | --- | 9.6 (7.7) | 7.2 (6.3) | 26.5 (8.3) |
| > 6 months | 15.6 (11.2) | 21.3 (9.6) | 35.1 (9.4) | 16.6 (9.3) | 30.7 (7.6) | --- | 8.4 (7.2) | 29.8 (11.1) | 32.1 (8.7) |
| Number of respondents | 27 | 43 | 77 | 45 | 108 | 12 | 35 | 54 | 74 |
| Of those ever employed for pay, percentage with longest time at a paid job: | | | | | | | | | |
| 3 months or less | 72.8 (10.1) | 64.7 (9.0) | 47.1 (7.6) | 68.1 (8.8) | 51.1 (6.4) | 58.7 (17.3) | 79.2 (8.3) | 55.9 (9.1) | 44.2 (7.4) |
| > 3 months to 6 months | 8.7 (6.4) | 10.5 (5.8) | 15.6 (5.5) | 13.4 (6.4) | 16.8 (4.8) | 16.2 (12.9) | 6.3 (5.0) | 8.3 (5.1) | 25.8 (6.5) |
| > 6 months to 12 months | 9.0 (6.5) | 12.6 (6.2) | 21.3 (6.3) | 11.0 (5.9) | 16.7 (4.7) | 21.4 (14.4) | 4.4 (4.2) | 18.7 (7.2) | 19.7 (5.9) |
| > 12 months | 9.5 (6.7) | 12.1 (6.1) | 16.0 (5.6) | 7.5 (4.9) | 15.4 (4.6) | 3.7 (6.6) | 10.0 (6.2) | 17.1 (6.9) | 10.3 (4.5) |
| Number of respondents | 46 | 73 | 131 | 73 | 92 | 18 | 62 | 88 | 120 |
| Average months kept: | | | | | | | | | |
| Longest paid job | 4.6 (1.9) | 7.1 (2.5) | 8.9 (1.8) | 5.4 (1.7) | 8.1 (1.6) | --- | 4.3 (2.0) | 8.6 (2.4) | 7.4 (1.6) |
| Present paid job | 3.8 (2.3) | 5.6 (2.7) | 9.2 (2.6) | 3.3 (1.1) | 8.8 (2.3) | --- | 3.0 (1.7) | 7.7 (3.0) | 8.3 (2.3) |
| Number of respondents | 27 | 43 | 77 | 45 | 108 | 12 | 35 | 54 | 74 |
| Percentage of unemployed youth leaving last job by: | | | | | | | | | |
| Quitting | 0.0 (0.0) | 12.1 (9.9) | 18.5 (9.4) | 13.2 (8.4) | 9.4 (6.0) | --- | 9.8 (10.3) | 16.0 (9.5) | 8.0 (6.7) |
| Being fired | 3.8 (7.1) | 4.3 (6.1) | 1.4 (2.8) | 4.5 (5.2) | 4.4 (4.2) | --- | 0.0 (0.0) | 1.7 (3.5) | 11.6 (7.9) |
| Being laid off | 12.9 (12.6) | 14.0 (10.5) | 7.5 (6.4) | 14.1 (8.6) | 9.7 (6.1) | --- | 7.7 (9.3) | 19.5 (10.6) | 5.4 (5.6) |
| Ending temporary work | 83.4 (14.0) | 69.7 (13.9) | 72.6 (10.8) | 68.2 (11.5) | 76.5 (8.7) | --- | 82.5 (13.2) | 62.6 (13.0) | 74.9 (10.7) |
| Number of respondents | 20 | 30 | 55 | 28 | 76 | 6 | 20 | 35 | 46 |
| Percentage of employed youth fired in the past year | | | | | | | | | |
| | 0.5 (0.9) | 1.0 (1.3) | 1.1 (1.1) | 0.5 (0.8) | 1.3 (1.1) | 1.3 (1.9) | 0.0 (0.0) | 1.3 (1.4) | 2.3 (1.6) |
| Number of respondents | 164 | 197 | 285 | 208 | 436 | 70 | 232 | 240 | 250 |

Source: Parent interviews

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

"What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had

significantly lower functional mental skills scale scores than those for whom IQ data were not available ($p < .05$). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores ($p < .001$). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone

amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F." Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary

school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

| <u>Student Characteristics</u> | <u>Students Who Did Not Receive Grades</u> | | |
|---|--|-------------|----------|
| | <u>%</u> | <u>S.E.</u> | <u>N</u> |
| Total | 10.8 | 1.0 | 5591 |
| Primary disability category | | | |
| Learning disabled | 4.8 | 1.1 | 821 |
| Emotionally disturbed | 8.7 | 1.8 | 502 |
| Speech impaired | 4.3 | 1.5 | 379 |
| Mentally retarded | 24.0 | 2.0 | 846 |
| Visually impaired | 10.4 | 2.5 | 548 |
| Hard of hearing | 1.5 | 1.0 | 513 |
| Deaf | 11.1 | 2.0 | 683 |
| Orthopedically impaired | 14.9 | 2.7 | 458 |
| Other health impaired | 9.6 | 2.6 | 284 |
| Multiply handicapped | 56.1 | 4.0 | 491 |
| Deaf/blind | 78.1 | 6.8 | 66 |
| Functional mental skills* | | | |
| Low | 54.9 | 5.3 | 548 |
| Medium | 11.5 | 1.9 | 1724 |
| High | 3.6 | 1.0 | 1962 |
| Student assigned to grade level | | | |
| Yes | 5.1 | .8 | 4619 |
| No | 65.7 | 3.6 | 941 |
| Student attended: | | | |
| Special school for students with disabilities | 54.5 | 3.9 | 1529 |
| Regular secondary school | 6.9 | .8 | 4052 |

* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract forms because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alterations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview involves data from two items:

- A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"
- A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.
- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.
- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.
- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.
- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.
- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

"Which of the following best describes your school?"

Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

"What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"

Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

"What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...

- 1 Testing to find out his/her work interests or abilities
- 2 Training in specific job skills, like car repair or food service
- 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
- 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
- 5 Help in finding a job or learning to look for one."

Who has given (NAME) job training or help in the past 12 months?"

Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally-oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

- 1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
- 2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
- 3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
- 4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
- 5 Technical education (e.g., engineering, architecture, aeronautics)
- 6 Machine shop, auto and motor repair
- 7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
- 8 Electrical, electronics, communication, air conditioning
- 9 Manufacturing, industrial arts
- 10 Painting, interior design/decorating
- 11 Graphic and commercial arts, drafting, printing, photography
- 12 Food services, cook, food server, hostess, dishwasher
- 13 Personal services, cosmetology, laundry/cleaning
- 14 Custodial services/janitor
- 15 Fireman, law enforcement, public service
- 16 Other (SPECIFY)
- 17 Career exploration, prevocational skills, work adjustment
- 18 Sheltered workshop, supported employment
- 19 Work study/experience, on-the-job training
- 20 Clothing/textiles
- 21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive

value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

"Has (NAME) ever had (kind of service)?"

"Has (NAME) had any of this (kind of service) in the past 12 months?"

"Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth

with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

- Speech or language therapy
- Personal counseling or therapy
- A tutor, reader, or interpreter
- Physical therapy or mobility training (e.g., help with walking or wheelchair use)
- Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

- 1 Physical therapy
- 2 Occupational therapy
- 3 Assistive devices or physical adaptations
- 4 Mental health services, personal counseling, therapy, or psychiatric care
- 5 Speech or language therapy
- 6 Hearing-loss therapy
- 7 Tutor, reader, or interpreter
- 8 Special transportation because of disability
- 9 Adaptive physical education
- 10 Health services (e.g., catheterization)
- 11 Testing for disabilities (e.g., psychological assessment, classroom observation)
- 12 Social work services
- 00 None of the above

Responses were coded into the support services variables as follows:

If response circled:

5
4, 12
1, 10
7
8

Coded as received:

Speech therapy
Personal counseling/therapy
Physical therapy/mobility training
Tutor/reader/interpreter
Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

**Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR
VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH**

| <u>Number of Cases Service Variables</u> | <u>Percentage In With Two Sources</u> | <u>Agreement</u> |
|---|---|------------------|
| Received speech therapy | | |
| Ever | 4801 | 66 |
| In past year | 4741 | 80 |
| In past year from school | 4741 | 69 |
| Received counseling/therapy | | |
| Ever | 4786 | 68 |
| In past year | 4753 | 80 |
| In past year from school | 4753 | 46 |
| Received help from a tutor/reader/interpreter | | |
| Ever | 4769 | 58 |
| In past year | 4737 | 73 |
| In past year from school | 4737 | 59 |
| Received physical therapy/mobility training | | |
| Ever | 4793 | 80 |
| In past year | 4774 | 88 |
| In past year from school | 4774 | 55 |
| Received transportation assistance | | |
| Ever | 4820 | 55 |
| In past year | 4814 | 71 |
| In past year from school | 4814 | 46 |

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

"Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"

"Has (NAME) had any of this job training or help in the past 12 months?"

"Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

"Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

"Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."

"Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"

"Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

"Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken.

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

"Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

"What was this student's status at the end of the school year?" Possible responses included:

- Graduated
- Exceeded the school age limit
- Completed the school year and promoted to the next grade level
- Completed the school year but not promoted to the next grade level
- Dropped out
- Permanently expelled
- Transferred/moved to another school
- Incarcerated
- Institutionalized due to handicap
- Other (specify)
- Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

| <u>School Completion Status</u> | <u>Record Abstract Response</u> |
|---------------------------------|---------------------------------|
| Graduated | Graduated |
| Aged Out | Exceeded the school age limit |
| Dropped out/left | Dropped out |
| | Withdrew |
| | Institutionalized |
| | Incarcerated |
| | Other |
| Suspended/expelled | Permanently expelled |

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.
- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.
- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred; for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.
- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

**Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS**

| Subgroups Referenced, and Table Number(s) | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------------|--------------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Table 8: Percentage of youth who were still in high school or had left high school without graduating* | | | | | | | | | | | | |
| Number of respondents | 71.0 (3.1) | 69.9 (4.6) | 77.5 (6.3) | 74.8 (10.6) | 72.7 (3.8) | 68.8 (5.1) | 98.8 (1.5) | 87.5 (3.9) | 31.3 (4.7) | 98.2 (1.2) | 12.9 (5.0) | 18.8 (6.2) |
| | 720 | 230 | 135 | 43 | 416 | 304 | 196 | 256 | 268 | 479 | 129 | 112 |
| Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year* | | | | | | | | | | | | |
| Number of respondents | 45.8 (3.4) | 37.9 (4.9) | 40.7 (7.5) | 43.9 (12.2) | 45.3 (4.3) | 46.4 (5.6) | 31.8 (6.3) | 42.3 (5.9) | 61.3 (5.1) | 41.8 (4.3) | 58.9 (7.5) | 49.6 (8.4) |
| | 704 | 222 | 133 | 43 | 407 | 297 | 196 | 253 | 255 | 479 | 123 | 102 |
| Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:** | | | | | | | | | | | | |
| Seventh grade | 42.4 (3.3) | 11.1 (3.2) | 18.7 (5.7) | 28.8 (10.6) | 40.8 (4.1) | 44.1 (5.3) | 40.8 (6.4) | 36.3 (5.4) | 52.2 (5.2) | 42.1 (4.1) | 35.9 (6.6) | 54.4 (9.0) |
| Eighth grade | 45.3 (3.3) | 11.5 (3.2) | 19.9 (5.8) | 44.1 (11.6) | 44.4 (4.2) | 46.1 (5.3) | 44.8 (6.5) | 40.3 (5.7) | 52.4 (5.2) | 46.3 (4.2) | 35.9 (6.6) | 54.9 (9.0) |
| Ninth grade | 85.6 (2.3) | 78.3 (4.2) | 83.4 (5.4) | 83.2 (8.8) | 83.8 (3.1) | 87.8 (3.5) | 80.1 (5.2) | 85.5 (3.9) | 91.1 (3.0) | 85.3 (3.0) | 82.6 (5.2) | 91.6 (5.0) |
| Tenth grade | 92.7 (1.7) | 90.1 (3.0) | 89.7 (4.4) | 97.3 (3.8) | 90.4 (2.5) | 95.5 (2.2) | 82.6 (4.9) | 97.3 (1.8) | 96.8 (1.8) | 90.5 (2.5) | 98.0 (2.0) | 96.8 (3.2) |
| Eleventh grade | 92.7 (1.7) | 90.1 (3.0) | 89.7 (4.4) | 97.3 (3.8) | 90.4 (2.5) | 95.5 (2.2) | 82.6 (4.9) | 97.3 (1.8) | 96.8 (1.8) | 90.5 (2.5) | 98.0 (2.0) | 96.8 (3.2) |
| Twelfth grade | 92.7 (1.7) | 90.1 (3.0) | 89.7 (4.4) | 97.3 (3.8) | 90.4 (2.5) | 95.5 (2.2) | 82.6 (4.9) | 97.3 (1.8) | 96.8 (1.8) | 90.5 (2.5) | 98.0 (2.0) | 96.8 (3.2) |
| Ungraded | 62.2 (3.2) | 48.8 (5.0) | 46.8 (7.3) | 37.4 (11.3) | 61.2 (4.1) | 63.4 (5.2) | 58.7 (6.4) | 60.1 (5.5) | 68.6 (4.8) | 61.2 (4.1) | 56.2 (6.8) | 78.3 (7.5) |
| Number of respondents | 761 | 227 | 145 | 47 | 436 | 322 | 216 | 290 | 255 | 515 | 152 | 87 |

* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

B-1

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS

| Subgroups Referenced, and Table Number(s) | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Table 8: Percentage of youth who were still in high school or had left high school without graduating* | 72.2 (4.1) | 75.2 (4.9) | 71.5 (4.8) | 66.0 (6.0) |
| Number of respondents | 375 | 290 | 281 | 245 |
| Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year* | 38.6 (4.5) | 60.5 (5.6) | 43.9 (5.3) | 38.3 (6.2) |
| Number of respondents | 366 | 288 | 274 | 242 |
| Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:** | | | | |
| Seventh grade | 15.8 (3.2) | 92.7 (2.7) | 32.4 (4.5) | 56.6 (6.1) |
| Eighth grade | 20.2 (3.5) | 92.7 (2.7) | 38.1 (4.7) | 57.4 (6.1) |
| Ninth grade | 81.8 (3.4) | 92.7 (2.7) | 84.3 (3.5) | 90.0 (3.7) |
| Tenth grade | 92.7 (2.3) | 92.7 (2.7) | 94.9 (2.1) | 92.7 (3.2) |
| Eleventh grade | 92.7 (2.3) | 92.7 (2.7) | 94.9 (2.1) | 92.7 (3.2) |
| Twelfth grade | 92.7 (2.3) | 92.7 (2.7) | 94.9 (2.1) | 92.7 (3.2) |
| Ungraded | 43.1 (4.3) | 98.2 (1.3) | 58.5 (4.7) | 70.8 (5.6) |
| Number of respondents | 402 | 359 | 341 | 261 |

* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

**Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS**

| Subgroups Referenced, and Table Number(s) | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|-------------------|---------------------|----------------------|----------------|----------------|----------------|-------------------------------|------------------------|-----------------------|
| | Under \$12,000 | 12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Table 8: Percentage of youth who were still in high school or had left high school without graduating* | 81.2 (5.4) | 67.4 (6.1) | 70.4 (4.8) | 67.5 (5.0) | 71.6 (4.2) | 75.4 (7.4) | 70.9 (5.3) | 70.1 (5.7) | 74.5 (4.9) |
| Number of respondents | 155 | 191 | 283 | 195 | 436 | 68 | 223 | 234 | 245 |
| Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year* | 37.6 (6.8) | 46.7 (6.6) | 48.5 (5.3) | 36.4 (5.2) | 49.7 (4.7) | 43.1 (8.7) | 47.9 (5.9) | 40.1 (6.2) | 48.7 (5.6) |
| Number of respondents | 153 | 187 | 201 | 188 | 451 | 65 | 219 | 232 | 242 |
| Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:** | | | | | | | | | |
| Seventh grade | 51.5 (7.4) | 45.5 (6.9) | 39 (5.2) | 32.4 (5.4) | 45.6 (4.8) | 27.9 (8.2) | 41.1 (6.0) | 43.8 (6.5) | 42.4 (5.9) |
| Eighth grade | 54.8 (7.4) | 46.8 (6.9) | 35.8 (5.3) | 37.3 (5.6) | 48.7 (4.8) | 28.9 (8.3) | 41.5 (6.1) | 49.7 (6.6) | 43.1 (5.9) |
| Ninth grade | 87.1 (5.0) | 85.1 (4.9) | 83.5 (4.2) | 86.0 (4.0) | 85.5 (3.4) | 73.9 (8.0) | 84.9 (4.4) | 87.2 (4.4) | 83.5 (4.4) |
| Tenth grade | 88.6 (4.7) | 91.9 (3.8) | 92.9 (2.8) | 91.4 (3.2) | 93.1 (2.4) | 85.1 (6.5) | 89.2 (3.8) | 96.4 (2.4) | 90.5 (3.5) |
| Eleventh grade | 89.6 (4.7) | 91.9 (3.9) | 92.9 (2.8) | 91.4 (3.2) | 93.1 (2.4) | 85.1 (6.5) | 89.2 (3.8) | 96.4 (2.4) | 90.5 (3.5) |
| Twelfth grade | 88.6 (4.7) | 91.9 (3.8) | 92.9 (2.8) | 91.4 (3.2) | 93.1 (2.4) | 85.1 (6.5) | 89.2 (3.8) | 96.4 (2.4) | 90.5 (3.5) |
| Ungraded | 68.1 (6.9) | 55.2 (6.9) | 57.0 (5.5) | 52.7 (5.8) | 64.1 (4.6) | 54.1 (9.1) | 63.6 (5.9) | 59.0 (6.5) | 58.0 (5.8) |
| Number of respondents | 137 | 170 | 258 | 167 | 413 | 60 | 202 | 212 | 219 |

* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

B-3

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Subgroups Referenced, and Table Number(s) | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|--|--------|-----------|----------|--------|--------|--------|-------------|--------|----------------|---------------|-----------------------|--------------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Table 12: Percentage of youth in schools that served learning handicapped students | 99.2 | 98.9 | 98.5 | 100 | 99.0 | 99.6 | 99.4 | 99.7 | 98.3 | 98.9 | 100 | 100 |
| | (0.6) | (1.1) | (1.9) | (0.0) | (0.9) | (0.8) | (1.0) | (0.7) | (1.5) | (1.0) | (0.0) | (0.0) |
| Number of respondents | 654 | 192 | 125 | 40 | 374 | 277 | 188 | 254 | 212 | 435 | 134 | 80 |
| Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students | 61.4 | 88.0 | 89.5 | 89.8 | 57.6 | 66.5 | 59.9 | 68.6 | 52.8 | 61.0 | 68.7 | 50.1 |
| | (3.5) | (3.6) | (4.8) | (7.5) | (4.5) | (5.5) | (6.8) | (5.5) | (5.7) | (4.5) | (6.9) | (9.4) |
| Number of respondents | 650 | 184 | 127 | 42 | 372 | 275 | 187 | 252 | 211 | 433 | 132 | 80 |
| Table 12: Percentage of youth in schools with twelfth grade and nondis- abled students that required minimum competency tests for graduation | 50.3 | 68.0 | 52.8 | 52.3 | 52.1 | 48.0 | 47.7 | 60.0 | 39.8 | 53.9 | 41.8 | 43.5 |
| | (3.6) | (5.1) | (7.9) | (12.5) | (4.6) | (5.8) | (7.0) | (5.9) | (5.6) | (4.6) | (7.2) | (9.4) |
| Number of respondents | 649 | 189 | 123 | 41 | 371 | 275 | 186 | 252 | 211 | 431 | 134 | 79 |
| Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students | 89.9 | 98.3 | 95.8 | 98.9 | 86.7 | 93.9 | 86.2 | 94.7 | 87.3 | 69.3 | 91.6 | 90.5 |
| | (2.2) | (1.4) | (3.1) | (2.6) | (3.2) | (2.8) | (4.8) | (2.8) | (4.0) | (2.9) | (4.3) | (5.8) |
| Number of respondents | 612 | 189 | 125 | 41 | 352 | 258 | 188 | 230 | 194 | 415 | 120 | 72 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Subgroups Referenced, and Table Number(s) | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Table 12: Percentage of youth in schools that served learning handicapped students | 99.3 (0.8) | 99.1 (1.0) | 99.6 (0.6) | 98.4 (1.6) |
| Number of respondents | 340 | 314 | 305 | 224 |
| Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students | 93.4 (2.4) | 0.0 (0.0) | 68.5 (4.7) | 50.3 (6.6) |
| Number of respondents | 336 | 314 | 302 | 227 |
| Table 12: Percentage of youth in schools with twelfth grade and nondis- abled students that required minimum competency tests for graduation | 58.8 (4.7) | 33.5 (5.2) | 50.9 (5.1) | 50.6 (6.7) |
| Number of respondents | 337 | 312 | 303 | 224 |
| Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students | 98.3 (1.2) | 71.5 (5.3) | 93.4 (2.6) | 86.7 (4.8) |
| Number of respondents | 338 | 274 | 285 | 201 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Subgroups Referenced, and Table Number(s) | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|-------------------|---------------------|----------------------|----------------|----------------|----------------|-------------------------------|------------------------|-----------------------|
| | Under \$12,000 | 12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Table 12: Percentage of youth in schools that served learning handicapped students | 98.4 (2.0) | 99.5 (1.1) | 99.6 (0.8) | 98.5 (1.5) | 99.2 (0.9) | 100 (0.0) | 99.0 (1.3) | 99.3 (1.2) | 99.9 (1.4) |
| Number of respondents | 117 | 146 | 216 | 142 | 353 | 43 | 178 | 178 | 178 |
| Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students | 51.6 (8.0) | 58.1 (7.3) | 70.6 (5.5) | 65.3 (6.0) | 58.6 (5.1) | 79.4 (8.9) | 57.3 (6.5) | 64.2 (6.8) | 60.7 (6.4) |
| Number of respondents | 117 | 148 | 215 | 140 | 355 | 42 | 174 | 180 | 179 |
| Table 12: Percentage of youth in schools with twelfth grade and nondis- abled students that required minimum competency tests for graduation | 55.1 (8.0) | 51.5 (7.5) | 48.0 (6.1) | 65.8 (6.0) | 44.2 (5.1) | 77.6 (9.1) | 54.4 (6.5) | 46.2 (7.1) | 49.1 (6.6) |
| Number of respondents | 117 | 146 | 214 | 140 | 353 | 42 | 177 | 178 | 176 |
| Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students | 84.4 (6.0) | 91.1 (4.4) | 91.5 (3.5) | 89.1 (3.9) | 89.4 (3.3) | 98.1 (3.0) | 86.3 (4.7) | 93.3 (3.7) | 89.4 (3.1) |
| Number of respondents | 111 | 135 | 204 | 139 | 327 | 41 | 166 | 167 | 170 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Subgroups referenced, and Table Number(s) | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|---------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|--------------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-18 | 19 or older | In-School | Out 1 year or less | Out 1 year or more |
| Table 18: Percentage in schools that reported having students in need of: | | | | | | | | | | | | |
| Speech/language therapy | 97.3 (1.2) | 99.0 (1.1) | 98.8 (1.7) | 87.6 (8.1) | 97.2 (1.5) | 97.4 (1.8) | 96.5 (2.5) | 96.7 (2.1) | 99.0 (1.1) | 96.5 (1.7) | 89.1 (1.4) | 90.1 (1.8) |
| Physical therapy | 84.5 (2.6) | 85.3 (4.1) | 78.2 (6.6) | 64.9 (11.9) | 82.7 (3.5) | 86.7 (4.0) | 76.7 (6.0) | 82.9 (4.6) | 94.9 (2.5) | 80.3 (3.7) | 93.4 (3.7) | 94.0 (4.6) |
| Occupational therapy | 85.1 (2.7) | 81.3 (4.6) | 88.2 (5.2) | 83.7 (11.9) | 83.2 (3.6) | 87.5 (4.1) | 80.6 (5.6) | 85.7 (4.5) | 88.4 (3.8) | 83.9 (3.5) | 85.7 (5.6) | 91.5 (5.6) |
| Hearing-loss therapy | 79.4 (3.1) | 80.8 (4.7) | 80.5 (6.5) | 54.2 (12.8) | 74.9 (4.2) | 84.8 (4.4) | 76.6 (6.0) | 78.6 (5.3) | 84.0 (4.5) | 79.0 (3.9) | 80.3 (6.4) | 82.2 (7.7) |
| Psychotherapy/counseling | 96.4 (1.4) | 95.0 (2.4) | 94.3 (3.9) | 83.4 (6.3) | 94.7 (2.1) | 96.4 (1.5) | 95.3 (3.0) | 96.4 (2.3) | 97.6 (1.8) | 96.4 (1.7) | 94.7 (3.4) | 100 (0.0) |
| Medical services | 87.6 (2.5) | 86.3 (4.2) | 78.7 (6.9) | 78.1 (10.5) | 87.8 (3.1) | 87.4 (4.0) | 83.3 (5.3) | 88.7 (4.0) | 91.1 (3.4) | 87.8 (3.1) | 86.9 (5.5) | 88.4 (6.2) |
| Adaptive physical education | 92.6 (1.9) | 96.1 (2.2) | 91.5 (4.4) | 73.9 (11.0) | 91.4 (2.6) | 94.0 (2.8) | 86.4 (4.3) | 91.0 (3.5) | 98.3 (1.5) | 90.1 (2.8) | 97.8 (2.5) | 100 (0.0) |
| Social work services | 94.4 (1.8) | 95.8 (2.4) | 87.7 (5.4) | 83.3 (6.4) | 96.3 (1.9) | 92.1 (3.3) | 94.1 (3.6) | 94.3 (2.9) | 95.0 (2.8) | 94.2 (2.3) | 92.7 (4.3) | 100 (0.0) |
| Special transportation | 92.5 (1.9) | 97.1 (1.9) | 92.7 (4.7) | 71.1 (11.2) | 92.4 (2.4) | 92.6 (3.0) | 91.3 (3.9) | 90.4 (3.5) | 96.6 (2.1) | 90.2 (2.7) | 96.0 (2.9) | 100 (0.0) |
| Human aides or tutors | 98.4 (0.9) | 98.1 (1.6) | 97.7 (2.4) | 96.6 (4.6) | 98.6 (0.8) | 96.8 (2.1) | 96.2 (1.9) | 99.7 (0.7) | 96.6 (2.1) | 98.7 (1.0) | 96.1 (2.9) | 100 (0.0) |
| Physical aids | 90.1 (2.2) | 92.1 (3.2) | 86.0 (5.6) | 73.0 (11.3) | 87.9 (3.0) | 92.7 (3.1) | 83.8 (5.3) | 91.2 (3.5) | 95.0 (2.6) | 89.1 (2.9) | 91.8 (4.2) | 92.2 (5.2) |
| None of these | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) |
| Number of respondents | 548 | 155 | 110 | 39 | 307 | 239 | 159 | 213 | 168 | 368 | 105 | 68 |

Table 19:
Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes

| | | | | | | | | | | | | |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 63.1 (3.5) | 91.7 (3.1) | 91.8 (4.3) | 91.7 (6.8) | 59.4 (4.5) | 68.1 (5.4) | 66.5 (6.6) | 68.7 (5.6) | 51.4 (5.8) | 63.8 (4.4) | 67.3 (7.0) | 50.2 (9.4) |
| Number of respondents | 644 | 179 | 125 | 43 | 367 | 274 | 185 | 250 | 209 | 428 | 131 | 80 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Subgroups Referenced, and Table Number(s) | Type of School Attended | | Severity of Visual Impairment | |
|--|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Table 18: Percentage in schools that reported having students in need of: | | | | |
| Speech/language therapy | 95.9 (1.9) | 100 (0.0) | 97.6 (1.6) | 99.1 (1.3) |
| Physical therapy | 76.2 (4.2) | 100 (0.0) | 79.0 (4.2) | 92.0 (3.6) |
| Occupational therapy | 78.1 (4.1) | 100 (0.0) | 79.9 (4.3) | 92.6 (3.7) |
| Hearing-loss therapy | 72.9 (4.5) | 93.1 (3.0) | 73.6 (4.8) | 86.0 (5.0) |
| Psychotherapy/counseling | 94.3 (2.3) | 100 (0.0) | 96.6 (1.9) | 95.9 (2.7) |
| Medical services | 80.4 (4.1) | 100 (0.0) | 84.3 (3.8) | 92.3 (3.6) |
| Adaptive physical education | 88.6 (3.1) | 100 (0.0) | 92.5 (2.7) | 96.0 (2.6) |
| Social work services | 91.9 (2.7) | 100 (0.0) | 96.2 (2.1) | 90.0 (4.3) |
| Special transportation | 88.5 (3.1) | 100 (0.0) | 89.5 (3.1) | 97.9 (1.9) |
| Human aides or tutors | 97.5 (1.5) | 100 (0.0) | 97.3 (1.5) | 100 (0.0) |
| Physical aids | 84.5 (3.7) | 100 (0.0) | 89.5 (3.2) | 93.6 (3.3) |
| None of these | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) |
| Number of respondents | 290 | 242 | 258 | 192 |

| | | | | |
|---|----------------|---------------|----------------|----------------|
| Table 19: Percentage in schools with non-disabled students that placed disabled youth in regular vocational classes | 96.4 (1.8) | 0.0 (0.0) | 70.3 (4.7) | 51.1 (6.7) |
| Number of respondents | 330 | 314 | 300 | 222 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

| Subgroups Referenced, and Table Number(s) | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|--|-------------------|---------------------|----------------------|----------------|----------------|-----------------|-------------------------------|------------------------|-----------------------|
| | Under \$12,000 | 12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Table 18: Percentage in schools that reported having students in need of: | | | | | | | | | |
| Speech/language therapy | 99.2 (1.4) | 94.7 (3.3) | 98.0 (1.7) | 93.4 (3.1) | 97.7 (1.5) | 100 (0.0) | 96.2 (2.5) | 98.9 (1.5) | 97.2 (2.2) |
| Physical therapy | 86.4 (5.6) | 86.3 (5.2) | 79.9 (4.9) | 73.9 (5.6) | 85.4 (3.7) | 78.6 (9.8) | 89.2 (4.2) | 83.9 (5.3) | 81.0 (5.2) |
| Occupational therapy | 87.8 (5.5) | 81.6 (6.0) | 83.2 (4.8) | 76.8 (5.5) | 86.0 (3.8) | 79.1 (9.6) | 83.9 (5.0) | 85.1 (5.4) | 85.3 (4.9) |
| Hearing-loss therapy | 87.4 (5.7) | 83.3 (5.9) | 77.0 (5.4) | 71.7 (6.1) | 80.5 (4.4) | 84.9 (8.7) | 85.7 (4.8) | 77.3 (6.4) | 80.2 (5.7) |
| Psychotherapy/counseling | 98.3 (2.1) | 96.1 (3.0) | 93.6 (3.0) | 94.0 (3.0) | 97.2 (1.7) | 95.6 (4.7) | 97.3 (2.1) | 95.3 (3.1) | 95.9 (2.7) |
| Medical services | 92.1 (4.5) | 87.8 (5.1) | 99.8 (3.1) | 85.5 (4.6) | 87.6 (3.5) | 67.5 (12.3) | 87.4 (4.6) | 89.9 (4.5) | 84.1 (5.0) |
| Adaptive physical education | 96.3 (3.1) | 89.7 (4.5) | 89.4 (3.8) | 87.3 (4.1) | 93.1 (2.7) | 93.9 (5.5) | 93.1 (3.4) | 91.7 (4.0) | 91.2 (3.6) |
| Social work services | 90.3 (5.3) | 95.8 (3.3) | 93.9 (3.1) | 96.5 (2.6) | 93.2 (2.8) | 87.9 (7.6) | 95.3 (3.0) | 92.4 (4.2) | 93.0 (3.6) |
| Special transportation | 93.4 (4.0) | 92.0 (4.0) | 90.3 (3.6) | 89.1 (3.9) | 92.0 (2.8) | 92.6 (5.9) | 92.1 (3.5) | 91.0 (4.1) | 94.6 (3.0) |
| Human aides or tutors | 98.1 (2.2) | 97.1 (2.5) | 98.4 (1.5) | 97.3 (2.1) | 98.7 (1.2) | 93.6 (5.9) | 96.8 (2.4) | 99.3 (1.2) | 98.3 (1.7) |
| Physical aids | 94.9 (3.6) | 90.3 (4.5) | 88.4 (4.0) | 86.1 (4.5) | 89.8 (3.2) | 79.7 (9.9) | 91.6 (3.8) | 93.3 (3.7) | 85.4 (4.8) |
| None of these | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) | 100 (0.0) |
| Number of respondents | 95 | 123 | 189 | 115 | 301 | 29 | 148 | 149 | 151 |

Table 19:
Percentage in schools with
nondisabled students that
placed disabled youth in
regular vocational classes

| | | | | | | | | | |
|-----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Number of respondents | 53.6 (8.1) | 59.4 (7.4) | 74.2 (5.3) | 64.8 (6.1) | 60.1 (5.1) | 93.5 (5.7) | 57.3 (6.6) | 66.2 (6.9) | 65.2 (6.2) |
| | 114 | 144 | 213 | 139 | 351 | 38 | 173 | 172 | 180 |

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Subgroups Referenced, and Table Number(s) | Total | Community | | | Gender | | Age in 1987 | | | School Status | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------------|--------------------|
| | | Urban | Suburban | Rural | Male | Female | 15-16 | 17-16 | 19 or older | In-School | Out 1 year or less | Out 1 - 2 Years |
| Table 26: Percentage in schools with life skills programs that served students who were:** | | | | | | | | | | | | |
| Mildly learning handicapped | 66.0 (3.4) | 81.5 (4.2) | 78.8 (6.5) | 77.6 (10.5) | 63.8 (4.4) | 68.8 (5.3) | 65.2 (6.4) | 65.4 (5.7) | 63.3 (5.5) | 64.9 (4.3) | 68.2 (6.9) | 67.2 (8.9) |
| Severely impaired | 41.3 (3.5) | 35.3 (5.2) | 34.6 (7.5) | 49.8 (12.5) | 41.0 (4.5) | 41.6 (5.7) | 38.3 (6.7) | 40.8 (5.9) | 45.0 (5.7) | 39.7 (4.4) | 41.5 (7.3) | 50.3 (9.4) |
| Sensorily or physically impaired | 65.8 (3.4) | 59.2 (5.4) | 50.4 (7.9) | 42.7 (12.4) | 65.5 (4.3) | 65.9 (5.5) | 53.8 (6.9) | 68.9 (5.5) | 73.9 (5.0) | 63.7 (4.4) | 61.5 (7.2) | 85.9 (6.6) |
| Number of respondents | 655 | 193 | 124 | 41 | 374 | 278 | 191 | 253 | 211 | 437 | 133 | 80 |
| Table 36: Percentage of youth that had:** | | | | | | | | | | | | |
| Any graded classes | 86.0 (2.7) | 91.6 (3.3) | 85.7 (5.7) | 100 (0.0) | 82.9 (3.7) | 90.0 (3.7) | 81.3 (5.8) | 92.8 (3.3) | 81.8 (4.8) | 86.3 (3.4) | 95.0 (3.7) | 74.1 (8.4) |
| Graded regular education classes | 61.2 (3.8) | 83.8 (4.4) | 81.8 (6.3) | 81.7 (10.8) | 5.7 (4.8) | 57.3 (5.8) | 60.1 (7.2) | 72.2 (5.8) | 47.7 (6.2) | 61.6 (4.7) | 70.6 (7.7) | 48.4 (9.6) |
| Graded special education classes | 50.1 (3.9) | 47.1 (6.0) | 34.3 (7.8) | 57.7 (13.8) | 49.6 (4.9) | 50.8 (6.2) | 46.6 (7.4) | 42.8 (6.4) | 61.1 (6.1) | 48.5 (4.9) | 60.9 (8.2) | 44.5 (9.6) |
| Number of respondents | 565 | 161 | 115 | 33 | 327 | 237 | 167 | 218 | 180 | 381 | 102 | 77 |
| Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests** | | | | | | | | | | | | |
| Number of respondents | 62.8 (2.8) | 71.2 (5.5) | 59.4 (8.2) | 57.6 (14.0) | 71.4 (4.5) | 52.5 (6.2) | 55.3 (7.6) | 59.0 (3.9) | 61.7 (6.1) | 62.8 (4.8) | 67.3 (7.7) | 57.4 (9.6) |
| Number of respondents | 55 | 158 | 110 | 32 | 315 | 240 | 155 | 223 | 178 | 369 | 108 | 75 |
| Tables 28, 37, 40 and 41: Percentage of youth who were:*** | | | | | | | | | | | | |
| In secondary school | 65.9 (3.0) | 66.5 (4.5) | 73.1 (6.3) | 74.6 (10.1) | 66.2 (3.7) | 65.4 (4.8) | 96.1 (2.4) | 81.5 (4.2) | 21.4 (3.9) | 100 (0.0) | 0.0 (0.0) | 0.0 (0.0) |
| Out of secondary school a year or less | 17.4 (2.4) | 19.3 (3.7) | 15.1 (5.1) | 22.6 (9.7) | 17.2 (3.0) | 17.6 (3.8) | 1.6 (1.5) | 14.7 (3.8) | 34.6 (4.5) | 0.0 (0.0) | 100 (0.0) | 0.0 (0.0) |
| Out of secondary school 1-2 years | 16.7 (2.3) | 14.1 (3.3) | 11.8 (4.6) | 2.8 (3.9) | 16.5 (2.9) | 17.0 (3.8) | 2.3 (1.9) | 3.8 (2.1) | 44.0 (4.7) | 0.0 (0.0) | 0.0 (0.0) | 100 (0.0) |
| Number of respondents | 867 | 256 | 154 | 48 | 496 | 368 | 241 | 314 | 312 | 562 | 157 | 148 |

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Subgroups Referenced, and Table Number(s) | Type of School Attended | | Severity of Visual Impairment | |
|---|-------------------------|----------------|-------------------------------|----------------|
| | Regular School | Special School | Partially Sighted | Blind |
| Table 26: Percentage in schools with life skills programs that served students who were:* | | | | |
| Mildly learning handicapped | 79.8 (3.8) | 39.9 (5.3) | 71.9 (4.6) | 58.6 (6.5) |
| Severely impaired | 36.0 (4.6) | 51.2 (5.4) | 38.0 (4.9) | 43.8 (6.6) |
| Sensorily or physically impaired | 50.6 (4.8) | 94.4 (2.5) | 63.7 (4.9) | 75.6 (5.7) |
| Number of respondents | 341 | 314 | 304 | 253 |
| Table 36: Percentage of youth that had:** | | | | |
| Any graded classes | 90.0 (3.0) | 77.3 (5.0) | 92.6 (2.7) | 85.7 (5.0) |
| Graded regular education classes | 84.6 (3.6) | 11.8 (3.9) | 73.7 (4.5) | 52.6 (7.1) |
| Graded special education classes | 41.0 (4.8) | 69.4 (5.5) | 43.7 (5.0) | 58.9 (7.0) |
| Number of respondents | 307 | 258 | 306 | 196 |
| Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests** | | | | |
| Number of respondents | 65.9 (4.8) | 56.1 (6.0) | 70.1 (4.7) | 57.1 (7.1) |
| | 301 | 256 | 299 | 194 |
| Tables 28, 37, 40 and 41: Percentage of youth who were:*** | | | | |
| In secondary school | 69.3 (3.9) | 65.7 (4.8) | 68.8 (4.4) | 59.2 (5.8) |
| Out of secondary school a year or less | 18.9 (3.3) | 18.5 (4.0) | 18.2 (3.6) | 20.4 (4.0) |
| Out of secondary school 1-2 years | 11.8 (2.7) | 15.9 (3.7) | 13.0 (3.2) | 20.4 (4.8) |
| Number of respondents | 435 | 357 | 356 | 285 |

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

** Source: Students' school records.

*** Source: Parent interviews and students' school records.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

| Subgroups Referenced, and Table Number(s) | Household Income | | | Ethnicity | | | Head of Household's Education | | |
|---|-------------------|---------------------|----------------------|----------------|----------------|----------------|-------------------------------|------------------------|-----------------------|
| | Under \$12,000 | 12,000- \$24,999 | \$25,000 and Over | Black | White | Hispanic | No High School Diploma | High School Diploma | Beyond High School |
| Table 26: Percentage in schools with life skills programs that served students who were:* | | | | | | | | | |
| Mildly learning handicapped | 49.7 (8.0) | 69.3 (6.9) | 72.9 (5.3) | 62.1 (6.0) | 65.5 (4.9) | 68.9 (10.0) | 62.8 (6.3) | 63.8 (6.9) | 72.0 (5.9) |
| Severely impaired | 37.0 (7.7) | 32.7 (7.0) | 46.3 (6.0) | 26.2 (5.5) | 46.6 (5.2) | 32.6 (10.1) | 39.2 (6.4) | 36.1 (6.0) | 46.1 (6.5) |
| Sensorily or physically impaired | 59.9 (7.8) | 73.6 (6.6) | 66.8 (5.7) | 56.7 (6.1) | 69.1 (4.8) | 38.0 (10.5) | 69.3 (6.0) | 63.1 (6.9) | 62.1 (6.4) |
| Number of respondents | 118 | 147 | 219 | 145 | 352 | 43 | 179 | 179 | 179 |
| Table 36: Percentage of youth that had:** | | | | | | | | | |
| Any graded classes | 87.9 (5.6) | 92.3 (4.3) | 88.2 (4.2) | 88.9 (4.2) | 87.8 (3.6) | 95.9 (4.6) | 88.0 (4.6) | 94.8 (3.7) | 88.0 (4.6) |
| Graded regular education classes | 61.8 (8.3) | 59.9 (7.9) | 71.4 (5.9) | 64.6 (6.7) | 60.0 (5.5) | 87.3 (7.7) | 63.4 (6.9) | 64.4 (7.6) | 62.7 (6.8) |
| Graded special education classes | 53.0 (8.5) | 62.1 (7.9) | 45.1 (6.5) | 47.1 (7.0) | 53.5 (5.6) | 62.0 (11.2) | 62.2 (6.9) | 51.6 (7.9) | 46.5 (7.0) |
| Number of respondents | 103 | 124 | 185 | 115 | 305 | 38 | 149 | 147 | 157 |
| Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests** | | | | | | | | | |
| Number of respondents | 63.7 (8.4) | 61.8 (8.0) | 69.0 (6.1) | 75.9 (6.1) | 60.8 (5.5) | 75.4 (10.3) | 69.5 (6.7) | 53.1 (8.0) | 66.9 (6.5) |
| Number of respondents | 98 | 120 | 184 | 111 | 297 | 35 | 146 | 143 | 154 |
| Tables 28, 37, 40 and 41: Percentage of youth who were:*** | | | | | | | | | |
| In secondary school | 76.2 (5.8) | 62.4 (6.2) | 68.3 (4.9) | 65.2 (4.9) | 67.0 (4.3) | 75.0 (7.2) | 66.4 (5.4) | 69.9 (5.7) | 69.5 (5.1) |
| Out of secondary school a year or less | 11.6 (4.3) | 17.7 (4.9) | 19.7 (4.2) | 15.6 (3.7) | 18.5 (3.6) | 12.8 (5.6) | 16.3 (4.2) | 19.6 (4.9) | 14.4 (3.9) |
| Out of secondary school 1-2 years | 12.2 (4.4) | 19.9 (5.1) | 12.0 (3.4) | 19.2 (4.0) | 14.5 (3.2) | 12.2 (5.5) | 17.3 (4.3) | 10.5 (3.8) | 16.1 (4.1) |
| Number of respondents | 164 | 197 | 285 | 212 | 452 | 72 | 232 | 240 | 250 |

SRI International

**333 Ravenswood Avenue
Menlo Park, California 94025-3493
(415) 326-6200
TWX: 910-373-2046
Telex: 334486
FAX: (415) 326-5512**

END

U.S. Dept. of Education

**Office of Education
Research and
Improvement (OERI)**

ERIC

Date Filmed

March 29, 1991