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Indicators for Improving Educational, Employment, and Economic Outcomes for Youth and Young Adults with Intellectual and Developmental Disabilities: A National Report on Existing Data Sources

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INDICATORS FOR IMPROVING EDUCATIONAL,
EMPLOYMENT, AND ECONOMIC OUTCOMES FOR
YOUTH AND YOUNG ADULTS WITH INTELLECTUAL AND
DEVELOPMENTAL DISABILITIES

A NATIONAL REPORT ON EXISTING DATA SOURCES

OCTOBER 2012

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Introduction

The following report summarizes available national data on educational, employment and economic outcomes for youth and young adults with intellectual disabilities (ID) over the years 2000-2010. These data can be used to benchmark progress in improving these outcomes for young adult population across the country and within individual states. Data is reported separately for two age groups of young adults (16-21 and 22-30) in order to capture possible differences between youth likely to still be receiving school services (through age 21) and those who have moved on from the education system.

Defining the Outcomes

The presented data focus on three crucial domains: education, employment, and economic wellbeing. Specific indicators proposed in this report were based on that framework. To determine an appropriate set of indicators, we convened a group of experts who specialize in topics such as transition, employment, statistics, and national datasets. Members of the expert group included:

- John Butterworth, Jennifer Sulewski, and Agnes Zalewska (ICI); youth data project
- Alberto Migliore and Frank Smith (ICI); disability employment data expertise
- David Hoff (ICI); labor market data expertise
- Debra Hart (ICI); youth and transition expertise
- Sarah Taub (Human Services Research Institute); HSRI National Core Indicators project

The experts brainstormed a set of quality indicators over the three overarching domains:

Education

- In their high schools, youth will receive all necessary supports to prepare them for the transition to post-secondary education or to meaningful employment.
 - » Indicators: IEP, other vocational and educational supports, transition plan, satisfaction with transition
- Youth will access the same curricula and graduate from high school with the same or similar credentials as their peers without disabilities.
 - » Indicators: Graduation rates, integrated vs. specialized education settings, general vs. specialized curriculum, diplomas vs. certificate
- Youth will have opportunities to access integrated post-secondary education.
 - » Indicators: College attendance rates, integrated vs. specialized education settings, general vs. specialized curriculum, diploma vs. certificate.

Employment

- Youth who have exited high school will be prepared and supported to seek, obtain, and maintain meaningful employment.
 - » Indicators: Employment supports, transition plan, labor market status
- Youth will seek, obtain, and maintain meaningful employment in an integrated setting, offering them adequate earnings.
 - » Indicators: Wages, employment settings, job benefits, status of job search, job retention
- Youth will be satisfied with their current employment in terms of earnings, choice, and overall quality of job
 - » Indicators: Job satisfaction, job safety, job choice

Economic wellbeing

- Youth will experience low levels of poverty and overall economic struggle.
 - » Indicators: Poverty levels, earnings, public supports, household income
- Youth's living standards will be adequate, and youth's satisfaction with their quality of life will be high.
 - » Indicators: Residential setting, residential satisfaction, feeling safe, life quality satisfaction

This framework was intended to capture the ultimate indicators allowing for the complete picture of outcomes and their progress across the three domains. The next step in the process was to compare this list to the available data sources to determine which measures would be included in this report. Toward this end, the expert group reviewed existing datasets, discussing available information and its caveats (see “Data Sources,” below). Based on this discussion, the variables presented in this report were chosen to shed light on outcomes of youth and young adults in the United States across the years.

The set of selected variables for each domain is listed in Table 1.

TABLE 1. INDICATORS BY DOMAIN

Domain	Indicator Variable	Data Source
Education	Percent of youth with IEPs graduating from high school with a regular diploma Percent of youth with IEPs dropping out of high school Percent of children with IEPs aged 6 through 21 (a) inside the regular classroom 80% or more of the day; (b) inside the regular classroom less than 40% of the day; and (c) served in separate schools, residential facilities, or homebound/ hospital placements. Percent of youth with IEPs with an appropriate transition plan Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: (a) enrolled in higher education within one year of leaving high school, (b) enrolled in higher education or competitively employed within one year of leaving high school, or (c) enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	State APRs
	Percent with at least a high school diploma or GED	ACS
	Number referred to VR by educational institutions (elementary/secondary/postsecondary)	RSA 911
Employment	Percent looking for work Percent employed Average annual earnings from work Average hours worked/week	ACS
	Closures with supported employment as a goal Closures into an employment setting Closures with an IPE but no employment outcome Rehabilitation rate Percentage of all closures into employment Mean weekly earnings at closure Mean weekly hours worked at closure	RSA 911
	Percent with employment as a goal in service plan Total percent in integrated employment - percent in individual integrated employment - percent in group integrated employment Percent in facility based employment Average hours (in 2 weeks) Average wages (in 2 weeks) Average years on the job	NCI
Economic wellbeing	Primary source of support at intake Primary source of support at closure	RSA 911

Data Sources

This report is based on four datasets that are representative on national and/or state levels. In this report, the indicators are displayed on the national level.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) Indicators

Under IDEA, all states are mandated to report on twenty indicators of educational services and outcomes for special education students. Each state submits an Annual Performance Report (APR) on these indicators to the Office of Special Education Programs. Included in this report are five indicators of particular relevance to the youth and young adult population: graduation rate (Indicator 1), dropout rate (Indicator 2), percent served in integrated classroom (Indicator 5), percent with an appropriate transition plan (Indicator 13), and percent enrolled in higher education and/or employed one year after exiting school (Indicator 14). More specific definitions for each indicator are included in Table 3. Given the recency of implementation of these requirements and the introduction of new definitions for several measures since implementation, only 2008 and 2010 data are reported here for these measures.

TABLE 2. IDEA INDICATORS DEFINITIONS

Indicator	Definition
1. Graduation rate	The four-year adjusted cohort graduation rate defines a “graduate” as someone who receives a regular high school diploma in the standard number of years—specifically, four. Students who do not meet the criteria for graduating with a regular diploma, or who receive a modified or special diploma, a certificate, or a General Education Development (GED) are not counted as graduates.
2. Dropout rate	States use multiple methods for calculating dropout rates. They generally use one of three methods: an event rate calculation, a cohort rate calculation, or an adjusted cohort rate calculation. The event rate yields a very basic snapshot of a single year’s group of dropouts. The cohort method follows a group or cohort of individual students from 9th through 12th grades. Leaver rates provide an estimate of the dropout rate for a cohort of students.
5. Percent served in integrated classrooms	Percent of children with IEPs aged 6 through 21: <ul style="list-style-type: none"> A. Inside the regular classroom 80% or more of the day; B. Inside the regular classroom less than 40% of the day; C. Served in separate schools, residential facilities, or homebound/hospital placements. The categories A, B, and C do not include children who are served in regular classrooms between 41% and 79% percent of the day, resulting in the loss of about 22% of students with disabilities who are not represented in these data.
13. Percent with an appropriate transition plan	“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.”(20 U.S.C. 1416(a)(3)(B)) States used a variety of checklists to measure Indicator 13 including the National Secondary Transition Technical Assistance Center (NSTTAC) I-13 Checklist or their own checklist.
14. Percent enrolled in higher education and/or employed one year after exiting school	“Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: <ul style="list-style-type: none"> A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.” (20 U.S.C. 1416(a)(3)(B)) There is considerable state to state variation in how these data are actually collected, including differing definitions of higher education and competitive employment, the use of a census or a representative sample of students, and the data collection method (in person interview, mailed questionnaire, Internet survey, state longitudinal data system, or combination of methods)

Source: FFY 2010 Part B APR Book-FINAL-7-18-12. Downloaded 9/20/2012 from <http://therightidea.tadnet.org/assets/2147>.

American Community Survey (ACS)

The American Community Survey (ACS) is a national survey designed by the U.S. Census Bureau to better understand changing communities. The ACS collects information annually from a sample of the population in all 50 states and D.C. on topics such as disability, age, race, income, commute time to work, home value, veteran status, and other demographic and personal data (www.census.gov). To gather information on people with disabilities, the Census Bureau asks a series of six questions on long-lasting conditions and functional impairments. Any person who indicates having at least one of these conditions or functional impairments is coded as having a disability.

The 2000 through 2007 ACS classifies individuals as having a disability based on:

1) Presence of a long-lasting condition in one or both of the following areas:

- » Blindness, deafness, or a severe vision or hearing impairment (sensory disability).
- » Substantial limitation in the ability to perform basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying (physical disability).

And/or

2) Difficulty doing any of the following activities because of a physical, mental, or emotional condition lasting six months or more:

- » Difficulty learning, remembering, or concentrating (mental disability).
- » Difficulty dressing, bathing, or getting around inside the home (self-care disability).
 - Difficulty going outside the home alone to shop or visit a doctor's office (go-outside-the-home disability).
 - Difficulty working at a job or business (employment disability).

The 2008–2010 ACS classify individuals as having a disability based on answering affirmatively to one or more of the following items:

- Is this person deaf or does he or she have serious difficulty hearing (hearing disability)?
- Is this person blind or does he or she have serious difficulty seeing even when wearing glasses (vision disability)?
- Does this person have serious difficulty walking or climbing stairs (ambulatory difficulty)?
- Does this person have difficulty dressing or bathing (self-care difficulty)?
- Because of a physical, mental, or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor's office or shopping (independent-living difficulty)?
- Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions (cognitive disability)?

Due to changes implemented in the American Community Survey beginning in 2008, data for people with disabilities for 2007 and earlier years should not be compared with data beginning in 2008. The sensory disability item used from 2000–2007 was eliminated and two distinct items for visual and hearing disabilities were added beginning in 2008. The employment disability variable that was used from 2000–2007 was eliminated from the survey beginning in 2008. Additional changes in wording for other disability items included removing the duration of impairment from some questions and adding the term “serious” to focus on long-term/more severe impairments.¹

To produce population estimates, the researchers weighted the ACS data file by a weighting variable provided by the Census Bureau. The weights assigned to cases by the Census Bureau were obtained from a raking ratio estimation procedure that results in the assignment of a weight to each sample person record. Each sample person unit record is assigned exactly one weight to be used to produce estimates of all characteristics. The data in this report are estimates based off of the Census person weights, not actual population values.

¹ Source: <http://www.disabilitystatistics.org/faq.cfm#>

Rehabilitation Services Administration 911(RSA-911) Database

The RSA-911 is a public access database that captures individual characteristics, services provided, and employment outcomes at the point of closure from VR services. Records are at the individual level, covering over 600,000 case closures per year. Service definitions for the RSA are provided in Table 3.

TABLE 3. RSA SERVICE DEFINITIONS

Term	Explanation
Closure	Data in the RSA-911 are collected at the time of closure (conclusion) of VR services. The VR closure categories used in this report include closure with an employment outcome after receiving services (formerly Status 26) and closure without an employment outcome after receiving services (formerly Status 28).
Successful rehabilitation	Closure with an employment outcome including integrated employment (including supported employment), self-employment, state-agency-managed business enterprise, homemaker, and unpaid family worker.
Rehabilitation rate	The percentage of individuals receiving services who achieve a successful rehabilitation. Calculated as: closures with an employment outcome / closures with an employment outcome + closures without an employment outcome after receiving services. Individuals with a case that was closed prior to development of an Individual Plan for Employment are not included in this calculation.
Supported employment services	Supported employment may be funded from Title VI-b funds, funds dedicated to supported employment under the Rehabilitation Act, or general rehabilitation funds.

For the purpose of this report, a person was considered to have an intellectual disability (ID) if code 25 (Mental retardation in the RSA-911 dataset) was reported as the cause of either a primary or secondary impairment to employment.

RSA 911 data is not reported for year 2000 since due to changes made to the RSA 911 data files between 2001 and 2002, the data from 2000 is not entirely comparable to 2002-2010.

National Core Indicators (NCI)

NCI is a collaborative effort between the National Association of State Directors of Developmental Disabilities Services (NASDDDS) and the Human Services Research Institute (HSRI). The purpose of the initiative, which began in 1997, is to support NASDDDS member agencies to gather a standard set of performance and outcome measures that can be used to track their own performance over time, to compare results across states, and to establish national benchmarks.

Fifteen states initially stepped forward to work on the Core Indicators Project, as it was originally known, and pooled their resources to develop valid and reliable data collection protocols. Over time, NCI has grown to become an integral piece of over half the states' quality management systems and aligns with basic requirements for assuring quality in HCBS waivers. NCI is a voluntary activity and primarily state-funded.

The NCI program is also recognized as a uniquely valuable source of information about individuals with developmental disabilities receiving services across a large sample of states. The NCI database includes randomly-selected representative samples by state, with roughly 20 states contributing data each year.

Data Gaps

Overall, existing datasets focus on employment outcomes while less information is available on specific education outcomes as well as economic wellbeing, especially when focusing on a more defined population of youth with ID.

For instance, all states are mandated to report educational outcomes of special education students: graduation and dropout rate (IDEA Part B Indicators 1 and 2), percent served in integrated classrooms (Indicator 5), percent with an appropriate transition plan (Indicator 13), and percent enrolled in higher education and/ or employed one year after exiting the school (Indicator 14). However, while these

indicator data are available state by state for the full population of students with disabilities, they are not consistently reported or available broken out by disability categories. Attempts were made to contact individual states for this information however the specific data was not available, or there was no response from the e-mail and phone contact. We made data requests from 10 states but none of them were able and/or willing to provide specific data on students with intellectual/developmental disabilities as a subpopulation. The positions that answered these data requests ranged from Directors of Communications to Data Specialists. Since we were unable to locate data by disability group, the current report only includes the indicator data across all students with disabilities. We continue to investigate further options for obtaining national and state level education data by disability group.

Data Tables

IDEA Part B Indicators

TABLE 4. EDUCATIONAL SERVICES AND OUTCOMES FOR ALL SPECIAL EDUCATION STUDENTS

	2008	2010
1. Graduation rate (mean)	*	68%
2. Dropout rate	**	**
5. Percent served (mean):		
A. Inside the regular classroom 80% or more of the day;	60%	63%
B. Inside the regular classroom less than 40% of the day;	13%	12%
C. In separate schools, residential facilities, or homebound/hospital placements.	3%	4%
13. Percent with an appropriate transition plan (mean)	*	82%
14. Percent within one year after exiting school (median):		
A. Enrolled in higher education.	*	29%
B. Enrolled in higher education or competitively employed.	*	57%
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment.	*	73%

Sources:

FFY 2008 Part B APR Summary Document 923 corrected final. Downloaded 9/20/2012 from <http://therightidea.tadnet.org/assets/1684>.

FFY 2010 Part B APR Book-FINAL-7-18-12. Downloaded 9/20/2012 from <http://therightidea.tadnet.org/assets/2147>.

*Not included for FFY 2008 due to transition to new common definitions for these variables.

**Not included due to ongoing lack of a common definition

American Community Survey

TABLE 5. ESTIMATED EDUCATIONAL ATTAINMENT AND EMPLOYMENT PARTICIPATION FOR PEOPLE AGES 16-30

	2000	2002	2004	2006	2008*	2010
Estimated number of Young Adults 16-21						
No Disability	19,961,488	20,270,240	20,936,904	21,858,341	24,684,985	25,110,076
All Disabilities	1,909,582	1,849,669	1,539,260	1,656,284	1,455,145	1,426,111
Cognitive Disability	897,718	933,590	1,019,243	1,112,945	994,151	982,924
Cognitive Disability & receives SSI	119,887	110,500	130,980	145,183	140,108	211,315
Estimated number of young adults 22-30						
No Disability	30,446,447	31,012,596	31,894,517	32,681,423	34,002,207	34,660,923
All Disabilities	2,492,354	2,371,986	2,127,339	2,356,393	2,020,424	1,914,993
Cognitive Disability	870,157	883,142	1,019,207	1,152,712	1,163,097	1,163,146
Cognitive Disability & receives SSI	252,830	215,781	242,556	286,549	307,603	331,516
Percent employed 16-21						
No Disability	51.8%	47.7%	46.5%	46.5%	44.9%	37.0%
All Disabilities	42.3%	38.3%	31.3%	30.6%	28.7%	22.3%
Cognitive Disability	33.7%	29.2%	28.3%	27.7%	24.9%	18.5%
Cognitive Disability & receives SSI	14.3%	11.2%	8.1%	12.2%	10.3%	8.7%
Percent employed 22-30						
No Disability	78.6%	76.1%	75.9%	78.0%	78.7%	73.3%
All Disabilities	56.1%	53.0%	47.0%	47.9%	46.9%	39.5%
Cognitive Disability	43.1%	41.7%	41.7%	42.6%	39.4%	32.7%
Cognitive Disability & receives SSI	20.3%	17.1%	15.4%	17.7%	17.7%	15.7%
Percent with at least a high school diploma or GED 16-21						
No Disability	47%	48%	51%	52%	56%	57%
All Disabilities	39%	38%	39%	40%	43%	44%
Cognitive Disability	30%	30%	34%	34%	39%	40%
Cognitive Disability & receives SSI	25%	25%	33%	33%	34%	33%
Percent with at least a high school diploma or GED 22-30						
No Disability	85%	85%	86%	87%	88%	89%
All Disabilities	74%	74%	75%	76%	76%	77%
Cognitive Disability	67%	68%	70%	71%	73%	73%
Cognitive Disability & receives SSI	54%	53%	62%	61%	63%	67%
Percent looking for work 16-21						
No Disability	9.6%	11.8%	11.4%	10.6%	10.2%	12.7%
All Disabilities	12.4%	15.8%	15.6%	15.6%	13.1%	15.5%
Cognitive Disability	13.4%	16.9%	16.0%	16.1%	13.7%	15.4%
Cognitive Disability & receives SSI	9.3%	10.7%	10.6%	9.7%	6.6%	6.7%
Percent looking for work 22-30						
No Disability	4.6%	7.4%	7.6%	6.7%	7.8%	11.5%
All Disabilities	8.7%	11.8%	13.1%	12.0%	11.8%	16.0%
Cognitive Disability	10.3%	12.7%	13.4%	12.1%	12.4%	15.9%
Cognitive Disability & receives SSI	6.6%	7.9%	6.2%	5.0%	5.3%	5.9%

*Due to changes implemented in the American Community Survey in 2008, data for people with disabilities for 2007 and earlier years should not be compared with data beginning in 2008. See Methodology section for clarification.

TABLE 6. EMPLOYMENT OUTCOMES FOR PEOPLE AGES 16-30 WHO WERE WORKING

	2000	2002	2004	2006	2008*	2010*
Average annual earnings from work 16-21						
No Disability	\$7,325	\$7,568	\$7,567	\$7,813	\$7,949	\$7,218
All Disabilities	\$6,220	\$6,202	\$6,668	\$6,211	\$6,761	\$6,020
Cognitive Disability	\$4,676	\$5,054	\$5,964	\$5,269	\$5,788	\$5,336
Cognitive Disability & receives SSI	\$4,542	\$2,981	\$2,615	\$2,810	\$3,571	\$3,644
Average annual earnings from work 22-30						
No Disability	\$23,977	\$25,034	\$25,088	\$26,208	\$28,195	\$26,813
All Disabilities	\$17,500	\$18,374	\$16,772	\$17,192	\$18,734	\$17,527
Cognitive Disability	\$13,664	\$15,212	\$14,554	\$14,601	\$15,493	\$15,070
Cognitive Disability & receives SSI	\$9,316	\$7,722	\$6,863	\$6,774	\$7,678	\$6,989
Average hours worked/week 16-21						
No Disability	29.3	28.1	28.0	27.9	26.8	25.5
All Disabilities	28.6	27.0	27.1	26.7	26.3	24.4
Cognitive Disability	26.3	25.5	25.4	25.1	25.1	23.5
Cognitive Disability & receives SSI	23.0	22.9	22.3	21.1	19.3	18.2
Average hours worked/week 22-30						
No Disability	40.1	39.6	39.2	39.3	38.8	37.6
All Disabilities	38.3	37.4	36.0	36.5	35.0	33.6
Cognitive Disability	34.8	34.7	34.1	34.0	32.7	31.6
Cognitive Disability & receives SSI	28.0	26.5	22.3	23.0	22.3	20.6

*Due to changes implemented in the American Community Survey in 2008, data for people with disabilities for 2007 and earlier years should not be compared with data beginning in 2008. See Methodology section for clarification.

RSA 911

TABLE 7. VOCATIONAL REHABILITATION (VR) CASE CLOSURES AND EMPLOYMENT OUTCOMES FOR INDIVIDUALS AGES 16-30

	2002	2004	2006	2008	2010
Total closures 16-21					
All Disabilities	146,718	153,191	153,587	159,901	163,791
Closures with ID (number)	27,985	26,974	27,463	26,408	24,437
Closures with ID (percent)	19.1%	17.6%	17.9%	16.5%	14.9%
Total closures 22-30					
All Disabilities	107,120	107,418	99,584	98,294	101,768
Closures with ID (number)	12,002	11,373	11,374	11,160	10,520
Closures with ID (percent)	11.2%	10.6%	11.4%	11.4%	10.3%
Number referred by educational institutions (elementary/secondary/postsecondary) 16-21					
All Disabilities	87,043	93,722	95,943	103,015	105,401
Closures with ID	19,561	19,004	19,423	18,718	16,959
Number referred by educational institutions (elementary/secondary/postsecondary) 22-30					
All Disabilities	6,065	6,034	4,919	4,922	4,908
Closures with ID	701	604	575	644	564
Closures into an employment setting (16-21)					
All Disabilities	50,351	50,187	51,246	50,970	43,736
Closures with ID	11,244	10,174	10,089	9,387	7,001
Closures into an employment setting (22-30)					
All Disabilities	34,452	32,568	30,996	30,151	26,327
Closures with ID	5,293	4,685	4,759	4,609	3,558
Closures with an IPE but no employment outcome (16-21)					
All Disabilities	36,351	42,323	38,426	41,503	47,244
Closures with ID	9,149	8,939	8,826	8,239	8,595
Closures with an IPE but no employment outcome (22-30)					
All Disabilities	24,298	28,076	23,441	23,464	25,474
Closures with ID	3,484	3,496	3,264	3,233	3,224
Closures with supported employment as a goal (16-21)					
All Disabilities	9,546	11,175	12,121	12,275	11,987
Closures with ID	5,793	5,978	6,338	6,124	5,331
Closures with supported employment as a goal (22-30)					
All Disabilities	8,069	8,818	8,942	9,000	8,186
Closures with ID	4,437	4,408	4,456	4,594	3,801
Rehabilitation rate (16-21) *					
All Disabilities	58.1%	54.3%	57.1%	55.1%	48.1%
Closures with ID	55.1%	53.2%	53.3%	53.3%	44.9%
Rehabilitation rate (22-30)*					
All Disabilities	58.6%	53.7%	56.9%	56.2%	50.8%
Closures with ID	60.3%	57.3%	59.3%	58.8%	52.5%
Percentage of all closures into employment (16-21)					
All Disabilities	34.3%	32.8%	33.4%	31.9%	26.7%
Closures with ID	40.2%	37.7%	36.7%	35.5%	28.6%
Percentage of all closures into employment (22-30)					
All Disabilities	32.2%	30.3%	31.1%	30.7%	25.9%
Closures with ID	44.1%	41.2%	41.8%	41.3%	33.8%

*Rehabilitation Rate = (# closures in employment) / (# closures in employment + # closures with an IPE not in employment)

TABLE 8. VR EMPLOYMENT OUTCOMES FOR INDIVIDUALS AGES 16-30 WITH CLOSURES INTO EMPLOYMENT

	2002	2004	2006	2008	2010
Mean weekly earnings at closure 16-21					
All Disabilities	\$248	\$278	\$295	\$311	\$298
Closures with ID	\$170	\$180	\$188	\$200	\$200
Mean weekly earnings at closure 22-30					
All Disabilities	\$268	\$303	\$318	\$334	\$330
Closures with ID	\$154	\$163	\$173	\$176	\$186
Mean weekly hours worked at closure 16-21					
All Disabilities	29.63	32.33	32.25	31.69	29.83
Closures with ID	25.64	26.88	26.76	26.06	24.36
Mean weekly hours worked at closure 22-30					
All Disabilities	29.39	32.36	32.25	31.69	30.67
Closures with ID	23.31	24.63	24.78	23.36	22.93

TABLE 9. INCOME SOURCES, VR CASE CLOSURES AGES 16-30

	2002	2004	2006	2008	2010
Primary source of support at intake (16-21)					
Personal income					
All Disabilities	8.2%	6.7%	5.9%	5.6%	4.7%
Closures with ID	4.1%	3.0%	3.0%	3.0%	2.6%
Family/friends					
All Disabilities	72.6%	74.8%	75.7%	76.5%	77.0%
Closures with ID	67.9%	68.5%	69.2%	68.8%	69.1%
Public support					
All Disabilities	14.2%	13.6%	14.2%	13.8%	13.4%
Closures with ID	25.8%	25.8%	25.5%	26.0%	25.6%
Primary source of support at intake (22-30)					
Personal income					
All Disabilities	17.8%	16.2%	15.7%	15.3%	13.6%
Closures with ID	8.4%	7.0%	6.7%	6.4%	5.0%
Family/friends					
All Disabilities	38.8%	42.2%	41.1%	42.0%	44.8%
Closures with ID	29.0%	30.9%	29.9%	29.9%	33.3%
Public support					
All Disabilities	33.4%	31.3%	33.9%	33.8%	32.0%
Closures with ID	59.2%	57.7%	59.9%	60.1%	57.5%
Primary source of support at closure (16-21)					
Personal income					
All Disabilities	34.9%	33.3%	33.5%	32.3%	28.4%
Closures with ID	30.1%	28.2%	27.1%	26.4%	23.2%
Family/friends					
All Disabilities	37.5%	38.9%	37.4%	38.6%	40.7%
Closures with ID	33.4%	35.9%	36.7%	35.8%	39.2%
Public support					
All Disabilities	11.8%	12.0%	12.4%	12.3%	12.1%
Closures with ID	24.2%	25.3%	25.6%	25.8%	26.3%
Primary source of support at closure (22-30)					
Personal income					
All Disabilities	35.7%	33.6%	34.5%	34.3%	30.8%
Closures with ID	29.3%	26.2%	27.2%	25.9%	23.2%
Family/friends					
All Disabilities	22.7%	24.5%	22.3%	23.1%	26.2%
Closures with ID	15.0%	18.2%	15.9%	16.3%	19.6%
Public support					
All Disabilities	22.6%	21.9%	23.2%	23.7%	23.2%
Closures with ID	45.8%	45.9%	46.3%	47.8%	46.5%

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TABLE 10. EMPLOYMENT PARTICIPATION FOR PEOPLE AGES 18-30 RECEIVING I/DD SERVICES (NCI STATES*)

	2009	2010	2011
Total number in dataset (18-21)	615	577	405
Total number in dataset (22-30)	2,232	2,189	1,818
Total percent in integrated employment (18-21)	11%	10%	6%
Total percent in integrated employment (22-30)	22%	21%	17%
Percent in individual integrated employment (18-21) (competitive + individually-supported)	6%**	6%**	2%**
Percent in individual integrated employment (22-30) (competitive + individually-supported)	11%**	13%**	12%**
Percent in group integrated employment (18-21)	2%**	2%**	2%**
Percent in group integrated employment (22-30)	4%**	3%**	3%**
Percent in facility based employment (18-21)	10%	12%	7%
Percent in facility based employment (22-30)	27%	20%	21%
Percent with employment as a goal in service plan (18-21)	29%	31%	25%
Percent with employment as a goal in service plan (22-30)	32%	32%	30%

* Participating states are different year to year.

** Because of missing data on which kind of integrated employment people were in, the percent in individual integrated employment and percent in group integrated employment do not add up to the total percent in integrated employment.

TABLE 11. EMPLOYMENT OUTCOMES FOR PEOPLE AGES 18-30 WHO WERE EMPLOYED (NCI STATES*)

	2009	2010	2011
Average hours (in 2 weeks)			
Individual integrated employment (18-21)	21.7	27.5	17.7
Individual integrated employment (22-30)	27.6	28.7	22.8
Group integrated employment (18-21)	32.3	34.6	36.7
Group integrated employment (22-30)	37.0	35.0	34.9
Facility based employment (18-21)	32.0	28.7	31.0
Facility based employment (22-30)	35.6	32.1	34.3
Average wages (in 2 weeks)			
Individual integrated employment (18-21)	\$133.95	\$253.44	\$92.30
Individual integrated employment (22-30)	\$195.77	\$238.96	\$187.13
Group integrated employment (18-21)	\$112.81	\$140.98	\$186.65
Group integrated employment (22-30)	\$164.90	\$193.02	\$197.02
Facility based employment (18-21)	\$70.04	\$35.41	\$58.84
Facility based employment (22-30)	\$52.20	\$60.88	\$58.34
Average years on the job			
Individual integrated employment (18-21)	1.4	1.2	1.2
Individual integrated employment (22-30)	2.8	2.9	3.0
Group integrated employment (18-21)	1.7	0.8	0.9
Group integrated employment (22-30)	3.3	3.1	3.2

* Participating states are different year to year.