

Appendix F. Detailed tables for chapter 6 of volume 2:
Comparisons across disability groups

Table F-1. Percentages of youth (ages 17 or older) who attended an IEP meeting the past two years, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	77.9	77.2	69.7	78.4	77.7	79.9	77.1	77.3	78.8	77.5	64.2	64.1	86.2
Standard error	1.26	2.79	12.70	2.98	3.79	2.34	2.17	4.57	2.74	2.12	4.97	5.47	4.45
Sample size (number of respondents)	3,030	310	50	330	160	500	380	150	320	440	180	100	90
<i>p</i> -values: youth with an IEP overall (IEP)	†	.802	.527	.860	.977	.384	.741	.909	.697	.781	.006	.013	.071
<i>p</i> -values: autism (AUT)	.802	†	.565	.764	.905	.451	.985	.977	.668	.919	.020	.032	.087
<i>p</i> -values: deaf-blindness (DB)	.527	.565	†	.505	.545	.429	.563	.571	.494	.551	.680	.687	.196
<i>p</i> -values: emotional disturbance (ED)	.860	.764	.505	†	.902	.690	.731	.849	.902	.810	.013	.018	.143
<i>p</i> -values: hearing impairment (HI)	.977	.905	.545	.902	†	.621	.884	.944	.816	.955	.028	.046	.150
<i>p</i> -values: intellectual disability (ID)	.384	.451	.429	.690	.621	†	.389	.620	.762	.457	.004	.008	.206
<i>p</i> -values: multiple disabilities (MD)	.741	.985	.563	.731	.884	.389	†	.966	.613	.889	.012	.026	.070
<i>p</i> -values: orthopedic impairment (OI)	.909	.977	.571	.849	.944	.620	.966	†	.776	.971	.059	.061	.187
<i>p</i> -values: other health impairment (OHI)	.697	.668	.494	.902	.816	.762	.613	.776	†	.686	.014	.014	.162
<i>p</i> -values: specific learning disability (SLD)	.781	.919	.551	.810	.955	.457	.889	.971	.686	†	.013	.022	.080
<i>p</i> -values: speech or language impairment (SLI)	.006	.020	.680	.013	.028	.004	.012	.059	.014	.013	†	.989	.001
<i>p</i> -values: traumatic brain injury (TBI)	.013	.032	.687	.018	.046	.008	.026	.061	.014	.022	.989	†	.002
<i>p</i> -values: visual impairment (VI)	.071	.087	.196	.143	.150	.206	.070	.187	.162	.080	.001	.002	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they attended an IEP meeting during the current or prior school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who have an IEP according to their school district and are at least 17 years old.

Table F-2. Percentages of youth who attended an IEP meeting the past two years, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	67.0	65.8	79.5	73.5	74.7	69.7	68.4	73.5	68.3	66.0	47.0	61.5	78.6
Standard error	1.03	1.98	6.92	1.82	2.74	1.70	2.05	2.85	1.99	1.68	2.44	3.31	3.54
Sample size (number of respondents)	8,040	880	100	940	420	1,010	770	380	980	1,210	880	210	220
<i>p</i> -values: youth with an IEP overall (IEP)	†	.521	.079	#	.007	.140	.515	.031	.490	.294	#	.098	.002
<i>p</i> -values: autism (AUT)	.521	†	.059	.003	.007	.129	.334	.028	.338	.909	#	.274	.002
<i>p</i> -values: deaf-blindness (DB)	.079	.059	†	.398	.531	.167	.127	.428	.131	.065	#	.019	.911
<i>p</i> -values: emotional disturbance (ED)	#	.003	.398	†	.695	.128	.070	.996	.041	.002	#	.001	.174
<i>p</i> -values: hearing impairment (HI)	.007	.007	.531	.695	†	.115	.066	.758	.060	.007	#	.001	.354
<i>p</i> -values: intellectual disability (ID)	.140	.129	.167	.128	.115	†	.636	.245	.597	.125	#	.022	.021
<i>p</i> -values: multiple disabilities (MD)	.515	.334	.127	.070	.066	.636	†	.148	.965	.345	#	.078	.011
<i>p</i> -values: orthopedic impairment (OI)	.031	.028	.428	.996	.758	.245	.148	†	.122	.025	#	.006	.276
<i>p</i> -values: other health impairment (OHI)	.490	.338	.131	.041	.060	.597	.965	.122	†	.365	#	.078	.014
<i>p</i> -values: specific learning disability (SLD)	.294	.909	.065	.002	.007	.125	.345	.025	.365	†	#	.207	.001
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	#	#	#	#	#	#	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.098	.274	.019	.001	.001	.022	.078	.006	.078	.207	#	†	#
<i>p</i> -values: visual impairment (VI)	.002	.002	.911	.174	.354	.021	.011	.276	.014	.001	#	#	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they attended an IEP meeting during the current or prior school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who have an IEP according to their school district.

Table F-3. Percentages of youth (ages 17 or older) who have met with school staff to develop a transition plan, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	68.7	63.9	60.1	66.0	73.3	67.4	55.4	60.1	74.1	70.9	60.4	59.6	74.1
Standard error	1.34	3.44	12.73	2.91	4.05	2.50	3.00	4.52	2.99	2.46	4.37	4.99	5.47
Sample size (number of respondents)	3,020	310	50	340	160	490	370	150	320	430	180	100	90
<i>p</i> -values: youth with an IEP overall (IEP)	†	.150	.501	.363	.265	.601	#	.068	.058	.149	.059	.067	.335
<i>p</i> -values: autism (AUT)	.150	†	.773	.634	.053	.401	.059	.524	.022	.089	.534	.480	.111
<i>p</i> -values: deaf-blindness (DB)	.501	.773	†	.644	.311	.570	.723	.996	.283	.412	.979	.975	.310
<i>p</i> -values: emotional disturbance (ED)	.363	.634	.644	†	.141	.718	.010	.287	.055	.201	.297	.274	.198
<i>p</i> -values: hearing impairment (HI)	.265	.053	.311	.141	†	.201	.001	.029	.871	.604	.033	.031	.913
<i>p</i> -values: intellectual disability (ID)	.601	.401	.570	.718	.201	†	.002	.150	.082	.334	.167	.159	.279
<i>p</i> -values: multiple disabilities (MD)	#	.059	.723	.010	.001	.002	†	.394	#	#	.341	.463	.002
<i>p</i> -values: orthopedic impairment (OI)	.068	.524	.996	.287	.029	.150	.394	†	.008	.040	.964	.940	.055
<i>p</i> -values: other health impairment (OHI)	.058	.022	.283	.055	.871	.082	#	.008	†	.393	.010	.014	.997
<i>p</i> -values: specific learning disability (SLD)	.149	.089	.412	.201	.604	.334	#	.040	.393	†	.032	.031	.581
<i>p</i> -values: speech or language impairment (SLI)	.059	.534	.979	.297	.033	.167	.341	.964	.010	.032	†	.906	.057
<i>p</i> -values: traumatic brain injury (TBI)	.067	.480	.975	.274	.031	.159	.463	.940	.014	.031	.906	†	.053
<i>p</i> -values: visual impairment (VI)	.335	.111	.310	.198	.913	.279	.002	.055	.997	.581	.057	.053	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have met with adults at school to develop a transition plan (that is, goals for what they will do after high school and a plan for how to achieve them). Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who have an IEP according to their school district and are at least 17 years old.

Table F-4. Percentages of youth (ages 17 or older) whose parent or another adult in the household has met with school staff to develop a transition plan, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	60.9	67.4	67.5	60.8	63.6	68.2	68.9	60.5	58.8	57.0	54.3	51.7	64.4
Standard error	1.43	2.76	11.11	2.71	3.69	2.20	2.39	3.81	2.98	2.71	4.06	6.60	5.55
Sample size (number of respondents)	3,390	350	60	380	190	570	440	180	370	450	160	130	100
<i>p</i> -values: youth with an IEP overall (IEP)	†	.022	.554	.971	.486	.002	.002	.933	.462	.022	.115	.164	.532
<i>p</i> -values: autism (AUT)	.022	†	.991	.084	.420	.822	.668	.136	.031	.007	.008	.026	.630
<i>p</i> -values: deaf-blindness (DB)	.554	.991	†	.556	.740	.954	.899	.552	.463	.355	.264	.227	.798
<i>p</i> -values: emotional disturbance (ED)	.971	.084	.556	†	.525	.039	.018	.958	.634	.321	.148	.207	.568
<i>p</i> -values: hearing impairment (HI)	.486	.420	.740	.525	†	.281	.211	.560	.313	.166	.083	.119	.913
<i>p</i> -values: intellectual disability (ID)	.002	.822	.954	.039	.281	†	.801	.086	.011	.002	.003	.018	.531
<i>p</i> -values: multiple disabilities (MD)	.002	.668	.899	.018	.211	.801	†	.063	.006	.001	.002	.010	.445
<i>p</i> -values: orthopedic impairment (OI)	.933	.136	.552	.958	.560	.086	.063	†	.717	.490	.242	.245	.576
<i>p</i> -values: other health impairment (OHI)	.462	.031	.463	.634	.313	.011	.006	.717	†	.644	.357	.307	.374
<i>p</i> -values: specific learning disability (SLD)	.022	.007	.355	.321	.166	.002	.001	.490	.644	†	.585	.452	.215
<i>p</i> -values: speech or language impairment (SLI)	.115	.008	.264	.148	.083	.003	.002	.242	.357	.585	†	.713	.143
<i>p</i> -values: traumatic brain injury (TBI)	.164	.026	.227	.207	.119	.018	.010	.245	.307	.452	.713	†	.137
<i>p</i> -values: visual impairment (VI)	.532	.630	.798	.568	.913	.531	.445	.576	.374	.215	.143	.137	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they or another adult in the household have met with teachers to develop a transition plan (that is, goals for what their child will do after high school and a plan for how their child will achieve them). Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they received special education services in the past year and are at least 17 years old.

Table F-5. Percentages of youth (ages 17 or older) whose parent reported community service agency staff attending the transition-planning meeting, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	37.9	42.5	63.1	40.5	48.4	49.6	44.1	44.8	32.5	31.4	21.3	39.3	67.5
Standard error	1.64	3.62	10.66	3.88	4.38	2.86	3.44	5.39	3.39	3.06	4.48	6.92	6.33
Sample size (number of respondents)	2,360	260	50	250	130	420	320	110	250	300	100	80	70
<i>p</i> -values: youth with an IEP overall (IEP)	†	.195	.020	.483	.022	#	.089	.212	.112	.001	.001	.842	#
<i>p</i> -values: autism (AUT)	.195	†	.073	.689	.295	.115	.749	.720	.048	.018	#	.665	#
<i>p</i> -values: deaf-blindness (DB)	.020	.073	†	.042	.201	.236	.089	.122	.007	.004	#	.067	.730
<i>p</i> -values: emotional disturbance (ED)	.483	.689	.042	†	.162	.061	.487	.503	.134	.055	.002	.876	#
<i>p</i> -values: hearing impairment (HI)	.022	.295	.201	.162	†	.815	.424	.597	.003	.002	#	.273	.019
<i>p</i> -values: intellectual disability (ID)	#	.115	.236	.061	.815	†	.221	.432	#	#	#	.173	.014
<i>p</i> -values: multiple disabilities (MD)	.089	.749	.089	.487	.424	.221	†	.914	.017	.006	#	.507	.001
<i>p</i> -values: orthopedic impairment (OI)	.212	.720	.122	.503	.597	.432	.914	†	.054	.034	.001	.530	.006
<i>p</i> -values: other health impairment (OHI)	.112	.048	.007	.134	.003	#	.017	.054	†	.817	.048	.372	#
<i>p</i> -values: specific learning disability (SLD)	.001	.018	.004	.055	.002	#	.006	.034	.817	†	.060	.302	#
<i>p</i> -values: speech or language impairment (SLI)	.001	#	#	.002	#	#	#	.001	.048	.060	†	.027	#
<i>p</i> -values: traumatic brain injury (TBI)	.842	.665	.067	.876	.273	.173	.507	.530	.372	.302	.027	†	.002
<i>p</i> -values: visual impairment (VI)	#	#	.730	#	.019	.014	.001	.006	#	#	#	.002	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether staff from any community service agency, such as vocational rehabilitation services, took part in the meeting. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported either attending a transition-planning meeting or indicated that one had occurred and who are at least 17 years old.

Table F-6. Percentages of youth (ages 17 or older) whose parent was invited to the transition-planning meeting, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	90.4	94.9	95.6	91.3	89.7	91.5	93.6	91.7	90.4	88.6	89.6	88.5	88.2
Standard error	0.97	1.45	2.23	1.92	2.66	1.41	1.49	2.61	1.97	2.11	3.66	4.23	4.48
Sample size (number of respondents)	2,440	260	50	260	140	440	330	120	260	320	100	80	80
<i>p</i> -values: youth with an IEP overall (IEP)	†	.009	.033	.643	.794	.465	.077	.634	.969	.169	.822	.653	.625
<i>p</i> -values: autism (AUT)	.009	†	.778	.150	.093	.104	.549	.291	.064	.017	.182	.155	.159
<i>p</i> -values: deaf-blindness (DB)	.033	.778	†	.147	.093	.121	.442	.260	.076	.022	.163	.153	.155
<i>p</i> -values: emotional disturbance (ED)	.643	.150	.147	†	.598	.942	.358	.902	.713	.340	.649	.529	.533
<i>p</i> -values: hearing impairment (HI)	.794	.093	.093	.598	†	.556	.215	.570	.838	.753	.980	.816	.783
<i>p</i> -values: intellectual disability (ID)	.465	.104	.121	.942	.556	†	.324	.937	.639	.241	.626	.497	.486
<i>p</i> -values: multiple disabilities (MD)	.077	.549	.442	.358	.215	.324	†	.542	.188	.060	.317	.257	.254
<i>p</i> -values: orthopedic impairment (OI)	.634	.291	.260	.902	.570	.937	.542	†	.677	.344	.634	.512	.518
<i>p</i> -values: other health impairment (OHI)	.969	.064	.076	.713	.838	.639	.188	.677	†	.556	.849	.684	.672
<i>p</i> -values: specific learning disability (SLD)	.169	.017	.022	.340	.753	.241	.060	.344	.556	†	.819	.980	.942
<i>p</i> -values: speech or language impairment (SLI)	.822	.182	.163	.649	.980	.626	.317	.634	.849	.819	†	.844	.817
<i>p</i> -values: traumatic brain injury (TBI)	.653	.155	.153	.529	.816	.497	.257	.512	.684	.980	.844	†	.971
<i>p</i> -values: visual impairment (VI)	.625	.159	.155	.533	.783	.486	.254	.518	.672	.942	.817	.971	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether they were invited to a transition-planning meeting. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported either attending a transition-planning meeting or indicated that one had occurred and who are at least 17 years old.

Table F-7. Percentages of youth (ages 17 or older) who were invited to the transition-planning meeting, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	92.4	85.5	95.4	94.2	93.2	92.2	84.6	92.6	97.2	92.5	90.3	92.3	95.2
Standard error	0.88	2.44	2.58	1.84	2.27	1.41	2.09	2.47	1.19	1.85	3.58	3.38	2.90
Sample size (number of respondents)	2,420	260	50	260	140	430	330	120	260	320	100	80	80
<i>p</i> -values: youth with an IEP overall (IEP)	†	.005	.265	.341	.732	.916	#	.940	#	.939	.565	.994	.356
<i>p</i> -values: autism (AUT)	.005	†	.005	.005	.024	.024	.772	.041	#	.022	.267	.105	.009
<i>p</i> -values: deaf-blindness (DB)	.265	.005	†	.700	.523	.275	.001	.426	.519	.353	.243	.496	.950
<i>p</i> -values: emotional disturbance (ED)	.341	.005	.700	†	.746	.407	.001	.602	.149	.520	.339	.580	.774
<i>p</i> -values: hearing impairment (HI)	.732	.024	.523	.746	†	.716	.005	.847	.095	.804	.491	.828	.607
<i>p</i> -values: intellectual disability (ID)	.916	.024	.275	.407	.716	†	.002	.896	.006	.917	.603	.972	.360
<i>p</i> -values: multiple disabilities (MD)	#	.772	.001	.001	.005	.002	†	.014	#	.004	.144	.053	.002
<i>p</i> -values: orthopedic impairment (OI)	.940	.041	.426	.602	.847	.896	.014	†	.082	.973	.608	.958	.481
<i>p</i> -values: other health impairment (OHI)	#	#	.519	.149	.095	.006	#	.082	†	.027	.066	.165	.508
<i>p</i> -values: specific learning disability (SLD)	.939	.022	.353	.520	.804	.917	.004	.973	.027	†	.595	.976	.438
<i>p</i> -values: speech or language impairment (SLI)	.565	.267	.243	.339	.491	.603	.144	.608	.066	.595	†	.690	.292
<i>p</i> -values: traumatic brain injury (TBI)	.994	.105	.496	.580	.828	.972	.053	.958	.165	.976	.690	†	.529
<i>p</i> -values: visual impairment (VI)	.356	.009	.950	.774	.607	.360	.002	.481	.508	.438	.292	.529	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether their child with an IEP was invited to a transition-planning meeting. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported either attending a transition-planning meeting or indicated that one had occurred and who are at least 17 years old.

Table F-8. Percentages of youth (ages 17 or older) whose interests, strengths, and preferences were discussed at the transition-planning meeting, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	93.4	91.0	97.9	93.3	87.6	90.7	92.5	95.3	93.5	95.3	90.9	93.3	93.9
Standard error	0.67	1.83	1.25	1.77	3.12	1.67	1.79	1.87	1.66	1.23	3.58	3.29	3.54
Sample size (number of respondents)	2,400	260	50	250	140	430	330	120	260	310	100	80	70
<i>p</i> -values: youth with an IEP overall (IEP)	†	.172	.002	.921	.071	.080	.585	.357	.973	.026	.480	.967	.897
<i>p</i> -values: autism (AUT)	.172	†	.002	.352	.363	.937	.565	.101	.302	.043	.988	.541	.465
<i>p</i> -values: deaf-blindness (DB)	.002	.002	†	.033	.002	.001	.008	.239	.032	.139	.065	.203	.294
<i>p</i> -values: emotional disturbance (ED)	.921	.352	.033	†	.111	.305	.752	.449	.926	.336	.559	.993	.873
<i>p</i> -values: hearing impairment (HI)	.071	.363	.002	.111	†	.391	.194	.043	.093	.025	.494	.216	.190
<i>p</i> -values: intellectual disability (ID)	.080	.937	.001	.305	.391	†	.480	.072	.237	.027	.970	.487	.430
<i>p</i> -values: multiple disabilities (MD)	.585	.565	.008	.752	.194	.480	†	.270	.675	.160	.674	.826	.717
<i>p</i> -values: orthopedic impairment (OI)	.357	.101	.239	.449	.043	.072	.270	†	.471	.986	.277	.600	.715
<i>p</i> -values: other health impairment (OHI)	.973	.302	.032	.926	.093	.237	.675	.471	†	.381	.517	.958	.916
<i>p</i> -values: specific learning disability (SLD)	.026	.043	.139	.336	.025	.027	.160	.986	.381	†	.248	.569	.702
<i>p</i> -values: speech or language impairment (SLI)	.480	.988	.065	.559	.494	.970	.674	.277	.517	.248	†	.634	.552
<i>p</i> -values: traumatic brain injury (TBI)	.967	.541	.203	.993	.216	.487	.826	.600	.958	.569	.634	†	.901
<i>p</i> -values: visual impairment (VI)	.897	.465	.294	.873	.190	.430	.717	.715	.916	.702	.552	.901	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether their child's interests, strengths, and preferences were discussed at the transition-planning meeting. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported either attending a transition-planning meeting or indicated that one had occurred and who are at least 17 years old.

Table F-9. Percentages of youth (ages 17 or older) who got info on education, careers, and living options for after high school at the transition-planning meeting, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	63.5	54.0	35.9!	65.0	68.5	66.4	59.6	62.9	62.9	64.2	63.6	44.6	76.8
Standard error	1.42	3.57	11.85	3.46	3.80	2.77	2.91	4.84	3.62	2.84	5.10	7.76	5.74
Sample size (number of respondents)	2,390	260	50	250	140	430	330	110	250	310	100	80	70
<i>p</i> -values: youth with an IEP overall (IEP)	†	.008	.021	.669	.219	.298	.208	.900	.871	.690	.984	.015	.023
<i>p</i> -values: autism (AUT)	.008	†	.154	.034	.008	.007	.220	.105	.085	.023	.143	.257	.001
<i>p</i> -values: deaf-blindness (DB)	.021	.154	†	.021	.008	.011	.051	.037	.025	.022	.033	.538	.001
<i>p</i> -values: emotional disturbance (ED)	.669	.034	.021	†	.475	.766	.217	.733	.669	.870	.822	.017	.077
<i>p</i> -values: hearing impairment (HI)	.219	.008	.008	.475	†	.656	.059	.374	.283	.384	.445	.006	.248
<i>p</i> -values: intellectual disability (ID)	.298	.007	.011	.766	.656	†	.083	.524	.468	.591	.631	.009	.104
<i>p</i> -values: multiple disabilities (MD)	.208	.220	.051	.217	.059	.083	†	.555	.490	.255	.503	.065	.007
<i>p</i> -values: orthopedic impairment (OI)	.900	.105	.037	.733	.374	.524	.555	†	.996	.803	.916	.042	.053
<i>p</i> -values: other health impairment (OHI)	.871	.085	.025	.669	.283	.468	.490	.996	†	.782	.912	.032	.042
<i>p</i> -values: specific learning disability (SLD)	.690	.023	.022	.870	.384	.591	.255	.803	.782	†	.910	.015	.045
<i>p</i> -values: speech or language impairment (SLI)	.984	.143	.033	.822	.445	.631	.503	.916	.912	.910	†	.036	.083
<i>p</i> -values: traumatic brain injury (TBI)	.015	.257	.538	.017	.006	.009	.065	.042	.032	.015	.036	†	.001
<i>p</i> -values: visual impairment (VI)	.023	.001	.001	.077	.248	.104	.007	.053	.042	.045	.083	.001	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether their child was given information on education, careers, and community living options for when he/she leaves high school at the transition-planning meeting. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported either attending a transition-planning meeting or indicated that one had occurred and who are at least 17 years old.

Table F-10. Percentages of youth (ages 17 or older) whose parent reported that they provided at least some input in IEP and transition-planning, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	58.7	40.5	24.5!	65.3	67.3	42.3	31.5	53.4	65.3	67.2	61.0	57.1	69.4
Standard error	1.39	3.17	11.01	3.18	3.72	2.48	2.83	5.30	2.99	2.64	4.75	5.58	5.58
Sample size (number of respondents)	3,140	340	60	350	170	520	420	160	340	410	140	120	100
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.002	.041	.024	#	#	.336	.027	#	.635	.790	.061
<i>p</i> -values: autism (AUT)	#	†	.160	#	#	.647	.026	.041	#	#	#	.010	#
<i>p</i> -values: deaf-blindness (DB)	.002	.160	†	#	#	.106	.522	.018	#	#	.003	.008	#
<i>p</i> -values: emotional disturbance (ED)	.041	#	#	†	.671	#	#	.052	.999	.650	.442	.186	.522
<i>p</i> -values: hearing impairment (HI)	.024	#	#	.671	†	#	#	.034	.670	.981	.287	.147	.751
<i>p</i> -values: intellectual disability (ID)	#	.647	.106	#	#	†	.003	.054	#	#	.001	.018	#
<i>p</i> -values: multiple disabilities (MD)	#	.026	.522	#	#	.003	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.336	.041	.018	.052	.034	.054	#	†	.055	.022	.297	.629	.059
<i>p</i> -values: other health impairment (OHI)	.027	#	#	.999	.670	#	#	.055	†	.642	.438	.212	.504
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.650	.981	#	#	.022	.642	†	.255	.106	.719
<i>p</i> -values: speech or language impairment (SLI)	.635	#	.003	.442	.287	.001	#	.297	.438	.255	†	.563	.236
<i>p</i> -values: traumatic brain injury (TBI)	.790	.010	.008	.186	.147	.018	#	.629	.212	.106	.563	†	.121
<i>p</i> -values: visual impairment (VI)	.061	#	#	.522	.751	#	#	.059	.504	.719	.236	.121	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked to describe the youth's role in his/her IEP and transition planning. Response options were: 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 having a leadership role. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they received special education services in the past year, are at least 17 years old, and whose parent or another adult in the household attended an IEP or transition-planning meeting.

Table F-11. Percentages of youth (ages 17 or older) who reported that they provided at least some input in IEP and transition-planning, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	70.2	59.5	58.8!	68.2	64.9	62.0	58.8	64.8	76.7	72.9	71.8	60.1	78.9
Standard error	1.50	4.76	23.06	3.56	5.30	3.16	5.33	6.04	2.75	2.60	4.54	7.11	5.49
Sample size (number of respondents)	2,010	170	20	280	110	280	160	70	270	360	130	60	80
<i>p</i> -values: youth with an IEP overall (IEP)	†	.028	.621	.596	.335	.010	.035	.383	.014	.067	.733	.168	.133
<i>p</i> -values: autism (AUT)	.028	†	.976	.152	.446	.670	.921	.499	.002	.016	.070	.938	.008
<i>p</i> -values: deaf-blindness (DB)	.621	.976	†	.684	.796	.892	#	.802	.445	.542	.577	.955	.388
<i>p</i> -values: emotional disturbance (ED)	.596	.152	.684	†	.611	.222	.143	.619	.061	.304	.549	.318	.095
<i>p</i> -values: hearing impairment (HI)	.335	.446	.796	.611	†	.636	.400	.987	.050	.178	.334	.601	.069
<i>p</i> -values: intellectual disability (ID)	.010	.670	.892	.222	.636	†	.592	.681	.001	.007	.074	.813	.012
<i>p</i> -values: multiple disabilities (MD)	.035	.921	#	.143	.400	.592	†	.465	.003	.018	.051	.865	.007
<i>p</i> -values: orthopedic impairment (OI)	.383	.499	.802	.619	.987	.681	.465	†	.068	.223	.355	.607	.090
<i>p</i> -values: other health impairment (OHI)	.014	.002	.445	.061	.050	.001	.003	.068	†	.283	.374	.029	.713
<i>p</i> -values: specific learning disability (SLD)	.067	.016	.542	.304	.178	.007	.018	.223	.283	†	.846	.097	.335
<i>p</i> -values: speech or language impairment (SLI)	.733	.070	.577	.549	.334	.074	.051	.355	.374	.846	†	.156	.333
<i>p</i> -values: traumatic brain injury (TBI)	.168	.938	.955	.318	.601	.813	.865	.607	.029	.097	.156	†	.039
<i>p</i> -values: visual impairment (VI)	.133	.008	.388	.095	.069	.012	.007	.090	.713	.335	.333	.039	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to describe their role in their IEP and transition-planning. Response options were: 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 having a leadership role. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who went to an IEP meeting or went to a transition planning meeting and are at least 17 years old.

Table F-12. Percentages of youth (ages 17 or older) who played at least an equal part in developing IEP and/or transition plan goals, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	39.2	28.8	23.2!	48.7	50.0	31.7	23.3	31.7	47.1	41.2	42.2	27.1	46.3
Standard error	1.54	2.89	8.79	2.97	4.83	2.24	2.91	3.79	3.11	3.02	4.93	5.05	6.28
Sample size (number of respondents)	3,100	340	60	350	170	520	410	160	340	400	130	110	100
<i>p</i> -values: youth with an IEP overall (IEP)	†	.001	.073	.001	.028	.002	#	.068	.008	.281	.540	.020	.272
<i>p</i> -values: autism (AUT)	.001	†	.522	#	#	.431	.170	.534	#	.004	.020	.773	.008
<i>p</i> -values: deaf-blindness (DB)	.073	.522	†	.006	.008	.338	.990	.378	.012	.054	.062	.694	.027
<i>p</i> -values: emotional disturbance (ED)	.001	#	.006	†	.822	#	#	#	.713	.064	.257	#	.727
<i>p</i> -values: hearing impairment (HI)	.028	#	.008	.822	†	.001	#	.002	.606	.120	.256	.001	.636
<i>p</i> -values: intellectual disability (ID)	.002	.431	.338	#	.001	†	.021	.995	#	.012	.046	.405	.029
<i>p</i> -values: multiple disabilities (MD)	#	.170	.990	#	#	.021	†	.078	#	#	.001	.485	.001
<i>p</i> -values: orthopedic impairment (OI)	.068	.534	.378	#	.002	.995	.078	†	.002	.057	.102	.473	.037
<i>p</i> -values: other health impairment (OHI)	.008	#	.012	.713	.606	#	#	.002	†	.160	.381	.001	.909
<i>p</i> -values: specific learning disability (SLD)	.281	.004	.054	.064	.120	.012	#	.057	.160	†	.858	.015	.468
<i>p</i> -values: speech or language impairment (SLI)	.540	.020	.062	.257	.256	.046	.001	.102	.381	.858	†	.016	.624
<i>p</i> -values: traumatic brain injury (TBI)	.020	.773	.694	#	.001	.405	.485	.473	.001	.015	.016	†	.022
<i>p</i> -values: visual impairment (VI)	.272	.008	.027	.727	.636	.029	.001	.037	.909	.468	.624	.022	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked to indicate if it was mostly the school or mostly the parent or youth with an IEP who came up with the goals during the youth's IEP and transition planning. Response options were: mostly school, mostly respondent or other adult, mostly youth, school and respondent or other adult equally, youth and respondent or other adult equally, or school, respondent or other adult, and youth equally. Playing an equal part is defined as responses of mostly youth, school and youth equally, youth and respondent or other adult equally, or school, respondent or other adult, and youth equally. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they received special education services in the past year, are at least 17 years old, and whose parent or another adult in the household attended an IEP or transition-planning meeting.

Table F-13. Percentages of youth who expect to obtain postsecondary education, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	76.1	74.7	80.7	75.2	78.7	50.2	60.3	77.2	78.1	79.2	85.5	66.4	87.5
Standard error	0.90	2.25	9.10	1.78	2.54	2.48	3.28	2.91	1.60	1.45	1.58	5.27	2.81
Sample size (number of respondents)	6,350	560	40	860	330	640	380	260	900	1,140	820	170	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.564	.611	.629	.307	#	#	.704	.190	#	#	.067	#
<i>p</i> -values: autism (AUT)	.564	†	.513	.878	.231	#	#	.515	.217	.103	#	.129	.001
<i>p</i> -values: deaf-blindness (DB)	.611	.513	†	.549	.838	.001	.033	.722	.774	.871	.599	.182	.483
<i>p</i> -values: emotional disturbance (ED)	.629	.878	.549	†	.247	#	#	.546	.212	.086	#	.113	#
<i>p</i> -values: hearing impairment (HI)	.307	.231	.838	.247	†	#	#	.699	.825	.873	.020	.031	.020
<i>p</i> -values: intellectual disability (ID)	#	#	.001	#	#	†	.016	#	#	#	#	.007	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.033	#	#	.016	†	#	#	#	#	.328	#
<i>p</i> -values: orthopedic impairment (OI)	.704	.515	.722	.546	.699	#	#	†	.787	.531	.009	.069	.012
<i>p</i> -values: other health impairment (OHI)	.190	.217	.774	.212	.825	#	#	.787	†	.595	.001	.034	.003
<i>p</i> -values: specific learning disability (SLD)	#	.103	.871	.086	.873	#	#	.531	.595	†	.002	.019	.008
<i>p</i> -values: speech or language impairment (SLI)	#	#	.599	#	.020	#	#	.009	.001	.002	†	.001	.521
<i>p</i> -values: traumatic brain injury (TBI)	.067	.129	.182	.113	.031	.007	.328	.069	.034	.019	.001	†	#
<i>p</i> -values: visual impairment (VI)	#	.001	.483	#	.020	#	#	.012	.003	.008	.521	#	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked how far they think they will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-14. Percentages of youth who expect to obtain a 4-year college degree or higher, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	51.0	46.1	65.2	51.6	57.2	26.8	33.7	61.5	51.2	53.3	68.5	47.5	72.8
Standard error	1.16	2.36	9.84	2.06	2.98	2.03	3.26	3.53	1.91	1.78	2.11	7.12	3.82
Sample size (number of respondents)	6,350	560	40	860	330	640	380	260	900	1,140	820	170	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.044	.148	.763	.040	#	#	.004	.893	.019	#	.631	#
<i>p</i> -values: autism (AUT)	.044	†	.054	.067	.002	#	.002	#	.080	.012	#	.839	#
<i>p</i> -values: deaf-blindness (DB)	.148	.054	†	.173	.429	#	.003	.734	.159	.233	.742	.159	.489
<i>p</i> -values: emotional disturbance (ED)	.763	.067	.173	†	.126	#	#	.019	.886	.529	#	.581	#
<i>p</i> -values: hearing impairment (HI)	.040	.002	.429	.126	†	#	#	.328	.090	.242	.002	.210	.001
<i>p</i> -values: intellectual disability (ID)	#	#	#	#	#	†	.086	#	#	#	#	.006	#
<i>p</i> -values: multiple disabilities (MD)	#	.002	.003	#	#	.086	†	#	#	#	#	.080	#
<i>p</i> -values: orthopedic impairment (OI)	.004	#	.734	.019	.328	#	#	†	.010	.032	.088	.073	.024
<i>p</i> -values: other health impairment (OHI)	.893	.080	.159	.886	.090	#	#	.010	†	.420	#	.617	#
<i>p</i> -values: specific learning disability (SLD)	.019	.012	.233	.529	.242	#	#	.032	.420	†	#	.431	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	.742	#	.002	#	#	.088	#	#	†	.004	.327
<i>p</i> -values: traumatic brain injury (TBI)	.631	.839	.159	.581	.210	.006	.080	.073	.617	.431	.004	†	.002
<i>p</i> -values: visual impairment (VI)	#	#	.489	#	.001	#	#	.024	#	#	.327	.002	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked how far they think they will get in school as things stand now. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Obtaining a four-year college degree includes the last two response categories. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-15. Percentages of youth whose parent expects them to obtain postsecondary education, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	61.4	52.8	49.7	57.5	75.0	32.1	34.7	60.3	66.6	66.6	78.4	61.4	79.2
Standard error	0.98	1.86	8.46	1.84	2.62	1.73	2.61	3.90	1.74	1.57	1.85	5.99	2.95
Sample size (number of respondents)	9,210	980	120	1,070	490	1,150	870	430	1,150	1,390	1,000	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.176	.030	#	#	#	.783	.001	#	#	.994	#
<i>p</i> -values: autism (AUT)	#	†	.725	.063	#	#	#	.079	#	#	#	.176	#
<i>p</i> -values: deaf-blindness (DB)	.176	.725	†	.372	.005	.043	.090	.265	.058	.053	.001	.267	.001
<i>p</i> -values: emotional disturbance (ED)	.030	.063	.372	†	#	#	#	.509	#	#	#	.521	#
<i>p</i> -values: hearing impairment (HI)	#	#	.005	#	†	#	#	.002	.008	.003	.275	.038	.271
<i>p</i> -values: intellectual disability (ID)	#	#	.043	#	#	†	.386	#	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.090	#	#	.386	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.783	.079	.265	.509	.002	#	#	†	.133	.131	#	.879	#
<i>p</i> -values: other health impairment (OHI)	.001	#	.058	#	.008	#	#	.133	†	.989	#	.393	#
<i>p</i> -values: specific learning disability (SLD)	#	#	.053	#	.003	#	#	.131	.989	†	#	.395	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	.001	#	.275	#	#	#	#	#	†	.005	.807
<i>p</i> -values: traumatic brain injury (TBI)	.994	.176	.267	.521	.038	#	#	.879	.393	.395	.005	†	.007
<i>p</i> -values: visual impairment (VI)	#	#	.001	#	.271	#	#	#	#	#	.807	.007	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked how far they think the youth will get in school as things stand now. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-16. Percentages of youth whose parent expects them to obtain a 4-year college degree or higher, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	34.3	28.8	28.9	30.3	50.8	9.4	14.4	42.0	33.9	39.4	57.7	39.2	59.9
Standard error	1.09	1.66	7.22	1.85	2.86	1.04	1.86	3.12	1.75	1.68	2.52	7.18	3.93
Sample size (number of respondents)	9,210	980	120	1,070	490	1,150	870	430	1,150	1,390	1,000	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	.002	.460	.028	#	#	#	.017	.811	#	#	.489	#
<i>p</i> -values: autism (AUT)	.002	†	.986	.520	#	#	#	#	.024	#	#	.161	#
<i>p</i> -values: deaf-blindness (DB)	.460	.986	†	.849	.004	.007	.053	.100	.499	.163	#	.310	#
<i>p</i> -values: emotional disturbance (ED)	.028	.520	.849	†	#	#	#	.001	.132	#	#	.214	#
<i>p</i> -values: hearing impairment (HI)	#	#	.004	#	†	#	#	.030	#	#	.067	.137	.049
<i>p</i> -values: intellectual disability (ID)	#	#	.007	#	#	†	.017	#	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.053	#	#	.017	†	#	#	#	#	.001	#
<i>p</i> -values: orthopedic impairment (OI)	.017	#	.100	.001	.030	#	#	†	.025	.448	#	.716	#
<i>p</i> -values: other health impairment (OHI)	.811	.024	.499	.132	#	#	#	.025	†	.013	#	.471	#
<i>p</i> -values: specific learning disability (SLD)	#	#	.163	#	#	#	#	.448	.013	†	#	.986	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	.067	#	#	#	#	#	†	.013	.635
<i>p</i> -values: traumatic brain injury (TBI)	.489	.161	.310	.214	.137	#	.001	.716	.471	.986	.013	†	.011
<i>p</i> -values: visual impairment (VI)	#	#	#	#	.049	#	#	#	#	#	.635	.011	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked how far they think the youth will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Obtaining a four-year college degree includes the last two response categories. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-17. Percentages of youth whose parent thinks academic and social readiness will be an issue for getting postsecondary education, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	42.7	63.3	57.4	50.0	34.3	62.1	58.8	40.0	45.5	33.0	31.7	47.2	36.9
Standard error	1.02	2.00	8.10	2.28	2.78	1.92	2.35	3.36	1.98	1.68	2.35	4.46	4.04
Sample size (number of respondents)	6,720	700	90	810	360	920	680	320	840	1,020	540	200	180
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.073	.002	.004	#	#	.405	.157	#	#	.329	.163
<i>p</i> -values: autism (AUT)	#	†	.491	#	#	.663	.143	#	#	#	#	.001	#
<i>p</i> -values: deaf-blindness (DB)	.073	.491	†	.382	.006	.565	.872	.044	.154	.003	.002	.236	.020
<i>p</i> -values: emotional disturbance (ED)	.002	#	.382	†	#	#	.006	.017	.133	#	#	.582	.004
<i>p</i> -values: hearing impairment (HI)	.004	#	.006	#	†	#	#	.144	.002	.690	.479	.014	.595
<i>p</i> -values: intellectual disability (ID)	#	.663	.565	#	#	†	.267	#	#	#	#	.002	#
<i>p</i> -values: multiple disabilities (MD)	#	.143	.872	.006	#	.267	†	#	#	#	#	.021	#
<i>p</i> -values: orthopedic impairment (OI)	.405	#	.044	.017	.144	#	#	†	.149	.042	.041	.206	.561
<i>p</i> -values: other health impairment (OHI)	.157	#	.154	.133	.002	#	#	.149	†	#	#	.738	.057
<i>p</i> -values: specific learning disability (SLD)	#	#	.003	#	.690	#	#	.042	#	†	.671	.003	.391
<i>p</i> -values: speech or language impairment (SLI)	#	#	.002	#	.479	#	#	.041	#	.671	†	.002	.275
<i>p</i> -values: traumatic brain injury (TBI)	.329	.001	.236	.582	.014	.002	.021	.206	.738	.003	.002	†	.086
<i>p</i> -values: visual impairment (VI)	.163	#	.020	.004	.595	#	#	.561	.057	.391	.275	.086	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they think academic and social readiness is an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-18. Percentages of youth whose parent thinks the need to work will be an issue for getting postsecondary education, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	60.2	61.2	53.0	66.1	53.3	59.8	49.2	44.9	63.0	59.4	49.1	55.5	50.1
Standard error	1.03	2.24	8.51	2.01	3.27	1.79	2.81	3.65	1.95	1.79	2.67	4.10	4.29
Sample size (number of respondents)	6,750	700	90	810	360	930	680	320	840	1,030	550	200	180
<i>p</i> -values: youth with an IEP overall (IEP)	†	.643	.403	.003	.040	.817	#	#	.133	.478	#	.255	.022
<i>p</i> -values: autism (AUT)	.643	†	.344	.096	.041	.581	#	#	.544	.532	.001	.201	.018
<i>p</i> -values: deaf-blindness (DB)	.403	.344	†	.128	.979	.434	.667	.377	.251	.463	.661	.792	.757
<i>p</i> -values: emotional disturbance (ED)	.003	.096	.128	†	.001	.020	#	#	.265	.011	#	.021	.001
<i>p</i> -values: hearing impairment (HI)	.040	.041	.979	.001	†	.078	.327	.100	.013	.092	.326	.673	.554
<i>p</i> -values: intellectual disability (ID)	.817	.581	.434	.020	.078	†	.001	#	.192	.878	.001	.343	.037
<i>p</i> -values: multiple disabilities (MD)	#	#	.667	#	.327	.001	†	.358	#	.002	.980	.175	.858
<i>p</i> -values: orthopedic impairment (OI)	#	#	.377	#	.100	#	.358	†	#	#	.382	.056	.360
<i>p</i> -values: other health impairment (OHI)	.133	.544	.251	.265	.013	.192	#	#	†	.170	#	.093	.006
<i>p</i> -values: specific learning disability (SLD)	.478	.532	.463	.011	.092	.878	.002	#	.170	†	.001	.362	.048
<i>p</i> -values: speech or language impairment (SLI)	#	.001	.661	#	.326	.001	.980	.382	#	.001	†	.184	.837
<i>p</i> -values: traumatic brain injury (TBI)	.255	.201	.792	.021	.673	.343	.175	.056	.093	.362	.184	†	.334
<i>p</i> -values: visual impairment (VI)	.022	.018	.757	.001	.554	.037	.858	.360	.006	.048	.837	.334	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they think the need to work is an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-19. Percentages of youth whose parent thinks financial costs will be an issue for getting postsecondary education, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	36.2	37.6	42.3	35.7	39.1	35.2	28.1	30.7	38.2	37.1	29.2	36.0	32.1
Standard error	0.95	2.19	7.01	1.95	3.39	1.75	2.22	2.83	1.84	1.62	2.02	4.22	3.69
Sample size (number of respondents)	6,740	700	90	810	360	930	680	320	840	1,030	540	200	180
<i>p</i> -values: youth with an IEP overall (IEP)	†	.527	.388	.795	.398	.564	#	.057	.243	.362	.001	.968	.280
<i>p</i> -values: autism (AUT)	.527	†	.523	.527	.709	.369	.002	.052	.805	.845	.006	.749	.223
<i>p</i> -values: deaf-blindness (DB)	.388	.523	†	.355	.683	.329	.052	.132	.577	.465	.070	.388	.205
<i>p</i> -values: emotional disturbance (ED)	.795	.527	.355	†	.390	.837	.009	.134	.341	.574	.016	.942	.393
<i>p</i> -values: hearing impairment (HI)	.398	.709	.683	.390	†	.302	.007	.064	.829	.581	.011	.574	.162
<i>p</i> -values: intellectual disability (ID)	.564	.369	.329	.837	.302	†	.009	.171	.200	.437	.027	.853	.445
<i>p</i> -values: multiple disabilities (MD)	#	.002	.052	.009	.007	.009	†	.470	#	.001	.696	.082	.355
<i>p</i> -values: orthopedic impairment (OI)	.057	.052	.132	.134	.064	.171	.470	†	.024	.046	.672	.299	.750
<i>p</i> -values: other health impairment (OHI)	.243	.805	.577	.341	.829	.200	#	.024	†	.622	.001	.619	.141
<i>p</i> -values: specific learning disability (SLD)	.362	.845	.465	.574	.581	.437	.001	.046	.622	†	.003	.820	.213
<i>p</i> -values: speech or language impairment (SLI)	.001	.006	.070	.016	.011	.027	.696	.672	.001	.003	†	.139	.492
<i>p</i> -values: traumatic brain injury (TBI)	.968	.749	.388	.942	.574	.853	.082	.299	.619	.820	.139	†	.490
<i>p</i> -values: visual impairment (VI)	.280	.223	.205	.393	.162	.445	.355	.750	.141	.213	.492	.490	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they think financial costs will be an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-20. Percentages of youth whose parent thinks a lack of information will be an issue for getting postsecondary education, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	42.1	53.7	47.7	41.9	39.9	49.4	46.1	45.2	44.2	37.8	32.0	48.7	34.2
Standard error	1.03	2.13	8.64	2.03	3.14	1.82	2.21	3.13	2.05	1.85	2.34	5.46	3.95
Sample size (number of respondents)	6,710	700	90	800	360	920	680	320	840	1,030	540	200	180
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.517	.916	.498	#	.100	.344	.282	#	#	.229	.049
<i>p</i> -values: autism (AUT)	#	†	.503	#	#	.118	.016	.028	.001	#	#	.395	#
<i>p</i> -values: deaf-blindness (DB)	.517	.503	†	.513	.391	.847	.854	.786	.696	.259	.078	.920	.154
<i>p</i> -values: emotional disturbance (ED)	.916	#	.513	†	.605	.004	.147	.362	.416	.115	.001	.230	.082
<i>p</i> -values: hearing impairment (HI)	.498	#	.391	.605	†	.012	.100	.253	.243	.563	.041	.166	.265
<i>p</i> -values: intellectual disability (ID)	#	.118	.847	.004	.012	†	.259	.235	.055	#	#	.907	#
<i>p</i> -values: multiple disabilities (MD)	.100	.016	.854	.147	.100	.259	†	.812	.563	.005	#	.657	.011
<i>p</i> -values: orthopedic impairment (OI)	.344	.028	.786	.362	.253	.235	.812	†	.802	.041	.001	.572	.024
<i>p</i> -values: other health impairment (OHI)	.282	.001	.696	.416	.243	.055	.563	.802	†	.017	#	.430	.022
<i>p</i> -values: specific learning disability (SLD)	#	#	.259	.115	.563	#	.005	.041	.017	†	.051	.060	.400
<i>p</i> -values: speech or language impairment (SLI)	#	#	.078	.001	.041	#	#	.001	#	.051	†	.005	.622
<i>p</i> -values: traumatic brain injury (TBI)	.229	.395	.920	.230	.166	.907	.657	.572	.430	.060	.005	†	.030
<i>p</i> -values: visual impairment (VI)	.049	#	.154	.082	.265	#	.011	.024	.022	.400	.622	.030	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they think a lack of information about postsecondary education options is an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-21. Percentages of youth who took a college entrance or placement test, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	41.7	28.9	30.2!	46.3	44.7	24.0	15.8	31.2	45.7	47.0	50.0	39.7	49.6
Standard error	1.48	2.61	12.68	2.98	4.11	2.19	2.35	3.59	2.64	2.35	4.15	7.30	5.58
Sample size (number of respondents)	4,040	420	50	470	210	590	470	200	480	610	280	110	120
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.373	.104	.445	#	#	.005	.094	#	.048	.794	.154
<i>p</i> -values: autism (AUT)	#	†	.920	#	.001	.152	#	.606	#	#	#	.163	.001
<i>p</i> -values: deaf-blindness (DB)	.373	.920	†	.232	.277	.619	.269	.941	.234	.196	.143	.503	.170
<i>p</i> -values: emotional disturbance (ED)	.104	#	.232	†	.735	#	#	.001	.853	.846	.467	.399	.592
<i>p</i> -values: hearing impairment (HI)	.445	.001	.277	.735	†	#	#	.010	.836	.594	.362	.548	.470
<i>p</i> -values: intellectual disability (ID)	#	.152	.619	#	#	†	.011	.085	#	#	#	.043	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.269	#	#	.011	†	#	#	#	#	.001	#
<i>p</i> -values: orthopedic impairment (OI)	.005	.606	.941	.001	.010	.085	#	†	.001	#	.001	.287	.003
<i>p</i> -values: other health impairment (OHI)	.094	#	.234	.853	.836	#	#	.001	†	.668	.365	.439	.510
<i>p</i> -values: specific learning disability (SLD)	#	#	.196	.846	.594	#	#	#	.668	†	.532	.346	.660
<i>p</i> -values: speech or language impairment (SLI)	.048	#	.143	.467	.362	#	#	.001	.365	.532	†	.187	.957
<i>p</i> -values: traumatic brain injury (TBI)	.794	.163	.503	.399	.548	.043	.001	.287	.439	.346	.187	†	.283
<i>p</i> -values: visual impairment (VI)	.154	.001	.170	.592	.470	#	#	.003	.510	.660	.957	.283	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have taken any of the following college placement tests: the PSAT; the ACT; the SAT; or the placement test for a local college, such as Accuplacer or other tests used by community colleges. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 16 years old.

Table F-22. Percentages of youth who received help from school staff with the college application process, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	54.4	38.8	41.8!	51.2	55.5	46.4	36.3	49.0	53.8	58.8	57.1	43.2	54.1
Standard error	1.22	2.47	12.68	2.46	3.49	2.54	3.38	4.26	2.28	1.96	2.59	4.94	5.04
Sample size (number of respondents)	4,440	390	30	630	230	490	300	170	630	810	450	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.322	.182	.773	.003	#	.202	.755	#	.320	.024	.952
<i>p</i> -values: autism (AUT)	#	†	.821	#	#	.029	.550	.037	#	#	#	.423	.006
<i>p</i> -values: deaf-blindness (DB)	.322	.821	†	.465	.280	.725	.674	.594	.356	.183	.243	.919	.365
<i>p</i> -values: emotional disturbance (ED)	.182	#	.465	†	.335	.166	#	.643	.408	.014	.100	.145	.587
<i>p</i> -values: hearing impairment (HI)	.773	#	.280	.335	†	.035	#	.250	.689	.426	.722	.055	.821
<i>p</i> -values: intellectual disability (ID)	.003	.029	.725	.166	.035	†	.020	.600	.033	#	.002	.568	.182
<i>p</i> -values: multiple disabilities (MD)	#	.550	.674	#	#	.020	†	.019	#	#	#	.244	.003
<i>p</i> -values: orthopedic impairment (OI)	.202	.037	.594	.643	.250	.600	.019	†	.314	.031	.084	.366	.438
<i>p</i> -values: other health impairment (OHI)	.755	#	.356	.408	.689	.033	#	.314	†	.081	.333	.047	.947
<i>p</i> -values: specific learning disability (SLD)	#	#	.183	.014	.426	#	#	.031	.081	†	.591	.003	.353
<i>p</i> -values: speech or language impairment (SLI)	.320	#	.243	.100	.722	.002	#	.084	.333	.591	†	.012	.598
<i>p</i> -values: traumatic brain injury (TBI)	.024	.423	.919	.145	.055	.568	.244	.366	.047	.003	.012	†	.117
<i>p</i> -values: visual impairment (VI)	.952	.006	.365	.587	.821	.182	.003	.438	.947	.353	.598	.117	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether school staff provided help with at least one of the following: completing college application forms, reviewing college entry test scores, or arranging college visits during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table F-23. Percentages of youth who had a paid work experience in the past year, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	40.2	22.7	22.7!	42.4	38.3	32.1	21.5	19.6	43.5	44.5	42.1	39.9	37.6
Standard error	0.98	1.53	7.67	1.94	2.58	1.83	1.81	2.26	1.89	1.76	2.23	4.63	4.05
Sample size (number of respondents)	8,110	880	100	940	420	1,010	780	380	1,000	1,220	890	210	220
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.023	.264	.464	#	#	#	.066	#	.421	.963	.537
<i>p</i> -values: autism (AUT)	#	†	.996	#	#	#	.602	.242	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.023	.996	†	.013	.050	.231	.875	.690	.008	.005	.016	.057	.079
<i>p</i> -values: emotional disturbance (ED)	.264	#	.013	†	.200	#	#	#	.657	.425	.930	.625	.296
<i>p</i> -values: hearing impairment (HI)	.464	#	.050	.200	†	.046	#	#	.093	.028	.259	.756	.893
<i>p</i> -values: intellectual disability (ID)	#	#	.231	#	.046	†	#	#	#	#	.001	.111	.211
<i>p</i> -values: multiple disabilities (MD)	#	.602	.875	#	#	#	†	.495	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.242	.690	#	#	#	.495	†	#	#	#	#	#
<i>p</i> -values: other health impairment (OHI)	.066	#	.008	.657	.093	#	#	#	†	.692	.654	.458	.204
<i>p</i> -values: specific learning disability (SLD)	#	#	.005	.425	.028	#	#	#	.692	†	.416	.354	.111
<i>p</i> -values: speech or language impairment (SLI)	.421	#	.016	.930	.259	.001	#	#	.654	.416	†	.675	.320
<i>p</i> -values: traumatic brain injury (TBI)	.963	#	.057	.625	.756	.111	#	#	.458	.354	.675	†	.702
<i>p</i> -values: visual impairment (VI)	.537	#	.079	.296	.893	.211	#	#	.204	.111	.320	.702	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they had either a paid school-sponsored job or another type of paid job in the past 12 months. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-24. Percentages of youth who had a paid or unpaid school-sponsored work activity in the past year, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	11.5	18.1	15.2!	10.4	12.3	21.9	19.2	11.8	8.5	9.6	4.8	13.1	12.5
Standard error	0.55	1.46	7.04	1.15	1.68	1.44	1.89	1.70	0.96	0.88	0.78	3.20	2.21
Sample size (number of respondents)	8,140	880	100	950	420	1,020	780	380	1,000	1,230	900	210	220
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.601	.353	.616	#	#	.855	.001	#	#	.612	.670
<i>p</i> -values: autism (AUT)	#	†	.685	#	.007	.075	.634	.004	#	#	#	.157	.030
<i>p</i> -values: deaf-blindness (DB)	.601	.685	†	.507	.697	.357	.579	.642	.346	.426	.144	.794	.711
<i>p</i> -values: emotional disturbance (ED)	.353	#	.507	†	.335	#	#	.509	.188	.571	#	.403	.421
<i>p</i> -values: hearing impairment (HI)	.616	.007	.697	.335	†	#	.008	.820	.034	.131	#	.824	.963
<i>p</i> -values: intellectual disability (ID)	#	.075	.357	#	#	†	.275	#	#	#	#	.014	#
<i>p</i> -values: multiple disabilities (MD)	#	.634	.579	#	.008	.275	†	.003	#	#	#	.107	.019
<i>p</i> -values: orthopedic impairment (OI)	.855	.004	.642	.509	.820	#	.003	†	.071	.218	#	.707	.809
<i>p</i> -values: other health impairment (OHI)	.001	#	.346	.188	.034	#	#	.071	†	.371	.003	.165	.088
<i>p</i> -values: specific learning disability (SLD)	#	#	.426	.571	.131	#	#	.218	.371	†	#	.282	.226
<i>p</i> -values: speech or language impairment (SLI)	#	#	.144	#	#	#	#	#	.003	#	†	.014	.001
<i>p</i> -values: traumatic brain injury (TBI)	.612	.157	.794	.403	.824	.014	.107	.707	.165	.282	.014	†	.863
<i>p</i> -values: visual impairment (VI)	.670	.030	.711	.421	.963	#	.019	.809	.088	.226	.001	.863	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they took part in any school-sponsored work activities, such as a work-study or co-op job, an internship, or a school-based business in the past 12 months. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-25. Percentages of youth who do not know what further education is needed for jobs they might want, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	13.1	23.7	‡	12.8	14.0	18.5	20.9	13.7	13.6	10.8	11.1	17.0	15.1
Standard error	0.72	2.35	‡	1.49	2.33	1.99	2.69	3.25	1.63	1.14	1.76	4.35	3.79
Sample size (number of respondents)	4,570	410	‡	640	240	540	290	170	650	840	430	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	†	.848	.702	.006	.006	.848	.719	.001	.291	.366	.606
<i>p</i> -values: autism (AUT)	#	†	†	#	.004	.088	.447	.015	#	#	#	.186	.046
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	.848	#	†	†	.649	.028	.009	.790	.704	.304	.463	.364	.568
<i>p</i> -values: hearing impairment (HI)	.702	.004	†	.649	†	.150	.057	.941	.890	.225	.313	.542	.813
<i>p</i> -values: intellectual disability (ID)	.006	.088	†	.028	.150	†	.476	.226	.061	.001	.005	.757	.422
<i>p</i> -values: multiple disabilities (MD)	.006	.447	†	.009	.057	.476	†	.095	.025	.001	.003	.472	.196
<i>p</i> -values: orthopedic impairment (OI)	.848	.015	†	.790	.941	.226	.095	†	.978	.403	.484	.546	.787
<i>p</i> -values: other health impairment (OHI)	.719	#	†	.704	.890	.061	.025	.978	†	.142	.292	.460	.721
<i>p</i> -values: specific learning disability (SLD)	.001	#	†	.304	.225	.001	.001	.403	.142	†	.889	.159	.294
<i>p</i> -values: speech or language impairment (SLI)	.291	#	†	.463	.313	.005	.003	.484	.292	.889	†	.212	.344
<i>p</i> -values: traumatic brain injury (TBI)	.366	.186	†	.364	.542	.757	.472	.546	.460	.159	.212	†	.736
<i>p</i> -values: visual impairment (VI)	.606	.046	†	.568	.813	.422	.196	.787	.721	.294	.344	.736	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked if they agreed that they know what further education is needed for jobs they might want. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-26. Percentages of youth who do not know where to get help paying for college or other types of schools, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	34.9	49.3	68.3	34.5	39.2	43.0	47.8	30.7	33.7	32.1	32.5	46.5	29.2
Standard error	1.18	2.65	12.68	2.09	3.44	2.73	3.74	4.04	2.33	1.85	2.41	5.57	4.70
Sample size (number of respondents)	4,570	410	30	640	240	540	290	170	650	840	430	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.008	.844	.229	.004	.001	.302	.561	.005	.341	.039	.229
<i>p</i> -values: autism (AUT)	#	†	.134	#	.016	.110	.733	#	#	#	#	.638	#
<i>p</i> -values: deaf-blindness (DB)	.008	.134	†	.009	.024	.058	.126	.004	.007	.004	.006	.109	.004
<i>p</i> -values: emotional disturbance (ED)	.844	#	.009	†	.260	.020	.001	.395	.804	.387	.527	.041	.300
<i>p</i> -values: hearing impairment (HI)	.229	.016	.024	.260	†	.389	.099	.098	.175	.062	.103	.268	.094
<i>p</i> -values: intellectual disability (ID)	.004	.110	.058	.020	.389	†	.285	.006	.008	.001	.003	.580	.010
<i>p</i> -values: multiple disabilities (MD)	.001	.733	.126	.001	.099	.285	†	.002	.001	#	.001	.851	.002
<i>p</i> -values: orthopedic impairment (OI)	.302	#	.004	.395	.098	.006	.002	†	.507	.750	.685	.025	.825
<i>p</i> -values: other health impairment (OHI)	.561	#	.007	.804	.175	.008	.001	.507	†	.552	.719	.032	.377
<i>p</i> -values: specific learning disability (SLD)	.005	#	.004	.387	.062	.001	#	.750	.552	†	.881	.013	.566
<i>p</i> -values: speech or language impairment (SLI)	.341	#	.006	.527	.103	.003	.001	.685	.719	.881	†	.021	.532
<i>p</i> -values: traumatic brain injury (TBI)	.039	.638	.109	.041	.268	.580	.851	.025	.032	.013	.021	†	.015
<i>p</i> -values: visual impairment (VI)	.229	#	.004	.300	.094	.010	.002	.825	.377	.566	.532	.015	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked if they agreed that they know where to get help paying for college or other types of schools. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-27. Percentages of youth who do not think they get enough school help on identifying future schools, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	31.4	36.0	32.7!	35.9	27.3	31.9	40.0	31.5	30.6	30.1	30.9	42.0	24.3
Standard error	1.08	2.68	11.43	2.12	3.48	2.18	3.17	4.83	2.20	1.88	2.34	5.16	4.06
Sample size (number of respondents)	4,560	410	30	640	240	540	290	170	640	840	430	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	.096	.909	.045	.249	.814	.008	.987	.712	.212	.817	.040	.085
<i>p</i> -values: autism (AUT)	.096	†	.780	.976	.051	.236	.321	.408	.117	.070	.137	.296	.015
<i>p</i> -values: deaf-blindness (DB)	.909	.780	†	.785	.655	.946	.537	.921	.851	.822	.874	.470	.488
<i>p</i> -values: emotional disturbance (ED)	.045	.976	.785	†	.032	.167	.269	.389	.091	.049	.125	.294	.010
<i>p</i> -values: hearing impairment (HI)	.249	.051	.655	.032	†	.256	.006	.491	.409	.472	.397	.016	.575
<i>p</i> -values: intellectual disability (ID)	.814	.236	.946	.167	.256	†	.032	.932	.673	.521	.734	.066	.096
<i>p</i> -values: multiple disabilities (MD)	.008	.321	.537	.269	.006	.032	†	.147	.020	.005	.018	.740	.002
<i>p</i> -values: orthopedic impairment (OI)	.987	.408	.921	.389	.491	.932	.147	†	.868	.797	.907	.139	.238
<i>p</i> -values: other health impairment (OHI)	.712	.117	.851	.091	.409	.673	.020	.868	†	.869	.929	.035	.178
<i>p</i> -values: specific learning disability (SLD)	.212	.070	.822	.049	.472	.521	.005	.797	.869	†	.777	.028	.186
<i>p</i> -values: speech or language impairment (SLI)	.817	.137	.874	.125	.397	.734	.018	.907	.929	.777	†	.038	.151
<i>p</i> -values: traumatic brain injury (TBI)	.040	.296	.470	.294	.016	.066	.740	.139	.035	.028	.038	†	.009
<i>p</i> -values: visual impairment (VI)	.085	.015	.488	.010	.575	.096	.002	.238	.178	.186	.151	.009	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked if they agreed that they get enough help from school staff about identifying schools they might want to attend after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-28. Percentages of youth whose parent reports a lack of information about jobs as a challenge for their children with getting a job after high school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	34.2	40.6	33.7	36.3	33.0	41.9	30.8	36.4	37.4	30.4	25.3	37.3	34.0
Standard error	1.01	2.18	8.84	1.99	2.92	1.84	2.71	3.02	1.84	1.68	2.31	4.98	4.34
Sample size (number of respondents)	6,650	690	90	800	360	900	670	320	830	1,010	540	200	180
<i>p</i> -values: youth with an IEP overall (IEP)	†	.005	.952	.289	.690	#	.206	.473	.071	#	#	.546	.959
<i>p</i> -values: autism (AUT)	.005	†	.449	.120	.032	.657	.005	.227	.249	#	#	.518	.174
<i>p</i> -values: deaf-blindness (DB)	.952	.449	†	.776	.942	.376	.756	.772	.683	.718	.353	.698	.975
<i>p</i> -values: emotional disturbance (ED)	.289	.120	.776	†	.340	.030	.101	.984	.689	.021	#	.860	.628
<i>p</i> -values: hearing impairment (HI)	.690	.032	.942	.340	†	.009	.580	.433	.195	.447	.040	.452	.844
<i>p</i> -values: intellectual disability (ID)	#	.657	.376	.030	.009	†	.001	.120	.069	#	#	.384	.085
<i>p</i> -values: multiple disabilities (MD)	.206	.005	.756	.101	.580	.001	†	.159	.040	.892	.101	.232	.545
<i>p</i> -values: orthopedic impairment (OI)	.473	.227	.772	.984	.433	.120	.159	†	.777	.068	.002	.881	.653
<i>p</i> -values: other health impairment (OHI)	.071	.249	.683	.689	.195	.069	.040	.777	†	.004	#	.977	.459
<i>p</i> -values: specific learning disability (SLD)	#	#	.718	.021	.447	#	.892	.068	.004	†	.059	.190	.433
<i>p</i> -values: speech or language impairment (SLI)	#	#	.353	#	.040	#	.101	.002	#	.059	†	.024	.078
<i>p</i> -values: traumatic brain injury (TBI)	.546	.518	.698	.860	.452	.384	.232	.881	.977	.190	.024	†	.618
<i>p</i> -values: visual impairment (VI)	.959	.174	.975	.628	.844	.085	.545	.653	.459	.433	.078	.618	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they think insufficient information from high school staff about career planning and job opportunities will be an issue for youth with getting a job after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-29. Percentages of youth whose parent reports maintaining SSI eligibility as a challenge for their children with getting a job after high school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	19.3	34.6	48.5	26.2	26.5	36.6	32.5	29.0	19.2	11.2	9.3	19.5	34.1
Standard error	0.77	2.03	9.21	1.86	2.86	1.87	2.03	3.53	1.46	1.11	1.33	3.21	4.47
Sample size (number of respondents)	6,560	670	90	790	350	890	670	310	820	1,000	540	190	170
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.002	#	.014	#	#	.008	.932	#	#	.941	.001
<i>p</i> -values: autism (AUT)	#	†	.135	.002	.021	.452	.482	.168	#	#	#	#	.926
<i>p</i> -values: deaf-blindness (DB)	.002	.135	†	.019	.026	.204	.091	.049	.002	#	#	.004	.161
<i>p</i> -values: emotional disturbance (ED)	#	.002	.019	†	.920	#	.022	.481	.004	#	#	.048	.113
<i>p</i> -values: hearing impairment (HI)	.014	.021	.026	.920	†	.003	.081	.593	.021	#	#	.102	.145
<i>p</i> -values: intellectual disability (ID)	#	.452	.204	#	.003	†	.139	.071	#	#	#	#	.614
<i>p</i> -values: multiple disabilities (MD)	#	.482	.091	.022	.081	.139	†	.383	#	#	#	#	.744
<i>p</i> -values: orthopedic impairment (OI)	.008	.168	.049	.481	.593	.071	.383	†	.013	#	#	.048	.332
<i>p</i> -values: other health impairment (OHI)	.932	#	.002	.004	.021	#	#	.013	†	#	#	.919	.001
<i>p</i> -values: specific learning disability (SLD)	#	#	#	#	#	#	#	#	#	†	.267	.014	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	#	#	#	#	#	.267	†	.003	#
<i>p</i> -values: traumatic brain injury (TBI)	.941	#	.004	.048	.102	#	#	.048	.919	.014	.003	†	.010
<i>p</i> -values: visual impairment (VI)	.001	.926	.161	.113	.145	.614	.744	.332	.001	#	#	.010	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked whether they think the potential loss of Supplementary Security Income (SSI) or other benefits will be an issue for youth with getting a job after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-30. Percentages of youth who do not know what kinds of jobs they would like or be good at doing, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	8.4	18.0	30.1!	8.3	9.4	10.6	11.8	6.9	7.6	7.2	10.7	9.2	7.8!
Standard error	0.63	2.21	11.68	1.20	2.32	1.31	2.22	2.01	1.11	1.01	1.85	2.74	3.52
Sample size (number of respondents)	4,580	410	30	640	240	540	290	170	650	840	440	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.064	.964	.652	.102	.142	.488	.481	.039	.219	.757	.877
<i>p</i> -values: autism (AUT)	#	†	.306	#	.008	.004	.054	#	#	#	.008	.008	.013
<i>p</i> -values: deaf-blindness (DB)	.064	.306	†	.065	.085	.099	.123	.052	.058	.052	.101	.081	.068
<i>p</i> -values: emotional disturbance (ED)	.964	#	.065	†	.666	.201	.175	.545	.668	.472	.280	.762	.891
<i>p</i> -values: hearing impairment (HI)	.652	.008	.085	.666	†	.643	.466	.402	.479	.372	.667	.959	.710
<i>p</i> -values: intellectual disability (ID)	.102	.004	.099	.201	.643	†	.643	.117	.086	.045	.958	.662	.468
<i>p</i> -values: multiple disabilities (MD)	.142	.054	.123	.175	.466	.643	†	.102	.101	.067	.711	.471	.348
<i>p</i> -values: orthopedic impairment (OI)	.488	#	.052	.545	.402	.117	.102	†	.753	.893	.146	.493	.825
<i>p</i> -values: other health impairment (OHI)	.481	#	.058	.668	.479	.086	.101	.753	†	.757	.164	.590	.961
<i>p</i> -values: specific learning disability (SLD)	.039	#	.052	.472	.372	.045	.067	.893	.757	†	.099	.487	.868
<i>p</i> -values: speech or language impairment (SLI)	.219	.008	.101	.280	.667	.958	.711	.146	.164	.099	†	.649	.474
<i>p</i> -values: traumatic brain injury (TBI)	.757	.008	.081	.762	.959	.662	.471	.493	.590	.487	.649	†	.750
<i>p</i> -values: visual impairment (VI)	.877	.013	.068	.891	.710	.468	.348	.825	.961	.868	.474	.750	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked if they agree that they know what kinds of jobs they would like or what they would be good at doing. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-31. Percentages of youth who are not getting enough help from school staff with learning about careers, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	23.3	24.1	30.8!	29.6	25.5	23.3	27.5	22.9	23.0	21.3	26.9	33.2	17.3
Standard error	0.99	2.30	10.54	2.10	3.28	2.10	3.38	3.62	1.90	1.65	2.79	5.01	3.70
Sample size (number of respondents)	4,570	410	30	640	240	540	290	170	640	840	440	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	.742	.475	.003	.515	.996	.205	.918	.887	.029	.201	.053	.107
<i>p</i> -values: autism (AUT)	.742	†	.529	.060	.717	.803	.378	.794	.741	.316	.439	.098	.112
<i>p</i> -values: deaf-blindness (DB)	.475	.529	†	.910	.636	.485	.763	.484	.448	.373	.727	.846	.237
<i>p</i> -values: emotional disturbance (ED)	.003	.060	.910	†	.288	.022	.569	.106	.025	.003	.440	.512	.003
<i>p</i> -values: hearing impairment (HI)	.515	.717	.636	.288	†	.554	.667	.597	.503	.264	.744	.192	.095
<i>p</i> -values: intellectual disability (ID)	.996	.803	.485	.022	.554	†	.286	.921	.926	.458	.295	.075	.153
<i>p</i> -values: multiple disabilities (MD)	.205	.378	.763	.569	.667	.286	†	.349	.251	.083	.895	.350	.035
<i>p</i> -values: orthopedic impairment (OI)	.918	.794	.484	.106	.597	.921	.349	†	.975	.690	.362	.100	.255
<i>p</i> -values: other health impairment (OHI)	.887	.741	.448	.025	.503	.926	.251	.975	†	.462	.228	.058	.165
<i>p</i> -values: specific learning disability (SLD)	.029	.316	.373	.003	.264	.458	.083	.690	.462	†	.084	.026	.308
<i>p</i> -values: speech or language impairment (SLI)	.201	.439	.727	.440	.744	.295	.895	.362	.228	.084	†	.227	.025
<i>p</i> -values: traumatic brain injury (TBI)	.053	.098	.846	.512	.192	.075	.350	.100	.058	.026	.227	†	.012
<i>p</i> -values: visual impairment (VI)	.107	.112	.237	.003	.095	.153	.035	.255	.165	.308	.025	.012	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked if they agreed that they get enough help from schools about careers. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-32. Percentages of youth whose parent expects them to be living independently at age 30, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	78.1	48.8	66.5	79.1	83.9	46.3	34.8	55.1	83.4	88.5	89.5	69.8	79.5
Standard error	0.72	1.77	8.09	1.53	2.00	2.07	2.60	4.16	1.26	1.00	1.20	4.93	3.02
Sample size (number of respondents)	9,190	970	120	1,050	500	1,150	870	440	1,140	1,390	990	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.154	.494	.006	#	#	#	#	#	#	.099	.633
<i>p</i> -values: autism (AUT)	#	†	.031	#	#	.320	#	.177	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.154	.031	†	.122	.038	.016	#	.215	.039	.007	.004	.728	.121
<i>p</i> -values: emotional disturbance (ED)	.494	#	.122	†	.057	#	#	#	.019	#	#	.071	.889
<i>p</i> -values: hearing impairment (HI)	.006	#	.038	.057	†	#	#	#	.852	.037	.015	.008	.206
<i>p</i> -values: intellectual disability (ID)	#	.320	.016	#	#	†	.001	.052	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	#	#	#	#	.001	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.177	.215	#	#	.052	#	†	#	#	#	.020	#
<i>p</i> -values: other health impairment (OHI)	#	#	.039	.019	.852	#	#	#	†	.001	#	.008	.247
<i>p</i> -values: specific learning disability (SLD)	#	#	.007	#	.037	#	#	#	.001	†	.512	#	.004
<i>p</i> -values: speech or language impairment (SLI)	#	#	.004	#	.015	#	#	#	#	.512	†	#	.002
<i>p</i> -values: traumatic brain injury (TBI)	.099	#	.728	.071	.008	#	#	.020	.008	#	#	†	.091
<i>p</i> -values: visual impairment (VI)	.633	#	.121	.889	.206	#	#	#	.247	.004	.002	.091	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked where they think youth will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-33. Percentages of youth who expect to be living on their own at age 30, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	89.2	80.1	87.3	92.8	89.1	72.3	70.0	82.0	91.7	91.6	90.3	88.6	92.9
Standard error	0.61	1.91	6.33	1.09	1.87	2.09	2.51	2.86	1.10	0.96	1.36	3.26	2.25
Sample size (number of respondents)	6,410	570	40	860	340	650	380	260	910	1,150	820	170	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.765	.001	.950	#	#	.015	.017	#	.425	.857	.114
<i>p</i> -values: autism (AUT)	#	†	.284	#	.001	.007	.002	.587	#	#	#	.027	#
<i>p</i> -values: deaf-blindness (DB)	.765	.284	†	.390	.789	.022	.011	.435	.492	.497	.636	.857	.401
<i>p</i> -values: emotional disturbance (ED)	.001	#	.390	†	.079	#	#	.001	.423	.427	.175	.232	.968
<i>p</i> -values: hearing impairment (HI)	.950	.001	.789	.079	†	#	#	.041	.214	.221	.599	.899	.163
<i>p</i> -values: intellectual disability (ID)	#	.007	.022	#	#	†	.462	.007	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	.002	.011	#	#	.462	†	.002	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.015	.587	.435	.001	.041	.007	.002	†	.002	.002	.008	.125	.003
<i>p</i> -values: other health impairment (OHI)	.017	#	.492	.423	.214	#	#	.002	†	.984	.406	.376	.617
<i>p</i> -values: specific learning disability (SLD)	#	#	.497	.427	.221	#	#	.002	.984	†	.409	.375	.623
<i>p</i> -values: speech or language impairment (SLI)	.425	#	.636	.175	.599	#	#	.008	.406	.409	†	.634	.279
<i>p</i> -values: traumatic brain injury (TBI)	.857	.027	.857	.232	.899	#	#	.125	.376	.375	.634	†	.289
<i>p</i> -values: visual impairment (VI)	.114	#	.401	.968	.163	#	#	.003	.617	.623	.279	.289	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked where they will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-34. Percentages of youth whose parent expects them to be financially self-supporting at age 30, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	79.8	51.6	63.7	79.4	88.1	49.8	39.4	61.8	84.2	90.4	91.5	66.2	82.5
Standard error	0.71	1.77	8.51	1.38	1.53	1.97	2.92	4.32	1.19	0.96	1.15	5.38	2.92
Sample size (number of respondents)	9,140	980	120	1,070	500	1,160	870	440	1,150	1,370	920	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.061	.812	#	#	#	#	#	#	#	.012	.357
<i>p</i> -values: autism (AUT)	#	†	.163	#	#	.458	#	.027	#	#	#	.011	#
<i>p</i> -values: deaf-blindness (DB)	.061	.163	†	.070	.005	.109	.006	.837	.017	.002	.001	.811	.036
<i>p</i> -values: emotional disturbance (ED)	.812	#	.070	†	#	#	#	#	.006	#	#	.016	.338
<i>p</i> -values: hearing impairment (HI)	#	#	.005	#	†	#	#	#	.050	.194	.065	#	.073
<i>p</i> -values: intellectual disability (ID)	#	.458	.109	#	#	†	.001	.009	#	#	#	.004	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.006	#	#	.001	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.027	.837	#	#	.009	#	†	#	#	#	.516	#
<i>p</i> -values: other health impairment (OHI)	#	#	.017	.006	.050	#	#	#	†	#	#	.001	.575
<i>p</i> -values: specific learning disability (SLD)	#	#	.002	#	.194	#	#	#	#	†	.444	#	.009
<i>p</i> -values: speech or language impairment (SLI)	#	#	.001	#	.065	#	#	#	#	.444	†	#	.004
<i>p</i> -values: traumatic brain injury (TBI)	.012	.011	.811	.016	#	.004	#	.516	.001	#	#	†	.007
<i>p</i> -values: visual impairment (VI)	.357	#	.036	.338	.073	#	#	#	.575	.009	.004	.007	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked how likely they think it is that youth will earn enough to support themselves without financial help from their family or government benefit programs. The response categories were definitely will, probably will, probably won't, or definitely won't. Parental expectation is defined as a response of definitely will or probably will. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they ever had a disability or a Section 504 plan.

Table F-35. Percentages of youth who expect to have had a job by age 30, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	98.2	94.9	99.8	98.6	97.3	94.1	90.8	93.8	99.6	99.1	99.5	98.7	99.7
Standard error	0.28	1.33	0.23	0.51	1.13	1.16	1.72	1.97	0.20	0.44	0.29	0.94	0.18
Sample size (number of respondents)	4,460	410	30	640	240	540	290	170	640	810	380	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	.009	#	.482	.457	#	#	.030	#	.001	.001	.599	#
<i>p</i> -values: autism (AUT)	.009	†	#	.010	.168	.631	.075	.671	#	.002	.001	.019	#
<i>p</i> -values: deaf-blindness (DB)	#	#	†	.029	.033	#	#	.003	.587	.158	.512	.264	.783
<i>p</i> -values: emotional disturbance (ED)	.482	.010	.029	†	.320	.001	#	.021	.041	.457	.100	.904	.037
<i>p</i> -values: hearing impairment (HI)	.457	.168	.033	.320	†	.048	.002	.075	.047	.152	.058	.351	.040
<i>p</i> -values: intellectual disability (ID)	#	.631	#	.001	.048	†	.126	.916	#	#	#	.002	#
<i>p</i> -values: multiple disabilities (MD)	#	.075	#	#	.002	.126	†	.246	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.030	.671	.003	.021	.075	.916	.246	†	.004	.011	.004	.025	.003
<i>p</i> -values: other health impairment (OHI)	#	#	.587	.041	.047	#	#	.004	†	.267	.828	.342	.764
<i>p</i> -values: specific learning disability (SLD)	.001	.002	.158	.457	.152	#	#	.011	.267	†	.378	.718	.195
<i>p</i> -values: speech or language impairment (SLI)	.001	.001	.512	.100	.058	#	#	.004	.828	.378	†	.293	.645
<i>p</i> -values: traumatic brain injury (TBI)	.599	.019	.264	.904	.351	.002	#	.025	.342	.718	.293	†	.298
<i>p</i> -values: visual impairment (VI)	#	#	.783	.037	.040	#	#	.003	.764	.195	.645	.298	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked how likely they think it is that they will get a paid job by the time they are 30 years old. The response categories were definitely will, probably will, probably won't, or definitely won't. Youth expectation is defined as a response of definitely will or probably will. Respondents who indicated already having had any work experience are counted as expecting to have a job by age 30 even though they were not asked the question about employment expectations in the youth survey. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they ever had a disability or had a Section 504 plan this school year, and who are at least 15 years old.

Table F-36. Percentages of youth (ages 17 or older) whose parent reported that they provided at least some input in IEP and transition-planning, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	58.7	40.5*	24.5!*	65.3*	67.3*	42.3*	31.5*	53.4	65.3*	67.2*	61.0	57.1	69.4
Household income (significantly different subgroup pairs)	ns	ns	†	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	57.1	46.0*	‡	58.6	64.3	40.6*	30.3*	54.2	65.8	64.8*	58.3	47.4	69.1
Above 185% of the poverty level: subgroup 2 (avg)	60.3	38.2*	26.7!*	77.4*	70.6	44.5*	33.8*	54.0	64.5	69.6*	63.5	64.6	69.8
1% to 185% of the poverty level: subgroup 1 (se)	1.98	4.91	‡	3.58	4.95	2.98	3.99	7.42	4.42	3.90	6.33	8.20	7.56
Above 185% of the poverty level: subgroup 2 (se)	1.96	4.05	10.71	4.93	5.37	4.44	3.77	6.88	3.97	3.90	7.23	6.08	9.06
1% to 185% of the poverty level: subgroup 1 (sample size)	1,650	120	‡	210	100	340	210	80	150	240	70	60	50
Above 185% of the poverty level: subgroup 2 (sample size)	1,440	220	30	130	70	170	200	80	200	170	60	60	50
Race/ethnicity (significantly different subgroup pairs)	2-3	1-3	†	ns	2-3	1-3; 2-3	ns	ns	ns	ns	ns	ns	2-3
Black: subgroup 1 (avg)	56.4	27.7*	‡	61.6	71.5	37.5*	31.5*	68.3	69.4*	64.7*	60.7	46.3	67.1
Hispanic: subgroup 2 (avg)	50.9	29.7*	‡	69.2*	50.0	27.7*	23.5*	53.3	62.2	59.7*	54.0	57.5	38.7
White, Asian, or other race: subgroup 3 (avg)	61.8	45.7*	28.6!*	65.8	73.4*	49.2*	34.2*	50.5	64.8	70.7*	64.4	58.8	76.2*
Black: subgroup 1 (se)	2.75	6.26	‡	6.61	8.74	3.98	5.80	10.71	6.03	5.30	8.89	13.76	14.99
Hispanic: subgroup 2 (se)	3.13	8.11	‡	5.68	7.73	5.31	6.22	9.04	8.04	5.01	9.66	10.30	11.44
White, Asian, or other race: subgroup 3 (se)	1.76	3.83	12.76	4.28	4.53	3.48	3.67	6.31	3.87	3.47	7.34	7.03	6.40
Black: subgroup 1 (sample size)	640	50	‡	90	20	130	70	20	70	100	30	20	10
Hispanic: subgroup 2 (sample size)	620	50	‡	60	50	110	80	40	50	90	40	20	20
White, Asian, or other race: subgroup 3 (sample size)	1,880	240	40	200	100	280	260	100	220	220	60	70	60
Gender (significantly different subgroup pairs)	ns	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	ns	1-2
Female: subgroup 1 (avg)	61.4	34.2*	35.7!	73.0*	65.5	43.4*	32.1*	49.0	67.9	73.6*	57.3	62.3	78.3*
Male: subgroup 2 (avg)	57.3	42.0*	‡	62.3	68.9*	41.5*	31.2*	56.6	64.4*	63.8*	63.3	54.4	57.2
Female: subgroup 1 (se)	2.21	6.33	13.61	4.89	6.91	3.67	4.18	6.93	5.34	3.99	7.84	7.97	6.12
Male: subgroup 2 (se)	1.70	3.39	‡	3.75	4.93	3.42	3.34	6.48	3.62	3.38	5.67	6.89	8.14
Female: subgroup 1 (sample size)	1,140	70	20	100	80	230	150	70	100	150	50	50	50
Male: subgroup 2 (sample size)	2,000	270	‡	250	90	290	270	90	250	260	80	70	40

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked to describe the youth's role in his/her IEP and transition planning. Response options were: 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 having a leadership role. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they received special education services in the past year, are at least 17 years old, and whose parent or another adult in the household attended an IEP or transition-planning meeting.

Table F-37. Percentages of youth who expect to obtain postsecondary education, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	76.1	74.7	80.7	75.2	78.7	50.2*	60.3*	77.2	78.1	79.2*	85.5*	66.4	87.5*
Household income (significantly different subgroup pairs)	1-2	ns	ns	1-2	1-2	ns	ns	1-2	1-2	1-2	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	72.8	68.9	70.3	72.3	71.0	49.5*	60.4*	68.8	73.4	76.5*	83.9*	71.9	83.7*
Above 185% of the poverty level: subgroup 2 (avg)	80.6	78.0	86.5	80.1	86.9*	53.0*	60.5*	84.1	82.4	83.5*	87.1*	62.1*	92.6*
1% to 185% of the poverty level: subgroup 1 (se)	1.17	4.15	20.15	2.26	4.09	2.88	4.88	5.29	2.44	1.80	2.24	6.19	4.27
Above 185% of the poverty level: subgroup 2 (se)	1.22	2.57	9.30	2.42	2.87	4.62	4.55	3.60	2.07	2.00	2.13	7.65	3.05
1% to 185% of the poverty level: subgroup 1 (sample size)	3,520	200	20	540	190	460	210	120	440	700	410	80	110
Above 185% of the poverty level: subgroup 2 (sample size)	2,800	360	20	310	150	180	170	140	460	430	410	90	80
Race/ethnicity (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	1-3	ns	ns	ns	ns	ns
Black: subgroup 1 (avg)	77.4	62.2	98.3*	78.3	76.7	55.1*	60.6*	61.3	79.0	82.1*	84.9*	63.2	88.0
Hispanic: subgroup 2 (avg)	77.1	71.1	‡	71.0	74.6	53.4*	65.7*	70.4	77.5	80.3*	84.3*	71.1	85.4
White, Asian, or other race: subgroup 3 (avg)	75.2	76.9	83.5	75.0	80.7	46.6*	58.5*	83.0*	77.9	77.6	86.1*	66.0	88.3*
Black: subgroup 1 (se)	1.67	8.19	1.92	3.48	9.34	4.63	5.64	9.29	3.05	2.75	3.38	9.03	7.14
Hispanic: subgroup 2 (se)	1.61	4.73	‡	4.24	5.16	5.00	5.56	6.09	4.04	2.39	3.09	8.87	5.47
White, Asian, or other race: subgroup 3 (se)	1.25	2.46	11.00	2.22	2.88	3.52	4.84	3.34	2.16	2.19	2.00	6.94	3.72
Black: subgroup 1 (sample size)	1,220	60	10	200	40	170	80	40	190	210	150	30	30
Hispanic: subgroup 2 (sample size)	1,400	80	‡	140	90	130	80	70	150	330	200	40	50
White, Asian, or other race: subgroup 3 (sample size)	3,720	420	20	510	200	340	230	140	560	590	470	100	110
Gender (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	1-2	ns
Female: subgroup 1 (avg)	77.8	67.6	64.7	79.2	78.4	51.2*	54.0*	75.4	80.2	82.2*	86.9*	75.0	89.9*
Male: subgroup 2 (avg)	75.2	75.9	94.6*	73.8	79.1	49.5*	63.8*	78.4	77.2	77.5*	84.8*	61.2*	85.7*
Female: subgroup 1 (se)	1.36	6.14	16.86	3.00	3.86	3.62	5.80	5.49	2.95	1.97	2.40	6.47	3.44
Male: subgroup 2 (se)	1.06	2.34	3.45	2.05	3.65	3.07	3.47	4.00	1.95	1.86	1.95	6.02	4.19
Female: subgroup 1 (sample size)	2,230	90	20	240	160	280	140	100	270	420	320	80	90
Male: subgroup 2 (sample size)	4,120	480	20	610	170	370	250	150	630	720	500	90	100

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked how far they think they will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-38. Percentages of youth who took a college entrance or placement test, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	41.7	28.9*	30.2!	46.3	44.7	24.0*	15.8*	31.2*	45.7	47.0*	50.0*	39.7	49.6
Household income (significantly different subgroup pairs)	ns	ns	†	ns	1-2	ns	1-2	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	42.1	27.5*	61.0	44.6	36.8	23.7*	21.2*	26.6*	43.9	48.9*	43.7	34.0	43.1
Above 185% of the poverty level: subgroup 2 (avg)	41.2	30.1*	‡	49.1	54.6*	24.1*	10.4*	35.9	47.2	44.6	56.4*	43.7	57.7*
1% to 185% of the poverty level: subgroup 1 (se)	1.95	4.69	16.26	3.59	5.30	2.80	3.34	5.07	3.96	3.17	4.96	8.91	7.46
Above 185% of the poverty level: subgroup 2 (se)	2.09	3.13	‡	4.57	5.74	3.63	3.01	5.68	3.44	3.68	5.94	8.79	8.09
1% to 185% of the poverty level: subgroup 1 (sample size)	2,190	140	20	300	130	390	250	100	230	370	140	50	70
Above 185% of the poverty level: subgroup 2 (sample size)	1,810	270	‡	170	80	190	220	100	260	240	130	60	50
Race/ethnicity (significantly different subgroup pairs)	1-3	ns	†	ns	1-2; 2-3	ns	ns	ns	ns	1-3	ns	ns	ns
Black: subgroup 1 (avg)	47.8	22.2!*	‡	50.9	62.9	27.3*	14.5*	33.6	52.9	56.7*	47.3	43.9!	34.9!
Hispanic: subgroup 2 (avg)	43.4	36.6	‡	48.9	26.5*	19.4*	18.7*	27.5*	38.0	49.6*	50.6	55.2	42.5
White, Asian, or other race: subgroup 3 (avg)	38.9	28.6*	40.4!	43.7	49.2	23.0*	15.1*	32.7	45.3*	42.4*	50.4*	34.9	55.1*
Black: subgroup 1 (se)	3.15	7.16	‡	5.98	10.97	4.58	2.97	9.73	5.96	5.03	7.40	14.45	13.26
Hispanic: subgroup 2 (se)	2.95	8.06	‡	6.95	5.79	4.59	4.30	6.51	6.00	4.61	7.65	12.81	10.37
White, Asian, or other race: subgroup 3 (se)	1.79	2.92	17.07	3.44	5.37	2.88	3.02	4.36	3.28	3.06	5.41	8.04	7.46
Black: subgroup 1 (sample size)	800	60	‡	110	30	160	80	30	110	130	50	20	20
Hispanic: subgroup 2 (sample size)	880	60	‡	80	60	120	100	60	80	170	70	20	30
White, Asian, or other race: subgroup 3 (sample size)	2,360	300	40	280	120	320	280	110	300	310	150	70	70
Gender (significantly different subgroup pairs)	1-2	ns	†	ns	ns	ns	1-2	ns	ns	ns	ns	ns	ns
Female: subgroup 1 (avg)	38.0	20.8*	‡	49.1*	48.1	22.3*	9.9*	34.4	41.9	42.6*	55.8*	52.9	56.2*
Male: subgroup 2 (avg)	43.4	30.7*	31.0!	45.4	42.2	25.4*	19.2*	29.2*	47.0	49.3*	47.5	32.7	44.7
Female: subgroup 1 (se)	2.50	5.26	‡	5.55	5.67	3.17	2.62	6.68	4.61	4.15	6.48	9.52	7.91
Male: subgroup 2 (se)	1.64	2.90	14.83	3.33	4.97	3.04	3.23	3.99	3.16	2.65	5.08	8.91	7.21
Female: subgroup 1 (sample size)	1,410	80	‡	140	100	260	170	80	140	220	100	50	60
Male: subgroup 2 (sample size)	2,630	330	40	330	110	340	300	120	340	400	180	60	60

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have taken any of the following college placement tests: the PSAT; the ACT; the SAT; or the placement test for a local college, such as Accuplacer or other tests used by community colleges. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 16 years old.

Table F-39. Percentages of youth who had a paid work experience in the past year, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	40.2	22.7*	22.7!*	42.4	38.3	32.1*	21.5*	19.6*	43.5	44.5*	42.1	39.9	37.6
Household income (significantly different subgroup pairs)	1-2	1-2	ns	ns	1-2	ns	ns	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	38.5	17.6*	24.1!	41.5	30.4*	31.8*	22.1*	20.2*	41.2	42.0*	39.5	35.3	31.8
Above 185% of the poverty level: subgroup 2 (avg)	42.5	25.8*	22.2!*	42.8	48.6	33.1*	20.5*	19.6*	45.7	48.2*	44.5	43.4	45.0
1% to 185% of the poverty level: subgroup 1 (se)	1.26	2.41	11.94	2.25	3.47	2.14	2.42	3.50	2.79	2.17	2.78	5.89	4.90
Above 185% of the poverty level: subgroup 2 (se)	1.45	2.06	9.56	3.21	3.82	3.44	2.65	2.95	2.75	2.71	3.21	5.65	6.61
1% to 185% of the poverty level: subgroup 1 (sample size)	4,500	340	40	600	250	710	420	190	490	760	450	100	120
Above 185% of the poverty level: subgroup 2 (sample size)	3,540	530	60	330	170	300	340	180	500	460	440	110	100
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	ns	†	ns	1-3; 2-3	2-3	ns	ns	2-3	2-3	1-3; 2-3	ns	ns
Black: subgroup 1 (avg)	36.7	16.6*	‡	38.5	26.2	29.0*	21.8*	16.2!*	39.0	41.0	35.7	31.6	33.5!
Hispanic: subgroup 2 (avg)	34.1	18.6*	‡	41.3	28.3	24.5*	19.2*	19.3*	35.8	37.3	36.3	33.8	32.9
White, Asian, or other race: subgroup 3 (avg)	43.8	24.6*	25.3!*	44.4	45.9	36.5*	22.1*	20.3*	46.8	49.1*	46.3	43.6	41.1
Black: subgroup 1 (se)	2.45	4.81	‡	3.57	6.00	3.33	4.27	4.90	4.27	4.36	4.13	8.82	10.56
Hispanic: subgroup 2 (se)	1.79	3.59	‡	4.68	4.65	3.97	3.42	4.53	3.86	2.92	3.43	7.59	7.47
White, Asian, or other race: subgroup 3 (se)	1.25	1.88	9.29	2.48	3.49	2.48	2.48	2.92	2.27	2.39	3.04	5.62	5.67
Black: subgroup 1 (sample size)	1,540	120	‡	220	60	250	150	50	200	230	160	40	30
Hispanic: subgroup 2 (sample size)	1,860	140	‡	160	130	230	160	120	170	370	230	50	60
White, Asian, or other race: subgroup 3 (sample size)	4,700	620	70	560	230	530	470	200	620	620	500	130	120
Gender (significantly different subgroup pairs)	1-2	ns	†	ns	ns	ns	1-2	ns	1-2	1-2	ns	ns	ns
Female: subgroup 1 (avg)	36.6	24.5*	‡	40.1	38.3	34.3	15.1*	18.3*	37.2	39.6*	40.6	48.0	32.8
Male: subgroup 2 (avg)	41.9	22.4*	33.7!	43.1	38.3	30.6*	25.3*	20.4*	46.1*	47.1*	42.8	35.3	41.2
Female: subgroup 1 (se)	1.62	4.50	‡	3.75	3.92	2.95	2.20	3.24	3.43	2.77	3.23	5.94	5.63
Male: subgroup 2 (se)	1.13	1.72	11.97	2.27	3.51	2.29	2.45	3.14	2.19	2.10	2.63	6.22	5.58
Female: subgroup 1 (sample size)	2,830	150	‡	260	190	430	290	160	300	450	340	90	100
Male: subgroup 2 (sample size)	5,270	720	60	680	230	590	480	230	690	770	550	120	120

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they had either a paid school-sponsored job or another type of paid job in the past 12 months. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-40. Percentages of youth whose parent expects them to be living independently at age 30, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	78.1	48.8*	66.5	79.1	83.9*	46.3*	34.8*	55.1*	83.4*	88.5*	89.5*	69.8	79.5
Household income (significantly different subgroup pairs)	1-2	1-2	ns	1-2	1-2	ns	ns	1-2	1-2	1-2	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	75.5	42.1*	79.5	75.9	79.7	47.8*	34.7*	47.5*	77.5	85.9*	86.5*	61.2*	76.5
Above 185% of the poverty level: subgroup 2 (avg)	82.0	53.3*	59.8*	85.8	88.9*	42.7*	35.9*	63.3*	88.8*	92.8*	92.6*	76.7	82.6
1% to 185% of the poverty level: subgroup 1 (se)	0.95	2.75	8.23	1.96	2.73	2.52	3.19	4.47	2.02	1.36	1.78	5.92	3.92
Above 185% of the poverty level: subgroup 2 (se)	0.92	2.25	10.03	2.16	2.20	3.15	3.42	5.17	1.57	1.33	1.41	5.35	4.44
1% to 185% of the poverty level: subgroup 1 (sample size)	5,060	370	50	650	280	800	460	230	550	860	500	120	130
Above 185% of the poverty level: subgroup 2 (sample size)	4,040	580	70	380	210	340	390	210	590	520	490	130	110
Race/ethnicity (significantly different subgroup pairs)	2-3	ns	ns	ns	ns	1-2; 2-3	ns	2-3	ns	1-3; 2-3	2-3	1-2; 1-3	ns
Black: subgroup 1 (avg)	76.3	46.1*	70.3	78.1	84.5*	51.4*	40.8*	55.1*	81.4	85.2*	88.2*	87.4	75.2
Hispanic: subgroup 2 (avg)	75.2	44.4*	66.1	75.1	79.7	35.7*	32.7*	44.6*	79.4	84.4*	83.5*	59.1	74.6
White, Asian, or other race: subgroup 3 (avg)	79.7	50.4*	64.8	80.6	85.8*	47.9*	33.7*	60.0*	85.0*	91.6*	92.2*	68.8	82.6
Black: subgroup 1 (se)	1.66	5.79	19.53	3.26	3.83	4.04	5.00	7.21	2.89	2.55	2.30	5.38	7.72
Hispanic: subgroup 2 (se)	1.40	4.28	16.45	3.73	3.76	3.76	5.15	5.45	3.01	2.13	2.44	9.21	6.05
White, Asian, or other race: subgroup 3 (se)	0.82	2.04	8.77	1.77	2.79	2.54	3.20	5.00	1.55	1.14	1.32	5.59	3.47
Black: subgroup 1 (sample size)	1,800	130	20	260	70	290	170	70	240	280	180	40	40
Hispanic: subgroup 2 (sample size)	2,060	160	20	180	140	270	170	130	190	400	250	50	60
White, Asian, or other race: subgroup 3 (sample size)	5,320	680	80	610	280	590	530	240	710	700	560	160	140
Gender (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	1-2	ns	ns	ns	ns	ns	ns
Female: subgroup 1 (avg)	77.8	46.7*	70.0	82.5	83.1	45.6*	29.3*	50.6*	82.1	87.7*	89.9*	76.3	84.5
Male: subgroup 2 (avg)	78.2	49.2*	63.9	77.9	84.6*	46.8*	38.1*	57.9*	84.0*	89.0*	89.3*	66.4	75.5
Female: subgroup 1 (se)	1.16	4.55	10.86	2.51	2.75	2.83	3.53	6.55	2.51	1.73	1.82	5.63	3.63
Male: subgroup 2 (se)	0.81	2.08	10.69	1.78	2.49	2.49	2.89	3.93	1.46	1.17	1.43	6.04	4.29
Female: subgroup 1 (sample size)	3,200	170	50	290	230	490	330	190	350	500	380	110	110
Male: subgroup 2 (sample size)	5,980	800	70	760	270	660	540	260	800	880	620	140	130

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked where they think youth will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-41. Percentages of youth (ages 17 or older) whose parent reported that they provided at least some input in IEP and transition-planning, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	58.7	40.5*	24.5!*	65.3*	67.3*	42.3*	31.5*	53.4	65.3*	67.2*	61.0	57.1	69.4
Age (significantly different subgroup pairs)	2-3	ns	†	ns	ns	ns	2-3	2-3	ns	ns	ns	2-3	2-3
Age 14 or younger: subgroup 1 (avg)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age 15 to 18: subgroup 2 (avg)	61.0	42.3*	37.3!	66.0	68.3	44.7*	39.2*	61.9	66.1	66.3*	61.5	63.6	77.1*
Age 19 or older: subgroup 3 (avg)	47.0	36.7*	‡	60.4	62.4*	38.3*	21.4*	31.5*	56.2	77.5*	56.8	37.6	41.8
Age 14 or younger: subgroup 1 (se)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age 15 to 18: subgroup 2 (se)	1.57	3.92	16.36	3.36	4.24	3.29	3.85	6.04	3.12	2.85	5.18	6.31	5.77
Age 19 or older: subgroup 3 (se)	2.11	5.31	‡	6.94	7.47	3.36	3.80	7.80	8.37	5.17	11.30	9.48	10.35
Age 14 or younger: subgroup 1 (sample size)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age 15 to 18: subgroup 2 (sample size)	2,270	240	40	290	130	300	240	120	300	340	120	80	70
Age 19 or older: subgroup 3 (sample size)	870	100	‡	60	40	220	180	50	40	70	20	40	30
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	†	ns	ns	1-2	1-2	1-2	ns	ns	1-2	1-2	ns
Below the IEP mean: subgroup 1 (avg)	47.7	34.9*	27.3!	61.2*	65.5*	36.3*	23.0*	48.5	58.3*	61.0*	51.4	43.7	60.9
At or above the IEP mean: subgroup 2 (avg)	67.1	61.0	‡	67.7	74.3	58.6	64.1	74.7	69.7	68.8	68.6	74.5	81.6*
Below the IEP mean: subgroup 1 (se)	2.02	3.95	12.61	4.94	4.36	2.87	2.95	5.47	5.18	5.98	6.80	8.02	8.99
At or above the IEP mean: subgroup 2 (se)	1.84	6.12	‡	3.66	7.84	5.35	6.07	9.02	3.44	2.82	5.82	6.91	6.44
Below the IEP mean: subgroup 1 (sample size)	1,760	240	50	130	130	360	340	130	120	100	60	60	40
At or above the IEP mean: subgroup 2 (sample size)	1,300	90	‡	220	30	150	70	30	220	300	70	50	50

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked to describe the youth's role in his/her IEP and transition planning. Response options were: 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 having a leadership role. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they received special education services in the past year, are at least 17 years old, and whose parent or another adult in the household attended an IEP or transition-planning meeting.

Table F-42. Percentages of youth who expect to obtain postsecondary education, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	76.1	74.7	80.7	75.2	78.7	50.2*	60.3*	77.2	78.1	79.2*	85.5*	66.4	87.5*
Age (significantly different subgroup pairs)	1-3; 2-3	1-2; 1-3	ns	ns	1-3	ns	ns	1-3; 2-3	ns	ns	ns	ns	ns
Age 14 or younger: subgroup 1 (avg)	77.2	82.0	96.2*	75.9	85.5	49.9*	55.3*	86.4*	74.3	80.3*	87.5*	76.7	87.4
Age 15 to 18: subgroup 2 (avg)	76.2	72.2	78.7	75.5	76.0	51.1*	64.2*	75.9	80.1*	78.8*	83.7*	63.7*	88.3*
Age 19 or older: subgroup 3 (avg)	63.3	59.0	‡	64.0	56.7	46.8*	54.2	41.5!	86.6*	74.5*	68.6	50.9	80.4
Age 14 or younger: subgroup 1 (se)	1.55	3.42	1.45	3.25	4.37	5.03	5.73	4.20	3.27	2.52	2.11	10.19	5.45
Age 15 to 18: subgroup 2 (se)	1.04	2.88	11.60	2.09	3.70	3.26	3.81	4.02	1.73	1.69	2.16	5.86	3.36
Age 19 or older: subgroup 3 (se)	2.94	8.57	‡	8.43	10.44	5.03	7.10	12.62	5.54	5.71	11.07	15.05	10.23
Age 14 or younger: subgroup 1 (sample size)	1,890	170	10	230	100	130	100	80	260	310	390	40	40
Age 15 to 18: subgroup 2 (sample size)	4,000	350	30	580	200	400	230	150	600	760	420	110	130
Age 19 or older: subgroup 3 (sample size)	470	40	‡	50	30	110	60	20	40	70	20	20	20
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	1-2	ns	ns	ns	1-2	ns	1-2	1-2	ns	1-2	1-2
Below the IEP mean: subgroup 1 (avg)	68.7	68.4	69.1	71.9	75.0	48.7*	54.2*	78.0*	73.0	73.8*	81.3*	48.9*	77.5
At or above the IEP mean: subgroup 2 (avg)	79.8	82.7	97.8*	76.5	84.1	51.2*	67.8*	75.7	80.7	81.4	87.5*	81.4	93.1*
Below the IEP mean: subgroup 1 (se)	1.46	3.30	13.07	3.38	3.03	2.91	4.02	3.25	3.15	2.77	2.76	7.10	5.32
At or above the IEP mean: subgroup 2 (se)	1.03	2.43	1.56	1.94	4.10	3.85	4.83	5.57	1.75	1.56	1.81	6.94	3.16
Below the IEP mean: subgroup 1 (sample size)	2,590	300	30	260	210	370	220	170	290	290	290	80	70
At or above the IEP mean: subgroup 2 (sample size)	3,690	250	10	600	110	260	160	90	600	840	520	90	120

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked how far they think they will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-43. Percentages of youth who took a college entrance or placement test, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	41.7	28.9*	30.2!	46.3	44.7	24.0*	15.8*	31.2*	45.7	47.0*	50.0*	39.7	49.6
Age (significantly different subgroup pairs)	2-3	2-3	†	ns	ns	ns	2-3	ns	ns	ns	ns	ns	ns
Age 14 or younger: subgroup 1 (avg)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age 15 to 18: subgroup 2 (avg)	42.9	32.5*	41.4!	46.1	46.1	26.0*	19.1*	33.6*	46.0	46.7*	50.5	41.4	49.5
Age 19 or older: subgroup 3 (avg)	30.9	15.0!*	‡	49.0*	33.4	18.5*	9.0*	21.9!	39.3	54.9*	39.0	30.6!	50.4
Age 14 or younger: subgroup 1 (se)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age 15 to 18: subgroup 2 (se)	1.58	2.95	15.04	3.18	4.48	2.61	2.87	3.77	2.78	2.45	4.32	7.93	6.18
Age 19 or older: subgroup 3 (se)	2.60	5.63	‡	7.91	8.56	3.45	2.62	8.35	8.89	6.70	9.10	13.43	14.92
Age 14 or younger: subgroup 1 (sample size)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age 15 to 18: subgroup 2 (sample size)	3,340	340	40	420	180	420	310	160	450	550	260	90	100
Age 19 or older: subgroup 3 (sample size)	700	70	‡	50	30	170	160	40	40	60	20	20	20
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	†	ns	1-2	1-2	1-2	1-2	ns	ns	1-2	1-2	1-2
Below the IEP mean: subgroup 1 (avg)	32.3	22.7*	‡	42.7*	39.1	18.1*	9.6*	21.7*	45.5*	43.5*	36.0	15.5!*	34.1
At or above the IEP mean: subgroup 2 (avg)	47.0	44.5	86.7*	47.4	60.0*	36.2*	38.4	58.5	45.1	48.0	57.4*	62.5	60.1
Below the IEP mean: subgroup 1 (se)	2.04	2.83	‡	4.63	4.67	2.19	2.12	3.76	4.80	4.97	5.25	5.64	7.59
At or above the IEP mean: subgroup 2 (se)	1.79	4.97	13.02	3.52	6.15	4.37	6.02	6.10	3.18	2.55	4.98	10.52	7.76
Below the IEP mean: subgroup 1 (sample size)	2,050	280	‡	140	150	390	370	150	160	150	110	60	50
At or above the IEP mean: subgroup 2 (sample size)	1,920	130	#	320	60	190	90	50	330	460	170	50	70

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have taken any of the following college placement tests: the PSAT; the ACT; the SAT; or the placement test for a local college, such as Accuplacer or other tests used by community colleges. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 16 years old.

Table F-44. Percentages of youth who had a paid work experience in the past year, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	40.2	22.7*	22.7!*	42.4	38.3	32.1*	21.5*	19.6*	43.5	44.5*	42.1	39.9	37.6
Age (significantly different subgroup pairs)	1-2; 1-3	1-2; 1-3	ns	1-2	ns	1-2; 1-3	1-2	ns	1-2; 1-3	1-2	1-2	1-2; 2-3	1-2; 1-3
Age 14 or younger: subgroup 1 (avg)	32.3	15.7*	‡	34.0	36.4	22.7*	17.2*	15.5*	35.5	35.5	36.6	22.1!	24.2
Age 15 to 18: subgroup 2 (avg)	44.8	25.1*	21.7!*	46.4	40.0	35.0*	24.6*	21.6*	48.0	49.5*	49.0	50.3	42.9
Age 19 or older: subgroup 3 (avg)	40.1	35.5	47.4!	44.2	32.5	37.4	19.0*	21.4!*	54.4	48.8	36.2	30.4!	59.4
Age 14 or younger: subgroup 1 (se)	1.65	2.61	‡	3.13	5.03	3.42	3.17	3.72	3.37	3.00	3.02	7.01	6.72
Age 15 to 18: subgroup 2 (se)	1.29	2.04	8.35	2.36	3.54	2.47	2.23	2.98	2.23	2.27	3.02	5.11	5.00
Age 19 or older: subgroup 3 (se)	2.39	6.01	21.90	7.54	8.00	3.98	3.67	8.24	9.02	7.40	9.74	9.47	13.51
Age 14 or younger: subgroup 1 (sample size)	2,370	260	‡	260	120	210	190	120	290	350	420	60	60
Age 15 to 18: subgroup 2 (sample size)	4,940	530	60	630	260	600	430	220	660	800	450	130	140
Age 19 or older: subgroup 3 (sample size)	800	80	20	60	40	200	160	50	40	70	20	30	20
Functional abilities index (significantly different subgroup pairs)	1-2	ns	†	1-2	ns	1-2	1-2	ns	1-2	1-2	1-2	1-2	ns
Below the IEP mean: subgroup 1 (avg)	30.5	21.1*	17.7!	34.6	37.7*	26.3	13.3*	16.8*	38.0*	34.8	35.5	24.8	29.2
At or above the IEP mean: subgroup 2 (avg)	45.7	27.1*	‡	45.4	38.9	44.2	44.0	26.4*	46.2	47.6	45.7	58.0*	42.2
Below the IEP mean: subgroup 1 (se)	1.27	1.86	7.87	2.99	3.34	2.06	1.70	2.77	3.04	3.20	2.95	4.88	5.80
At or above the IEP mean: subgroup 2 (se)	1.28	2.69	‡	2.48	4.80	3.64	4.07	5.58	2.24	2.00	3.01	6.20	5.69
Below the IEP mean: subgroup 1 (sample size)	3,980	560	80	290	290	690	590	280	330	320	330	120	90
At or above the IEP mean: subgroup 2 (sample size)	4,000	300	‡	650	120	300	170	100	650	890	550	90	120

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they had either a paid school-sponsored job or another type of paid job in the past 12 months. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-45. Percentages of youth whose parent expects them to be living independently at age 30, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	78.1	48.8*	66.5	79.1	83.9*	46.3*	34.8*	55.1*	83.4*	88.5*	89.5*	69.8	79.5
Age (significantly different subgroup pairs)	1-3; 2-3	1-3; 2-3	ns	1-3; 2-3	1-3; 2-3	1-3; 2-3	1-3; 2-3	1-2; 1-3; 2-3	1-3; 2-3	ns	1-3; 2-3	2-3	1-3; 2-3
Age 14 or younger: subgroup 1 (avg)	80.2	56.4*	70.8	80.9	87.9*	48.3*	38.4*	68.8*	84.1	87.3*	90.9*	69.6	84.2
Age 15 to 18: subgroup 2 (avg)	79.3	49.6*	75.6	79.3	84.1	49.6*	39.4*	53.9*	83.6*	89.3*	88.7*	72.7	81.9
Age 19 or older: subgroup 3 (avg)	47.9	19.4*	‡	63.6*	58.7	31.3*	15.9*	21.4!*	68.5*	86.9*	66.5*	49.8	37.3
Age 14 or younger: subgroup 1 (se)	1.23	3.31	16.51	2.75	2.75	3.68	4.80	5.34	2.30	1.94	1.62	8.23	4.67
Age 15 to 18: subgroup 2 (se)	0.82	2.16	7.86	1.85	2.73	2.44	2.81	4.46	1.53	1.07	1.61	4.87	3.56
Age 19 or older: subgroup 3 (se)	2.18	4.41	‡	6.53	7.59	3.17	2.92	7.48	7.24	4.30	8.36	10.00	9.24
Age 14 or younger: subgroup 1 (sample size)	2,600	290	30	270	140	250	200	120	330	390	460	50	60
Age 15 to 18: subgroup 2 (sample size)	5,630	580	70	700	310	670	480	260	770	920	510	160	150
Age 19 or older: subgroup 3 (sample size)	960	100	‡	70	50	240	190	60	50	80	30	40	30
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Below the IEP mean: subgroup 1 (avg)	59.9	35.1*	62.2	66.5*	79.6*	34.9*	22.0*	43.7*	70.4*	80.6*	80.6*	52.3	68.3
At or above the IEP mean: subgroup 2 (avg)	88.8	76.7*	96.8*	84.3*	92.4	70.2*	72.6*	83.8	89.7	91.3*	94.7*	90.5	89.1
Below the IEP mean: subgroup 1 (se)	1.28	2.12	8.47	2.97	2.37	2.14	2.47	3.82	2.72	2.38	2.48	6.28	5.67
At or above the IEP mean: subgroup 2 (se)	0.70	2.64	3.35	1.75	2.90	2.88	3.81	4.57	1.26	1.01	1.03	3.37	2.66
Below the IEP mean: subgroup 1 (sample size)	4,520	610	100	320	340	780	660	330	380	360	370	130	100
At or above the IEP mean: subgroup 2 (sample size)	4,540	330	10	720	150	350	190	110	760	1,020	620	110	140

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked where they think youth will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-46. Percentages of youth (ages 17 or older) whose parent reported that they provided at least some input in IEP and transition-planning, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	58.7	40.5*	24.5!*	65.3*	67.3*	42.3*	31.5*	53.4	65.3*	67.2*	61.0	57.1	69.4
School academic proficiency (significantly different subgroup pairs)	1-2	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	1-2	ns
Bottom quarter in state: subgroup 1 (avg)	54.3	36.2*	‡	59.5	66.3	38.8*	30.3*	56.0	65.2	61.8*	65.6	37.6!	80.9*
Top three quarters in state: subgroup 2 (avg)	60.9	43.6*	‡	64.7	63.3	43.7*	31.0*	56.9	65.1	69.9*	60.7	70.3	72.2
Bottom quarter in state: subgroup 1 (se)	2.71	6.51	‡	5.95	6.84	4.81	5.31	10.26	5.86	5.26	10.61	11.93	9.52
Top three quarters in state: subgroup 2 (se)	1.73	3.94	‡	3.81	4.68	3.38	3.93	6.32	3.51	3.03	5.09	6.22	7.44
Bottom quarter in state: subgroup 1 (sample size)	800	80	‡	120	50	140	80	30	80	120	30	30	30
Top three quarters in state: subgroup 2 (sample size)	1,990	230	‡	190	110	320	270	120	240	270	100	80	50
School locale (significantly different subgroup pairs)	ns	ns	†	1-3; 2-3	ns	ns	1-2; 2-3	ns	ns	ns	ns	ns	1-3
City: subgroup 1 (avg)	54.0	42.6	22.5!*	53.0	65.9*	44.4*	25.8*	49.5	60.4	61.3*	59.9	47.5	54.3
Suburb: subgroup 2 (avg)	59.7	35.8*	‡	63.5	59.2	40.7*	39.5*	55.3	66.2	70.3*	62.7	65.8	67.8
Town or rural: subgroup 3 (avg)	60.8	45.7*	‡	77.4*	69.8	43.4*	26.0*	64.9	67.7	67.0*	60.3	58.8	87.9*
City: subgroup 1 (se)	2.57	5.92	11.0!	6.09	5.33	4.30	4.26	7.74	5.59	5.13	7.09	11.94	8.95
Suburb: subgroup 2 (se)	2.32	4.94	‡	5.02	7.64	4.61	4.80	10.89	5.76	4.44	7.15	7.78	11.32
Town or rural: subgroup 3 (se)	2.50	6.33	‡	4.23	7.28	4.48	4.63	8.55	4.57	4.57	9.12	10.74	7.25
City: subgroup 1 (sample size)	980	120	40	100	70	150	110	60	90	120	50	30	40
Suburb: subgroup 2 (sample size)	1,020	110	‡	120	40	160	140	50	120	140	60	40	30
Town or rural: subgroup 3 (sample size)	960	100	‡	110	50	170	130	40	120	140	30	30	30
School share of youth with an IEP (significantly different subgroup pairs)	1-2	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	61.2	42.7*	‡	65.6	61.7	41.3*	31.8*	56.2	66.8	70.3*	60.6	62.6	73.1
Highest quarter in U.S.: subgroup 2 (avg)	53.1	40.1	36.9!	58.6	72.6*	46.8	27.4*	56.8	60.3	59.2	63.9	54.8	75.7*
Bottom three quarters in U.S.: subgroup 1 (se)	1.70	3.91	‡	3.72	4.64	3.29	4.72	6.21	3.36	2.91	5.66	6.90	6.99
Highest quarter in U.S.: subgroup 2 (se)	2.96	6.73	13.8!	5.43	7.00	4.56	3.89	10.53	7.06	5.94	8.11	10.43	8.70
Bottom three quarters in U.S.: subgroup 1 (sample size)	1,990	220	‡	210	110	320	210	120	260	290	90	70	50
Highest quarter in U.S.: subgroup 2 (sample size)	890	90	30	110	50	160	170	30	70	100	40	30	30

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked to describe the youth's role in his/her IEP and transition planning. Response options were: 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 having a leadership role. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth whose parent reported that they received special education services in the past year, are at least 17 years old, and whose parent or another adult in the household attended an IEP or transition-planning meeting.

Table F-47. Percentages of youth who expect to obtain postsecondary education, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	76.1	74.7	80.7	75.2	78.7	50.2*	60.3*	77.2	78.1	79.2*	85.5*	66.4	87.5*
School academic proficiency (significantly different subgroup pairs)	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	72.7	71.0	93.6*	78.9	79.0	48.8*	49.5*	82.6	77.1	75.1	88.3*	61.2	79.2
Top three quarters in state: subgroup 2 (avg)	77.1	74.6	84.8	73.7	78.8	50.3*	62.6*	75.7	78.8	80.0*	85.0*	69.4	90.6*
Bottom quarter in state: subgroup 1 (se)	1.63	5.13	5.73	3.15	5.78	4.33	6.66	5.27	3.44	2.61	3.29	9.11	6.76
Top three quarters in state: subgroup 2 (se)	1.06	2.38	10.49	2.37	3.32	2.95	3.80	3.49	1.86	1.72	1.77	6.15	3.09
Bottom quarter in state: subgroup 1 (sample size)	1,580	110	20	240	90	210	90	60	210	280	160	40	50
Top three quarters in state: subgroup 2 (sample size)	4,380	420	20	530	230	400	240	190	640	820	630	120	130
School locale (significantly different subgroup pairs)	2-3	ns	ns	ns	1-2; 2-3	ns	ns	ns	ns	ns	ns	ns	ns
City: subgroup 1 (avg)	76.4	73.9	80.9	77.8	73.8	53.6*	60.9*	71.8	80.2	78.2	86.9*	69.1	82.4
Suburb: subgroup 2 (avg)	79.1	76.0	98.6*	75.0	88.2*	49.4*	66.7*	80.9	80.5	82.4*	85.2*	71.5	91.3*
Town or rural: subgroup 3 (avg)	72.7	71.4	76.7	72.4	74.5	46.4*	51.7*	77.2	75.6	76.6*	84.8*	53.1*	87.9*
City: subgroup 1 (se)	1.46	4.00	13.26	2.92	5.20	4.39	5.48	6.21	2.57	2.14	2.37	9.62	5.71
Suburb: subgroup 2 (se)	1.53	4.02	1.60	3.63	2.89	4.76	4.42	3.00	2.44	2.37	2.70	8.27	4.59
Town or rural: subgroup 3 (se)	1.63	3.72	17.70	2.91	4.46	3.57	6.62	5.84	2.95	2.71	2.47	7.84	4.76
City: subgroup 1 (sample size)	1,880	160	10	250	130	200	100	80	260	350	210	50	70
Suburb: subgroup 2 (sample size)	2,090	190	10	250	100	170	140	90	290	370	340	60	60
Town or rural: subgroup 3 (sample size)	2,120	190	10	300	100	250	120	80	320	380	250	50	60
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	ns	1-2	ns	1-2	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	77.0	73.1	88.0	73.2	83.1*	49.3*	61.3*	76.5	81.7*	79.0*	87.6*	65.1	85.8*
Highest quarter in U.S.: subgroup 2 (avg)	73.8	76.2	82.6	78.4	70.4	50.2*	57.2*	77.8	71.7	78.8*	80.8*	66.4	92.7*
Bottom three quarters in U.S.: subgroup 1 (se)	1.04	2.58	8.69	2.35	2.50	3.14	4.70	3.40	1.73	1.71	1.66	6.37	3.66
Highest quarter in U.S.: subgroup 2 (se)	1.70	3.89	12.83	2.65	5.97	3.85	4.90	6.85	3.45	2.66	2.97	9.97	3.77
Bottom three quarters in U.S.: subgroup 1 (sample size)	4,120	380	20	500	230	390	180	190	610	790	560	110	130
Highest quarter in U.S.: subgroup 2 (sample size)	1,930	150	20	290	90	230	170	60	250	310	240	50	50

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked how far they think they will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-48. Percentages of youth who took a college entrance or placement test, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	41.7	28.9*	30.2!	46.3	44.7	24.0*	15.8*	31.2*	45.7	47.0*	50.0*	39.7	49.6
School academic proficiency (significantly different subgroup pairs)	ns	ns	†	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	43.4	27.7*	57.0!	54.4*	41.9	27.1*	15.2!*	24.0!*	43.5	48.6*	57.3	31.4!	57.5
Top three quarters in state: subgroup 2 (avg)	40.5	30.7*	‡	43.0	49.1	21.9*	16.7*	34.6	45.5	44.5*	48.7	45.8	47.3
Bottom quarter in state: subgroup 1 (se)	2.53	5.79	20.82	4.70	7.11	4.24	6.07	7.81	4.39	4.41	12.18	9.98	10.91
Top three quarters in state: subgroup 2 (se)	1.71	3.06	‡	3.37	6.08	2.91	2.98	3.93	3.23	2.63	4.33	9.70	7.32
Bottom quarter in state: subgroup 1 (sample size)	1,040	90	20	150	60	180	90	40	130	160	60	30	30
Top three quarters in state: subgroup 2 (sample size)	2,640	290	‡	270	130	360	300	150	330	430	220	70	70
School locale (significantly different subgroup pairs)	ns	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
City: subgroup 1 (avg)	43.1	28.3*	‡	52.2	40.0	22.6*	11.6*	30.2*	43.6	50.4*	52.8	31.1	44.2
Suburb: subgroup 2 (avg)	42.8	29.2*	‡	46.4	57.3	19.6*	21.0*	39.2	42.8	49.6*	51.7	46.8	50.1
Town or rural: subgroup 3 (avg)	39.0	29.7	‡	44.9	42.2	28.0*	14.6*	30.4	46.7	41.1	45.6	39.6	53.0
City: subgroup 1 (se)	2.97	4.06	‡	5.04	5.83	3.99	3.03	5.98	4.30	4.76	6.67	7.73	8.64
Suburb: subgroup 2 (se)	2.40	4.20	‡	5.31	8.03	3.67	4.70	5.93	4.61	4.01	6.36	13.69	10.22
Town or rural: subgroup 3 (se)	2.22	5.05	‡	4.75	7.92	3.53	3.93	5.71	4.46	3.52	6.97	9.96	10.77
City: subgroup 1 (sample size)	1,250	130	‡	140	80	180	130	70	140	180	70	30	50
Suburb: subgroup 2 (sample size)	1,280	130	‡	150	50	180	150	60	150	190	120	40	30
Town or rural: subgroup 3 (sample size)	1,320	130	‡	150	70	210	150	60	170	220	80	40	30
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	†	ns	1-2	ns	ns	ns	ns	ns	1-2	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	42.2	32.1*	‡	46.9	55.9*	23.1*	17.0*	34.5	46.3	45.6*	56.6*	48.0	49.3
Highest quarter in U.S.: subgroup 2 (avg)	39.5	24.5*	‡	46.6	20.9!*	26.8*	14.4*	27.7	39.4	47.5*	30.1	28.6!	48.5
Bottom three quarters in U.S.: subgroup 1 (se)	1.68	3.24	‡	3.66	4.53	2.68	3.56	4.20	3.01	2.72	4.78	9.64	7.16
Highest quarter in U.S.: subgroup 2 (se)	2.74	4.42	‡	4.30	6.74	4.13	3.41	7.66	5.71	4.82	6.73	9.10	9.72
Bottom three quarters in U.S.: subgroup 1 (sample size)	2,650	280	‡	280	150	370	230	150	350	440	210	70	80
Highest quarter in U.S.: subgroup 2 (sample size)	1,130	100	‡	150	50	180	180	40	110	150	70	30	30

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have taken any of the following college placement tests: the PSAT; the ACT; the SAT; or the placement test for a local college, such as Accuplacer or other tests used by community colleges. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 16 years old.

Table F-49. Percentages of youth who had a paid work experience in the past year, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	40.2	22.7*	22.7!*	42.4	38.3	32.1*	21.5*	19.6*	43.5	44.5*	42.1	39.9	37.6
School academic proficiency (significantly different subgroup pairs)	ns	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	38.7	16.9*	35.6!	40.0	39.7	27.7*	23.3*	18.2*	40.6	44.0*	37.9	32.2	49.6
Top three quarters in state: subgroup 2 (avg)	40.6	22.8*	‡	42.3	39.2	33.5*	18.6*	20.9*	44.0	44.5*	42.8	44.5	34.2
Bottom quarter in state: subgroup 1 (se)	1.77	3.42	12.75	3.15	4.71	2.78	4.50	4.80	3.81	3.39	3.81	7.89	7.57
Top three quarters in state: subgroup 2 (se)	1.16	1.81	‡	2.46	3.59	2.48	2.34	2.72	2.20	2.00	2.51	5.57	4.83
Bottom quarter in state: subgroup 1 (sample size)	2,020	180	30	270	110	320	180	80	240	310	180	40	60
Top three quarters in state: subgroup 2 (sample size)	5,470	610	‡	570	280	630	480	280	700	870	690	150	140
School locale (significantly different subgroup pairs)	1-3	ns	ns	1-2; 2-3	ns	1-3; 2-3	1-3	2-3	ns	ns	ns	2-3	ns
City: subgroup 1 (avg)	37.2	19.9*	20.7!	42.9*	39.3	28.4*	13.9*	16.9*	39.1	42.2*	36.3	38.6	33.2
Suburb: subgroup 2 (avg)	39.2	25.5*	‡	34.2	33.0	26.7*	20.3*	16.6*	41.9	45.2*	42.1	52.5*	38.4
Town or rural: subgroup 3 (avg)	43.1	19.4*	34.0!	47.5	45.5	36.8	27.2*	26.9*	46.9	45.7	44.5	30.1	42.3
City: subgroup 1 (se)	1.77	2.70	8.43	2.92	4.03	2.66	3.58	3.94	3.56	3.24	3.69	8.43	5.96
Suburb: subgroup 2 (se)	1.66	2.74	‡	3.10	4.96	3.11	3.03	2.66	2.95	3.01	3.06	6.23	8.00
Town or rural: subgroup 3 (se)	1.60	2.62	13.46	3.28	4.91	3.23	3.73	4.40	3.26	2.76	3.50	7.47	7.49
City: subgroup 1 (sample size)	2,470	260	50	270	170	330	210	130	290	380	220	60	80
Suburb: subgroup 2 (sample size)	2,610	290	‡	280	120	290	270	130	310	400	370	70	60
Town or rural: subgroup 3 (sample size)	2,660	280	20	340	120	360	240	110	360	410	280	70	70
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	41.1	23.3*	‡	43.0	36.8	29.1*	17.6*	19.9*	44.1	46.2*	43.2	44.8	35.9
Highest quarter in U.S.: subgroup 2 (avg)	38.1	18.6*	21.0!	39.2	42.8	35.8	23.4*	21.6*	40.9	41.0	38.7	38.0	42.7
Bottom three quarters in U.S.: subgroup 1 (se)	1.20	1.89	‡	2.49	3.44	2.33	2.19	2.60	2.29	2.13	2.58	6.06	4.63
Highest quarter in U.S.: subgroup 2 (se)	1.81	2.86	9.72	2.82	4.94	2.94	3.21	5.06	3.55	3.13	3.52	7.38	7.78
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,150	580	‡	550	280	630	360	280	680	840	600	130	140
Highest quarter in U.S.: subgroup 2 (sample size)	2,490	230	40	320	120	340	330	90	270	340	270	70	60

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they had either a paid school-sponsored job or another type of paid job in the past 12 months. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table F-50. Percentages of youth whose parent expects them to be living independently at age 30, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	78.1	48.8*	66.5	79.1	83.9*	46.3*	34.8*	55.1*	83.4*	88.5*	89.5*	69.8	79.5
School academic proficiency (significantly different subgroup pairs)	1-2	ns	ns	ns	ns	ns	ns	ns	1-2	1-2	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	73.6	45.3*	82.0	77.3	80.4	44.4*	39.9*	51.4*	77.8	83.8*	89.1*	74.8	79.1
Top three quarters in state: subgroup 2 (avg)	80.8	53.0*	70.8	82.3	85.3	47.4*	34.6*	59.0*	85.7*	90.0*	90.0*	70.9	84.3
Bottom quarter in state: subgroup 1 (se)	1.44	3.89	8.22	2.64	3.82	3.24	6.06	6.65	3.13	2.42	2.46	6.44	5.73
Top three quarters in state: subgroup 2 (se)	0.78	2.24	12.27	1.66	2.62	2.57	3.46	4.52	1.40	1.09	1.31	5.88	3.02
Bottom quarter in state: subgroup 1 (sample size)	2,320	200	40	310	140	360	200	100	270	360	200	50	70
Top three quarters in state: subgroup 2 (sample size)	6,160	670	40	620	330	720	540	320	810	980	770	180	150
School locale (significantly different subgroup pairs)	1-3	ns	1-2; 1-3	ns	ns	1-3; 2-3	ns	1-3	ns	ns	1-2; 1-3	2-3	ns
City: subgroup 1 (avg)	76.1	46.4*	36.5!*	78.4	83.7*	42.6*	40.3*	44.5*	79.3	87.7*	83.8*	71.7	71.7
Suburb: subgroup 2 (avg)	78.3	50.8*	79.2	81.8	88.6*	41.6*	37.4*	57.8*	85.7*	86.8*	90.1*	77.9	82.6
Town or rural: subgroup 3 (avg)	80.6	51.9*	91.6	81.5	79.4	51.7*	33.1*	67.9*	85.1*	90.3*	91.9*	60.0*	84.8
City: subgroup 1 (se)	1.41	3.53	13.29	2.70	3.05	3.25	5.87	5.60	2.66	1.92	2.35	8.87	6.00
Suburb: subgroup 2 (se)	1.29	3.62	13.01	2.51	2.79	3.48	4.31	8.48	2.13	1.87	1.84	7.01	4.77
Town or rural: subgroup 3 (se)	1.05	3.12	7.19	2.24	4.27	3.04	4.59	4.90	2.03	1.61	1.78	6.54	4.03
City: subgroup 1 (sample size)	2,800	290	60	300	210	370	230	150	320	430	250	80	90
Suburb: subgroup 2 (sample size)	2,950	310	30	300	130	330	290	150	370	450	410	80	70
Town or rural: subgroup 3 (sample size)	3,020	300	20	380	150	410	280	120	410	470	310	80	80
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	79.8	53.0*	84.5	82.5	86.9*	44.9*	32.8*	56.9*	85.0*	89.2*	90.3*	68.5	80.9
Highest quarter in U.S.: subgroup 2 (avg)	77.0	46.4*	43.3*	78.4	78.4	48.7*	38.6*	58.8*	82.2*	87.2*	88.5*	73.4	84.2
Bottom three quarters in U.S.: subgroup 1 (se)	0.82	2.22	9.19	1.73	2.18	2.69	3.49	3.73	1.32	1.22	1.36	6.41	3.21
Highest quarter in U.S.: subgroup 2 (se)	1.34	3.89	11.96	2.35	4.33	2.83	4.38	7.37	2.85	1.81	1.95	6.49	5.00
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,810	630	40	610	330	720	400	320	780	940	670	160	160
Highest quarter in U.S.: subgroup 2 (sample size)	2,840	260	50	350	150	380	380	100	310	400	300	80	70

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked where they think youth will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.