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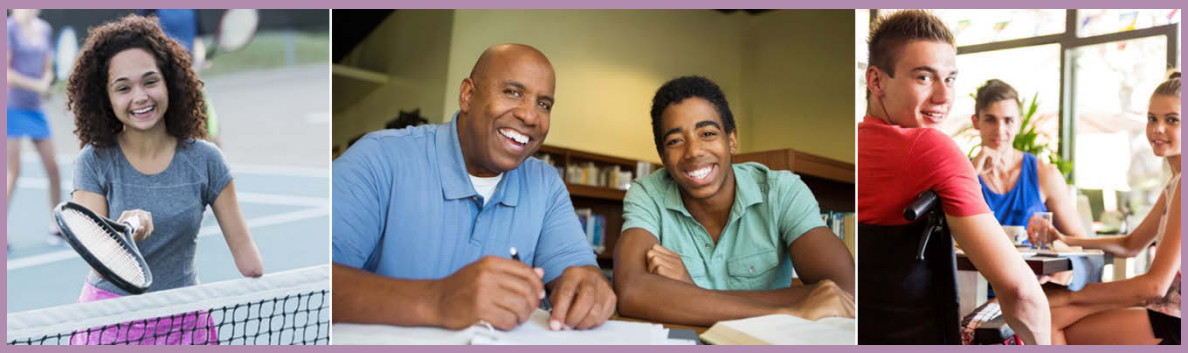

Preparing for life after high school: The characteristics and experiences of youth in special education

Volume 3: Comparisons over time

Findings from the National Longitudinal Transition Study 2012

Executive Summary

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NLTS 2012
National Longitudinal Transition Study

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February 2018

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This report is available on the National Center for Education Evaluation and Regional Assistance website at https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp.

Executive summary

For more than 40 years, policymakers have committed to supporting the education of students with disabilities, who have grown as a share of all students in the United States (Snyder, de Brey, & Dillow, 2016). Beginning with landmark legislation in 1975, the U.S. Congress mandated that students with disabilities have access to a free and appropriate public education and provided funds to school districts nationwide to help serve them. Since then, the legislation has been updated six times, most recently in the 2004 Individuals with Disabilities Education Act (IDEA), which emphasized helping youth prepare for postsecondary education, careers, and independent living. These and other changes in the educational, social, and economic landscapes may have affected all youth, raising interest in how the characteristics, experiences, and challenges of youth with disabilities have changed over time (Colby & Ortman, 2015; Dee, Jacob, & Schwartz, 2013; Oreopoulos & Petronijevic, 2013; Oreopoulos, von Wachter, & Heisz, 2012; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013).

The National Longitudinal Transition Study (NLTS) 2012 provides updated information on youth with disabilities in light of these changes, to inform efforts to address their needs. Sponsored by the U.S. Department of Education under a congressional mandate to study IDEA 2004 and the students it serves, the NLTS 2012 is the third in a series of such studies. It describes the backgrounds of secondary school youth and their functional abilities, activities in school and with friends, academic supports received from schools and parents, and preparation for life after high school. Through surveys in 2012 and 2013, the study collected data on a nationally representative set of nearly 13,000 students—mostly those with an individualized education program (IEP) and expected to receive special education services. The study also includes students without an IEP, who either have no identified disability or who have an impairment that does not qualify them for special education but allows them to receive accommodations through a 504 plan under the Rehabilitation Act, another federal law pertaining to the rights and needs of youth with disabilities.

This third volume of findings from the NLTS 2012 uses data from all three studies in the NLTS series to examine how the characteristics and experiences of youth in special education have changed over time, overall and for each of 12 disability groups defined by IDEA 2004. Most of the analyses examine trends for in-school youth ages 15 to 18 from 2003 to 2012, using the NLTS2 and NLTS 2012. When comparable data are available from the NLTS, the volume also examines trends starting in 1987 for youth ages 15 to 18 and youth ages 19 to 21 who were still enrolled in high school.

The trends from 2003 to 2012 for youth with an IEP ages 15 to 18 suggests several key points:

- **Youth with an IEP are more likely than a decade ago to live in households that face economic challenges.** The proportion of parents of youth with an IEP who reported that neither they nor their spouse had a paid job increased nearly 5 percentage points, from 15 percent in 2003 to 20 percent in 2012. Compared to those in 2003, parents of youth with an IEP in 2012 were twice as likely to report that their household received federal food benefits in the previous two years (16 versus 33 percent). The proportion of youth with an IEP who received Supplemental Security Income (SSI) benefits during that same period because they live in a low-income household and have a disability also increased from 16 to 21 percent, according to parents.

- **Youth with an IEP are about as healthy and able to perform some typical tasks independently as in the past, but they are also more likely to use behavioral medicines and have trouble understanding others.** Nearly three-quarters of parents of youth with an IEP in both 2003 and 2012 reported that their children had very good or excellent general health (72 and 71 percent). In addition, similar percentages of parents in

each year indicated that their children (ages 15 to 16) were able to perform five typical teenage activities of daily living—such as fixing their own meals, shopping, and getting to nearby places—without help (12 and 16 percent). However, according to parents, use of behavioral medicines among youth with an IEP increased from 17 to 26 percent, and the proportion who had trouble understanding what others said to them increased from 29 to 41 percent.

- **Engagement in school and extracurricular activities among youth with an IEP increased in the past decade, whereas the prevalence of negative events such as grade retention, suspensions, and expulsions was little changed.** From 2003 to 2012, the proportion of youth with an IEP who "agreed a lot" that they felt a part of their school rose by more than 20 percentage points (from 31 to 52 percent). In addition, their participation rate in school clubs and sports increased by 14 percentage points (from 48 to 62 percent), a trend consistent with IDEA 2004 regulations that emphasize ensuring access to extracurricular activities. Similar proportions of parents in 2003 and 2012 reported their children with an IEP had ever repeated a grade (35 and 37 percent), been suspended (34 and 32 percent), or been expelled from school (7 and 9 percent).

- **Youth with an IEP are more likely than in the past to receive supports at school but less likely to get them at home.** According to parents, receipt of any of several types of school-based special education services grew by 21 percentage points from 2003 to 2012 (44 versus 65 percent); this change occurred during a period when the 2002 No Child Left Behind Act and subsequent IDEA 2004 raised expectations that schools improve the academic proficiency of youth with an IEP. The supports with the largest growth were services from a tutor, reader, or interpreter (from 18 to 33 percent) and psychological counseling (from 13 to 28 percent), each of which rose by 15 percentage points. However, the proportion of parents who indicated that they helped their children with homework at least weekly declined by 7 percentage points, from 62 percent in 2003 to 55 percent in 2012. Nonetheless, parents were 16 percentage points more likely than in the past to report that they attended a parent-teacher conference (67 versus 83 percent).

- **Participation in key transition activities by youth with an IEP and their parents has declined, although they are just as likely to have gone to an IEP meeting.** Although most youth (ages 17 and 18) continue to report having gone to an IEP meeting in the past two years (74 percent in 2003 and 81 percent in 2012), the proportion who reported ever meeting with school staff to discuss their post-high school transition plans decreased (from 79 to 70 percent). Similarly, while the proportion of parents who reported going to an IEP meeting in the past two years was stable (89 percent in 2003 and 91 percent in 2012), the proportion of parents who reported ever meeting with school staff to discuss transition issues declined (from 79 to 60 percent). Working for pay while in high school, which some research links to better postsecondary employment and education success (Baer et al., 2003; Carter, Austin, & Trainor, 2012; McDonnall & O'Mally, 2012; Simonsen & Neubert, 2013; Wagner, Newman, & Javitz, 2014), declined for jobs not sponsored by schools (from 27 to 19 percent). This decline may partly reflect the lingering effects of the Great Recession from 2007 to 2009. The decline in paid work did not extend to school-sponsored work activities, in which participation was similar over the decade (14 percent in 2003 and 13 percent in 2012).

The trends from 2003 to 2012 differed across the 12 disability groups, as indicated by seven key experiences (a subset of those examined in this volume) that are noteworthy because previous research suggests they may be associated with outcomes after high school (as described in appendix A). These changes over time are summarized in table ES1, with upward trends denoted by a plus sign and downward trends by a minus sign.[1]

Table ES1. Disability groups that are more (+) or less (–) likely in 2012 than in 2003 to have key experiences that are linked with post-high school outcomes

	Independent living	Engagement		Support		Preparation and planning	
Disability group	Performed all five activities of daily living well	Participated in a school sport or club	Never suspended	Received school tutoring services	Parent helped with homework weekly	Met with school staff to discuss transition plans	Had a paid job not sponsored by school
Autism				+	–		
Deaf-blindness				+			
Emotional disturbance	+	+		+			
Hearing impairment						–	–
Intellectual disability		+	+	+	–		
Multiple disabilities				+			
Orthopedic impairment				+		–	
Other health impairment				+			–
Specific learning disability		+		+	–	–	
Speech or language impairment		+		+	–		
Traumatic brain injury		+				–	
Visual impairment			+	+			

Note: Cells containing a plus sign (+) indicate that youth in the disability group are more likely in 2012 than in 2003 to have the experience, by an amount that is both statistically significant at the .05 level and at least 5.0 percentage points. Cells containing a minus sign (–) indicate that youth in the disability group are less likely in 2012 than in 2003 to have the experience, by an amount that is both statistically significant at the .05 level and at least 5.0 percentage points. Cells containing no data indicate that youth in the disability group are not more or less likely in 2012 than in 2003 have the experience, by an amount that is both statistically significant at the .05 level and at least 5.0 percentage points.

Chapter 3 provides more detail on the activities of daily living measure. Receipt of school tutor services includes receipt of school services from a reader or interpreter. The reference period for participation in a school sport or club is the past year, and the reference period for receiving services from a tutor, reader, or interpreter at school is the past 12 months.

Source: National Longitudinal Transition Study 2012 and National Longitudinal Transition Study 2. Data on participation in a school sport or club, met with school staff to discuss transition plans, and has a paid job not sponsored by school are from youth survey respondents. Data for the other measures are from parent survey respondents.

- **Progress has been greatest for youth with emotional disturbance and intellectual disability, including increased participation in extracurricular activities and use of school services.** These two groups demonstrated upward trends in the greatest number of the key experiences linked to post-high school outcomes. From 2003 to 2012, youth with emotional disturbance reported growth in school sport and club participation (from 40 to 56 percent). The proportion of youth in this group who received services from a tutor, reader, or interpreter also increased from 15 to 29 percent, according to their parents. In addition, a growing proportion of parents of youth with emotional disturbance indicated that their children could

[1] The upward and downward trends identified with plus and minus signs are those that are both (1) statistically significant ($p < .05$), and (2) at least 5 percentage points in size. Cells in table ES1 have no data if either of these two conditions is not met.

perform five typical teenage tasks independently (from 5 to 12 percent). Youth with intellectual disability also increased their participation in school sports and clubs (from 36 to 56 percent) and their receipt of services from a tutor, reader, or interpreter (from 14 to 36 percent). Their suspension rates also fell (from 38 to 25 percent), but a smaller proportion of their parents indicated that they provided weekly homework help (from 70 to 59 percent).

- **Youth with deaf-blindness, multiple disabilities, and visual impairments made less progress.** They had fewer positive changes than those with emotional disturbance and intellectual disability in key experiences, but did not have any downward trends either. As reported by parents, the proportion of youth in each of these three disability groups who received services from a tutor, reader, or interpreter increased from 2003 to 2012. In addition, the proportion of youth with visual impairments who have been suspended from school declined from 14 to 5 percent in the past decade, according to their parents.
- **As a group, fewer youth with hearing impairments participated in transition planning or paid employment in a nonschool-sponsored job.** The proportion of youth with hearing impairments who indicated ever having met with school staff to discuss their transition plans decreased from 88 to 71 percent, and the proportion employed in a nonschool job declined from 35 to 14 percent. Youth with hearing impairments were the only disability group to experience downward trends without growth in at least one of the seven key measures.
- **For the other six groups, progress was mixed on the key experiences linked to post-high school success.** Youth with autism, orthopedic impairments, other health impairments, specific learning disabilities, speech or language impairments, and traumatic brain injuries each experienced a mix of upward and downward trends across the seven key measures.

Study design and research questions

This volume uses data from the three studies in the NLTS series to assess how the characteristics and experiences of youth with an IEP have changed over time. The most recent NLTS, the NLTS 2012, is a national study of nearly 13,000 youth with and without an IEP. These students were chosen to represent all students with and without an IEP in the United States who were enrolled in public school districts, charter schools, and special schools in grades 7 through 12 (or ungraded secondary classes). The study surveyed youth and their parents in 2012 or 2013, when the vast majority (97 percent) were 13 to 21 years old.[2,3] It spans multiple ages and grades to provide a broad view of students' school experiences at a point in time. The prior study in the series was the NLTS2, a nationally representative study of 13- to 16-year-old students in special education at public school districts and special schools in 2001. NLTS2 parents were interviewed in 2001, and then both parents and youth

[2] Youth were ages 12 to 23 when interviews took place. Less than two percent were 12 years old, and less than one percent were 22 or 23 years old. All students were enrolled in grades 7 through 12 or a secondary ungraded class when sampled for the study.

[3] Parent survey respondents provided proxy responses for youth who were unable to self-report even with accommodations offered by the study (16 percent of youth respondents overall; 19 percent of those with an IEP). Proxy responses were not obtained for questions that depended on the youth's perspective.

were interviewed in 2003, 2005, 2007, and 2009.[4] The original study, called the NLTS, was a nationally representative study of 13- to 21-year-old students in special education at public school districts and special schools in 1985. The study interviewed the parents first in 1987 and again in 1991 along with the students themselves. Each of the three studies included students who represent each of the disability categories recognized by IDEA at the time. In the case of the NLTS 2012, these disability groups were autism, deaf-blindness, emotional disturbance, hearing impairment (which includes deafness), intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment. A unique feature of the NLTS 2012 is the inclusion of youth without an IEP, including those with no identified disability and those who receive disability accommodations through Section 504 of the Rehabilitation Act (but not IDEA special education services).

This volume focuses on youth with an IEP who were enrolled in school in the year they were surveyed. The findings are based on comparisons across time of averages for all youth with an IEP and for the 12 disability groups. Most analyses examine trends for in-school youth ages 15 to 18 from 2003 to 2012, using the NLTS2 and NLTS 2012 data. Where comparable data are available in 1987 from the NLTS (these are only available for some parent-reported measures), the volume also examines trends for youth ages 15 to 18 and for youth ages 19 to 21 who are still enrolled in high school.[5] While this report examines changes over time in youth and family characteristics and in youths' school experiences, it does not do both at the same time (e.g., showing how participation in extracurricular activities has changed for low-income youth in each disability group and for higher-income youth in each disability group) because of the complexity and number of tables this would involve. Differences that are statistically significant (not due to chance) and at least 5 percentage points are highlighted to call attention to the variation that is substantive and more policy relevant.[6]

The volume addresses the following five research questions:

1. How have the background characteristics of youth and the schools they attend changed?
2. Are the challenges youth face with health, functional abilities, and independent living different than in the past?
3. Are youth engaging in school in different ways or to different degrees?
4. Have the academic and special education supports that youth receive changed?
5. How have youth changed the way they prepare for life after high school?

[4] For NLTS2 Wave 2, parent survey respondents provided proxy responses for 47 percent of all completed youth surveys.

[5] For youth ages 19 to 21, findings are only reported for the aggregate group due to small sample sizes in some of the disability groups.

[6] The study team selected this level in consultation with the U.S. Department of Education's Institute of Education Sciences and content experts, judging differences of less magnitude not large enough to inform policy, practice, or the targeting of technical assistance. The 5 percentage point level was not empirically derived or based on an external standard. Some statistically significant differences in the report appear to be 5 percentage points because of rounding but are actually smaller. The discussion does not typically highlight these differences.

Detailed findings

Volume 3 from the NLTS 2012 includes additional information to address the research questions, beyond the key findings summarized earlier.

How have the background characteristics of youth and the schools they attend changed?

The characteristics of youth, their families, and their schools can play a role in shaping their experiences and aspirations. Studies have shown that lower socioeconomic status and school quality are associated with lower rates of high school completion, college enrollment, and later success in the labor market (Newman, Wagner, Knokey, et al., 2011; Brummet, 2014; Schifter, 2015; Wagner et al., 2014). Furthermore, there are longstanding concerns about whether youth with certain characteristics—such as being Black or male—are identified appropriately for special education (Coutinho & Oswald, 2005; Harry & Klingner, 2014; Morgan et al., 2015). Over the past three decades, shifts in the nation's demographics and several economic recessions have occurred alongside rising shares of Hispanic students and socioeconomically disadvantaged students, making it important to have updated information on the background characteristics of youth with disabilities in particular (U.S. Department of Education, National Center for Education Statistics, 2014, 2016).

- **The proportion of youth with an IEP whose families face economic challenges has increased over the past decade, with larger increases among some disability groups.** Overall, the proportion of youth with an IEP who do not have a working parent increased nearly 5 percentage points from 2003 to 2012 (from 15 to 20 percent), with increases of at least 8 percentage points for youth with autism, multiple disabilities, and other health impairments (table ES2). The proportion living in low-income households rose during this same period in four disability groups (emotional disturbance, hearing impairments, intellectual disability, and other health impairments). In addition, parent-reported receipt of federal food benefits through the Supplemental Nutrition Assistance Program (SNAP) doubled among all youth with an IEP (from 16 to 33 percent) and in every disability group except youth with deaf-blindness (table ES3). Reported receipt of federal disability benefits through the SSI program also climbed (from 16 to 21 percent) overall and specifically for youth with other health impairments (from 11 to 17 percent).

Table ES2. Percentages of youth with an IEP ages 15 to 18 living in households facing economic challenges, by disability group and year

	Youth living in households in which no parent has a paid job		Youth living in low-income households		
Disability group	2012	2003	2012	2003	1987
Youth ages 15 to 18	**20**	**15***	**56**	**50**	**59^✓**
Autism	17	9*✓	35	31	—
Deaf-blindness	‡	14!	37!	52	44
Emotional disturbance	27	25	61	50*✓	58
Hearing impairment	17	12	58	43*✓	54^✓
Intellectual disability	32	28	72	62*✓	69
Multiple disabilities	28	17*✓	51	45	62^✓
Orthopedic impairment	18	12	49	41	57^✓
Other health impairment	19	9*✓	46	37*✓	62*✓,^✓
Specific learning disability	17	12	58	50	57
Speech or language impairment	15	15	51	45	58^✓
Traumatic brain injury	17	12	49	40	—
Visual impairment	10	11	49	48	57

* = $p < .05$ for comparison with 2012 estimate; ^ = $p < .05$ for comparison with 2003 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate; — = not available; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate their employment status and that of their spouse, if they have one, at the time of the survey. Parent survey respondents were also asked to indicate their household size and income in the previous year. Low household income is household income below 185 percent of the federal poverty level in each reference year for a family of four living in the continental United States. This table summarizes data presented in table 2.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is youth who live with parents at least some of the time. More information is provided in appendix B.

Table ES3. Percentages of youth with an IEP ages 15 to 18 in households that received benefits through two federal assistance programs for low-income households in the past two years, by disability group and year

	Youth in households that received Supplemental Nutrition Assistance Program benefits in the past two years		Youth who received Supplemental Security Income benefits in the past two years	
Disability group	2012	2003	2012	2003
Youth ages 15 to 18	**33**	**16*✓**	**21**	**16*✓**
Autism	17	6*✓	28	26
Deaf-blindness	14!	13!	48	42
Emotional disturbance	44	24*✓	29	23
Hearing impairment	29	13*✓	31	24
Intellectual disability	44	21*✓	48	40
Multiple disabilities	35	13*✓	41	39
Orthopedic impairment	26	9*✓	38	35
Other health impairment	28	13*✓	17	11*✓
Specific learning disability	33	14*✓	14	9
Speech or language impairment	27	18*✓	11	8!
Traumatic brain injury	29	11*✓	30	23
Visual impairment	27	8*✓	33	33

* = $p < .05$ for comparison with 2012 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate.

Note: Parent survey respondents were asked whether anyone in the household received SNAP benefits in the last two years and whether anyone in the household received SSI benefits for the youth in the past two years. This table summarizes data presented in table 3.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is youth who live with parents at least some of the time. More information is provided in appendix B.

- **The gender, racial, and ethnic makeup of youth with an IEP has been mostly stable.** Just over two-thirds of youth with an IEP overall were male in both 2003 and 2012 (table ES4). The proportions of all youth with an IEP who were Black and who were Hispanic were also similar over the decade (each are about one in five), and the same is true in most of the disability groups. Three exceptions are that, compared to 2003, in 2012 youth with autism were less likely to be Black (19 versus 12 percent), youth with intellectual disability were more likely to be Hispanic (11 versus 19 percent), and youth with other health impairments were more likely to be Black (9 versus 19 percent). In the prior decade (1987 to 2003), there was little change in the proportion of youth who were male (69 versus 68 percent) or Black (24 versus 18 percent) (tables 6 and 7). However, in the earlier decade there was significant growth in the proportion who were Hispanic (9 versus 20 percent; table 7), consistent with trends in the racial-ethnic composition of youth overall (U.S. Census Bureau, 1990, 2005, 2014).

Table ES4. Percentages of youth with an IEP ages 15 to 18 based on their demographic characteristics, by disability group and year

	Male		Black (not Hispanic)		Hispanic	
Disability group	2012	2003	2012	2003	2012	2003
Youth ages 15 to 18	**67**	**68**	**20**	**18**	**23**	**20**
Autism	84	85	12	19*✓	15	10
Deaf-blindness	69	60	15!	15	18!	19!
Emotional disturbance	74	74	25	18	19	17
Hearing impairment	54	47	13	17	31	27
Intellectual disability	59	59	28	32	19	11*✓
Multiple disabilities	65	63	18	15	18	13
Orthopedic impairment	62	55	13	12	26	18
Other health impairment	73	72	19	9*✓	16	12
Specific learning disability	65	70	20	17	26	23
Speech or language impairment	66	58	16	15	26	21!
Traumatic brain injury	66	68	15!	13	20	14
Visual impairment	52	54	13	15	22	19

* = $p < .05$ for comparison with 2012 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate.

Note: Parent survey respondents were asked to confirm or correct school district information on their children's gender and indicate their children's race and ethnicity. This table summarizes data presented in tables 6 and 7.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is all youth. More information is provided in appendix B.

- **Over the past decade, 4 percent of youth with an IEP have attended schools only for students with disabilities.** This proportion was reported by parents of all youth with an IEP in both 2003 and 2012 (table ES5). This consistency across years is evident in all disability groups with the exception of youth with visual impairments, for whom attending a school just for students with disabilities declined from 18 percent in 2003 to 7 percent in 2012. IDEA 2004 encourages districts and schools to educate youth with disabilities in the least restrictive environment possible.

Table ES5. Percentages of youth with an IEP ages 15 to 18 who attend a school that serves only students with disabilities, by disability group and year

Disability group	2012	2003
Youth ages 15 to 18	**4**	**4**
Autism	10	14
Deaf-blindness	25!	41
Emotional disturbance	8	10
Hearing impairment	10	17
Intellectual disability	5	5!
Multiple disabilities	17	16
Orthopedic impairment	3!	5!
Other health impairment	2!	1!
Specific learning disability	1!	‡
Speech or language impairment	‡	‡
Traumatic brain injury	6!	9!
Visual impairment	7!	18*✓

* = $p < .05$ for comparison with 2012 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked what type of school their children currently attend. This table summarizes data presented in table 8.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is all youth. More information is provided in appendix B.

Are the challenges youth face with health, functional abilities, and independent living different than in the past?

Students' health and abilities to communicate and act independently are associated with their development and future success (Carter et al., 2012; Currie, Stabile, Manivong, & Roos, 2010; Forrest, Bevans, Riley, Crespo, & Louis, 2011; Smith, 2009). In recognition of this, IDEA 2004 required that IEPs consider ways of not only increasing students' academic achievement but also helping them improve their functional performance. How students' health, functional abilities, and independence have changed are indicators of the extent to which IDEA's goal of preparing students with disabilities for the future is being fulfilled.

- **Most youth with an IEP continue to be healthy, but the use of prescription behavioral medicines has climbed over the past decade.** Nearly three-quarters of all youth with an IEP in both 2003 and 2012 (72 and 71 percent, respectively) had very good or excellent health according to parents (table ES6). However, parent responses also indicated that the use of behavioral medicines by youth increased by half over the same period, from 17 to 26 percent. Two factors appear to have contributed to this growth: (1) an increase in the proportion of youth who use these medicines among those with intellectual disability; and (2) growth in the number of youth with autism and with other health impairments, two disability groups that in the past decade included many youth who used behavioral medicines (Frazier et al., 2011).

Table ES6. Percentages of youth with an IEP ages 15 to 18 with very good or excellent health and who use prescription behavioral medicine, by disability group and year

	Has very good or excellent health		Uses prescription behavioral medicine	
Disability group	2012	2003	2012	2003
Youth ages 15 to 18	**71**	**72**	**26**	**17*✓**
Autism	74	77	44	44
Deaf-blindness	74	55*✓	16!	19
Emotional disturbance	69	63	47	39
Hearing impairment	67	73	14	8
Intellectual disability	56	61	26	18*✓
Multiple disabilities	58	58	34	28
Orthopedic impairment	58	65	21	19
Other health impairment	72	68	46	44
Specific learning disability	75	76	15	11
Speech or language impairment	81	77	10	13
Traumatic brain injury	68	62	38	28
Visual impairment	70	61	11	18

* = $p < .05$ for comparison with 2012 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude.

Note: Parent survey respondents were asked to rate their children's general health as excellent, very good, good, fair, or poor and whether their children are taking any prescription medicine to control their attention, behavior, activity level, or changes in mood, such as Ritalin or an antidepressant. This table summarizes data presented in tables 9 and 10.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is all youth. More information is provided in appendix C.

- **Youth with an IEP are more likely than in the previous decade to have trouble understanding others.** The proportion of youth with an IEP who according to their parents had trouble understanding what other people say to them grew by more than 10 percentage points, from 29 to 41 percent (table ES7). However, there was no change in the proportion who were reported by parents to have trouble communicating using any method, including sign language or oral speech, with about one-quarter of youth (26 percent) having some trouble in both 2003 and 2012. Youth with autism were the only group to have experienced progress with both communicating and understanding others.

Table ES7. Percentages of youth with an IEP ages 15 to 18 who have communication needs, by disability group and year

	Youth who have any trouble communicating by any means		Youth who have any trouble understanding what other people say	
Disability group	2012	2003	2012	2003
Youth ages 15 to 18	**26**	**26**	**41**	**29*✓**
Autism	52	64*✓	70	78*✓
Deaf-blindness	70	67	85	65*✓
Emotional disturbance	17	15	41	35
Hearing impairment	48	55	72	55*✓
Intellectual disability	54	52	67	49*✓
Multiple disabilities	62	62	57	60
Orthopedic impairment	39	42	28	31
Other health impairment	19	26*✓	43	31*✓
Specific learning disability	18	20	31	21*✓
Speech or language impairment	33	43*✓	37	32
Traumatic brain injury	43	39	51	32*✓
Visual impairment	11	25*✓	16	22

*=$p < .05$ for comparison with 2012 estimate; ✓=comparison is statistically significant and at least 5 percentage points in magnitude.

Note: Parent survey respondents were asked how well their children communicate by any means and how well their children understand what other people say to them. This table summarizes data presented in tables 11 and 12.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is all youth. More information is provided in appendix C.

- **Youth with an IEP are just as likely as those in the previous decade to perform typical teenage tasks independently, but less likely to be gaining personal finance experience.** Youth with an IEP overall and in most disability groups were as likely in 2012 as in 2003 to perform five activities of daily living according to parents, such as fixing meals and getting to places outside the home (table ES8). Youth with emotional disturbance were the only disability group to show an increase in performing all five activities without help (from 5 to 12 percent). However, proportionally fewer youth with an IEP reported having money they could decide how to spend (from 79 to 62 percent). Half of the disability groups experienced a similar downward trend, and no group in 2012 reported being more likely than youth in 2003 to have a bank account.

Table ES8. Percentages of youth with an IEP ages 15 to 18 who demonstrate capabilities to function independently and manage money, by disability group and year

	Youth who perform all five daily living activities without help at least pretty well or usually (ages 15 to 16)		Youth who have an allowance or other money they can decide how to spend		Youth who have a savings or checking account	
Disability group	2012	2003	2012	2003	2012	2003
Youth ages 15 to 18	**16**	**12**	**62**	**79*✓**	**46**	**52**
Autism	5	2!	62	73	51	65
Deaf-blindness	‡	‡	50	70	36	53
Emotional disturbance	12	5*✓	61	70	42	42
Hearing impairment	19	19	62	76*✓	50	59
Intellectual disability	11	10!	60	69	36	46
Multiple disabilities	6!	4!	54	76*✓	39	51
Orthopedic impairment	8!	4!	58	73*✓	46	62*✓
Other health impairment	12	9!	64	78*✓	51	64*✓
Specific learning disability	20	13	63	84*✓	46	54
Speech or language impairment	20	22	63	70	53	49
Traumatic brain injury	‡	‡	65	82*✓	49	70*✓
Visual impairment	6!	5!	67	75	52	59

* = $p < .05$ for comparison with 2012 estimate; ✓=comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how well their children accomplished five daily living activities without help: fixing their own breakfast or lunch, doing laundry, cleaning their living areas, buying things they need at the store, and getting to places outside the home. Possible ratings for the first measure are very well, pretty well, not very well, not at all well, and not allowed. Possible ratings for the last four measures are always, usually, sometimes, or never. Youth survey respondents were asked whether they have a savings or checking account, and whether they have an allowance or other money they can decide how to spend. This table summarizes data presented in tables 14 and 15.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe for the first measure is youth who live with parents at least some of the time and are younger than 17. The universe for the remaining measures is all youth. More information is provided in appendix C.

Are youth engaging in school in different ways or to different degrees?

Students' engagement at school is a crucial component of youth development that may have important academic benefits (Anderson, Christenson, Sinclair, & Lehr, 2004; Sinclair, Christenson, & Thurlow, 2005; Juvonen, Espinoza, & Knifsend, 2012; Wang & Eccles, 2012a). Examples of engagement include positive interactions with peers and adults at school, participating in class and extracurricular activities, and completing school work. Conversely, suspensions, expulsions, and arrests are indicators of disengagement. Research suggests that student

engagement at school is positively associated with academic performance and school completion, whereas disengagement is negatively associated with these outcomes (Finn, 1989; Noltemeyer, Ward, & Mcloughlin, 2015; Wang & Fredricks, 2014). Nationally, participation in sports, lessons, and clubs for the general population of youth decreased between 2006 and 2011 and the proportion who have ever been suspended from school increased during a similar period, underscoring the importance of examining changes in engagement at school for youth with an IEP (Dye & Johnson, 2009; Laughlin, 2014; U.S. Department of Education, National Center for Education Statistics, 2012).

- **Youth with an IEP increasingly feel connected to school, but there is little change in a particular form of bullying.** Overall and in nearly all disability groups, the proportion of youth with an IEP who agreed "a lot" that they are part of their school rose by more than 20 percentage points, from 31 to 52 percent (table ES9). The vast majority of youth with an IEP also continued to feel that school is a safe place (93 percent in 2003 and 89 percent in 2012). Similar proportions of youth with an IEP reported being teased or called names at school during the school year as well (37 percent in 2003 and 31 percent in 2012). However, four disability groups were less likely to report being teased—those with emotional disturbance, multiple disabilities, speech or language impairments, or traumatic brain injuries.

Table ES9. Percentages of youth with an IEP ages 15 to 18 who have positive attitudes about school and who were teased at school, by disability group and year

	Youth who agree a lot that they are part of the school		Youth agree a lot or a little that they feel safe in school		Youth who were teased or called names at school	
Disability group	2012	2003	2012	2003	2012	2003
Youth ages 15 to 18	**52**	**31*✓**	**89**	**93***	**31**	**37**
Autism	53	25*✓	92	95	38	46
Deaf-blindness	65	45	100	98	‡	47
Emotional disturbance	41	32	85	90	41	57*✓
Hearing impairment	51	38	85	87	36	42
Intellectual disability	58	39*✓	89	92	41	37
Multiple disabilities	68	41*✓	90	81	30	51*✓
Orthopedic impairment	71	47*✓	92	94	25	36
Other health impairment	57	31*✓	87	94*✓	38	45
Specific learning disability	51	29*✓	89	94*✓	26	33
Speech or language impairment	53	24*✓	91	93	25	37*✓
Traumatic brain injury	56	22*✓	92	94	38	59*✓
Visual impairment	64	44*✓	95	98	27	39

* = $p < .05$ for comparison with 2012 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked how strongly they agree or disagree that they are part of the school, how strongly they agree or disagree with feeling safe in school, and whether they were teased or called names at school in the school year. This table summarizes data presented in tables 16, 17, and 18.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is youth who are not homeschooled. More information is provided in appendix D.

- **Participation in extracurricular activities is growing among youth with an IEP, primarily in clubs rather than sports.** Overall, 61 percent of youth with an IEP in 2003 were involved in a school or out-of-school club or sports team within the past year, compared with 74 percent in 2012 (table ES10). Their participation rates climbed during this period in both school-sponsored activities (from 48 to 62 percent) and out-of-school activities (from 38 to 54 percent). Most of the growth in these school and out-of-school activities was in clubs rather than sports teams, especially clubs focused on volunteering (from 2 to 29 percent), fine arts (from 10 to 26 percent), and academics (from 1 to 9 percent) (appendix D, tables D-11 to D-17).

Table ES10. Percentages of youth with an IEP ages 15 to 18 who participated in a school or out-of-school sport or club in the past year, by disability group and year

	Youth who participated in a school or out-of-school club or sports team		Youth who participated in a school club or sports team		Youth who participated in an out-of-school club or sports team	
Disability group	2012	2003	2012	2003	2012	2003
Youth ages 15 to 18	**74**	**61*✓**	**62**	**48*✓**	**54**	**38*✓**
Autism	75	51*✓	59	44	58	30*✓
Deaf-blindness	75	85	73	56	38	66*✓
Emotional disturbance	72	52*✓	56	40*✓	50	26*✓
Hearing impairment	73	63	62	57	54	34*✓
Intellectual disability	71	48*✓	56	36*✓	50	30*✓
Multiple disabilities	69	68	54	54	50	41
Orthopedic impairment	71	70	60	53	52	45
Other health impairment	76	64	62	51	57	38*✓
Specific learning disability	75	64*✓	65	50*✓	52	42*✓
Speech or language impairment	79	57*✓	71	47*✓	58	35*✓
Traumatic brain injury	72	57	62	34*✓	52	39
Visual impairment	85	77	74	68	62	37*✓

* = $p < .05$ for comparison with 2012 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude.

Note: Youth survey respondents were asked whether they participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. Youth survey respondents were also asked whether they had taken part in any of the following nonschool activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science, or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of nonschool activity. This table summarizes data presented in tables 19 and 20.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is youth who are not homeschooled. More information is provided in appendix D.

- **The incidence of grade retention, suspension, and expulsion among youth with an IEP has remained stable during the past decade.** Across the disability groups, few changes have occurred between 2003 and 2012 in the proportions of youth who ever repeated a grade or were suspended or expelled, according to parents (table ES11). About one in three youth have repeated a grade (35 and 37 percent, respectively), and the same proportion have been suspended (34 and 32 percent, respectively) in each year. Less than one in ten youth have ever been expelled from school (7 and 9 percent, respectively in 2003 and 2012). Suspension rates have fallen for youth with intellectual disability (from 38 to 25 percent) and visual impairments (from 14 to 5 percent).

Table ES11. Percentages of youth with an IEP ages 15 to 18 who have repeated a grade, been suspended, or been expelled from school, by disability group and year

	Youth who have repeated a grade		Youth who have received an out-of-school suspension		Youth who have been expelled from school	
Disability group	2012	2003	2012	2003	2012	2003
Youth ages 15 to 18	**37**	**35**	**32**	**34**	**9**	**7**
Autism	24	19	20	22	4	2!
Deaf-blindness	44	43	‡	16!	‡	‡
Emotional disturbance	35	30	68	75	21	24
Hearing impairment	30	28	19	25	6	2*
Intellectual disability	45	43	25	38*✓	7	8
Multiple disabilities	29	28	18	22	4	3
Orthopedic impairment	23	25	9	14	‡	3!
Other health impairment	36	35	39	39	14	11
Specific learning disability	41	35	29	28	7	5
Speech or language impairment	31	32	20	23	5	5
Traumatic brain injury	29	29	27	35	‡	4!
Visual impairment	20	22	5!	14*✓	‡	‡

* = $p < .05$ for comparison with 2012 estimate; ✓=comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether their children have ever been held back a grade, have ever had an out-of-school suspension, and have ever been expelled. This table summarizes data presented in tables 22 and 23.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is all youth. More information is provided in appendix D.

Have the academic and special education supports that youth receive changed?

Both IDEA 1997 and 2004 increased the emphasis on improving the academic achievement of youth in special education and involving parents in their children's education. Schools and parents can help students with disabilities stay engaged and succeed in school in a variety of ways. Schools support youth with an IEP by offering special education services that aim to develop academic and functional competencies as well as instructional accommodations that can help them overcome barriers to learning (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Parents can also help youth in their educational progression by participating in meetings or other activities at school, identifying service needs, or helping with homework—forms of assistance associated with positive student outcomes (Jeynes, 2007; Wagner et al., 2014; Wang, Dishion, Stormshak, & Willett, 2011).

- **Receipt of school-provided support services, particularly tutoring and psychological services, has grown among youth with an IEP.** The proportion of youth using any support services at school grew between 2003 and 2012, both overall (from 44 to 65 percent) and among disability groups, based on parent reports (table ES12). These support services include tutoring, reader or interpreter services, speech or language therapy, audiology services, psychological or mental health counseling, physical or occupational therapy, orientation and mobility services, and special transportation. The largest growth was in receipt of services from a tutor, reader, or interpreter, which increased from 18 to 33 percent, and psychological or mental health counseling, which increased from 13 to 28 percent.

Table ES12. Percentages of youth with an IEP ages 15 to 18 who received support services at school, by disability group and year

	Youth who received any support services at school		Youth who received services from a tutor at school		Youth who received psychological or mental health counseling at school	
Disability group	2012	2003	2012	2003	2012	2003
Youth ages 15 to 18	**65**	**44*✓**	**33**	**18*✓**	**28**	**13*✓**
Autism	80	86	27	12*✓	34	16*✓
Deaf-blindness	94	93	55	23*✓	12!	9!
Emotional disturbance	79	49*✓	29	15*✓	62	29*✓
Hearing impairment	84	82	46	43	17	13
Intellectual disability	76	58*✓	36	14*✓	30	16*✓
Multiple disabilities	91	80*✓	33	14*✓	31	14*✓
Orthopedic impairment	85	76	29	11*✓	22	9*✓
Other health impairment	62	42*✓	36	18*✓	33	15*✓
Specific learning disability	52	36*✓	34	20*✓	17	10
Speech or language impairment	69	61	25	12*✓	22	14!
Traumatic brain injury	66	56	34	19	35	16*✓
Visual impairment	69	73	36	21*✓	8!	12

* = $p < .05$ for comparison with 2012 estimate; ^ = $p < .05$ for comparison with 2003 estimate; ✓ = comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate.

Note: Parent survey respondents were asked whether their children received the following support services in the past 12 months: tutoring or reader/interpreter services, speech or language therapy, audiology services, psychological or mental health counseling, physical or occupational therapy, orientation and mobility services, and special transportation. This table summarizes data presented in tables 25 and 27.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe is youth whose parent reported that they received special education. More information is provided in appendix E.

- **Parents of youth with an IEP are more likely now than in the past decade to attend parent-teacher conferences, but less likely to help with homework.** The proportion of parents who indicated that they attended a regular parent-teacher conference during the past school year grew from 67 to 83 percent for youth with an IEP overall and by at least 10 percentage points in nearly all disability groups between 2003 and 2012 (table ES13). However, the proportion of parents who reported providing weekly homework help declined by 7 percentage points, from 62 to 55 percent. Parents were just as likely in 2012 as in 2003 to say that they discussed school experiences regularly with their children (84 and 87 percent, respectively) and attended school meetings and events (74 percent in both years) (table 30).

Table ES13. Percentages of youth with an IEP ages 15 to 18 whose parent attended a parent-teacher conference and whose parent helped with homework at least once a week, by disability group and year

	Youth whose parent attended a parent-teacher conference		Youth whose parent helped with homework at least once a week	
Disability group	2012	2003	2012	2003
Youth ages 15 to 18	**83**	**67*✓**	**55**	**62*✓**
Autism	87	78*✓	48	60*✓
Deaf-blindness	84	63*✓	66	48
Emotional disturbance	82	69*✓	48	48
Hearing impairment	82	67*✓	60	58
Intellectual disability	84	67*✓	59	70*✓
Multiple disabilities	84	63*✓	56	51
Orthopedic impairment	82	66*✓	62	62
Other health impairment	85	71*✓	59	63
Specific learning disability	83	67*✓	55	63*✓
Speech or language impairment	75	63*✓	55	65*✓
Traumatic brain injury	84	61*✓	61	60
Visual impairment	83	57*✓	60	53

* = $p < .05$ for comparison with 2012 estimate; ✓=comparison is statistically significant and at least 5 percentage points in magnitude.

Note: Parent survey respondents were asked whether they or another adult in the household attended a parent-teacher conference in the current school year and how often they helped youth with homework in the current school year. This table summarizes data presented in tables 28 and 29.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe for the first measure is youth who are enrolled in school in a school setting. The universe for the second measure is youth who live with parents at least some of the time, are not homeschooled, and do not live in a residential school. More information is provided in appendix E.

Table ES14. Percentages of youth with an IEP ages 15 to 18 whose parent talks with them regularly about school experiences and whose parent attended a general school meeting, by disability group and year

	Youth whose parents talk with them regularly about school experiences		Youth whose parent attended a general school meeting	
Disability group	2012	2003	2012	2003
Youth ages 15 to 18	**84**	**87**	**74**	**74**
Autism	86	84	75	75
Deaf-blindness	78	85	81	68
Emotional disturbance	85	85	67	66
Hearing impairment	84	90	74	74
Intellectual disability	80	80	66	69
Multiple disabilities	83	84	73	76
Orthopedic impairment	83	94*✓	77	79
Other health impairment	87	94*✓	74	76
Specific learning disability	83	88	77	76
Speech or language impairment	87	88	75	71
Traumatic brain injury	87	93	75	77
Visual impairment	93	88	78	74

* = $p < .05$ for comparison with 2012 estimate; ✓= comparison is statistically significant and at least 5 percentage points in magnitude.

Note: Parent survey respondents were asked how often they or another adult in the household talk with youth about school experiences in the current school year and how often they or another adult attended a general school meeting in the current school year. This table summarizes data presented in table 30.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe for the first measure is youth who live with parents at least some of the time and are enrolled in school in a school setting. The universe for the second measure is youth who are enrolled in school in a school setting. More information is provided in appendix E.

How have youth changed the way they prepare for life after high school?

Parents and schools play important roles in helping youth with an IEP prepare for their transition to adulthood. Since 1990, IDEA has required schools to invite youth with an IEP and their parents to attend transition-planning meetings to discuss postsecondary goals and help them reach those goals. IDEA 2004 expanded on this requirement by stipulating that the goals be measurable and reflect not only youths' interests and preferences but also their strengths. Some research suggests that the process of helping youth formulate and pursue their transition goals may improve their outcomes later in life (Test et al., 2009). Another way youth prepare for life after high school is through working in paid or unpaid jobs. Research has linked working during high school, particularly in paid jobs, to higher employment rates after graduation among youth with an IEP (Baer et al., 2003; Carter et al., 2012; McDonnall & O'Mally, 2012; Simonsen & Neubert, 2013; Wagner et al., 2014). Although paid work experience in high school may be important, the Great Recession may have made that experience harder to come by, because the greatest increases in unemployment nationally were among younger people and those with less schooling (Hoynes, Miller, & Schaller, 2012).

- **Youth and parents are less likely to have discussed transition plans with school staff than in the previous decade.** From 2003 to 2012, the proportion of youth (ages 17 to 18) and their parents who reported ever having met with school staff to discuss post-high school transition plans declined by nearly 10 percentage points for youth (79 versus 70 percent) and almost 20 percentage points for parents (79 versus 60 percent) (table ES15). However, their reported participation rates in IEP meetings in the past two years did not decline during this period (from 74 to 81 percent for youth, and from 89 to 91 percent for parents) (table 32). The declining prevalence of transition planning might reflect the policy change in IDEA 2004 that delayed the age when youth must start this planning process from 14 to 16 years old, which may have made it less likely for parents and students to have had memorable discussions about these issues with schools. Alternatively, it may reflect a declining emphasis on transition planning within the context of all IEP meetings, or a combination of these and perhaps other factors. In addition, parents reported that youth who attend IEP or transition-planning meetings were less likely than a decade ago to provide input during the meeting: 69 percent provided at least some input in 2003, compared with 61 percent in 2012.

Table ES15. Percentages of youth with an IEP ages 17 to 18 and parents who attended a transition-planning meeting, by disability group and year

	Youth who met with school staff to develop transition plans		Youth whose parent met with school staff to develop transition plans		Youth who provided at least some input in IEP and transition planning	
Disability group	2012	2003	2012	2003	2012	2003
Youth ages 17 to 18	**70**	**79*✓**	**60**	**79*✓**	**61**	**69*✓**
Autism	63	75	65	78*✓	41	32
Deaf-blindness	51!	83	78	80	41!	55
Emotional disturbance	71	69	66	79*✓	65	68
Hearing impairment	71	88*✓	58	82*✓	73	73
Intellectual disability	66	64	65	78*✓	44	44
Multiple disabilities	52	70	64	82*✓	37	33
Orthopedic impairment	63	88*✓	61	85*✓	66	61
Other health impairment	75	79	56	85*✓	66	72
Specific learning disability	72	83*✓	56	78*✓	67	77
Speech or language impairment	66	82	54	72*✓	67	65
Traumatic brain injury	55	81*✓	51	80*✓	67	58
Visual impairment	69	82	67	81	79	71

* = $p < .05$ for comparison with 2012 estimate; ✓ = comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate.

Note: Youth survey respondents and parent survey respondents, respectively, were asked whether they (or another adult in the household in the case of parents) have met with teachers to develop a transition plan (that is, goals for what youth will do after high school and a plan for how to achieve them). Parent survey respondents were also asked to describe the youth's role in his/her IEP and transition planning. The response options were as follows: took a leadership role, provided some input, was present but participated very little, or did not participate at all. At least some input is defined as providing some input or taking a leadership role.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe for the first two measures is youth whose parent reported that they received special education services in the past year and are 17 or 18 years old. The universe for the third measure is youth whose parent reported that they received special education services in the past year and whose parent or another adult in the household attended an IEP in the past two years or ever attended a transition-planning meeting, and are 17 or 18 years old. More information is provided in appendix F.

- **Paid employment in a job not sponsored by school among youth with an IEP has declined, but participation in school-sponsored work activities remained stable.** The proportion of youth with an IEP overall who reported having a job that is not sponsored by school at the time of the interview declined from 27 percent in 2003 to 19 percent in 2012 (table ES16). Those with hearing impairments and other health impairments experienced the largest declines (from 35 to 14 percent and from 42 to 23 percent, respectively). By contrast, youth with an IEP overall were about as likely in both 2003 and 2012 to report having participated in school-sponsored work in the past year (14 and 13 percent, respectively). Although the proportions of youth in most disability groups with school-sponsored jobs were stable from 2003 to 2012, the percentage rose for youth with autism from 11 to 21 percent.

Table ES16. Percentages of youth with an IEP ages 15 to 18 who have a paid job and who had a school-sponsored job, by disability group and year

	Youth who currently have a paid job		Youth who had a school-sponsored work activity in the past year	
Disability group	2012	2003	2012	2003
Youth ages 15 to 18	**19**	**27*✓**	**13**	**14**
Autism	6	7!	21	11!*✓
Deaf-blindness	‡	‡	‡	45!
Emotional disturbance	19	19	14	16!
Hearing impairment	14	35*✓	15	11!
Intellectual disability	11	16	23	16
Multiple disabilities	11	14!	21	17!
Orthopedic impairment	6!	‡	12	‡
Other health impairment	23	42*✓	10	8
Specific learning disability	23	29	10	15
Speech or language impairment	19	29	7	7!
Traumatic brain injury	19	37	18	27!
Visual impairment	12	22	12	16

* = $p < .05$ for comparison with 2012 estimate; ✓=comparison is statistically significant and at least 5 percentage points in magnitude; ! = estimate is unstable because the standard error represents 30 to 50 percent of the estimate; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they currently have a paid job and whether they had a school-sponsored job in the past 12 months. This table summarizes data presented in tables 34 and 35.

Source: National Longitudinal Transition Study 2012; National Longitudinal Transition Study 2. The universe for the first measure is youth who are enrolled in school in a school setting. More information is provided in appendix F.

Additional publications and data collection

This volume is the third of three publications from the NLTS 2012 Phase I series reporting findings about youth in special education in 2012 and 2013. Volume 1 focuses on comparisons of youth with an IEP and youth without an IEP (Lipscomb et al., 2017a). Volume 2 focuses on comparisons of youth with an IEP across disability groups (Lipscomb et al., 2017b). The three volumes are available on the Institute of Education Sciences website for the NLTS 2012.

Later reports will examine outcomes for the youth described in Volumes 1 through 3, based on data collected in 2016 and beyond.

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