

3. Employment

Many adults consider employment a central component of their lives, providing not only economic benefits, but also a social network and a sense of worth as a productive member of society (Levinson and Palmer 2005; Rogan, Grossi, and Gajewski 2002). Indeed, employment has been linked to a range of positive outcomes, including financial independence and enhanced self-esteem (Fabian 1992; Lehman et al. 2002; Polak and Warner 1996). Given the importance of post-high school employment, preparation for employment is a primary focus of many transition services for secondary-school-age youth with disabilities, and achieving employment is the primary transition goal of the majority of secondary students with disabilities served under IDEA (Cameto, Levine, and Wagner 2004).

Although some young adults go on to postsecondary education or training and do not work, and others both work and go to school, for some young adults with disabilities and young adults in the general population, the early years of adult life are a time to begin to engage in employment as a means of support. This chapter examines the employment status and experiences of young adults with disabilities who had been out of high school up to 8 years, including

- employment status;
- number and duration of jobs;
- types of jobs;
- hours worked per week;
- wages and benefits;
- job accommodations;
- perceptions of working conditions;
- job leaving; and
- job search activities.

Findings are reported for young adults with disabilities as a whole and for those who differed in their primary disability classification while in secondary school and by years since leaving high school, highest level of educational attainment, and selected demographic characteristics.

Employment Status

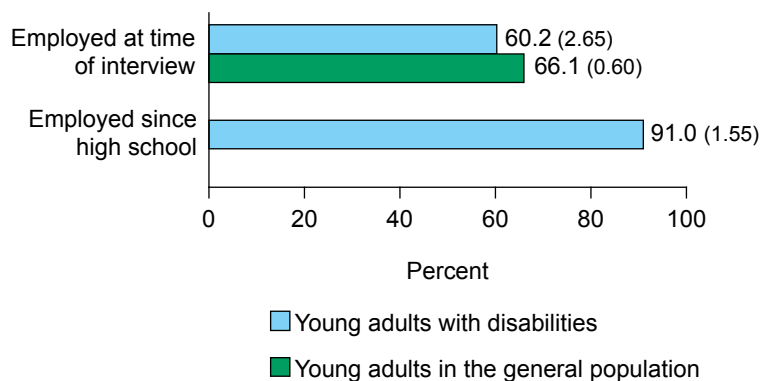
At the time of the 2009 Wave 5 interview, 60 percent of young adults with disabilities who had been out of high school for up to 8 years were employed for pay outside the home (figure 19),⁵⁵ compared with 66 percent of similarly aged young adults (21 to 25 years old) in the general population,⁵⁶ not a significant difference. About 91 percent of young adults with

⁵⁵ Respondents were asked, “Do you (does YOUTH) have a paid job now, other than work around the house?”

⁵⁶ Source for general population data: U.S. Census Bureau, Current Population Survey (CPS), May 2009. Data are for 21- to 25-year-olds.

disabilities had been employed at some point since leaving high school,⁵⁷ and 31 percent had been employed after leaving high school but were unemployed at the time of the interview.

Figure 19. Paid employment outside the home of young adults with disabilities and young adults in the general population



NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 4,720 to 4,760 young adults with disabilities. General population comparison data not available for employed since high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Waves 2, 3, 4, and 5 parent interview and youth interview/survey, 2003, 2005, 2007, and 2009; U.S. Census Bureau, Current Population Survey (CPS), May 2009. Data are for 21- to 25-year-olds.

Disability Differences in Employment Status

The early post-high school employment experiences of young adults with disabilities varied with their primary disability classification. The percentages of young adults who were employed at the time of the interview ranged from 30 percent to 67 percent (table 19). Young adults with other health impairments, speech/language impairments, or learning disabilities were more likely to be employed at the time of the interview (64 percent to 67 percent) than young adults with deaf-blindness, orthopedic impairments, autism, multiple disabilities, mental retardation, or visual impairments (30 percent to 44 percent; $p < .001$ for all comparisons except $p < .01$ for young adults with speech/language or other health impairments compared with those with visual impairments). In addition, young adults with learning disabilities were more likely to be employed at the time of the interview than those with emotional disturbances (67 percent vs. 50 percent, $p < .01$), and young adults with hearing impairments were more likely to be employed at the time of the interview (57 percent) than young adults with deaf-blindness, orthopedic impairments, autism, or mental retardation (30 percent to 39 percent, $p < .01$ for all comparisons except $p < .001$ for comparison with young adults with orthopedic impairments).

⁵⁷ Respondents were asked, “Did you (YOUTH) do any work for pay, other than work around the house, at any time since high school?” Respondents who in any wave had reported working for pay other than work around the house since high school were considered to have been employed since high school.

Table 19. Paid employment outside the home of young adults, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
Percentage reported to have been:												
Employed at time of interview	67.3 (3.93)	63.9 (3.73)	38.8 (3.90)	49.6 (4.58)	57.2 (4.89)	43.8 (5.54)	35.0 (4.39)	64.4 (4.09)	37.2 (4.59)	51.6 (7.59)	39.2 (5.33)	30.1 (6.69)
Employed since high school	94.9 (1.83)	94.0 (1.84)	76.2 (3.40)	91.2 (2.58)	91.5 (2.74)	78.0 (4.59)	67.7 (4.29)	95.5 (1.77)	63.2 (4.57)	81.4 (5.93)	62.5 (5.24)	70.4 (6.58)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 4,720 to 4,760 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Waves 2, 3, 4, and 5 parent interview and youth interview/survey, 2003, 2005, 2007, and 2009.

The percentage of young adults who had been employed at some time since leaving high school ranged from 63 percent of those with autism or multiple disabilities to about 96 percent of young adults with other health impairments. Young adults with speech/language impairments, learning disabilities, or other health impairments (94 percent to 96 percent) were all more likely to have had a job at some time since high school than young adults with multiple disabilities, autism, orthopedic impairments, deaf-blindness, mental retardation, or visual impairments (63 percent to 78 percent, $p < .001$ for all comparisons except $p < .01$ comparing young adults with speech/language impairments and those with visual impairments). In addition, young adults with emotional disturbances or hearing impairments (91 and 92 percent, respectively) were more likely than those with multiple disabilities, autism, orthopedic impairments, deaf-blindness, or mental retardation (63 percent to 76 percent) to have been employed since high school ($p < .001$ for all comparisons except $p < .01$ for comparisons with young adults with deaf-blindness).

Differences in Employment Status by Years Since Leaving High School

Young adults with disabilities who had been out of high school for different amounts of time did not have significantly different rates of employment at the time of the interview or since high school (table 20). Employment at the time of the interview ranged from 50 percent for young adults with disabilities who had been out of high school for less than 3 years to 65 percent for those who had been out of high school for between 3 and 5 years, and employment since high school ranged from 80 percent to 93 percent for young adults with disabilities who had been out of high school for different lengths of time.

Table 20. Paid employment outside the home of young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
	Percent		
Percentage reported to have been:			
Employed at time of interview	49.5 (6.23)	65.3 (4.54)	59.1 (3.70)
Employed since high school	79.9 (4.99)	92.2 (2.55)	92.7 (1.95)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 4,720 to 4,760 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Waves 2, 3, 4, and 5 parent interview and youth interview/survey, 2003, 2005, 2007, and 2009.

Differences in Employment Status by Highest Level of Educational Attainment

For young adults with disabilities with different levels of educational attainment, employment at the time of the interview ranged from 38 percent to 83 percent, and employment since high school ranged from 78 percent to 99 percent (table 21). At the time of the interview, young adults who had received a postsecondary education degree or certificate were more likely to be employed (83 percent) than young adults whose highest level of educational attainment was some postsecondary education (58 percent), high school completion (54 percent), or less than a high school education (38 percent, $p < .001$ for all comparisons). Young adults with disabilities who had completed a postsecondary program also were more likely to have been employed since high school (99 percent) than those who had not finished high school (78 percent) or those who had completed high school (89 percent, $p < .001$ for both comparisons).

Table 21. Paid employment outside the home of young adults with disabilities, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
	Percent			
Percentage reported to have been:				
Employed at time of interview	38.1 (7.41)	53.9 (4.16)	57.7 (5.04)	83.2 (4.68)
Employed since high school	78.2 (6.28)	88.7 (2.64)	92.4 (2.69)	98.7 (1.41)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 4,720 to 4,760 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Waves 2, 3, 4, and 5 parent interview and youth interview/survey, 2003, 2005, 2007, and 2009.

Demographic Differences in Employment Status

Table 22 shows the percentages of young adults with disabilities employed at the time of the interview and since leaving high school by parents' household income and young adults' race/ethnicity and gender. No significant differences in employment status at the time of the interview or employment since high school were noted for young adults with disabilities who differed in their racial/ethnic background (ranging from 48 percent to 65 percent) or gender (65 percent for males and 52 percent for females); however, differences related to parents' household income were significant. Young adults with disabilities from households earning more than \$50,000 and those from households earning \$25,001 to \$50,000 were more likely than those from households earning \$25,000 or less to have been employed at the time of the interview (71 percent and 65 percent vs. 44 percent, $p < .001$ for comparison between household earnings of more than \$50,000 and less than \$25,000 and $p < .01$ for comparison between household earnings of \$25,001 to \$50,000 and less than \$25,000).

Table 22. Paid employment outside the home of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percent								
Percentage reported to have been:								
Employed at time of interview	44.4 (4.67)	65.2 (5.30)	70.7 (3.76)	64.5 (3.10)	48.0 (6.03)	53.6 (8.46)	64.9 (3.19)	52.1 (4.62)
Employed since high school	85.2 (3.32)	93.6 (2.71)	94.5 (1.87)	93.6 (1.58)	86.4 (4.14)	85.1 (6.00)	91.6 (1.85)	90.1 (2.74)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 4,720 to 4,760 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Waves 2, 3, 4, and 5 parent interview and youth interview/survey, 2003, 2005, 2007, and 2009.

Job Characteristics

To gain a more complete understanding of the characteristics of young adults with disabilities' post-high school employment, analyses in this section focus on those who were employed at the time of the interview or had been employed after leaving high school.⁵⁸

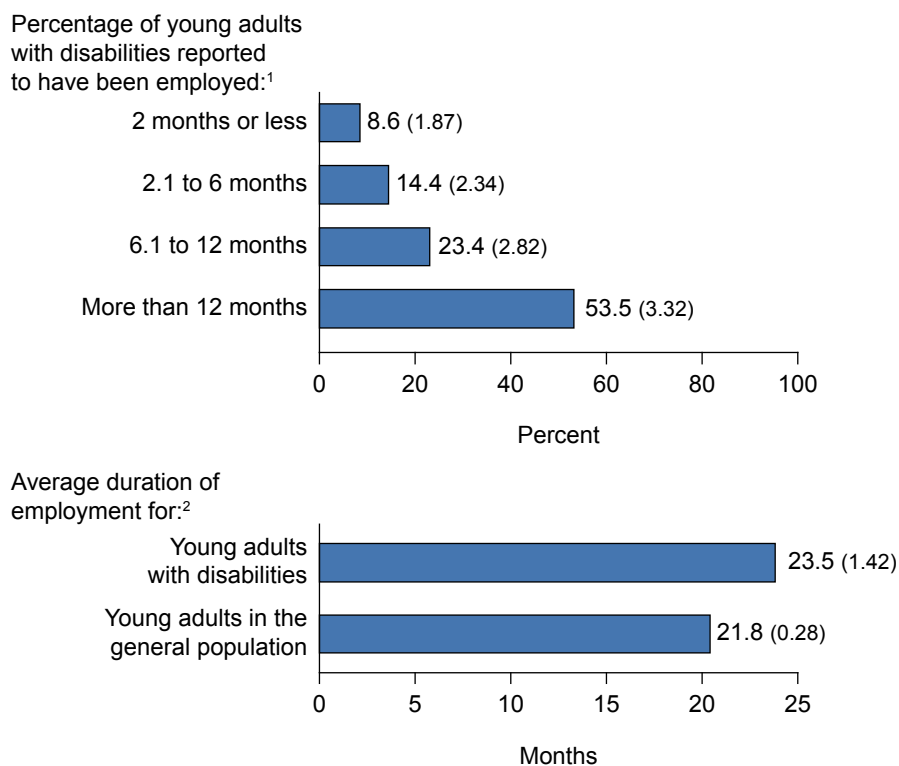
Number and Duration of Jobs

On average, young adults with disabilities who had been employed had held about four jobs since leaving high school. The majority of young adults with disabilities (54 percent) had held their current or most recent job for 12 months or more. On average, their current or most recent job had lasted 24 months⁵⁹ (figure 20), which did not differ significantly from the average job duration of young adults in the general population (22 months).

⁵⁸ For respondents who were employed at the time of the interview, questions were asked about the current job; for those who were not currently employed, questions were asked about the respondent's most recent job. For reporting purposes, employment items were combined to reflect either the young adult's current (at the time of the interview) or most recent job.

⁵⁹ Respondents were asked, "How long have you (has YOUTH) had this job?"

Figure 20. Duration of jobs of young adults with disabilities and young adults in the general population who had been employed since high school



¹ For young adults with disabilities who had held at least one job since high school.

² For current or most recent job for young adults with disabilities.

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009; U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth 1997 (NLSY97), round 9 youth questionnaire, 2005. Data are for 21- to 25-year-olds.

Disability Differences in Number and Duration of Jobs

The average number of jobs young adults in different disability categories had held since high school (among those who had held at least one job) ranged from 2.2 to 4.6 jobs (table 23). Young adults with emotional disturbances, other health impairments, or learning disabilities had held more jobs on average (4.6, 4.5, and 4.2 jobs, respectively) than young adults with mental retardation, orthopedic impairments, or multiple disabilities (2.9, 2.8, and 2.2 jobs, $p < .001$ for all comparisons with young adults with multiple disabilities and comparisons between young adults with other health impairments and those with mental retardation or orthopedic impairments and $p < .01$ for all other comparisons). Young adults with other health impairments also had held more jobs (an average of 4.5 jobs) than young adults with hearing impairments (3.3 jobs, $p < .01$), and young adults with speech/language impairments had held more jobs than those with multiple disabilities on average (3.8 jobs vs. 2.2 jobs, $p < .001$). Average job duration ranged from 19 months to 30 months, with no significant differences by young adults in different disability categories.

Table 23. Number of jobs and duration of employment of young adults with disabilities, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
Average number of jobs held since high school ¹	4.2 (0.31)	3.8 (0.27)	2.9 (0.27)	4.6 (0.54)	3.3 (0.30)	4.1 (0.74)	2.8 (0.31)	4.5 (0.35)	3.1 (0.66)	3.5 (0.47)	2.2 (0.32)	3.9 (1.62)
Average duration of job (months) ²	24.3 (2.09)	19.7 (1.77)	25.9 (2.37)	18.8 (2.08)	22.4 (2.59)	20.5 (2.86)	20.8 (2.86)	21.6 (2.29)	24.7 (3.08)	20.4 (4.06)	30.4 (4.70)	19.1 (3.74)

¹ For young adults who had held at least one job since high school.

² For current or most recent job for young adults with disabilities.

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,720 to 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Number and Duration of Jobs by Years Since Leaving High School

The number and duration of jobs did not differ significantly between young adults who had been out of high school for different lengths of time (table 24). The average number of jobs held, among those who had held at least one job since high school, ranged from about 3 jobs for young adults who had been out of high school less than 3 years to about 5 jobs for those who had been out of high school for 5 or more years. The duration of their current or most recent job ranged from 20 months for those out of high school for less than 3 years to almost 27 months for those out of high school for 5 or more years.

Table 24. Number of jobs and duration of employment of young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
Average number of jobs held since high school ¹	3.1 (0.52)	3.9 (0.41)	4.5 (0.31)
Average duration of job (months) ²	20.2 (3.30)	20.2 (2.08)	26.6 (2.14)

¹ For young adults with disabilities who had held at least one job since high school.

² For current or most recent job for young adults with disabilities.

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,720 to 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Number and Duration of Jobs by Highest Level of Educational Attainment

The average number and duration of jobs of young adults with disabilities who had achieved different levels of educational attainment did not differ significantly (table 25). Among those who had held a job since high school, the average number of months they had held their current or most recent job ranged from 19 months for those whose highest level of education was less than a high school degree to 25 months for those who had completed a postsecondary education program. The average number of jobs they had held ranged from about 3 jobs for young adults whose highest level of education was high school completion to about 6 jobs for those who had not completed high school.

Table 25. Number of jobs and duration of employment of young adults with disabilities, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
Average number of jobs held since high school ¹	5.7 (0.93)	3.3 (0.27)	4.2 (0.43)	4.7 (0.54)
Average duration of job (months) ²	18.5 (4.15)	24.1 (2.21)	22.3 (2.80)	25.1 (2.85)

¹ For young adults who had held at least one job since high school.

² For current or most recent job for young adults with disabilities.

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,720 to 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Demographic Differences in Number and Duration of Jobs

Table 26 shows the number and duration of jobs held since leaving high school by young adults with disabilities by parents' household income and young adults' race/ethnicity and gender. No significant differences in the number of jobs held or the duration of the current or most recent job were noted. The number of jobs held ranged from 3.7 to 4.4. The length of time young adults had held their jobs ranged from 21 months to 25 months by household income categories, 17 months to 26 months by race/ethnicity, and 21 months to 24 months by gender.

Table 26. Number of jobs and duration of employment of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Average number of jobs held since high school ¹	4.1 (0.36)	3.9 (0.49)	4.1 (0.35)	4.1 (0.29)	3.7 (0.31)	4.4 (0.78)	4.3 (0.31)	3.7 (0.27)
Average duration of job (months) ²	20.8 (2.79)	25.3 (2.92)	24.1 (1.95)	24.0 (1.66)	25.7 (3.97)	17.3 (3.57)	24.8 (1.78)	21.0 (2.30)

¹ For young adults who had held at least one job since high school.

² For current or most recent job for young adults with disabilities.

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,720 to 2,740 young adults with disabilities.

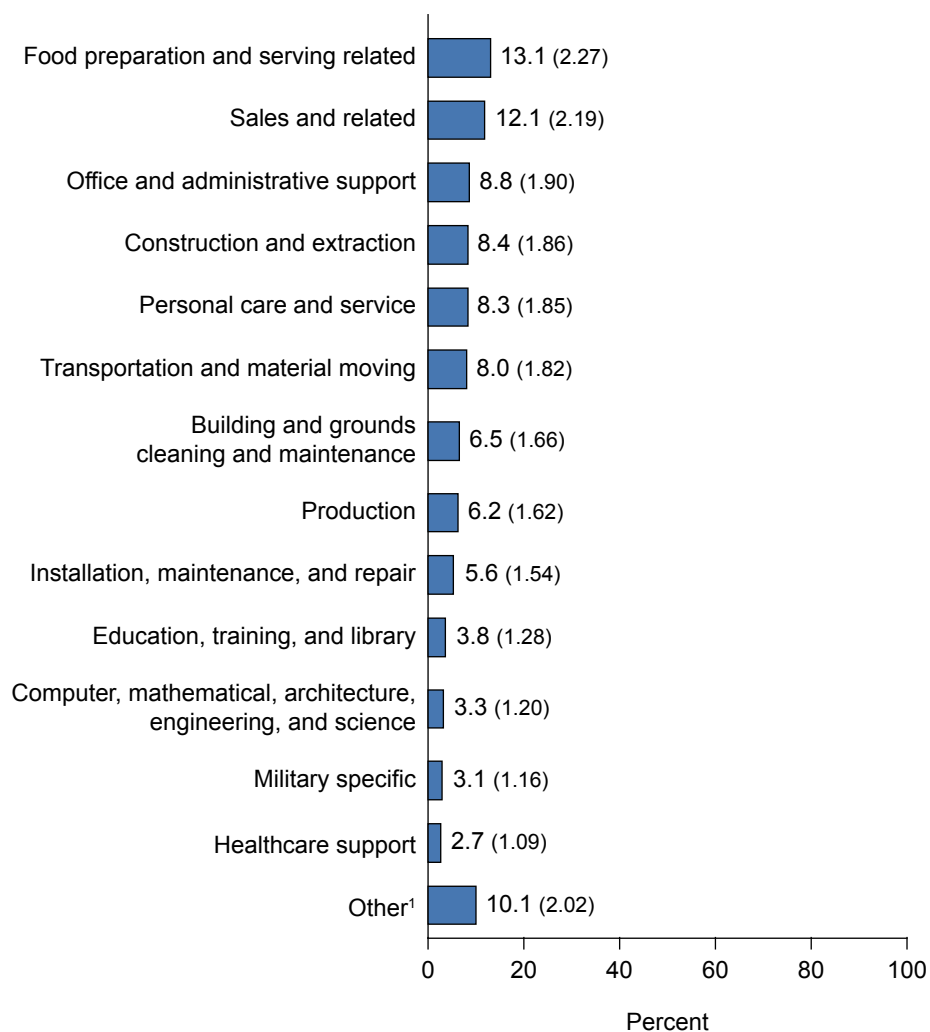
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Types of Jobs

Young adults with disabilities held a variety of types of jobs⁶⁰ (figure 21). Thirteen percent worked in food preparation and serving-related occupations; 12 percent worked in sales and related occupations; 9 percent worked in office and administrative support occupations; and construction and extraction, personal care and service, and transportation and material moving occupational categories each included 8 percent of young adults with disabilities. Young adults with disabilities were significantly more likely to work in food preparation and serving-related occupations and sales and related occupations (13 percent and 12 percent, respectively) than in education, training, and library occupations (4 percent); computer, mathematical, architecture, engineering, and science occupations (3 percent); military-specific occupations (3 percent); or healthcare support occupations (3 percent, $p < .001$ for all comparisons). In addition, more young adults with disabilities reported working in food preparation and serving-related occupations than installation, maintenance, and repair occupations (13 percent vs. 6 percent, $p < .01$). Young adults with disabilities were also more likely to work in office and administrative support occupations (9 percent), construction and extraction occupations (8 percent), or personal care and service occupations (8 percent) than healthcare support occupations (3 percent). About 10 percent of young adults with disabilities held jobs in the “other” category, which includes a large number of job categories held by small numbers of young adults with disabilities.

⁶⁰ Respondents were asked, “What is your (YOUTH’s) job title? Briefly tell me about your (YOUTH’s) main job duties at that job.”

Figure 21. Type of employment of young adults with disabilities



¹Job categories held by fewer than 2.7 percent of youth with disabilities were combined into the “other” category. A large number of job categories had small numbers of respondents and were collapsed into this category.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,660 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Disability Differences in Types of Jobs

The likelihood of young adults with disabilities holding a particular type of job did not differ significantly across disability categories for most types of jobs investigated. However, differences did exist for young adults with disabilities employed in food preparation and serving-related occupations, production occupations, and occupations included in the “other” category (table 27).

3. Employment

Table 27. Type of employment of young adults, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
Percentage whose current or most recent job was:												
Food preparation and serving related	10.8 (3.06)	10.5 (2.86)	25.1 (4.95)	18.2 (4.32)	16.3 (4.90)	14.7 (5.11)	11.1 (4.38)	13.0 (3.45)	12.8 (4.85)	6.5 (4.95)	9.5 (5.11)	0.0 (0.00)
Sales and related occupations	13.6 (3.37)	12.3 (3.07)	5.3 (2.56)	9.0 (3.20)	16.0 (4.86)	8.9 (4.11)	19.7 (5.55)	10.8 (3.18)	7.5 (3.82)	12.6 (6.66)	5.5 (3.97)	7.3 (5.76)
Office and administrative support	7.4 (2.58)	10.3 (2.84)	11.2 (3.60)	7.7 (2.98)	12.8 (4.43)	23.2 (6.09)	20.9 (5.67)	17.7 (3.91)	19.1 (5.70)	8.0 (5.45)	12.8 (5.82)	20.9 (9.00)
Construction and extraction	9.4 (2.87)	4.3 (1.89)	2.1 (1.64)	11.3 (3.54)	6.6 (3.29)	2.7 (2.34)	1.9 (1.90)	7.4 (2.68)	0.0 (0.00)	4.7 (4.25)	1.5 (2.12)	0.0 (0.00)
Personal care and service	9.6 (2.90)	8.2 (2.56)	2.8 (1.88)	7.9 (3.02)	4.9 (2.86)	6.5 (3.56)	7.3 (3.63)	4.8 (2.19)	2.4 (2.22)	1.4 (2.36)	6.4 (4.26)	9.7 (6.55)
Transportation and material moving	8.4 (2.73)	8.5 (2.60)	9.4 (3.33)	4.3 (2.27)	4.6 (2.78)	4.1 (2.86)	2.4 (2.13)	9.5 (3.01)	14.6 (5.08)	13.1 (6.73)	7.4 (4.56)	8.9 (5.31)
Building and grounds cleaning and maintenance	4.9 (2.12)	3.7 (1.76)	14.3 (3.99)	9.3 (3.25)	3.5 (2.43)	5.8 (3.37)	4.3 (2.83)	7.3 (2.67)	10.8 (4.50)	14.2 (7.01)	23.7 (7.40)	0.0 (0.00)
Production	4.3 (2.00)	4.7 (1.98)	19.0 (4.47)	7.1 (2.87)	6.1 (3.17)	6.2 (3.48)	7.8 (3.74)	3.4 (1.86)	11.5 (4.63)	5.4 (4.54)	23.8 (7.42)	25.8 (9.69)
Installation, maintenance, and repair	6.0 (2.34)	6.3 (2.27)	1.1 (1.19)	7.6 (2.97)	3.4 (2.40)	0.7 (1.20)	0.8 (1.24)	6.5 (2.53)	4.3 (2.94)	2.5 (3.14)	0.8 (1.55)	4.0 (4.34)
Education, training, and library	4.2 (1.97)	5.5 (2.13)	2.5 (1.78)	3.2 (1.97)	5.0 (2.89)	5.3 (3.23)	4.2 (2.80)	1.5 (1.25)	1.9 (1.98)	8.5 (5.60)	1.4 (2.05)	6.4 (5.42)
Computer, mathematical, architecture, engineering, and science	4.5 (2.04)	2.3 (1.40)	#	0.5 (0.79)	5.8 (3.10)	3.0 (2.46)	3.0 (2.38)	1.0 (1.02)	3.8 (2.77)	1.8 (2.67)	#	2.4 (3.39)
Military specific	3.5 (1.81)	1.3 (1.06)	0.0 (0.00)	4.1 (2.22)	0.0 (0.00)	0.0 (0.00)	5.1 (3.07)	3.5 (1.88)	4.5 (3.01)	13.4 (6.84)	0.3 (0.95)	‡
Healthcare support	2.7 (1.60)	6.2 (2.25)	1.3 (1.29)	2.2 (1.64)	3.6 (2.47)	1.9 (1.97)	0.7 (1.16)	3.1 (1.78)	0.0 (0.00)	5.1 (4.42)	0.1 (0.55)	0.0 (0.00)
Other ¹	10.7 (3.04)	16.0 (3.42)	5.9 (2.69)	7.4 (2.93)	11.4 (4.21)	17.1 (5.43)	10.9 (4.35)	10.6 (3.16)	6.4 (3.55)	2.6 (3.20)	6.8 (4.38)	14.5 (7.80)

Rounds to zero.

‡ Fewer than three respondents in the cell.

¹Job categories held by fewer than 2.7 percent of all youth with disabilities were combined into the "other" category. A large number of job categories had small numbers of respondents and were collapsed into this category.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,660 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

The percentage of young adults with different disabilities who were employed in food preparation and serving-related jobs ranged from none to 25 percent, with young adults with mental retardation being more likely to be employed in these types of occupations than those with traumatic brain injuries (7 percent) or deaf-blindness (zero, $p < .01$ for comparison with young adults with traumatic brain injuries and $p < .001$ for comparison with young adults with deaf-blindness). Young adults with traumatic brain injury were more likely to hold production jobs than those with other health impairments (24 percent vs. 3 percent, $p < .01$). Young adults with visual or speech/language impairments were more likely than those with traumatic brain injuries to have a job in the “other” category (17 percent and 16 percent vs. 3 percent, $p < .01$ for both comparisons).

Differences in Types of Jobs by Years Since Leaving High School

The types of jobs held by young adults with disabilities did not differ significantly by length of time out of high school (table 28). For example, the percentage of young adults employed in food preparation and serving occupations ranged from 11 percent to 22 percent for young adults out of high school for 3 to 5 years and less than 3 years, respectively, not a significant difference.

Differences in Types of Jobs by Highest Level of Educational Attainment

There were no significant differences in the types of jobs held by young adults with disabilities who differed in their highest level of educational attainment (table 29). For example, the percentage of young adults whose current or most recent job was in sales and related occupations ranged from 9 percent of those with a postsecondary diploma or certificate to 16 percent of those with some postsecondary education.

Table 28. Type of employment of young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
	Percent		
Percentage whose current or most recent job was:			
Food preparation and serving related	21.8 (6.92)	10.6 (3.57)	12.8 (3.11)
Sales and related occupations	13.9 (5.80)	11.4 (3.69)	12.2 (3.05)
Office and administrative support	12.5 (5.54)	11.0 (3.63)	6.3 (2.26)
Construction and extraction	8.3 (4.62)	6.1 (2.78)	10.1 (2.80)
Personal care and service	10.4 (5.11)	12.5 (3.84)	4.7 (1.97)
Transportation and material moving	4.1 (3.32)	9.3 (3.37)	7.9 (2.51)
Building and grounds cleaning and maintenance	5.2 (3.72)	7.7 (3.10)	5.9 (2.19)
Production	12.4 (5.52)	4.6 (2.43)	6.0 (2.21)
Installation, maintenance, and repair	3.1 (2.90)	4.2 (2.33)	7.3 (2.42)
Education, training, and library	0.6 (1.29)	2.7 (1.88)	5.4 (2.10)
Computer, mathematical, architecture, engineering, and science	0.5 (1.18)	2.5 (1.81)	4.6 (1.95)
Military specific	0.7 (1.40)	2.9 (1.95)	3.9 (1.80)
Healthcare support	1.9 (2.29)	2.7 (1.88)	2.9 (1.56)
Other ¹	4.7 (3.55)	11.8 (3.75)	10.1 (2.80)

¹Job categories held by fewer than 2.7 percent of all youth with disabilities were combined into the "other" category. A large number of job categories had small numbers of respondents and consequently were collapsed into this category.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,660 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Table 29. Type of employment of young adults with disabilities, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
	Percent			
Percentage whose current or most recent job was:				
Food preparation and serving related	10.4 (6.78)	13.5 (3.64)	12.4 (4.09)	13.9 (4.80)
Sales and related occupations	13.6 (7.61)	10.5 (3.27)	15.7 (4.52)	9.4 (4.05)
Office and administrative support	7.8 (5.95)	8.8 (3.02)	8.7 (3.50)	9.1 (3.99)
Construction and extraction	10.9 (6.92)	11.4 (3.39)	9.7 (3.67)	2.3 (2.08)
Personal care and service	4.5 (4.60)	5.9 (2.51)	15.9 (4.54)	3.8 (2.66)
Transportation and material moving	13.7 (7.64)	10.3 (3.24)	7.6 (3.29)	4.0 (2.72)
Building and grounds cleaning and maintenance	23.2 (9.37)	6.5 (2.63)	7.1 (3.19)	2.1 (1.99)
Production	1.7 (2.87)	10.9 (3.32)	5.8 (2.90)	1.5 (1.69)
Installation, maintenance, and repair	7.6 (5.88)	7.5 (2.81)	2.2 (1.82)	6.7 (3.47)
Education, training, and library	1.5 (2.70)	0.6 (0.82)	1.4 (1.46)	11.4 (4.41)
Computer, mathematical, architecture, engineering, and science	#	0.1 (0.34)	3.0 (2.12)	8.7 (3.91)
Military specific	0.0 (0.00)	4.0 (2.09)	0.7 (1.03)	5.5 (3.17)
Healthcare support	0.6 (1.71)	2.0 (1.49)	0.8 (1.11)	6.2 (3.35)
Other ¹	4.7 (4.70)	8.0 (2.89)	8.9 (3.53)	15.5 (5.03)

Rounds to zero.

¹Job categories held by fewer than 2.7 percent of all youth with disabilities were combined into the "other" category. A large number of job categories had small numbers of respondents and consequently were collapsed into this category.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,660 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Demographic Differences in Types of Jobs

There were no significant differences among young adults with disabilities who differed in parents' household income or young adults' race/ethnicity regarding the types of jobs held (table 30); however, some gender differences were apparent. Personal care and services occupations were more likely to be held by young women with disabilities than young men (20 percent vs. 2 percent, $p < .001$). Young men with disabilities were more likely to be employed in installation, maintenance and repair occupations (8 percent) than young women (less than 1 percent $p < .01$).

Table 30. Type of employment of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percent								
Percentage whose current or most recent job was:								
Food preparation and serving related	13.5 (4.30)	11.5 (4.34)	13.1 (3.27)	12.7 (2.67)	10.5 (4.91)	15.0 (7.41)	13.1 (2.73)	13.0 (4.03)
Sales and related occupations	9.2 (3.64)	18.0 (5.22)	11.0 (3.03)	12.4 (2.64)	10.1 (4.82)	15.3 (7.47)	8.8 (2.29)	18.1 (4.61)
Office and administrative support	9.5 (3.69)	7.3 (3.54)	9.6 (2.85)	7.4 (2.10)	11.4 (5.09)	14.1 (7.22)	5.5 (1.84)	14.8 (4.25)
Construction and extraction	11.4 (4.00)	10.3 (4.13)	4.2 (1.94)	8.8 (2.27)	5.6 (3.68)	11.1 (6.52)	12.9 (2.71)	‡
Personal care and service	6.1 (3.01)	14.3 (4.76)	6.5 (2.39)	6.6 (1.99)	16.1 (5.88)	6.6 (5.15)	1.9 (1.10)	20.1 (4.80)
Transportation and material moving	9.4 (3.67)	8.9 (3.87)	6.9 (2.45)	9.1 (2.31)	5.3 (3.59)	5.8 (4.85)	10.7 (2.50)	2.9 (2.01)
Building and grounds cleaning and maintenance	9.0 (3.60)	3.8 (2.60)	6.8 (2.44)	4.1 (1.59)	11.5 (5.11)	8.8 (5.88)	8.3 (2.23)	3.2 (2.11)
Production	7.5 (3.31)	5.1 (2.99)	6.3 (2.35)	7.6 (2.13)	4.5 (3.32)	1.6 (2.60)	7.0 (2.06)	4.8 (2.56)
Installation, maintenance, and repair	6.7 (3.15)	5.1 (2.99)	5.5 (2.21)	7.6 (2.13)	1.6 (2.01)	1.4 (2.44)	8.4 (2.24)	0.6 (0.92)
Education, training, and library	2.5 (1.96)	0.9 (1.28)	6.8 (2.44)	2.8 (1.32)	9.6 (4.71)	2.0 (2.91)	0.7 (0.67)	9.5 (3.51)
Computer, mathematical, architecture, engineering, and science	0.8 (1.12)	5.4 (3.07)	4.0 (1.90)	3.2 (1.41)	2.7 (2.59)	5.6 (4.77)	4.8 (1.73)	0.5 (0.84)
Military specific	3.6 (2.34)	1.6 (1.71)	3.9 (1.87)	2.9 (1.35)	2.3 (2.40)	4.0 (4.07)	4.8 (1.73)	‡
Healthcare support	2.3 (1.88)	1.9 (1.86)	1.4 (1.14)	2.8 (1.32)	2.3 (2.40)	2.9 (3.48)	0.5 (0.57)	6.7 (2.99)
Other ¹	8.6 (3.53)	5.9 (3.20)	14.1 (3.37)	12.0 (2.61)	6.6 (3.97)	5.7 (4.81)	12.5 (2.67)	5.6 (2.75)

‡ Fewer than three respondents in the cell.

¹ Job categories held by fewer than 2.7 percent of all youth with disabilities were combined into the "other" category. A large number of job categories had small numbers of respondents and consequently were collapsed into this category.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,660 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

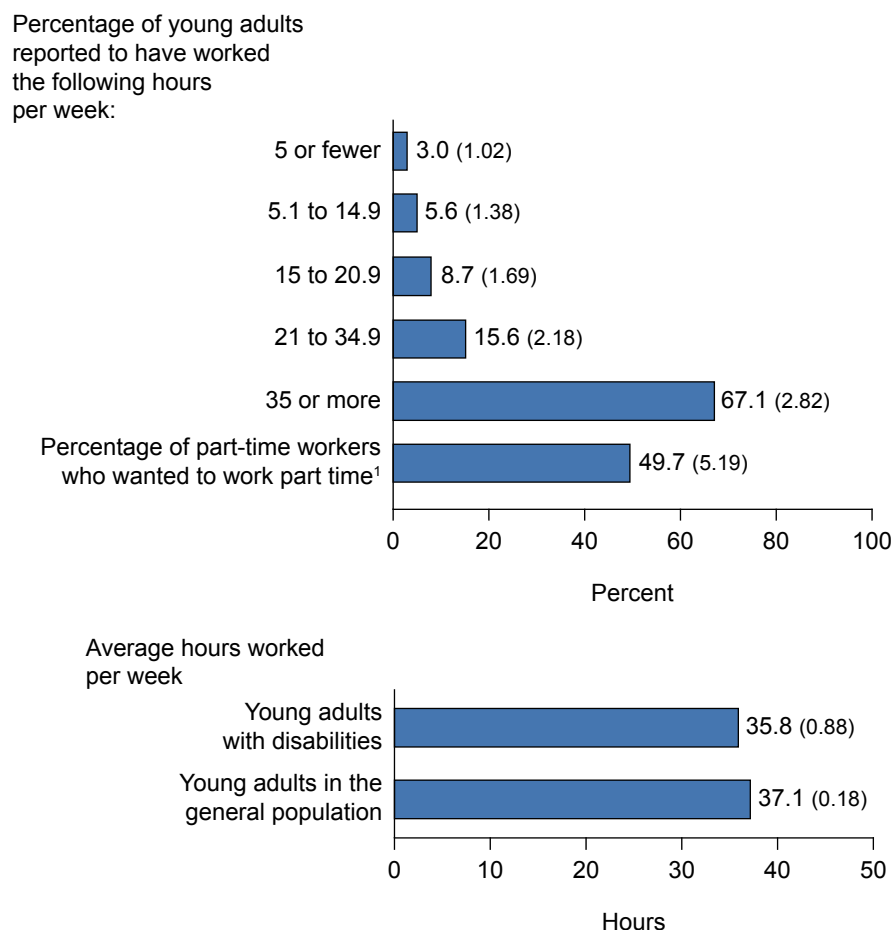
Hours Worked per Week

About two-thirds of young adults with disabilities (67 percent) worked full time (35 or more hours per week) at the job they held at the time of the interview or at their most recent job⁶¹ (figure 22).

⁶¹ Respondents were asked, "About how many hours a week do you (YOUTH) usually work at this job?"

The percentage of young adults with disabilities who worked part time ranged from 16 percent who worked 21 to 34 hours per week to 3 percent who worked 5 or fewer hours per week. On average, young adults with disabilities worked 36 hours per week, which did not differ significantly from similarly aged young adults in the general population, who worked an average of 37 hours per week. Half of young adults with disabilities who worked part time reportedly wanted to do so,⁶² whereas the other half who worked part time reported that they would prefer to work full time.

Figure 22. Hours worked by young adults with disabilities and young adults in the general population



¹For young adults with disabilities working part time (less than 35 hours per week) at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples of approximately 3,470 young adults with disabilities for hours worked per week and 1,300 young adults with disabilities for wanting to work part time.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009; U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth 1997 (NLSY97), round 9 youth questionnaire, 2005. Data are for 21- to 25-year-olds.

⁶² Respondents who worked less than 35 hours per week were asked, “Are you working part time because you want to, or would you rather work full time?”

Disability Differences in Hours Worked

Young adults in several disability categories, including learning disabilities, emotional disturbances, speech/language or other health impairments, or traumatic brain injuries worked more hours per week on average (34 to 38 hours per week) than did those with autism, deaf-blindness, multiple disabilities, orthopedic impairments, or mental retardation (24 to 28 hours per week, all comparisons $p < .001$ except $p < .01$ comparing young adults with speech/language impairments and those with deaf-blindness; table 31). Young adults with learning disabilities also worked more hours (38 hours on average) than young adults with hearing impairments or visual impairments (31 hours, $p < .001$ compared with young adults with hearing impairments and $p < .01$ compared with those with visual impairments). In addition, young adults with hearing impairments worked more hours per week (31 hours) on average than those with autism (24 hours) or multiple disabilities (25 hours, $p < .01$ for both comparisons), and those with traumatic brain injury worked more hours (35 hours) than those with autism, deaf-blindness, or multiple disabilities (24 to 25 hours, $p < .01$ for all comparisons).

Table 31. Hours worked by young adults, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
Average hours worked per week	37.7 (1.23)	34.2 (1.12)	27.6 (1.34)	35.6 (1.58)	31.3 (1.47)	31.5 (2.06)	26.8 (1.76)	35.0 (1.26)	24.1 (2.07)	35.5 (3.18)	24.8 (2.02)	24.7 (2.77)
Percentage of part-time workers who wanted to work part time ¹	48.7 (8.92)	46.3 (7.64)	49.2 (7.24)	49.7 (10.32)	64.1 (7.81)	53.1 (9.52)	52.5 (8.13)	56.5 (8.07)	47.7 (8.27)	29.3 (13.03)	57.6 (8.67)	‡

‡ Responses for items with fewer than 30 respondents are not reported.

¹For young adults with disabilities working part time (less than 35 hours per week) at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples of approximately 3,470 young adults with disabilities for hours worked per week and 1,300 young adults with disabilities for wanting to work part time.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Hours Worked by Years Since Leaving High School

There were no significant differences in hours worked by young adults with disabilities based on the number of years since leaving high school. The average number of hours worked per week ranged from 31 hours for those out of high school for less than 3 years to 38 hours for those out of high school 3 to 5 years (table 32). In addition, the percentage of young adults with disabilities working part time who wanted to work part time did not significantly differ by the number of years since leaving high school.

Table 32. Hours worked by young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
Average hours worked per week	30.7 (2.19)	37.6 (1.68)	35.6 (1.08)
Percentage of part-time workers who wanted to work part time ¹	46.7 (11.29)	48.1 (9.19)	51.9 (7.52)

¹For young adults with disabilities working part time (less than 35 hours per week) at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples of approximately 3,470 young adults with disabilities for hours worked per week and 1,300 young adults with disabilities for wanting to work part time.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Hours Worked by Highest Level of Educational Attainment

The number of hours worked by young adults with disabilities did not significantly differ by their highest level of educational attainment (table 33). The average number of hours worked per week ranged from 34 hours for those with less than a high school education to 37 hours for those who completed a postsecondary education program. In addition, the percentage of young adults with disabilities working part time who wanted to work part time did not significantly differ by the highest level of educational attainment.

Table 33. Hours worked by young adults with disabilities, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
Average hours worked per week	33.6 (2.74)	36.8 (1.44)	34.2 (1.48)	37.0 (1.95)
Percentage of part-time workers who wanted to work part time ¹	60.4 (19.55)	42.6 (6.47)	49.0 (10.20)	57.2 (10.64)

¹For young adults with disabilities working part time (less than 35 hours per week) at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples of approximately 3,470 young adults with disabilities for hours worked per week and 1,300 young adults with disabilities for wanting to work part time.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Demographic Differences in Hours Worked

Although no significant differences related to parents' household income or young adults' race/ethnicity were noted for the hours worked by young adults with disabilities, there were significant gender differences (table 34). Young men with disabilities worked on average 38 hours per week, whereas young women worked 32 hours per week ($p < .001$).

Table 34. Hours worked by young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Average hours worked per week	34.3 (1.70)	37.8 (1.81)	35.6 (1.22)	37.0 (1.01)	32.0 (1.84)	34.3 (3.38)	38.1 (1.04)	31.5 (1.51)
Percentage of part-time workers who wanted to work part time ¹	44.7 (8.61)	39.4 (11.59)	58.8 (7.34)	49.9 (6.31)	48.2 (11.51)	51.6 (15.57)	47.4 (6.82)	52.3 (7.90)

¹For young adults with disabilities working part time (less than 35 hours per week) at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples of approximately 3,470 young adults with disabilities for hours worked per week and 1,300 young adults with disabilities for wanting to work part time.

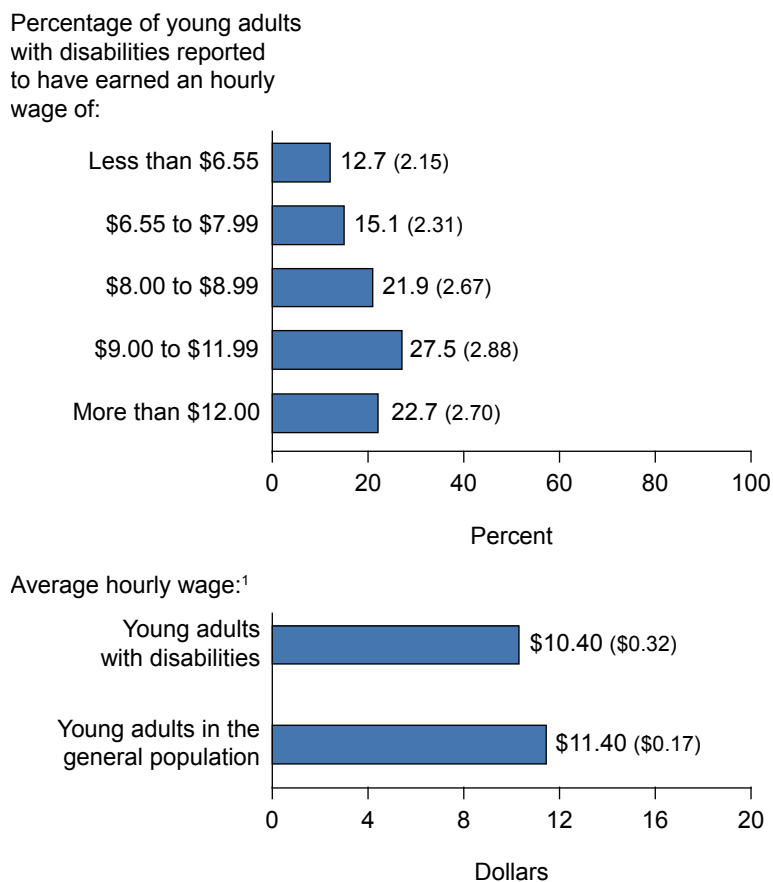
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Wages and Benefits

Employed young adults with disabilities who had been out of high school for up to 8 years earned an average of \$10.40 per hour⁶³ at the time of the interview (figure 23), a significant difference from the average hourly wage of young adults in the general population (\$11.40, $p < .01$). Although 13 percent of young adults with disabilities were paid less than the federal minimum wage (\$6.55 in 2008), the majority (72 percent) earned more than \$8.00 per hour, and 50 percent earned more than \$9.00 per hour.

⁶³ Respondents were asked, "About how much are you (is YOUTH) paid at this job? Is that per hour?" Weekly, yearly, and monthly wages were converted to hourly wages by dividing the wage by the number of hours worked per week, and then multiplying by 4.3 for monthly-reported wages or by 52 for yearly-reported wages.

Figure 23. Wages of young adults with disabilities and young adults in the general population



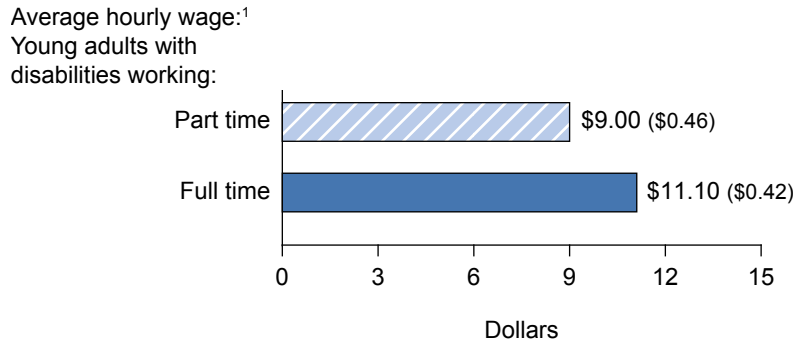
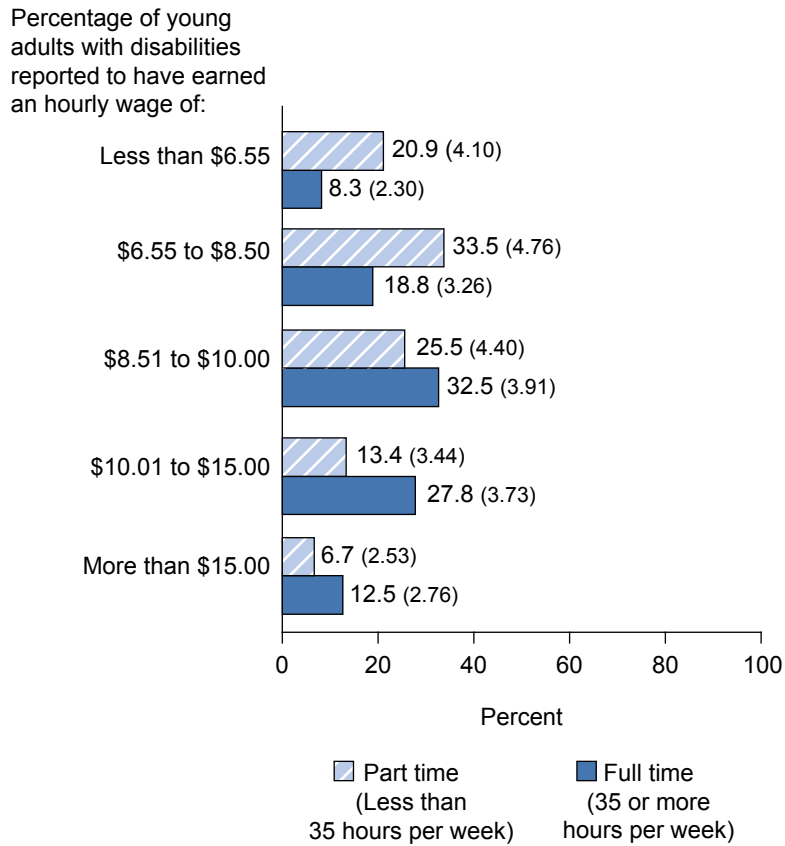
¹ Rounded to nearest \$0.10.

NOTE: Standard errors are in parentheses. Job characteristics are reported for young adults with disabilities out of high school up to 8 years for young adult's current or most recent job. NLTS2 percentages are weighted population estimates based on a sample of approximately 3,050 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009. U.S. Census Bureau, Current Population Survey (CPS), May 2009. Data are for 21- to 25-year-olds.

The average hourly wage of young adults with disabilities who were employed full time was significantly higher than that of those working part time (\$11.10 vs. \$9.00, $p < .01$; figure 24). Young adults with disabilities who worked full time were significantly more likely than young adults with disabilities who worked part time to earn wages ranging from \$10.01 to \$15.00 per hour (28 percent vs. 13 percent, $p < .01$). In addition, those who worked part time were significantly more likely than full-time workers to earn less than \$6.55 per hour (21 percent vs. 8 percent, $p < .01$).

Figure 24. Wages of young adults with disabilities, by part-time and full-time employment



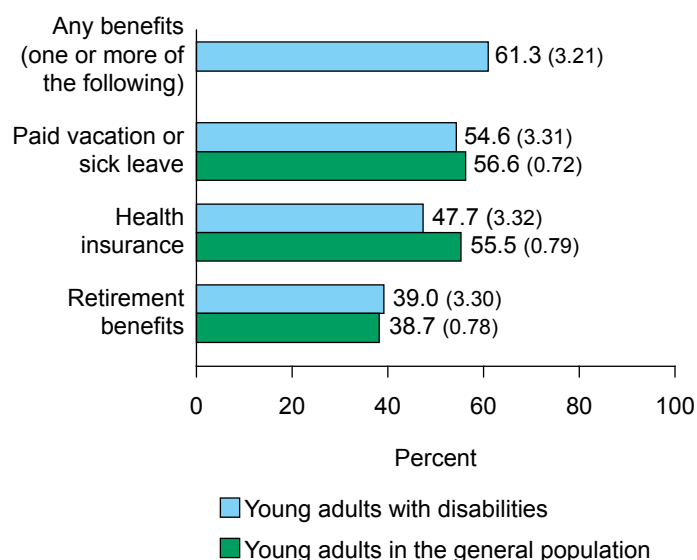
¹ Rounded to nearest \$0.10.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 3,030 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Paid vacation or sick leave, health insurance, and a retirement plan are benefits that may be provided by employers. Figure 25 presents the percentage of young adults with disabilities who received each of these types of benefits at their current or most recent job⁶⁴ and compares them with peers in the general population; no significant differences are noted.⁶⁵ For example, 55 percent of young adults with disabilities and 57 percent of young adults in the general population received paid vacation or sick leave. Forty-eight percent of young adults with disabilities received health insurance from their employer, and 56 percent of young adults in the general population did so. The same percentage of young adults in the two groups received retirement benefits (39 percent).

Figure 25. Benefits received by young adults with disabilities and young adults in the general population



NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,670 young adults with disabilities. General population comparison data were not available for whether young adults received any benefits.

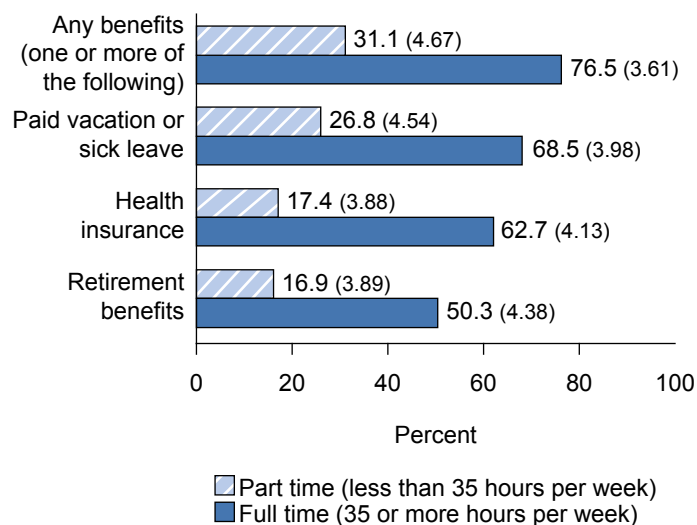
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009. U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth 1997 (NLSY97), round 9 youth questionnaire, 2005. Data are for 21- to 25-year-olds.

⁶⁴ Respondents were asked about each benefit type separately, “As part of this job, do you (does YOUTH) get paid vacation or sick leave; health insurance; retirement benefits, like a 401K?”

⁶⁵ Note that benefits information for NLTS2 and the general population were collected at two time points.

Young adults with disabilities who worked full time were significantly more likely than those who worked part time to receive any employment benefits (77 percent vs. 31 percent, $p < .001$; figure 26). More specifically, young adults with disabilities who worked full time were significantly more likely than part-time workers to receive paid vacation or sick leave (69 percent vs. 27 percent, $p < .001$), health insurance (63 percent vs. 17 percent, $p < .001$), or retirement benefits (50 percent vs. 17 percent, $p < .001$).

Figure 26. Benefits received by young adults with disabilities, by part-time and full-time employment



NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,670 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Disability Differences in Wages and Benefits

The hourly wage rate for young adults with disabilities ranged from \$7.90 to \$11.10 across disability categories (table 35). Young adults with learning disabilities; speech/language, hearing, visual, or other health impairments; or emotional disturbances (\$10.50 to \$11.10) earned more per hour than their peers with mental retardation (\$7.90, $p < .001$ for all comparisons except $p < .01$ comparing young adults in the other health impairment vs. mental retardation categories). The only significant difference in the percentage of young adults receiving any benefits was between young adults with learning disabilities and those with orthopedic impairments (66 percent vs. 42 percent, $p < .01$).

Differences in Wages and Benefits by Years Since Leaving High School

Young adults with disabilities who had been out of high school for different amounts of time had significantly different wages and benefits (table 36). Those who had been out of high school for more than 5 years were more likely to receive paid vacation or sick leave (57 percent vs. 32 percent, $p < .01$) and health insurance (51 percent vs. 27 percent, $p < .01$) than those who had been out of high school for less than 3 years.

Table 35. Wages and benefits of young adults, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
Average hourly wage ¹	\$10.60 (0.42)	\$10.80 (0.47)	\$7.90 (0.49)	\$11.00 (0.57)	\$10.50 (0.58)	\$11.10 (0.89)	\$9.10 (1.25)	\$10.70 (0.78)	\$9.20 (0.81)	\$9.30 (0.73)	\$8.80 (0.78)	\$9.20 (1.64)
Percentage reported having received:												
Any benefits (one or more of the following)	65.5 (4.56)	60.2 (4.44)	48.6 (5.61)	53.3 (5.50)	60.1 (6.28)	60.4 (6.89)	42.4 (6.74)	53.9 (4.99)	52.8 (7.08)	53.9 (9.61)	47.0 (8.51)	43.8 (10.67)
Paid vacation or sick leave	59.3 (4.72)	50.9 (4.59)	42.6 (5.64)	44.9 (5.58)	49.6 (6.46)	52.1 (7.14)	38.9 (6.84)	45.3 (5.02)	47.4 (7.20)	46.8 (9.88)	42.4 (8.52)	43.8 (10.67)
Health insurance	52.0 (4.81)	48.4 (4.56)	30.1 (5.24)	40.7 (5.47)	40.4 (6.31)	43.6 (7.05)	33.6 (6.55)	43.9 (5.00)	30.3 (6.64)	41.1 (9.74)	34.0 (8.26)	29.2 (9.78)
Retirement benefits	42.1 (4.85)	43.5 (4.59)	27.5 (5.19)	29.4 (5.18)	41.5 (6.43)	34.7 (6.75)	32.0 (6.59)	36.9 (4.89)	26.6 (6.02)	38.8 (10.01)	35.0 (8.22)	31.5 (9.99)

¹ Rounded to nearest \$0.10.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,670 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Table 36. Wages and benefits of young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
Average hourly wage ¹	\$9.40 (0.82)	\$9.60 (0.50)	\$11.10 (0.47)
Percentage reported having received:			
Any benefits (one or more of the following)	42.9 (8.15)	64.2 (5.49)	63.2 (4.37)
Paid vacation or sick leave	31.8 (7.76)	58.9 (5.69)	56.5 (4.54)
Health insurance	27.4 (7.41)	49.1 (5.78)	51.2 (4.56)
Retirement benefits	29.1 (7.65)	40.0 (5.74)	40.5 (4.60)

¹ Rounded to nearest \$0.10.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,670 to 3,050 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Wages and Benefits by Highest Level of Educational Attainment

There were significant differences in the wages and benefits received by young adults with disabilities based on their highest level of education attained (table 37). Average hourly wages were significantly higher for young adults with disabilities who had completed postsecondary education than for those who had completed high school or who had some postsecondary education (\$12.50 vs. \$9.50 per hour, \$12.50 per hour v. \$9.80 per hour, $p < .01$ for both comparisons). There were no significant differences in the percentage of young adults with disabilities of different educational levels in receiving any benefits, paid vacation or sick leave, retirement benefits, or health insurance.

Table 37. Wages and benefits of young adults with disabilities, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
Average hourly wage ¹	\$9.80 (1.05)	\$9.50 (0.48)	\$9.80 (0.49)	\$12.50 (0.80)
Percentage reported having received:				
Any benefits (one or more of the following)	46.4 (10.54)	65.1 (4.98)	56.1 (6.06)	66.7 (6.47)
Paid vacation or sick leave	34.1 (10.23)	58.0 (5.23)	49.3 (6.18)	62.0 (6.67)
Health insurance	40.9 (10.52)	46.9 (5.27)	43.5 (6.11)	55.8 (6.83)
Retirement benefits	34.9 (10.15)	37.0 (5.18)	35.9 (6.10)	46.5 (6.93)

¹ Rounded to nearest \$0.10.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,670 to 3,050 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Demographic Differences in Wages and Benefits

No significant differences were noted in wages or benefits between young adults with disabilities who differed in their demographic characteristics (table 38). The lack of a significant difference in average hourly wage by gender also was apparent for general population peers, i.e., \$12.10 vs. \$10.70 for males and females in the general population⁶⁶ and \$10.90 per hour and \$9.40 per hour for male and female young adults with disabilities, respectively.

Table 38. Wages and benefits of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	White	African American	Hispanic	Male	Female
Average hourly wage ¹	\$9.00 (0.48)	\$9.90 (0.61)	\$11.60 (0.51)	\$10.70 (0.40)	\$10.10 (0.72)	\$9.50 (0.72)	\$10.90 (0.42)	\$9.40 (0.48)
Percentage reported having received:								
Any benefits (one or more of the following)	54.6 (6.00)	62.6 (6.50)	64.8 (4.55)	61.8 (3.83)	55.8 (7.78)	61.1 (9.92)	64.2 (3.81)	56.0 (5.78)
Paid vacation or sick leave	50.7 (6.06)	57.0 (6.73)	56.5 (4.79)	55.7 (3.95)	51.1 (7.89)	52.3 (10.27)	55.5 (4.00)	53.1 (5.86)
Health insurance	39.8 (5.93)	51.6 (6.79)	51.1 (4.80)	49.3 (3.96)	36.8 (7.65)	48.9 (10.29)	52.0 (4.00)	39.9 (5.76)
Retirement benefits	30.9 (5.71)	40.1 (6.75)	42.6 (4.83)	38.6 (3.92)	34.4 (7.69)	42.5 (10.48)	43.4 (4.07)	30.9 (5.48)

¹ Rounded to nearest \$0.10.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,670 to 3,050 young adults with disabilities.

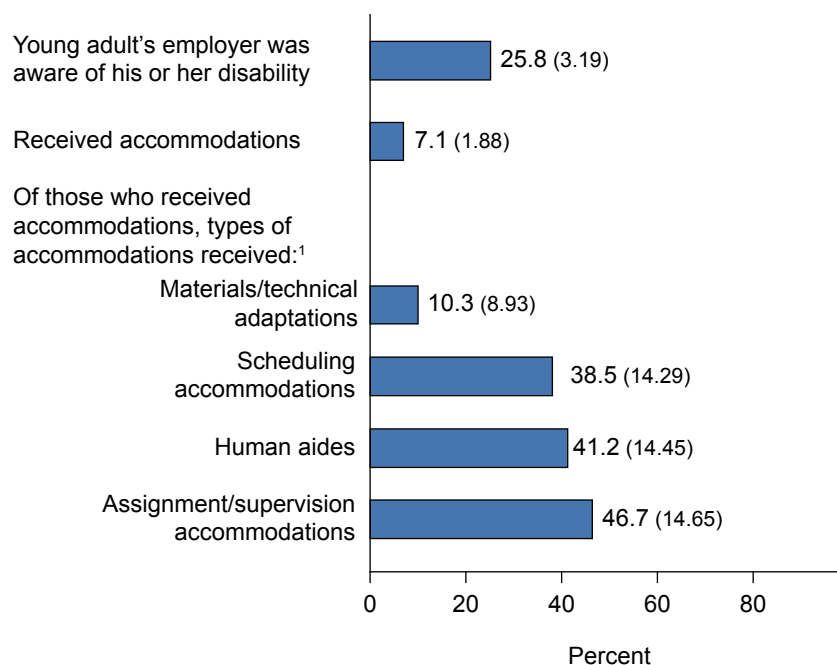
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

⁶⁶ Wages by gender for the general population were extracted from U.S. Census Bureau, Current Population Survey (CPS), May 2009. Data are for 21- to 25-year-olds.

Job Accommodations

About 26 percent of young adults with disabilities reported that their employers were aware of their disabilities⁶⁷ (figure 27), and 7 percent reported that they received employment accommodations.⁶⁸ Job accommodations⁶⁹ included a range of individual adaptations involving materials or technology used on the job (e.g., large print or Braille, TTY or TTD, or modified work stations, 10 percent), scheduling accommodations (e.g., flexible work times, more or longer breaks, or more paid time off for medical needs; 39 percent), human aides (e.g., interpreters or job coaches, 41 percent), and adaptations to assignments and/or supervision (e.g., modifications to training or instructions or different expectations for productivity, 47 percent).

Figure 27. Employers' awareness of young adults' disabilities and receipt of employment accommodations



¹ Percentages do not sum to 100 because young adult with disabilities may have received more than one type of accommodation.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples of approximately 2,420 young adults with disabilities for employers' awareness of young adult's disability, 2,400 young adults with disabilities for receiving accommodations, and 420 young adults with disabilities for type of accommodation received.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

⁶⁷ Respondents were asked, "Do you think your (YOUTH's) employer is aware that you have (YOUTH has) a disability or special need?"

⁶⁸ Respondents were asked, "Have you (Has YOUTH) received any accommodations or other help from your (his/her) employer because you have (he/she has) any kind of learning problem, disability, or other special need?"

⁶⁹ Respondents were asked, "What accommodations or other help have you (has YOUTH) received?"

Disability Differences in Job Accommodations

There were variations in the percentage of young adults in different disability categories who reported that their employers were aware of their disability (table 39). Young adults with mental retardation; visual, hearing, or orthopedic impairments; autism; multiple disabilities; or deaf-blindness (60 percent to 75 percent) were significantly more likely to report that their employers were aware of their disability than young adults with learning disabilities, speech/language or other health impairments, emotional disturbances, or traumatic brain injuries (19 percent to 30 percent, $p < .001$ for all comparisons except $p < .01$ for hearing, impairments vs. traumatic brain injury).

Table 39. Employers' awareness of young adults' disabilities and receipt of employment accommodations, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
Percentage of employed young adults reported to have had:												
Their employers aware of their disability	18.6 (4.13)	22.5 (4.20)	59.8 (6.05)	24.3 (5.36)	63.9 (6.54)	74.9 (6.37)	67.9 (6.62)	29.9 (4.99)	73.1 (6.77)	30.0 (9.36)	72.1 (7.92)	75.2 (9.71)
Received accommodations	4.6 (2.22)	3.4 (1.84)	22.3 (5.24)	3.5 (2.30)	15.4 (4.99)	35.6 (7.10)	27.4 (6.39)	7.9 (2.93)	37.2 (7.53)	5.4 (4.62)	34.5 (8.46)	50.4 (11.24)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,390 to 2,400 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Receipt of employment accommodations also significantly differed by disability category. Young adults with visual or orthopedic impairments, autism, multiple disabilities, or deaf-blindness (27 percent to 50 percent) were significantly more likely to receive accommodations than young adults with learning disabilities, speech/language or other health impairments, emotional disturbances, or traumatic brain injuries (3 percent to 8 percent, $p < .001$ for all comparisons except $p < .01$ for multiple disabilities vs. other health impairments and traumatic brain injuries). Young adults with deaf-blindness also were more likely to report receiving employment accommodations than those with hearing impairments (52 percent vs. 15 percent, $p < .01$). In addition, young adults with mental retardation (22 percent) were more likely to receive accommodations at work than young adults with learning disabilities, speech/language impairments, or emotional disturbances (22 percent vs. 3 percent to 5 percent, $p < .001$ for all comparisons except $p < .01$ for comparison with learning disabilities).

Differences in Job Accommodations by Years Since Leaving High School

There were no significant differences in employers' awareness of young adults' disabilities based on years since leaving high school; percentages ranged from 23 percent to 34 percent (table 40). Similarly, differences in the receipt of accommodations, ranging from 5 percent to 15 percent, were not significant.

Table 40. Employers' awareness of young adults' disabilities and receipt of employment accommodations, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
	Percent		
Percentage of employed young adults reported to have had:			
Their employers aware of their disability	33.6 (8.69)	27.2 (5.60)	23.0 (4.22)
Received accommodations	15.2 (6.68)	4.7 (2.69)	7.0 (2.56)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,390 to 2,420 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Job Accommodations by Highest Level of Educational Attainment

Employers' awareness of young adults having disabilities and their receipt of accommodations varied by level of educational attainment (table 41). Young adults with disabilities who had not completed high school were more likely to have employers who were aware of their disabilities than those who had completed a postsecondary education program (36 percent vs. 13 percent, $p < .01$). Young adults with disabilities whose highest education level was high school completion reported a significantly higher rate of being accommodated at work than their peers who had not completed high school or those who had completed a postsecondary education program (14 percent vs. 1 percent and 2 percent, respectively, $p < .01$ for both comparisons).

Table 41. Employers' awareness of young adults' disabilities and receipt of employment accommodations, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
	Percent			
Percentage of employed young adults reported to have had:				
Their employers aware of their disability	22.5 (9.98)	36.2 (5.57)	26.0 (5.91)	13.3 (5.10)
Received accommodations	0.6 (1.85)	14.4 (4.10)	4.7 (2.88)	2.0 (2.11)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,390 to 2,420 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Demographic Differences in Job Accommodations

No significant differences in employers' awareness of young adults' disabilities or their receipt of accommodations were found based on their demographic characteristics (table 42). Rates of employer awareness of disability ranged from 16 percent to 33 percent across categories, whereas rates of accommodation receipt ranged from 3 percent to 11 percent.

Table 42. Employers' awareness of young adults' disabilities and receipt of employment accommodations, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	White	African American	Hispanic	Male	Female
	Percent							
Percentage of employed young adults reported to have had:								
Their employers aware of their disability	33.0 (6.43)	20.7 (6.07)	23.4 (4.39)	27.1 (3.80)	29.8 (8.21)	16.2 (8.87)	28.9 (3.92)	19.7 (5.33)
Received accommodations	9.2 (3.98)	5.2 (3.34)	5.5 (2.37)	7.5 (2.26)	3.4 (3.27)	10.6 (7.43)	7.9 (2.35)	5.4 (3.04)

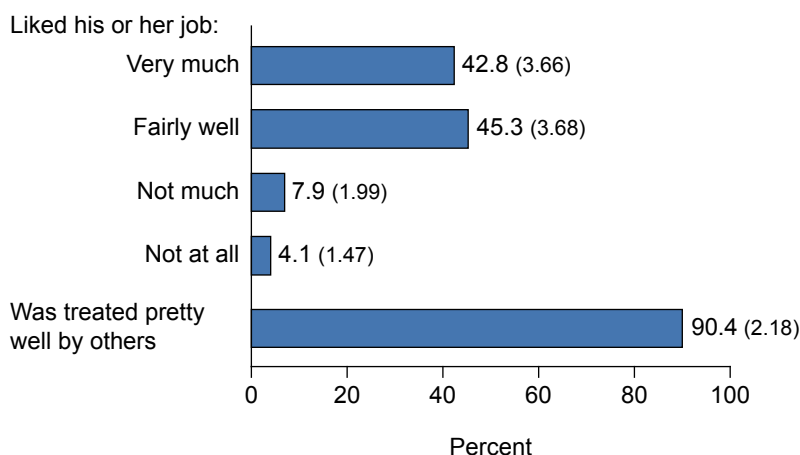
NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,390 to 2,420 young adults.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Perceptions of Working Conditions

The majority of young adults with disabilities had positive perceptions about their jobs.⁷⁰ In response to being asked whether they “usually like [their] job...very much, like it fairly well, not like it much, or not like it at all,” 43 percent responded that they liked their job very much (figure 28), and an additional 45 percent responded that they liked their job fairly well, significantly more than the 8 percent who responded that they did not like their job much and the 4 percent who responded that they did not like their job at all ($p < .001$ for all comparisons). Most young adults (90 percent) also reported being “treated pretty well by others at [their] job.”⁷¹

Figure 28. Job satisfaction of young adults with disabilities



NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,170 to 2,190 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 youth interview/survey, 2009.

Seventy-three percent of young adults with disabilities reported that their education and training was being “put to good use,” and 68 percent reported that they had “lots of chances to work [their] way up” (figure 29).⁷² Sixty-two percent stated they were “pretty well paid” for their work. Indeed, for young adults who had been employed 6 months or more, 70 percent had “been promoted or taken on more responsibility” since they started the job, and 75 percent were “paid more than when [they] started the job.”⁷³

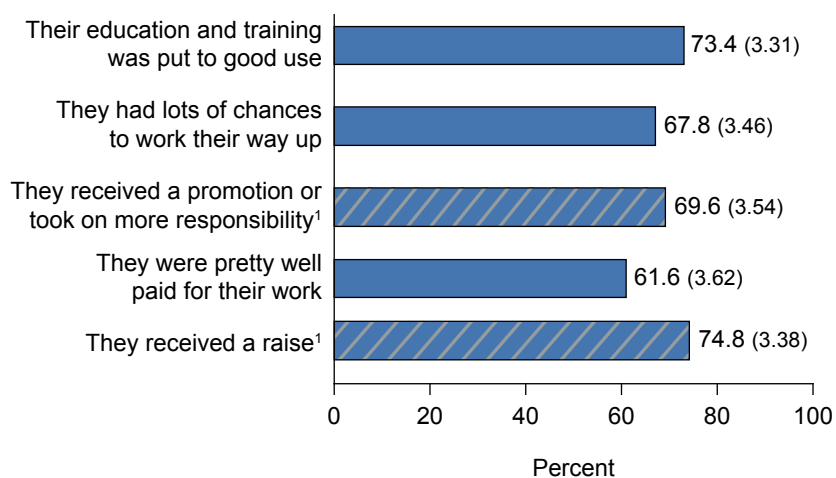
⁷⁰ Young adults were asked, “Do you usually like your job?”

⁷¹ Young adults were asked, “Do you think you are treated pretty well by others at your job?”

⁷² Young adults were asked, “Do you think your education and training is put to good use?” and “Do you think in your job, you have lots of chances to work your way up?”

⁷³ Young adults were asked, “Have you been promoted or taken on more responsibility since you started the job?” “Do you think you are pretty well paid for your work?” and “Are you paid more than when you started the job?”

Figure 29. Perceptions of their working conditions of young adults with disabilities



¹ For young adults with disabilities employed 6 months or more at the job they had at the time of the interview or their most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples of approximately 2,160 young adults with disabilities for education and training put to good use, 2,160 for chances for advancement, 2,170 for how well paid, and 2,060 for received promotion and/or raise.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 youth interview/survey, 2009.

Disability Differences in Perceptions of Working Conditions

A majority of young adults in all disability categories reported liking their jobs at least fairly well (84 percent to 94 percent, table 43) and feeling well treated by others at work (85 percent to 98 percent).

A majority of young adults in each disability category also reported positive perceptions of their working conditions. Between 63 percent and 86 percent reported that their education and training was being put to good use, and from 55 percent to 77 percent indicated they had opportunities for advancement. A majority of young adults in each disability category who had been employed for 6 months or more also reported taking on increased job responsibilities or receiving a promotion (51 percent to 74 percent) or a raise in pay (63 percent to 77 percent). Young adults with learning disabilities were more likely than those with speech/language or hearing impairments to have been promoted or taken on more job responsibilities (74 percent vs. 56 percent and 51 percent, respectively, $p < .01$ for both comparisons). Young adults with visual or orthopedic impairments were more likely to report being paid pretty well at work than young adults with learning disabilities (80 percent and 78 percent, respectively, vs. 57 percent, $p < .01$ for both comparisons).

Table 43. Job satisfaction and perceptions of working conditions of young adults, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
Percentage who reported:												
Liking his/her job:												
Very much	40.7 (5.11)	41.8 (4.88)	53.8 (6.69)	44.2 (6.12)	39.4 (7.42)	57.5 (7.59)	52.3 (6.84)	49.0 (5.50)	42.4 (9.47)	43.0 (10.02)	68.1 (10.84)	‡
Fairly well	48.2 (5.20)	42.3 (4.89)	32.1 (6.27)	40.4 (6.05)	44.4 (7.55)	29.6 (7.01)	36.8 (6.61)	41.8 (5.42)	47.5 (9.57)	46.6 (10.10)	26.0 (10.20)	‡
Not much	7.2 (2.69)	14.0 (3.43)	5.8 (3.14)	10.6 (3.79)	14.0 (5.27)	10.2 (4.64)	9.1 (3.94)	7.1 (2.82)	9.3 (5.56)	9.3 (5.88)	1.1 (2.43)	‡
Not at all	3.9 (2.01)	1.9 (1.35)	8.4 (3.72)	4.8 (2.63)	2.1 (2.18)	2.7 (2.49)	1.8 (1.82)	2.1 (1.58)	0.8 (1.71)	1.1 (2.11)	4.8 (4.97)	‡
Being treated pretty well by others at work	90.9 (3.00)	90.8 (2.86)	89.3 (4.17)	87.5 (4.07)	84.8 (5.48)	98.4 (1.93)	91.5 (3.83)	90.8 (3.18)	88.4 (6.17)	87.7 (6.65)	95.7 (4.72)	‡
Their education and training was put to good use	72.2 (4.72)	74.6 (4.34)	86.0 (4.68)	73.5 (5.49)	73.3 (6.74)	80.2 (6.12)	79.7 (5.53)	69.0 (5.11)	72.6 (8.60)	62.6 (9.79)	79.3 (9.57)	‡
Having lots of chances to work their way up	68.7 (4.83)	62.7 (4.81)	76.8 (5.68)	59.8 (6.01)	54.6 (7.63)	70.3 (7.06)	68.8 (6.41)	67.7 (5.17)	58.8 (9.82)	63.0 (9.80)	68.8 (10.84)	‡
Receiving a promotion or took on more responsibility ¹	74.2 (4.72)	56.1 (5.02)	57.5 (6.53)	60.0 (6.55)	51.0 (7.45)	56.1 (8.11)	55.1 (8.21)	69.4 (5.47)	53.4 (8.59)	70.5 (11.19)	50.7 (9.97)	‡
Being paid pretty well	57.4 (5.17)	63.6 (4.78)	74.2 (5.91)	70.4 (5.59)	65.8 (7.20)	80.3 (6.10)	78.3 (5.72)	73.2 (4.88)	68.6 (8.98)	64.4 (9.72)	75.9 (9.95)	‡
Receiving a raise ¹	77.2 (4.57)	68.7 (4.71)	68.1 (6.28)	68.7 (6.26)	64.7 (7.22)	69.8 (7.52)	63.8 (7.97)	75.3 (5.11)	68.5 (8.14)	63.3 (11.83)	70.1 (9.22)	‡

‡ Responses for items with fewer than 30 respondents are not reported.

¹ For young adults with disabilities employed 6 months or more at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,060 to 2,160 young adults.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 youth interview/survey, 2009.

Differences in Perceptions of Working Conditions by Highest Level of Educational Attainment

There were no differences in the job satisfaction or perceptions of working conditions of young adults with disabilities who differed in their highest level of educational attainment (table 44) with one exception. Young adults whose highest education level was high school completion were more likely than those whose highest education level was some postsecondary education to report that their education was put to good use (84 percent vs. 63 percent, $p < .01$).

Table 44. Job satisfaction and perceptions of working conditions of young adults with disabilities, by highest level of educational attainment

	High school non- completer	High school completer	Some post- secondary school	Post- secondary school completion
	Percent			
Percentage who reported:				
Liking his/her job:				
Very much	38.0 (12.68)	39.0 (6.02)	44.9 (6.55)	44.7 (7.33)
Fairly well	51.9 (13.06)	45.5 (6.14)	41.8 (6.50)	48.5 (7.37)
Not much	8.9 (7.44)	8.1 (3.37)	9.7 (3.90)	5.4 (3.33)
Not at all	1.3 (2.96)	7.3 (3.21)	3.5 (2.42)	1.4 (1.73)
Being treated pretty well by others at work	86.4 (9.07)	89.7 (3.77)	86.1 (4.56)	96.7 (2.63)
Their education and training was put to good use	65.1 (12.84)	84.2 (4.54)	63.2 (6.46)	74.3 (6.45)
Having lots of chances to work their way up	57.6 (12.96)	68.9 (5.73)	65.7 (6.27)	72.2 (6.59)
Receiving a promotion or taking on more responsibility ¹	60.3 (13.30)	68.7 (5.70)	69.4 (6.68)	73.7 (6.70)
Being paid pretty well	56.8 (12.94)	60.7 (6.04)	60.8 (6.47)	63.6 (7.17)
Receiving a raise ¹	74.1 (12.24)	76.0 (5.36)	67.9 (6.80)	80.0 (6.08)

¹ For young adults with disabilities employed 6 months or more at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,060 to 2,160 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 youth interview/survey, 2009.

Differences in Perceptions of Working Conditions by Years Since Leaving High School

Young adults with disabilities who differed in the length of time they had been out of high school were similar in their reports of job satisfaction and perceptions of their working conditions (table 45). For example, from 38 percent to 46 percent reported liking their job very much, and from 89 percent to 91 percent reported being treated pretty well by others at work. From 69 percent to 76 percent said their education was put to good use at work, and about two-thirds of young adults, regardless of years out of high school, reported having opportunities to advance at work. From 58 percent to 69 percent of young adults with disabilities reported being paid pretty well. Among those who had been in their job at least 6 months, from 63 percent to 73 percent indicated receiving a promotion or an increase in responsibility, and from 69 percent to 78 percent indicated they had received a raise.

Table 45. Job satisfaction and perceptions of working conditions of young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
	Percent		
Percentage who reported:			
Liking his/her job:			
Very much	44.0 (9.11)	37.7 (6.26)	46.4 (5.06)
Fairly well	34.2 (8.70)	53.0 (6.45)	42.0 (5.01)
Not much	13.9 (6.35)	6.7 (3.23)	7.3 (2.64)
Not at all	8.0 (4.98)	2.5 (2.02)	4.3 (2.06)
Being treated pretty well by others at work	88.7 (5.76)	90.2 (3.86)	91.0 (2.91)
Their education and training was put to good use	68.5 (8.59)	76.0 (5.59)	72.5 (4.59)
Having lots of chances to work their way up	67.3 (8.61)	66.8 (6.12)	68.6 (4.71)
Receiving a promotion or took on more responsibility ¹	62.6 (9.07)	67.3 (6.48)	72.5 (4.63)
Being paid pretty well	69.0 (8.42)	63.5 (6.28)	58.4 (5.03)
Receiving a raise ¹	69.3 (8.79)	78.0 (5.78)	73.6 (4.63)

¹ For young adults with disabilities employed 6 months or more at current or most recent job.

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,060 to 2,160 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 youth interview/survey, 2009.

Demographic Differences in Perceptions of Working Conditions

Young adults with disabilities had similar views of their jobs, regardless of their parents' household income, or their race/ethnicity or gender (table 46). For example, from 35 percent to 51 percent reported liking their job very much, and from 51 percent to 72 percent reported being paid pretty well.

Table 46. Job satisfaction and perceptions of working conditions of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percent								
Percentage who reported:								
Liking his/her job:								
Very much	41.4 (6.60)	38.4 (7.47)	45.1 (5.31)	42.7 (4.38)	35.4 (8.38)	50.6 (11.35)	43.5 (4.54)	41.8 (6.16)
Fairly well	41.6 (6.60)	55.6 (7.63)	42.2 (5.27)	46.3 (4.41)	49.8 (8.76)	37.3 (10.98)	43.7 (4.54)	47.8 (6.24)
Not much	10.4 (4.09)	3.6 (2.86)	9.3 (3.10)	7.5 (2.33)	11.9 (5.67)	5.3 (5.09)	8.5 (2.55)	6.8 (3.14)
Not at all	6.6 (3.33)	2.5 (2.40)	3.3 (1.91)	3.6 (1.65)	3.0 (2.99)	6.8 (5.72)	4.4 (1.88)	3.5 (2.29)
Being treated pretty well by others at work	85.6 (4.73)	91.5 (4.30)	92.8 (2.77)	93.6 (2.17)	81.0 (6.93)	88.6 (7.15)	91.5 (2.55)	88.7 (3.97)
Their education and training was put to good use	71.5 (6.14)	76.1 (6.67)	71.7 (4.84)	73.9 (3.94)	66.1 (8.35)	81.6 (8.87)	73.9 (4.06)	72.5 (5.67)
Having lots of chances to work their way up	69.0 (6.22)	67.0 (7.24)	67.1 (5.02)	64.9 (4.23)	69.0 (8.11)	82.9 (8.59)	71.1 (4.15)	62.3 (6.08)
Receiving a promotion or took on more responsibility ¹	60.1 (7.24)	72.6 (6.98)	72.1 (4.86)	73.1 (4.08)	60.8 (8.89)	62.1 (11.63)	74.6 (4.05)	60.4 (6.64)
Being paid pretty well	54.1 (6.68)	51.3 (7.68)	71.8 (4.86)	64.1 (4.26)	53.4 (8.81)	64.3 (11.00)	62.6 (4.45)	59.9 (6.17)
Receiving a raise ¹	67.5 (6.96)	72.4 (7.08)	79.5 (4.44)	74.5 (4.06)	75.3 (7.97)	79.0 (9.72)	76.8 (3.98)	71.0 (6.20)

¹ For young adults employed 6 months or more at current or most recent job.

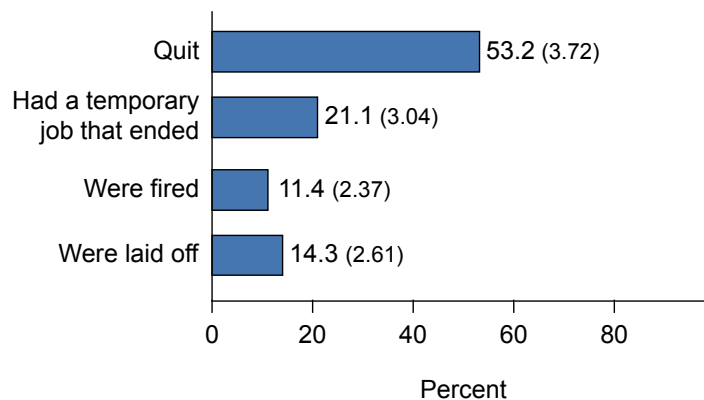
NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on samples ranging from approximately 2,060 to 2,160 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 youth interview/survey, 2009.

Job Leaving and Job Search Activities

Despite the positive feelings many young adults with disabilities had about their jobs, 53 percent of those who had been employed and left a job reported that they had quit⁷⁴ (figure 30). Twenty-one percent said they left because they had a temporary job that ended, 14 percent had been laid off, and 11 percent had been fired. They were more likely to have quit than to have left their job for any of the other reasons (53 percent vs. 11 percent to 21 percent, $p < .001$ for all comparisons).

Figure 30. Reasons young adults with disabilities had left their most recent job



NOTE: Standard errors are in parentheses. Job characteristics are reported for the most recent job left by young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,090 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

At the time of the interview, 40 percent of young adults with disabilities were not working, although 49 percent of these young adults with disabilities were actively looking for a paid job⁷⁵ (figure 31). The average length of the ongoing job search of unemployed young adults with disabilities was 7.6 months.⁷⁶ Forty-four percent of young adults with disabilities who were looking for work had been doing so for 2 months or less, 28 percent had been looking for work for between 2 and 6 months, and 38 percent had been looking for work longer than 6 months.

⁷⁴ Respondents were asked, “When you (YOUTH) left that job did you (he/she) quit, were you (was he/she) fired, were you (was he/she) laid off, or was it a temporary job that ended?”

⁷⁵ Respondents were asked, “Are you (is YOUTH) looking for a paid job now?”

⁷⁶ Respondents were asked, “About how long have you (has YOUTH) been looking for work?”

Figure 31. Length of job search of unemployed young adults with disabilities



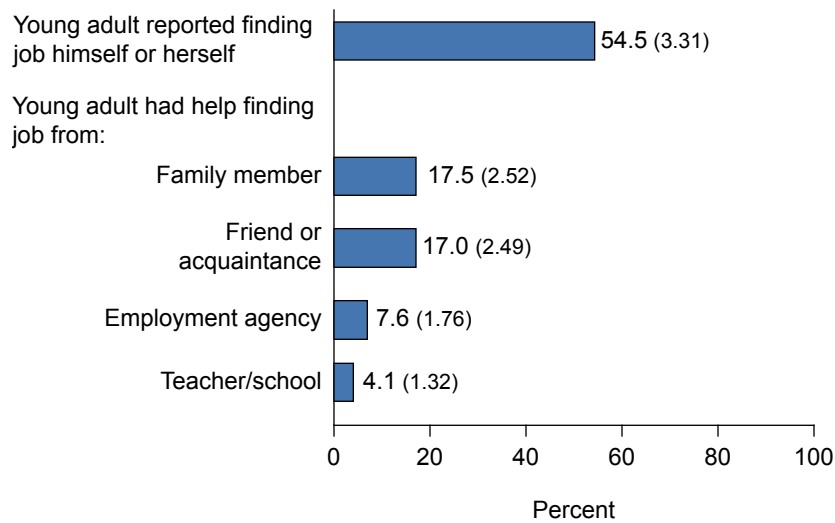
NOTE: Standard errors are in parentheses. Job search characteristics are reported for young adults with disabilities out of high school up to 8 years who were looking for paid employment at the time of the interview. NLTS2 percentages are weighted population estimates based on samples of approximately 2,200 young adults with disabilities for whether unemployed young adults were looking for work and 860 young adults with disabilities for length of job search for unemployed young adults.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Among young adults with disabilities who were employed, 55 percent reported finding work on their own; the other 45 percent reported receiving help from a variety of sources.⁷⁷ Eighteen percent of employed young adults reported having help finding their job from a family member, and 17 percent had help from friends or acquaintances (figure 32). Eight percent received help from an employment agency, and 4 percent had help from a teacher or other school staff member. A successful job search was more likely to be attributed to the young adults' own efforts than to any other source of help (54 percent vs. 4 percent to 18 percent, $p < .001$ for all comparisons).

⁷⁷ Respondents were asked, "Did you (YOUTH) find this job yourself, or did you have help – like from a temporary agency or someone you know?" "Who helped you? Was it someone in an employment agency or other program, a teacher or someone at school, a family member, a friend or someone else you know?"

Figure 32. Job search activities of employed young adults with disabilities



NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Disability Differences in Job Leaving and Job Search Activities

There were significant differences across disability categories in reported reasons for leaving a previously held job (table 47). Young adults with traumatic brain injuries; hearing, speech/language, or other health impairments; learning disabilities; multiple disabilities; or emotional disturbances were more likely to have quit their previous job (46 percent to 68 percent) than young adults with autism (23 percent, $p < .001$ for comparisons with traumatic brain injuries, hearing impairments, and learning disabilities and $p < .01$ for all other comparisons). In addition, young adults with autism were more likely to have a temporary job that ended than young adults with learning disabilities, mental retardation, emotional disturbances, or traumatic brain injuries (45 percent vs. 15 percent to 21 percent, $p < .01$).

Table 47. Reasons young adults with disabilities left previous or most recent job, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
Percentage reported to have:												
Quit	56.0 (5.26)	48.0 (5.02)	45.3 (6.85)	46.3 (5.90)	64.3 (7.19)	48.1 (8.09)	45.3 (8.21)	46.6 (5.57)	22.5 (6.79)	68.4 (10.33)	51.4 (9.03)	‡
Had a temporary job that ended	21.0 (4.32)	28.5 (4.53)	15.0 (4.91)	18.7 (4.62)	22.9 (6.31)	28.8 (7.34)	37.2 (7.97)	25.3 (4.86)	45.4 (8.10)	15.8 (8.10)	22.7 (7.57)	‡
Been fired	10.4 (3.23)	11.3 (3.18)	18.5 (5.34)	14.2 (4.13)	3.7 (2.83)	12.5 (5.36)	9.7 (4.88)	12.1 (3.64)	12.3 (5.34)	9.1 (6.39)	10.4 (5.52)	‡
Been laid off	12.7 (3.53)	12.2 (3.29)	21.1 (5.61)	20.7 (4.80)	9.2 (4.34)	10.6 (4.99)	7.8 (4.42)	15.9 (4.09)	19.8 (6.48)	6.7 (5.56)	15.4 (6.52)	‡

‡ Responses for items with fewer than 30 respondents are not reported.

NOTE: Standard errors are in parentheses. Job search characteristics are reported for young adults with disabilities out of high school up to 8 years who were looking for paid employment at the time of the interview. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,100 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

There also were significant differences in the percentages of young adults in different disability categories who were not working and were looking for a paid job at the time of the interview (table 48). Young adults with other health impairments were more likely to be looking for a paid job at the time of the interview than those with orthopedic impairments, mental retardation, autism, or multiple disabilities (67 percent vs. 29 percent to 36 percent, $p < .001$ for all comparisons). Young adults with emotional disturbances also were more likely to be looking for a paid job than young adults with orthopedic impairments, mental retardation, autism, or multiple disabilities (61 percent vs. 29 percent to 36 percent, $p < .01$ for those with orthopedic impairments or mental retardation and $p < .001$ for other comparisons). In addition, young adults with hearing impairments reported looking for a paid job at the time of the interview more often than young adults with multiple disabilities, autism, or mental retardation (60 percent vs. 29 percent to 35 percent, $p < .01$), as did young adults with speech/language impairments compared with those with mental retardation, orthopedic impairments, autism, or multiple disabilities (60 percent vs. 23 percent to 36 percent, $p < .001$ for all comparisons except $p < .01$ compared with those with multiple disabilities).

In contrast, there were no significant differences across disability categories in the average number of months unemployed young adults with disabilities had spent looking for a paid job before finding their current or most recent job. The average months of job search ranged from approximately 5 months for young adults with hearing impairments to 16 months for those with mental retardation.

Table 48. Length of job search of unemployed young adults, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
Percentage of unemployed young adults with disabilities reported:												
Had been looking for a job	50.7 (7.62)	58.7 (6.32)	34.6 (5.24)	61.0 (6.91)	59.6 (7.33)	43.1 (7.50)	35.7 (5.76)	66.5 (7.11)	31.7 (5.06)	46.1 (10.54)	29.3 (6.03)	39.1 (8.80)
Average months spent looking for work	5.6 (2.12)	6.7 (1.55)	16.1 (4.52)	8.1 (1.79)	5.3 (1.36)	6.0 (2.11)	9.9 (2.47)	6.2 (2.10)	12.3 (3.92)	10.5 (4.13)	9.1 (2.55)	‡

‡ Responses for items with fewer than 30 respondents are not reported.

NOTE: Standard errors are in parentheses. Job search characteristics are reported for young adults with disabilities out of high school up to 8 years who were looking for paid employment at the time of the interview. NLTS2 percentages are weighted population estimates based on samples of approximately 2,200 young adults with disabilities for whether young adult is looking for work and 860 young adults with disabilities for length of job search.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Among young adults with disabilities who had successfully found employment, there were significant differences in job search activities across several disability categories (table 49). Young adults with learning disabilities, speech/language impairments, emotional disturbances, or other health impairments (56 to 58 percent) were more likely to have found their current or most recent job on their own than young adults with mental retardation (30 percent), autism (24 percent), or multiple disabilities (24 percent, $p < .001$ for all comparisons). In addition, young adults with visual impairments were more likely to have found their current or most recent job on their own than young adults with multiple disabilities or autism (51 percent vs. 24 percent for both categories, $p < .01$). Young adults with hearing impairments also were more likely to have found their current or most recent job on their own than young adults with autism (49 percent vs. 24 percent, $p < .01$).

Young adults with disabilities received help from a variety of sources that also significantly differed across the disability categories. Young adults with traumatic brain injuries, emotional disturbances, speech/language impairments, or mental retardation were more likely to have had a friend or someone else help them find their current job (20 percent to 30 percent) than those with multiple disabilities (5 percent; $p < .01$ for all comparisons). However, young adults with multiple disabilities were more likely to have had a teacher or someone at school help find their current or most recent job than those with hearing, visual, speech/language, orthopedic, or other health impairments; traumatic brain injuries; learning disabilities; or emotional disturbances (29 percent vs. 2 percent to 6 percent, $p < .01$ for all comparisons except $p < .001$ compared with young adults with emotional disturbances or other health impairments). Those with multiple disabilities also were more likely to use an employment agency than young adults with speech/language or other health impairments, traumatic brain injuries, emotional disturbances, or learning disabilities (32 percent vs. 6 percent to 9 percent, $p < .01$ for all comparisons). Similarly, young adults with autism were more likely to have had a teacher or someone at school help find their current or most recent job than those with emotional disturbances, speech/language or other health impairments, or learning disabilities (19 percent vs. 2 percent and 3 percent, $p < .01$ for all comparisons) or to have used an employment agency than young adults with learning disabilities, speech/language

impairments, or emotional disturbances (26 percent vs. 6 percent for all three categories, $p < .01$). Young adults with orthopedic impairments also were more likely to receive help from an employment agency than young adults with speech/language impairments (21 percent vs. 6 percent, $p < .01$).

Table 49. Job search activities of employed young adults with disabilities, by disability category

	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
Percentage reported to have:												
Found their job himself or herself	57.9 (4.78)	57.3 (4.50)	30.4 (5.18)	57.3 (5.47)	49.1 (6.54)	51.7 (7.04)	40.9 (6.75)	56.3 (4.98)	23.6 (6.20)	51.2 (9.62)	23.5 (7.49)	31.4 (10.43)
Had help finding job from:												
Family member	18.2 (3.74)	15.0 (3.25)	21.4 (4.62)	12.7 (3.68)	16.1 (4.81)	13.7 (4.85)	17.1 (5.17)	17.4 (3.81)	15.2 (5.24)	7.7 (5.13)	16.0 (6.48)	19.8 (8.96)
Friend or acquaintance	15.3 (3.49)	19.7 (3.62)	20.2 (4.52)	23.4 (4.68)	18.2 (5.05)	17.9 (5.40)	18.4 (5.32)	17.3 (3.80)	17.5 (5.54)	30.1 (8.83)	4.6 (3.70)	29.8 (10.28)
Employment agency	5.8 (2.26)	5.7 (2.11)	18.1 (4.34)	5.5 (2.52)	12.3 (4.30)	14.1 (4.91)	21.0 (5.59)	9.0 (2.87)	25.5 (6.36)	7.1 (4.94)	32.3 (8.26)	9.1 (6.47)
Teacher/school	3.2 (1.70)	2.7 (1.48)	12.8 (3.76)	1.6 (1.39)	6.4 (3.20)	5.2 (3.13)	3.2 (2.42)	1.9 (1.37)	19.1 (5.74)	4.6 (4.03)	28.9 (8.01)	9.9 (6.71)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTSS2 percentages are weighted population estimates based on a sample of approximately 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTSS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Job Leaving and Job Search Activities by Years Since Leaving High School

There were no significant differences in the reason why young adults left their previous jobs based on years since leaving high school (table 50). For example, forty-seven percent of young adults out of high school less than 3 years reported to have quit their previous or most recent job, and 59 percent of young adults out of high school 5 to 8 years reported to have quit their previous or most recent job.

Unemployed young adults with disabilities did not vary significantly in their looking for work or in the length of their job search, based on the number of years since leaving high school (table 51). The average length of job searching was approximately 8 months for young adults with disabilities out of high school less than 3 years, 6 months for those out of high school 3 up to 5 years, and 9 months for young adults out of high school 5 up to 8 years.

Table 50. Reasons young adults with disabilities left previous or most recent job, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
	Percent		
Percentage reported to have:			
Quit	47.4 (9.71)	46.3 (6.60)	58.9 (4.95)
Had temporary job that ended	24.4 (8.35)	23.5 (5.61)	18.9 (3.94)
Been fired	15.7 (7.07)	14.8 (4.70)	8.3 (2.77)
Been laid off	12.5 (6.43)	15.4 (4.78)	13.9 (3.48)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the most recent job left by young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,090 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Table 51. Length of job search of unemployed young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
Percentage of unemployed young adults with disabilities' reported:			
Had been looking for a job	51.0 (7.38)	48.7 (7.04)	48.8 (6.11)
Average months spent looking for work	8.1 (3.82)	5.8 (1.46)	8.6 (2.38)

NOTE: Standard errors are in parentheses. Job search characteristics are reported for young adults with disabilities out of high school up to 8 years who were looking for paid employment at the time of the interview. NLTS2 percentages are weighted population estimates based on samples of approximately 2,200 young adults with disabilities for whether young adult is looking for work and 860 young adults with disabilities for length of job search.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in how employed young adults found their jobs also were not apparent for young adults with disabilities based on years since leaving high school (table 52). Forty percent of employed young adults with disabilities out of high school less than 3 years reported to have found their job themselves. Employed young adults with disabilities out of high school 5 to 8 years reported to have found their job themselves at a rate of 53 percent.

Table 52. Job search activities of employed young adults with disabilities, by years since leaving high school

	Less than 3 years	3 up to 5 years	5 up to 8 years
	Percent		
Percentage reported to have:			
Found their job himself or herself	40.7 (8.13)	60.7 (5.64)	53.1 (4.55)
Had help finding job from:			
Family member	30.6 (7.63)	18.8 (4.51)	13.6 (3.13)
Friend or acquaintance	18.7 (6.45)	10.8 (3.59)	21.1 (3.72)
Employment agency	5.5 (3.77)	7.9 (3.12)	8.0 (2.48)
Teacher/school	5.6 (3.77)	2.6 (1.84)	5.1 (2.01)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in Job Leaving and Job Search Activities by Highest Level of Educational Attainment

There were no significant differences in the reason why young adults left their previous jobs based on highest level of educational attainment (table 53). The percentage of young adults with disabilities who did not complete high school reported to have quit their job was 39 percent. Fifty-seven percent of young adults with disabilities with postsecondary school completion reported to have had quit their previous job.

Unemployed young adults with disabilities did not vary significantly in whether they were looking for work at the time of the interview or the length of their job search, by their highest level of educational attainment (table 54). The average amount of time spent looking for a job by a high school noncompleter as well as a young adult with postsecondary school completion was about 5 months.

Table 53. Reasons young adults with disabilities left previous or most recent job, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
	Percent			
Percentage who reported to have:				
Quit	39.2 (11.54)	58.3 (6.10)	47.2 (6.73)	56.6 (7.40)
Had a temporary job that ended	14.3 (8.28)	13.1 (4.17)	24.6 (5.81)	28.2 (6.71)
Been fired	28.1 (10.63)	12.2 (4.05)	12.6 (4.48)	5.6 (3.43)
Been laid off	18.4 (9.16)	16.4 (4.58)	15.7 (4.91)	9.6 (4.40)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,090 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Table 54. Length of job search of unemployed young adults with disabilities, by highest level of educational attainment

	High school non-completer	High school completer	Some post-secondary school	Post-secondary school completion
Percentage of young adults with disabilities reported:				
Had been looking for a job	37.1 (9.71)	48.1 (5.88)	53.0 (8.07)	55.9 (10.19)
Average months spent looking for work	4.9 (1.83)	9.4 (2.47)	6.9 (2.82)	5.0 (1.66)

NOTE: Standard errors are in parentheses. Job search characteristics are reported for young adults with disabilities out of high school up to 8 years who were looking for paid employment at the time of the interview. NLTS2 percentages are weighted population estimates based on samples of approximately 2,200 young adults with disabilities for whether young adult is looking for work and 860 young adults with disabilities for length of job search.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Differences in how young adults found their current or most recent job also were not apparent for young adults with disabilities based on years since leaving high school (table 55). For example, the percentage of young adults with disabilities reported to have found their job themselves ranged from 42 percent for high school noncompleters to 67 percent of postsecondary school completers.

Table 55. Job search activities of employed young adults with disabilities, by highest level of educational attainment

	High school non- completer	High school completer	Some post- secondary school	Post- secondary school completion
	Percent			
Percentage reported to have:				
Found their job himself or herself	41.9 (10.91)	43.4 (5.22)	60.5 (6.00)	66.7 (6.48)
Had help finding job from:				
Family member	25.9 (9.69)	21.1 (4.30)	16.6 (4.57)	10.9 (4.29)
Friend or acquaintance	23.8 (9.42)	24.3 (4.51)	11.0 (3.84)	12.1 (4.49)
Employment agency	9.2 (6.39)	9.3 (3.06)	9.3 (3.56)	3.3 (2.46)
Teacher/school	0.3 (1.21)	3.7 (1.99)	2.8 (2.02)	7.1 (3.53)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Demographic Differences in Job Leaving and Job Search Activities

No significant differences in the reason why young adults left their previous jobs were noted for young adults with disabilities who differed in gender or race/ethnicity (table 56); however, one household income difference was apparent. Young adults with disabilities from parents' households with incomes of \$25,000 or less were more likely to be fired from their most recent job than those from household with incomes of more than \$50,000 (20 percent vs. 4 percent, $p < .001$).

3. Employment

Table 56. Reasons young adults with disabilities left previous or most recent job, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percent								
Percentage reported to have:								
Quit	47.9 (6.85)	52.8 (7.64)	54.5 (5.33)	52.3 (4.45)	56.9 (8.52)	49.0 (11.51)	49.7 (4.52)	59.2 (6.42)
Had a temporary job that ended	17.6 (5.22)	17.9 (5.87)	26.9 (4.75)	20.3 (3.58)	21.0 (7.01)	27.3 (10.26)	24.3 (3.87)	15.6 (4.74)
Been fired	19.5 (5.43)	14.4 (5.37)	4.4 (2.20)	12.3 (2.93)	9.8 (5.12)	9.9 (6.87)	8.8 (2.56)	16.0 (4.79)
Been laid off	14.9 (4.88)	14.9 (5.45)	14.2 (3.74)	15.1 (3.19)	12.3 (5.65)	13.8 (7.94)	17.1 (3.40)	9.3 (3.80)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the most recent job left by young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,090 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

In addition, unemployed young adults with disabilities did not vary significantly in whether they were looking for work at the time of the interview or the length of their job search, by household income, race/ethnicity, or gender (table 57). From 42 percent to 55 percent of unemployed young adults with disabilities across demographic categories indicated they had been looking for a job, spending from 5 to 12 months on average doing so.

Table 57. Length of job search of unemployed young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percentage of unemployed young adults with disabilities reported:								
Had been looking for a job	45.6 (6.29)	52.7 (8.38)	53.3 (6.63)	45.2 (5.24)	55.6 (7.70)	53.6 (11.37)	54.9 (5.27)	41.9 (6.19)
Average months spent looking for work	11.8 (2.85)	4.7 (1.66)	5.4 (1.60)	8.2 (2.01)	7.9 (3.09)	4.5 (1.43)	8.4 (1.83)	6.3 (2.23)

NOTE: Standard errors are in parentheses. Job search characteristics are reported for young adults with disabilities out of high school up to 8 years who were looking for paid employment at the time of the interview. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,200 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

Nor were differences apparent related to household income, race/ethnicity, or gender in how young adults with disabilities found their current or most recent job (table 58). For example, from 48 percent to 64 percent of young adults with disabilities across demographic categories reported finding their job themselves, and from 11 percent to 20 percent reported having help from a family member.

Table 58. Job search activities of employed young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percent								
Percentage reported to have:								
Found their job himself or herself	52.6 (6.07)	58.3 (6.66)	54.9 (4.80)	52.3 (3.96)	63.9 (7.55)	48.2 (10.40)	50.8 (4.01)	61.4 (5.71)
Had help finding job from:								
Family member	16.6 (4.52)	13.0 (4.54)	18.4 (3.73)	20.3 (3.19)	10.7 (4.86)	13.4 (7.09)	16.5 (2.98)	19.4 (4.64)
Friend or acquaintance	18.2 (4.69)	21.3 (5.53)	14.0 (3.34)	18.5 (3.08)	12.5 (5.20)	16.5 (7.72)	19.0 (3.15)	13.2 (3.97)
Employment agency	10.9 (3.79)	5.7 (3.13)	7.0 (2.43)	6.8 (1.99)	7.3 (4.09)	14.2 (7.26)	9.9 (2.40)	3.5 (2.16)
Teacher/school	2.0 (1.70)	2.9 (2.27)	6.8 (2.43)	3.2 (1.39)	5.7 (3.64)	8.1 (5.68)	4.8 (1.72)	2.9 (1.97)

NOTE: Standard errors are in parentheses. Job characteristics are reported for the current or most recent job of young adults with disabilities out of high school up to 8 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,740 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 5 parent interview and youth interview/survey, 2009.

This chapter has presented a national picture of the employment experiences of young adults with disabilities. Chapter 2 examined postsecondary school experiences, and chapter 4 will focus on the overlap between these two outcomes, describing engagement in school, work, or preparation for work.