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A FOLLOW-UP STUDY OF THE GRAMBLING
EVALUATION AND TRAINING CENTER

by

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CHAPTER I

INTRODUCTION

The purpose of this study was to conduct a follow-up of the clients of the Grambling Evaluation and Training (GET) Center at Grambling, Louisiana. The investigation grew out of the sentiment expressed by the professional staff of the GET Center for the need of such a follow-up on the clients served since its establishment in 1967.

The Training Center has been in existence for six years, and during this period, no evaluation of the GET Center had been made by way of a follow-up of the clients whom it served.

Statement of Problem

The purpose of the study was to account for the clients served by the Grambling Evaluation and Training Center in terms of a follow-up.

Specifically, the objectives of this study were:

1. To discover the present activities of the clients served by the Grambling Evaluation and Training Center over the past six years.
2. To discover what percentage of the clients served by the Grambling Evaluation and Training Center is gainfully employed.

3. To discover the type of work the clients served by the Grambling Evaluation and Training Center are doing.

Definition of Terms

Admissions Committee - the title given the group organized to carry out the policies, criteria, and procedures established by the Division of Vocational Rehabilitation which pertain to admission of a client to the facility.

Client - a term used in this study to refer to the mentally, physically, and emotionally handicapped individuals.

Staffing - a term used to indicate the presentation of case record material to the Admissions Committee. At the staffing, there is a complete discussion of the case record, viewing it from the medical, social, psychological, vocational, and educational point of view. It is an interdisciplinary approach used so that a better understanding of the applicant can be had by all members of the staff.

Vocational Evaluation - a phrase which refers to a comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and vocational exploration to assist individuals in vocational development. Vocational (work) evaluation incorporates medical, psychological, social, vocational, education, cultural, and economic data to assist in the attainment of the goals of the evaluation process.

Vocational Preparation - a phrase which refers to the educational and technical instruction provided an individual in order to equip him for work.

Work adjustment - a descriptive phrase used to describe the treatment-training process utilizing individual and group work related activities to assist clients to understand the meaning, value, and demands of work; to modify or develop attitudes, personal characteristics, and work behavior and habits; and to develop functional capacities.

Limitations of Study

The study was limited to the 90 information sheets received from the vocational counselors. Only the counselors who responded were used in the study.

Also, examination of the clients' folders revealed that a large percentage of the folders were incomplete. These folders contained only transportation forms and therefore, no record of the clients' history was available for use.

Procedures

A survey of the literature was first made to gain information on previous follow-up studies on the employment of mentally, physically, and emotionally handicapped individuals. After the literature was surveyed, the investigator constructed a letter and information sheet (See Appendixes A and B) to be sent to the Vocational Counselors who represent the clients served by the GET Center. The population of counselors and clients for the study was selected from the Grambling Evaluation and Training Center Control Sheet,

which contained the counselor-client number, client's name, date of staffing, date entered, and date left. Then the letter and information sheet were mailed to the counselors with a request for a response within one month. After the month was up, a follow-up letter (See Appendix C) was sent to all counselors who had not responded. Having received 90 responses, the investigator analyzed the data and the results of the follow-up were presented.

The Grambling Evaluation and Training Center

The historical parentage of the training center is to be found in the work of several pioneers in the area. Pioneers directly related to this development were: President R. W. E. Jones, president of Grambling College; Mayor B. T. Woodard, mayor of Grambling, Louisiana; Vice-President E. L. Cole, vice-president of Grambling College; and, Dr. L. J. Carter, who was chairman of the Department of Special Education at the time of the Grambling Evaluation and Training Center's origin.

As a result of the organizational efforts of the pioneers, the Training Center opened its doors at 110 South Main Street, Grambling, Louisiana on February 1, 1967 with one (1) staff member, Mrs. Hazel Hunter. On April 16, 1967, the lone staff member was joined by J. D. Lewis, present manager of the Training Center, and Otis Moore. After several months of preparation, the first class started July 17, 1967 and consisted of eight (8) clients: five (5)

males and two (2) females. Staff members at the time of the study were: J. D. Lewis, Supervisor-Evaluator; Otis Moore, Men's Training Instructor; Mrs. Hazel Hunter, Women's Training Instructor; and, Mrs. Cheree Woods, Stenographer-Clerk.

The Training Center is presently administered by the Vocational Rehabilitation Division of the Louisiana State Department of Education. Vocational rehabilitation services are provided:

1. To place in employment persons who are mentally handicapped; and,
2. To retain persons in suitable employment, who have a disability which is or will be a vocational handicap.

The Vocational Rehabilitation Act requires that, in order to be eligible for vocational rehabilitation a woman or man:

1. Must have a substantial job handicap as a result of a mental or physical disability.
2. Must be of employable age (16 in the State of Louisiana).
3. Must have a reasonably good chance of becoming employable through rehabilitation services.

The purpose of the Grambling Evaluation and Training Center is therefore, to give assistance to the mentally handicapped by functioning as a rehabilitation bridge between inactivity and the last stages of strict vocational

preparation for job placement.

The major goals of the Grambling Evaluation and Training Center may be stated as follows: (Lewis, 1972)

1. To function as a supporting service to the Rehabilitation Counselor for the purpose of assisting in the vocational rehabilitation of mentally handicapped.
2. To assist in the rehabilitation process by providing a composite program of medical, psycho-social, vocational services.
3. To join with other community agencies in striving to help the handicapped in a program dedicated to vocational and educational growth, self-realization-actualization, and personal and social adjustment.
4. To help meet the vocational needs of the mentally retarded in the State of Louisiana.
5. To coordinate services that are offered in the community from a Vocational Rehabilitation concept.
6. To increase the number of mentally retarded persons being prepared for remunerative employment.
7. To provide evaluation and training services and facilities for retardates capable of eventual placement in employment.
8. To verify the personal adjustment training, work habits, occupational virtues that the mentally retarded so often need in order to hold a job.
9. To provide the occupational skills as indicated either in the Center or on-the-job training.

10. To provide additional training for the students that leave the public school system at age 16 and above, who are classified as mentally retarded and who can meet the admission requirements of the facility.

11. To evaluate and study the trainee in a simulated industrial or occupational work situation.

The GET Center can adequately accommodate forty-two (42) clients. To date, the clients served by the GET Center have been mentally retarded male and female adults from the areas of Monroe, Rayville, Ruston, Grambling, Alexandria, Leesville, Shreveport, Minden, Bastrop, Wisner, Gilbert, Simsbore, Dubach, Boyce, Coushatta, Mangham, Colfax, Pleasant Hill, Converse, and Ringgold in the State of Louisiana who were referred by counselors, ministers, school board members, special teachers, parents, political representatives, lay people, penal institutions, juvenile homes, and judges. However, referral of clients can be made by anyone. The clients' ages are from 16 up with an I.Q. range usually between 40 - 80, but the clients' level of functioning is more of a determining factor than their I.Q. Individuals who are referred for training may go to the Vocational Rehabilitation Office, 122 Saint John Street, Monroe, Louisiana; Grambling Evaluation and Training Center; or, to any Vocational Counselor.

Each client that is referred is represented by a counselor, who evaluates his psychological, physical, social, and vocational status before he enters the GET Center.

All clients are staffed by the Admissions Committee, which consists of the Vocational Rehabilitation Counselor, Evaluator, Training Instructor, and Psychologist. In addition, sometimes there are representatives from school boards, nurses, ministers, teachers, lay people, speech therapists, or assistant supervisors on the Admissions Committee. The clients served by the GET Center must be able to profit from the program and training offered. Parents must both understand and cooperate with the goals of the GET Center. Although the clients are staffed, the Admissions Committee has the responsibility for final determination and authority for acceptance of clients or for official termination action.

After the clients are accepted by the Admissions Committee, they are placed in Evaluation. The Evaluation at the GET Center, which lasts for a period of eight (8) weeks, amplifies the evaluation made by the counselor. The Evaluation program is based on practical and direct actions of the client as related to working situations. Covered in this evaluation are the clients' ability to travel alone, work alone, read and write, count and manage money, appearance, relationships with others, social graces, personal adjustment, manual skills, physical tolerance of work, quality and quantity of work, initiative, reliability and learning, and reaction to working. The Evaluation program provides the staff the opportunity to closely observe each client as he functions in a variety of

vocational situations in order to determine his strengths and weaknesses.

At the end of the eight week evaluation period, an evaluation committee consisting of the facility staff, and Vocational Rehabilitation Counselors meets to discuss the information gathered about the client during the evaluation period. His readiness for employment, type of employment, vocational strengths and weaknesses, type of training he needs, and type of jobs available in the area are all discussed. The evaluation committee makes recommendations to the client's counselor. The client may be referred to another agency for additional services, accepted for training at the GET Center, referred to Trade School, referred to a Residential Center, re-evaluated, placed in employment, placed in "on-the-job" training, or referred to sheltered workshop.

Housed within the GET Center are the male and female training areas. In male training, the shop program is basically an exploratory one. It is used to develop mental and physical coordination, motor control, and ability to use tools. Sampling in a cross section of occupations develops the basic skills and fundamentals that provide the client with job familiarity and facilitate the training period of the male clients. A great deal of emphasis is placed on personal and social adjustment.

The basic core program of male training consists of:

1. Use of hand tools.
2. Use of power tools.
3. Woodworking and related skills.
4. Painting.
5. Grocery store work.
6. Service station work.
7. Janitorial work.
8. Repair and maintenance of small internal combustion engine.
9. Lawn care and yard work.
10. Garden work.
11. Simple electrical repair.

In female training, emphasis is placed on "independent living." Many of the female clients will be able to take over family responsibilities which will free the parents for employment.

Female training is designed to give basic skills in:

1. Food and nutrition.
2. Sewing, domestic, and commercial.
3. Janitorial work (Home Management).
4. Packing and wrapping.
5. Cafeteria work.
6. Nursing aid
7. Grooming.
8. Craft and art.
9. Laundry.

After the staff and the counselor feel that the client is ready for employment, he may be placed in an "on-the-job" training facility and trained for a specific job; or he may be placed directly on a job that he is immediately capable of performing.

After placement, the counselors and the placement counselor follow-up and help the client with any problem(s) that might affect his adjustment on the job.

The Grambling Evaluation and Training Center has been in existence since 1967. Therefore, it is hoped that through the findings of this follow-up study, the GET Center can view its accomplishments of the past six years.

CHAPTER II

REVIEW OF LITERATURE

Adequate follow-up is often the weakest and most troublesome aspect of rehabilitation programs. Once some measure of rehabilitation effort is concluded and the individual client is made aware that the service he has been receiving is at an end, clients tend to drift out of contact with the service-giving agency (Neff, 1959:2). In a survey of rehabilitation agencies in Europe and America, it was found that no adequate follow-up inquiry had been done by the various centers (Jones, 1952). Although this statement was made by Dr. Jones in 1952, it must be modified in the light of more recent work.

Follow-up studies on the employment of the mentally retarded students have been done by a large number of writers. Some retardates have been found to gain entry into jobs, with or without training. All of these such findings will be reported in the review of literature. This chapter was subdivided into four categories of research: Occupational Success of Mentally Retardates Based on I.Q., Social and Occupational Success of Mentally Retardates in Special Class Programs, Role of the Federal Government in Placement of the Mentally Retardates and Employment and Vocational

Adjustment of Mentally Retardates in Training Centers.

Occupational Success of Mentally Retardates Based on I.Q.

While the vast majority of retardates will be found in unskilled and semi-skilled jobs and earning modest wages, a number of follow-up studies (e.g., Engel, 1950, 1952; Krishef and Hall, 1955) have found that retardates can, on occasion, gain entry into skilled and unusual occupations, and can earn very good salaries. Some retardates find work in occupations that might be unexpected in light of their tested IQs. One study found truck drivers, parachute sewers, and sewing machine operators with IQs between 50 and 69. Bartenders and carpenters were found in the 70 to 79 IQ range (Rynbrandt, 1947), and were also encountered in Bobroff's (1956) follow-up study. Generally, people do not realize how little tested intelligence it takes to perform a large number of jobs. Hegg (1950) and Fraenkel (1961b) agree that retardates can be placed not only in sheltered, but also in open employment.

Davies (1959:212) estimated that half of the restaurant industry jobs in New York City were within the ability scope of the retarded. He also pointed out that textile mills were once operated by children and that similar machine operations should, therefore, be within range of child-like intelligence. Delp (1957) identified a wide range of tasks in which retardates with IQs in the 20s, 30s, and 40s were found to engage, and Wolfensberger and Tizard found

some remarkable accomplishments by low functioning retardates working in a factory in England. Unger and Burr (Engel, 1950) performed a series of job analyses that showed that a wide variety of industrial tasks could be done on a Mental Age level of 9 to 10. Even sales girls could manage with a Mental Age of 9.5. Over 42 years ago, Beckham (1930) found that Mental Ages of 7 to 8 were sufficient for a variety of laundry tasks, and Tizard and O'Conner (1950a) pointed out that persons of even lower mental ages could perform such work. Krishef and Hall (1955) reported that 15 percent of the retardates under county supervision in Hennepin County, Minnesota, were earning \$3,000 or more.

Saenger (1957) in his classic study of the adjustment of severely retarded adults in New York City, found that 27 percent of his community sample was employed, and a total of 36 percent had been employed at some time. Even among the mongoloids, 6 percent were employed at the time of the study.

Reviews of follow-up and community adjustment studies have been published by Engel (1950, 1952), Goldstein (1964), O'Conner (1957), Reynolds and Stunkard (1960), and Tizard (1958).

Social and Occupational Success of Mentally Retardates in Special Class Programs

Follow-up studies of the social and occupational success of former educable mentally retarded students in special class programs began to appear in the literature

by the early 1920s.

Bobroff (1955:525-535) provided data on a sample of 121 students in Detroit's Public School System who at the time they were enrolled in classes were placed in two levels of special education, i.e. . . . , the Special B classes which were self-contained in elementary schools and special centers and the Special Preparatory which featured academic training in special curriculum and vocational training in other areas of the high school program. The students were out of school 12 years after the follow-up was made, allowing them enough time to adopt to increased personal and social responsibilities. It was found that only 8 percent of the males were unemployed. The other findings were: 16.3 percent skilled ; 36.4 percent semi-skilled and 29.5 percent unskilled. The strength of the study lies in the fact that Bobroff gathered an extensive amount of information on students who had left a large city school system during a period of a manpower shortage and a high rate of economic and industrial activity due to the war effort. Under these employment conditions and bolstered by the special training with which they were provided, the mentally retarded had one of their best opportunities in the history of modern special educative methods to make maximum use of their preparation. Bobroff also provided information to the effect that 20 percent of the males in the study had been offered promotions to such positions as foreman and supervisor during the survey period.

Carriker (1957) compared an experimental group of retarded who were enrolled in special classes with a control group of retarded who remained in the regular school curriculum in Lincoln and Omaha, Nebraska. The 49 students had been out of the school from 6 - 10 years after the study was conducted. The findings revealed that only 14.3 percent of the male students were unemployed.

Cassidy and Philps (1955) provided the only information of a follow-up of 19 special education programs with the entire state of Ohio. The survey was conducted on 163 students only a few years after the respondents had left school. Only 13.4 percent of the students were unemployed with 30.0 percent in skilled and 34.0 percent in semi-skilled occupations. Only 2.3 percent of the students were in skilled occupations.

Dinger (1958) completed a study of 100 former special class members of the Altoona, Pennsylvania, Public Schools. He drew an original sample of 614 former special class pupils of which 333 (208 males and 125 females) returned a mailed personal data questionnaire. Only 12.8 percent of the pupils were unemployed. The majority of pupils were found in semi-skilled and unskilled occupations.

Keeler's (1963) doctoral dissertation on the adjustment of 115 graduates from secondary special classes in San Francisco, California represents one of the few studies of its kind of former special class members residing in large urban areas during the 1960s. It was revealed

that 46 of the 115 students were employed. She made special efforts to separate and compare the survey information according to ethnic differences which had been largely avoided in previous studies.

Among the many follow-up studies in mental retardation, the two Kennedy (1962) surveys of 1948 and 1960 stand out for their extensiveness. The studies were conducted in Millport, Connecticut. In the 1948 study, 256 students were used and only 179 students in the 1960 study. Kennedy did lose approximately 30 percent of the mentally retarded population between the two reported survey years. Only 9.7 percent of the 1948 and 1960 surveyed students were unemployed. The majority of the students in the 1948 and 1960 survey were employed in semi-skilled occupations.

Mullen (1952) offered some information on 208 students from one of the school systems in Chicago, but failed to provide enumerative data concerning the classification of jobs.

Peters and Rohde (1964:15) published a study of 91 students that graduated from a cooperative program between the New Haven, Connecticut School System and other agencies. The school provided the basic academic training, but cooperated with State and Federal rehabilitation agencies in the areas of vocational training and placement. This is one of many such programs that had been developed during

the 1960s between local school systems and rehabilitative agencies. Peters and Rohde considered the program's results as encouraging and felt that it was "significant that of 91 (former students), not a single one became a laborer, porter, or a domestic . . ."

Peterson's 1959 doctoral dissertation was designed to obtain information about the adjustment of 45 former special class members for the purposes of planning a program for the educable retarded in Cedar Rapids, Iowa. It was found that 65.2 percent were employed in unskilled occupations.

Deno, Henze, Krantz, and Barklind (1965) conducted a survey of former secondary school special class members as a part of a cooperative research and demonstration project between the Minnesota Vocational Rehabilitation Administration and the Minneapolis Public Schools. One of the most startling discoveries was that 65 percent of the population had "dropped out" of the three year program which culminated with the awarding of a high school diploma. Two other prominent features appeared in the study: (1) the high rate of unemployment, which may, in part, be due to the fact that the former class members had only recently left school, and (2) the utilization of the Roe occupational classification scheme which locates a job in a two dimensional configuration rather than the one dimensional one that had been used in previous follow-up studies. The Roe system classifies an individual's job according to the kind of occupation and the level of responsibility. Deno et al.

clarified the distribution of occupations as follows:

The majority of these students held jobs in and technology areas at the semi-skilled and unskilled levels. Kitchen help, machine operators, and laborers comprised 73 percent of the jobs held by boys. Kitchen help, waitresses, machine operators and unskilled factory workers accounted for 92 percent of the jobs held by girls.

Rutzick (1965) presented a tabulation of the 16 most frequent occupations in which secondary school systems vocationally train and place the educable mentally retarded. The occupations were classified according to the socio-economic terms used in the United States census reports. The occupations were: restaurant-cafeteria worker, janitorial worker, stock clerk, laborer, gas station attendant, hospital worker, service worker, babysitter-nursery aide, craftsmen, file clerk-typist, assembly worker, auto mechanic, machine operator, factory worker, salesman, and farm worker.

Rutzick also presented a table on the median annual earning of the 16 most frequent occupations in which secondary school system vocationally train and place the educable mentally retarded. The earnings were amounts adopted from Rutzick's analysis of the ranking of 321 selected occupations performed on the 1960 census of population which included annual earnings for 1959. The annual earnings ranged from \$837 - \$4505, which the assembly worker receiving the largest earnings of \$4505.

Strickland (1964) made a survey of the special

education job training situations of cooperative programs between public school systems and branches of the Vocational Rehabilitation Administration in the State of Texas. He recorded occupations for 436 students as follows: hotel and restaurant, 20.8 percent; retail trade, 16.3 percent; auto service, 12.6 percent; personnel service, 9.4 percent; domestic service, 7.1 percent; remainder, 33.7 percent.

In a study by Kokaska (1968) the following occupational areas the educable retarded are being trained and placed in by secondary school systems: clerical, craftsmen, farming and agriculture, laborer, operatives, professional, sales, and service.

The Role of the Federal Government in Placement of Retardates

With the continued expansion of federal assistance in the areas of training and placement of the mentally retarded, the Vocational Rehabilitation Administration has become involved in the preparation of the retarded for gainful employment and has compiled data on the placements made by their state offices. The placement of clients who were diagnosed with mental retardation as the primary disability have increased from 2.1 percent of the total number of rehabilitants in 1958 to 5.4 percent in 1963. A transformation of the latter percentage represents a population of 5,909 (Department of Health, Education and Welfare, Vocational Rehabilitation Administration, 1964a:

10-11). Switzer (1966) estimated that 13,700 mentally retarded individuals were rehabilitated during the 1965-66 fiscal year.

The greatest number of placements in 1963 occurred in service areas with 40.1 percent, followed by: unskilled 20.1 percent; semiskilled, 16.7 percent; clerical and sales, 8.0 percent; skilled, 7.5 percent. One may note that the highest figure reported in the service areas in the follow-up studies appeared in the Peters and Rohde survey of graduates from a cooperative program between the public school system and the state vocational rehabilitation agency.

There are two possible factors to consider in the high rate of service placement. Almost 70 percent of the mentally retarded clients that the rehabilitation agencies are receiving are less than 20 years old (Vocational Rehabilitation Administration, 1964a:7).

Peterson and Jones (1964:12) took exceptions to the type of logic which postulates that since the retarded are being placed in large numbers in service occupations, and since the service occupations are projected to continue to expand in the future labor market, then the best opportunity for employment is in these areas and training efforts should be along those lines. The logic may be partially correct, but one must guard against the "stampede syndrome" in planning training programs. After an extensive survey of placements by 48 representatives agencies over a

two year period, Peterson and Jones stated:

The diversity of the fields in which retardates have performed productively and the wide range of fields in which they have been accepted strongly suggests that the expansion into non-service occupations, therefore, needs to be systemically explored.

Employment and Vocational Adjustment of Mental Retardates in Training Centers

Brolin (1968:644-651) conducted a study of 193 former clients (100 males and 93 females) of the Developmental Evaluation Center at the Central Wisconsin Colony and Training School, Madison, Wisconsin. The subjects comprised all the clients evaluated between January 1, 1966 and June 30, 1968 and who ranged in chronological age from 18 to 54 (mean is 24.4) at follow-up and in I.Q. range from 40 - 89 (mean is 59.3). The findings upheld the importance of rehabilitation services for the mentally retarded, especially males. It was found that 38 percent of the male clients were in competitive employment; 30 percent in sheltered employment; 15 percent in a day care program; and 17 percent institutionalized. It was also found that 29 percent of the female clients were in competitive employment, 33 percent in sheltered employment, 16 percent in day care programs, and 22 percent institutionalized.

In a follow-up study of 136 graduates in a Residential Training Center in California for the mentally retarded, it was found that 75 percent of those were employed. There wages averaged \$1.08 per hour with a range of 17¢ to

\$2.10 (McKinnon, et al, 1970:47).

The Division of Vocational Rehabilitation of Michigan conducted a survey of the vocational status of rehabilitants in Michigan for the 1969 fiscal year. It was found that 82 percent of the clients were employed. About 40 percent were found in professional - technical or clerical sales occupations. Another 20 percent were in service operations and the remainder were in industrial positions (Michigan State Department of Education, Division of Vocational Rehabilitation, 1971).

Two follow-up studies were conducted to investigate the vocational status of former educable mentally retarded students from the Kansas Work-Study Project during the years 1964 - 1967 and of a comparison group who participated in the summer of 1964. The results of employment status favored the experimental group of whom 92 percent were employed, compared with 68 percent of the comparison subjects. However, during the two year period between 1967 and 1969 follow-up, the employment of the experimental group decreased from 92 percent to 83 percent and the employment of the comparison group increased from 68 percent to 75 percent, virtually eliminating any differences between the two groups. The subjects were found to be employed in the following jobs: military service, housewives, labor, assembly line, salesclerk, hospital worker, garment cutter helper, ambulance attendant, spot-welder, motel maid, beautician's helper, baker's helper, carpenter helper, pressman helper,

and baby sitter (Chaffin, et al, 1969:733-738).

Tisdall (1955:11-15) reported a follow-up study of 126 trainable mentally handicapped children in Illinois. The follow-up status of the 126 clients was found to be classified into eight categories: 25 percent were found to be living at home; 24 percent were still in special classes; 18 percent in parent-sponsored classes; 12 percent in institutions for the mentally retarded; 7 percent employed in sheltered workshops; 7 percent moved from the community; 4 percent transferred to classes for the educable mentally handicapped and 2 percent deceased.

A follow-up study was conducted in Edinburgh, Scotland, in which the employment adjustment of 188 ex-pupils were examined. An occupational analysis of jobs held by the pupils during the three year follow-up period revealed the following jobs: farmers, miners, glass and ceramics makers, allied trade workers, woodworkers, leather workers, textile workers, clothing workers, tobacco workers, paper and printing workers, construction workers, painters, laborers, transport and communication workers, warehousemen, storekeepers, packers, sale workers, recreation workers, technical workers, and armed forces (Jackson, 1968:924-930).

A follow-up study of clients of the Vocational Adjustment Center (VAC) of the Chicago Jewish Vocational Service was conducted by Neff (1959). It was found that the clients who were recorded as having a post VAC work

experience had been in regular competitive employment in the open market. Of the five individuals who are listed as having only sheltered work experience, two had been in sheltered workshops e.g., Goodwill Industries and three had worked only in a family business on jobs that seem to be created for them on a "make-work" basis. The range in kinds of work performed was wide, but more than half of the clients who held jobs had worked in stock, messenger, or simple clerical jobs. Relatively few - 20 in all - had worked in line production or assembly tasks. Nineteen clients had performed domestic work in hospitals or other institutions. The quality of the work performed was almost entirely unskilled or very slightly skilled and the pay received was close to the legal minimum. The clients who were able to find work tended to fill unskilled positions in the auxiliary or supporting departments in industrial firms (Neff, 1959b).

In a follow-up study of the vocational rehabilitation of cerebral palsied adults at the Buder Youth and Adult Center, St. Louis, Missouri, of the 73 clients who completed the program, 17 clients were placed in employment, 8 clients placed in training and 3 clients were placed in sheltered shops (Machek and Collins, 1961:106-108).

Indianapolis Goodwill Industries developed a program to measure the training and employment potential of men and women seriously handicapped - physically, emotionally, or intellectually. In the 1955 follow-up

of clients: 37 percent were employed, the majority of them in sheltered workshops. In the 1956 follow-up, 50 percent of the clients were employed or in training (Miller, 1958:8-9).

Holbert (1970) presented the results of a study on the employment of the clients of the Atlanta Employment Evaluation and Service in Atlanta, Georgia. The data of 1969 showed that 43 percent of the clients referred were employed after the Center's services, 67 percent in semi-skilled, clerical, and skilled jobs. Of those employed, 66 percent were earning \$250 per month or more, and 27 percent were earning \$400 per month or more. Since income is directly related to standard of living, there is no doubt that the increased amount of money received by the clients that were employed after Center services has had a positive effect on their standard of living.

The research department of Vocational Guidance and Rehabilitation Services in Cleveland, Ohio reported follow-up results of a 20 percent random sample of 192 clients out of a total client population of 959 interviewed. The population was made up of clients participating in work evaluation during the seven years: 1956 to 1963. One third of the ex-clients were employed: 28 percent in competitive industry and 5 percent in sheltered employment. Mean hourly wage in competitive employment was \$1.23, ranging from \$.20 to \$3.60. Of those jobs held in competitive employment, 77 percent were full-time.

In a project conducted by the Jewish Vocational Service in Chicago, Illinois, 23.4 percent of 74 clients of the Work Therapy Center was in competitive employment; 16.2 percent of the 47 clients from the Mental Health Center was in competitive employment; and 9.3 percent of 76 clients from the Chicago State Hospital was in competitive employment (Soloff, 1967).

In summation, the review of literature revealed that mental retardates are gainfully employed in skilled and unskilled jobs.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

The data presented in this chapter include the summation of responses from the information sheets returned by the Vocational Rehabilitation Counselors. The tabulated data show the findings of the study and the chapter contains only such interpretations as the data support. The summary, conclusions, and recommendations of such findings are reported in Chapter IV.

The data for this study were found in the 90 information sheets returned by the Vocational Counselors. These sheets report on sixty-four males and twenty-six females. Hence, the 90 responses represent 53 percent of the total.

Data for Table 1 were obtained from the Control Sheets of the GET Center. The table represents the number of males and females who entered and completed training at the GET Center each year. The GET Center served 179 clients from 1967 - 1971 and 42 presently enrolled during the time of the study. Of the 221 clients, 160 were males (72 percent) and 61 were females (28 percent).

Table 2 shows the number of clients served by the GET Center from each parish.

Table 1
Number of Males and Females Served by the
GET Center from 1967-72

Year	Males	Females	Total
1967	13	6	19
1968	18	4	22
1969	21	10	31
1970	39	17	56
1971	35	16	51
1972	34	8	42
Total	160 ¹	61 ²	221 ³

¹Total Male Clients

²Total Female Clients

³Total Clients Completed Training

Table 2
Percentage of Clients Served by the GET Center
from Each Parish

Parish	Number	Percentage
Bienville	1	1.1
Caddo	7	7.8
Franklin	2	2.2
Grant	1	1.1
Lincoln	14	15.6
Morehouse	1	1.1
Ouachita	24	26.7
Rapides	2	2.2
Red River	1	1.1
Richland	3	3.3
Sabine	2	2.2
Webster	1	1.1
Vernon	6	6.7
*Total	65	72.2

*Total will not equal to 100.0 percent. Check limitations for the reason.

Table 3 shows the disabilities of the clients served by the GET Center. The disabilities were divided into three categories: mental retardation, physical disability, and emotional disability. It was found that 52.2 percent of the clients were mentally retarded. The clients who were physically disabled exhibited a variety of disabling conditions: polio, brain damage, blindness, seizures, epilepsy, schizophrenic, and blackouts. Thirteen (13) of the 90 clients had multi-disabilities.

Table 3
Types of Disabilities of Clients

Primary Disability	Number	Percentage
Mental Retardation	47	52.2
Physical Disability	13	14.4
Emotional Disability	2	2.2
*Total	62	68.8

*Total will not equal 100.0 percent. Check limitations for the reason.

Figure 1 shows the age range of the clients served by the GET Center. The mean age was 17.3 with the majority of the clients in the 16 year old age range. There was a high percentage of unknown ages (31.1 percent). This was due to the clients' folders being incomplete.

Figure 1. Age-Range of Clients

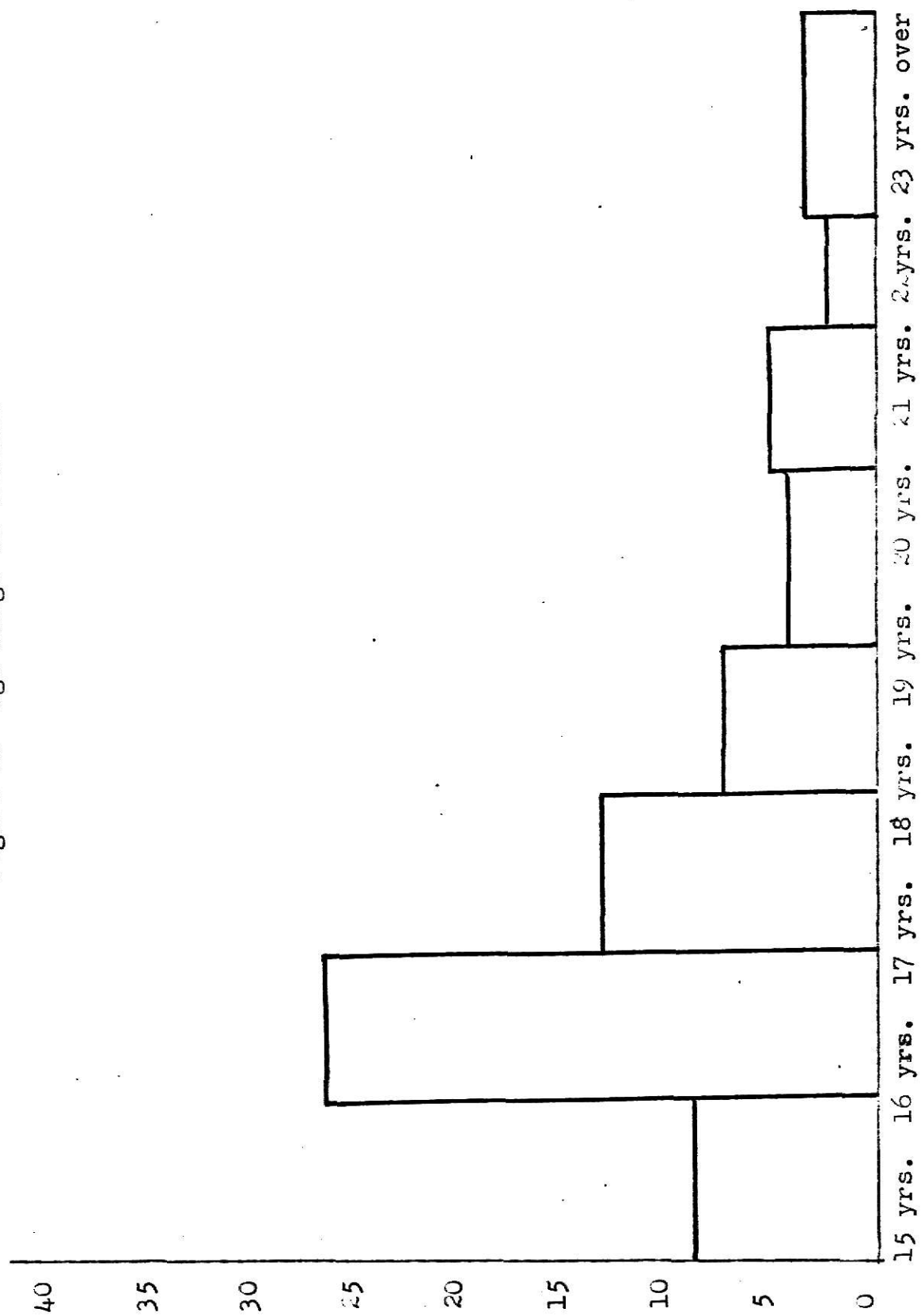


Figure 2. I.Q. of Clients

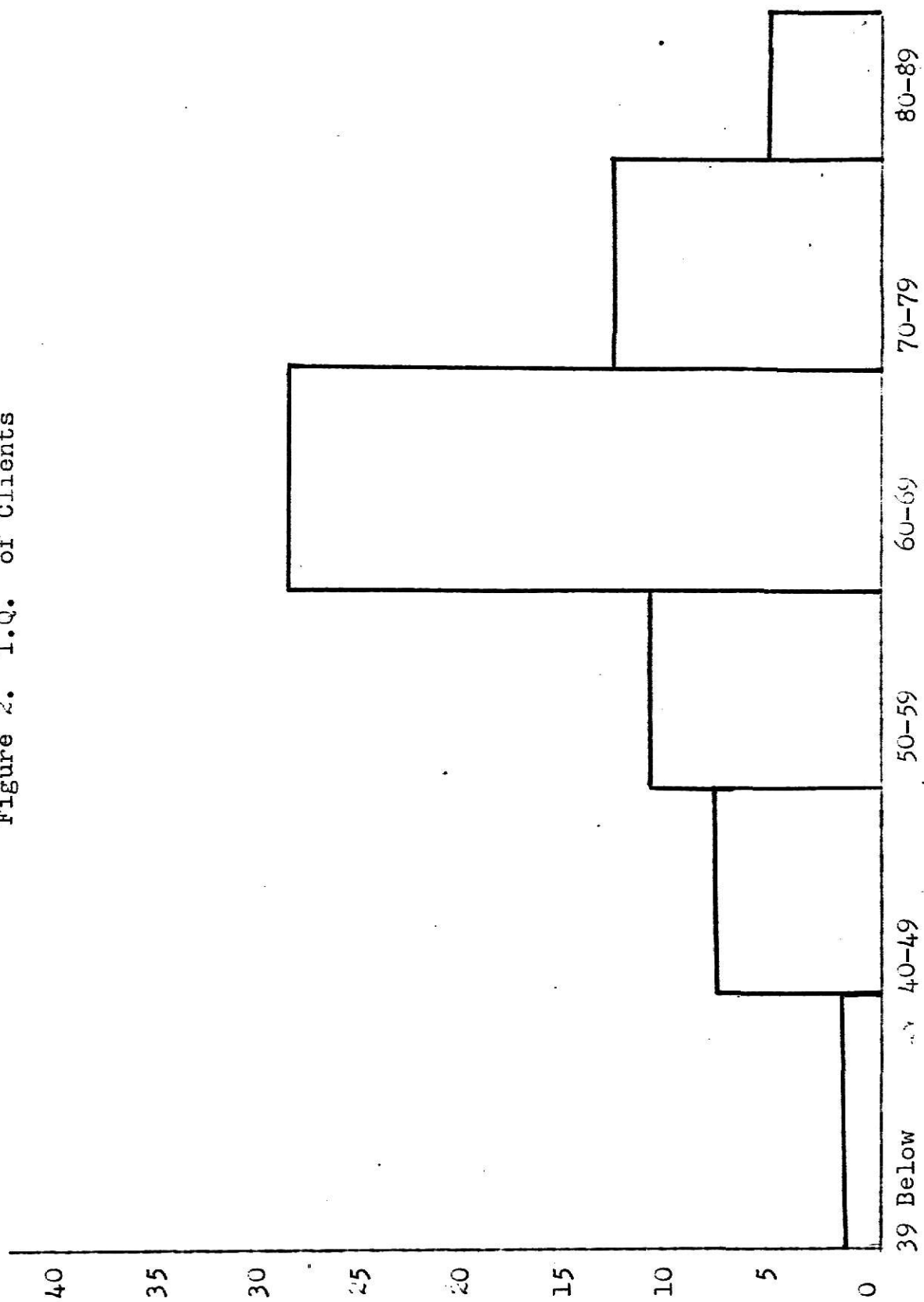


Figure 2 shows the I.Q. of the clients served by the GET Center. The mean I.Q. was 63.24 with the majority of the IQs in the 60-69 group. Again the percentage of unknown was high.

The data from Table 4 represents the educational background of the clients. A large percentage of the clients were formerly in Special Education classes in the public schools.

Table 4
Educational Background of Clients Served
from 1967-1972

Grade	Number	Percentage
1st	0	0.0
2nd	2	2.2
3rd	0	0.0
4th	0	0.0
5th	3	3.3
6th	5	5.6
7th	12	13.3
8th	7	7.8
9th	6	6.7
10th	2	2.2
11th	2	2.2
12th	2	2.2
Special Education	21	23.3
Total	62	68.9

Table 5 shows the amount of time the clients spent at the GET Center. It was found that 28.9 percent of the clients spent 1-5 months in training at the GET Center. It should be noted that only 2 out of 90 clients reported in the study spent from 21-30 months at the Center.

Table 5
Time the Clients Spent
at the GET Center

Time	Number	Percentage
Less than 1 month	4	4.4
1 - 5 months	26	28.9
6 - 10 months	13	14.4
11 - 15 months	19	21.1
16 - 20 months	5	5.6
21 - 25 months	1	1.1
26 - 30 months	1	1.1
*Total	69	76.7

*Total will not equal 100.0 percent. Check limitations for the reason.

From the information sheets returned by the counselors, Table 6 was constructed. Table 6 shows the percentage of males and females employed and unemployed. The findings on the placement of the clients were divided into six categories: employed, unemployed, training program, re-entered public

school, sheltered workshop, and deceased. Of the 90 clients reported in the study, 54.4 percent of them are employed. It was found that 60.9 percent of the male clients were employed; 9.4 percent unemployed; 6.2 percent in training program; 7.8 percent re-entered public school; 3.1 percent in sheltered workshop; and, 1.6 percent deceased. All of the clients who were employed were on full-time basis. Also, it was found that 38.5 percent of the female clients were employed; 34.6 percent unemployed; 7.7 percent in training program; 3.8 percent re-entered public school; and 11.5 percent in sheltered workshop. None of the female clients was reported deceased.

Table 6
Percentage of Male and Female Clients
Employed and Unemployed

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	Number	%	Number	%	Number	%
Employed	39	60.9	10	38.5	49	54.4
Unemployed	6	9.4	9	34.6	15	16.7
Training Program	4	6.2	2	7.7	6	6.7
Re-entered Public School	5	7.8	1	3.8	6	6.7
Sheltered Workshop	2	3.1	3	11.5	5	5.6
Deceased	1	1.6	0	0.0	1	1.0
Unknown	7	10.9	1	3.8	8	8.9
Total	64	100.0	26	100.0	90	100.0

It should be noted that there was not a large percentage difference between the employment and unemployment of the female clients. Of the 6 male clients reported unemployed; one (1) was in jail for theft and the other five (5) male clients were available for work at the time of the study. It was reported that three (3) of the nine (9) female clients unemployed are now housewives. The activities of only a small percentage of the clients were reported unknown by the Vocational Counselors. These omissions were due to the fact that the counselors could not locate the clients after their training at the GET Center.

The follow-up study revealed that the male clients were employed in a wide variety of unskilled jobs. Table 7 indicates the occupational distribution of male clients by job titles. The jobs could not be placed into any particular classification, inasmuch as there were 21 different types of jobs reported. Most of the male clients were found to be either construction worker, general laborer, service station attendant, farm laborer, or cook. All of the jobs reported in the study were full time.

Table 7
Occupational Distribution of Male Clients
by Job Title

Number	Job
1	Baby sitter
1	Bus Boy
1	Box Assembler
1	Cafeteria worker
5	Construction worker
3	Cook
1	Dairy company worker
4	Farm laborer
1	Furniture store porter
1	Dishwasher
6	General Laborer
1	Kitchen helper
1	Janitor
1	Job corps worker
1	Laundry worker
1	Lumber mill worker
1	Nursery worker
2	Sanitation department worker
4	Service station attendant
1	Timber cutter
1	Waiter

Table 8 represents the occupational distribution of female clients by job title. There were seven (7) different types of jobs reported for the female clients employed at. All of these jobs are full-time. Of the seven (7) areas of work, the three (3) most prevalent were: domestic worker, dishwasher, and waitress. One (1) unusual job reported for a female client was that of a taxicab dispatcher.

Table 8
Occupational Distribution of Female Clients
by Job Title

Number	Job
1	Baby sitter
1	Cafeteria worker
2	Dishwasher
2	Domestic worker
1	Maid
1	Taxicab dispatcher
2	Waitress

Table 9 shows the annual earnings of the male clients reported in the study. The annual earnings were computed on the basis of the clients' weekly or hourly wages. If the salary

Table 9

Annual Earnings of the Male Clients

Occupation	Annual Earnings
Babysitter	\$1040
Bus Boy	\$2600
Box Assembler	-
Cafeteria worker	-
Construction worker	\$3640
Cook	\$3120
Dairy company worker	\$3120
Dishwasher	\$2600
Farm worker	\$2600
Furniture store porter	-
General Laborer	\$3328
Kitchen helper	-
Janitorial worker	\$2340
Job Corps worker	-
Laundry worker	\$1040
Lumber mill worker	\$3328
Nursery worker	\$1820
Sanitation Department worker	\$3328
Service station attendant	\$3120
Timber Cutter	\$3120
Waiter	-

was reported on an hourly basis, the formula used was:

$$(\text{Hourly wages} \times 40 \text{ hours}) \times 52 \text{ weeks} = \text{annual earnings}$$

If the salary was reported on a weekly basis, the formula used was:

$$(\text{Weekly wages}) \times 52 \text{ weeks} = \text{annual earnings}$$

The majority of the male clients were paid according to the legal minimum wages of \$1.60 per hour. In some instances, the annual earnings were based only on one (1) client's earnings. The study revealed that the construction worker received the highest annual earnings of \$3640. The annual earnings reported in this study do not take into consideration any type of deductions. The salaries for several of the occupations were not available at the time of the study. The annual earnings ranged from \$1040 - \$3640. The mean earnings were \$2676.27. The median and mode earnings were \$3120.

Table 10 shows the annual earnings of the female clients reported in the study. The annual earnings of the female clients were computed by the same formula used for that of the male clients' annual earnings. The annual earnings were not available for the maid and taxicab dispatcher at the time of the study. It was found that the highest earnings of \$3328 was received by the cafeteria worker. The annual earnings ranged from \$1560 - \$3328. The mean earnings were \$2225.60. The median and mode earnings were \$2080.00.

Table 10
Annual Earnings of the Female Clients

Occupations	Annual Earnings
Babysitter	\$2080
Cafeteria worker	\$3328
Dishwasher	\$2080
Domestic worker	\$1560
Maid	-
Taxicab dispatcher	-

CHAPTER IV

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of the study was to account for the clients served by the Grambling Evaluation and Training Center in terms of a follow-up. Specifically, the objectives of this study were:

1. To discover the present activities of the clients served by the Grambling Evaluation and Training Center over the past six years.

2. To discover what percentage of the clients served by the GET Center is gainfully employed.

3. To discover the type of work the clients served by the GET Center are doing.

A cover letter and information sheet were mailed to the Vocational Counselors who represent the clients served by the GET Center to obtain the needed information. After a month, a follow-up letter was sent to all counselors who had not responded. Having received 90 responses (53 percent), the investigator analyzed the data and results of the study were presented in Chapter III.

The findings of the study were based on 90 respondents who represented 53 percent of the total population.

On the basis of research conducted by the investigator on the clients of the GET Center, it was noted that the total number of male clients served by the GET Center exceeded the total number of female clients. The majority of the clients served by the GET Center came from Ouachita Parish although the Center is located in Lincoln Parish. The major disability of the clients was mental retardation. Most of the clients who entered the GET Center were 16 years old. This was probably due to the fact that in order to be eligible for vocational rehabilitation, the client must be of employable age: which is 16 in the State of Louisiana. The mean age was 17.3 years. The majority of the clients' IQs were in the range group 60-69; with the mean IQ being 63.24. A large percentage of the clients only remained in the GET Center from 1 - 5 months.

From the tabulation of the responses, the following findings were revealed:

1. Fifty-four (54.4) and four tenths percent of the clients reported in the study were employed. Of the 64 male clients reported in the study, 60.9 percent were employed. Of the 26 female clients reported in the study, 38.5 percent were employed. It was revealed that the male clients were employed in a wide variety of unskilled jobs. There were 21 different types of jobs reported in the study. More of the male clients were found in the areas

of construction worker, general laborer, service station attendant, farm laborer, and cook. The female clients were employed at the following jobs: taxicab dispatcher, babysitter, domestic worker, dishwasher, waitress, maid, and cafeteria worker.

2. Sixteen and seven tenths (16.7) percent of the clients were unemployed. Of the male clients, only 9.4 percent were unemployed. Of the female clients, 34.6 percent were unemployed. The percentage of employment and unemployment for the female clients was relatively close.

3. Other activities of the clients reported in the study were 6.7 percent in training programs, 6.7 percent re-entered the public school, 5.6 percent in sheltered workshops, and only 1.0 percent deceased.

Other findings revealed that the mean annual earnings for the male clients was \$2676.27 with the median and mode being \$3120. The annual earnings ranged from \$1040 - \$3640. The majority of the male clients were paid according to the minimum wages of \$1.60 per hour. The study revealed that the construction worker received the highest annual earnings of the male clients. The mean annual earnings for the female clients was \$2225.60 with the median and mode being \$2080. The annual earnings ranged from \$1560 - \$3328. The study revealed that the cafeteria worker received the highest annual earnings of

female clients.

CONCLUSIONS

The findings indicated that the majority of the clients reported in the study did gain entry into suitable employment. Hence, the investigator felt that the vocational preparation received at the GET Center did help the clients to become employable.

On the basis of observations made by the investigator, a full-time counselor is needed at the GET Center to:

1. Work with clients
2. Complete and update clients' folders
3. Place clients in employment
4. Follow-up on clients after training

One rewarding result of the study is that the Grambling Evaluation and Training Center will use the results as a part of a larger accountability effort.

RECOMMENDATIONS

This study only discussed briefly the program of study at the Grambling Evaluation and Training Center, but the investigator recommends future research as follows:

1. Research to determine the exact nature of vocational training and preparation which clients received at the Center.
2. The quality of their performance on the job.
3. The length of time clients remain on the job.

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APPENDIX A

November 6, 1972

Dear Counselor:

I am a counselor-trainee, currently doing practicum experiences at the Grambling Evaluation and Training Center. Also, I am doing a follow-up on the Training Center for my master's report at Kansas State University. I have the full cooperation from Mr. J. D. Lewis and the Staff of the Center. Inasmuch as it is hoped that through the findings of this study the Center can view its accomplishments of the past six years, I am soliciting your assistance in this endeavor.

I need to know from you, as a counselor of the client(s) named on the enclosure, what each is doing now or was doing immediately after leaving the Grambling Evaluation and Training Center. Whatever he or she is doing, please let me know as soon as possible. You can be assured that all data will be held in the strictest confidence; and no client will be identified in any way, only reported in terms of numbers.

Thank you for your time and professional cooperation in providing this pertinent information. Please forward the information to me as soon as possible because the center will use the results of this study as a part of a larger accountability effort.

Please forward the information to:

Mrs. Joycelyn Mason Ward
P. O. Box 66, Apt. 107A
Grambling, Louisiana 71245

Thank You.

JLW

Enclosure

APPENDIX C

December 10, 1972

Dear Counselor:

I have been waiting patiently for your response to my previous letter, but the time is approaching for the completion of my Follow-Up Study on the Grambling Evaluation and Training Center.

The follow-up study is very important to the Center and failure to receive the necessary information from you on the clients will result in an invalid study.

Please forward the information to me as soon as possible.

Please forward the information to:

Mrs. Joycelyn Mason Ward
P. O. Box 66, Apt. 107A
Grambling, Louisiana 71245

Thank You.

JJM

A FOLLOW-UP STUDY OF THE GRAMBLING
EVALUATION AND TRAINING CENTER

by

JOYCELYN JEAN MASON
B.S., Southern University, 1970

AN ABSTRACT OF A MASTER'S REPORT
submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE
COLLEGE OF EDUCATION

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

A FOLLOW-UP STUDY OF THE GRAMBLING
EVALUATION AND TRAINING CENTER

ABSTRACT

The purpose of the study was to account for the clients served by the Grambling Evaluation and Training Center in terms of a follow-up. Specifically, the objectives of this study were:

1. To discover the present activities of the clients served by the GET Center over the past six years.
2. To discover what percentage of the clients is gainfully employed.
3. To discover the type of work the clients are doing.

A cover letter and information sheet were mailed to the counselors who represented the clients to obtain the necessary information for the study. A month later, a follow-up letter was sent to all counselors who had not responded.

The findings of the study were based on 90 respondents who represented 53 percent of the total population. From the tabulation of responses, the following findings were revealed:

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the male clients were employed in a wide variety of unskilled jobs. There were 21 different types of jobs reported in the study. More of the male clients were employed in the following areas of work: construction, general labor, service station, farm, and domestic. The female clients were employed as: taxicab dispatcher, babysitter, domestic worker, dishwasher, waitress, maid, and cafeteria worker.

2. Sixteen and seven tenths (16.7) percent of the 90 clients whose responses are reported in the study were unemployed. Of the male clients reporting, only 9.4 percent were unemployed. Of the female clients reporting, 34.6 percent were unemployed. The reader should remember, however, that 47 percent of the clients are unaccounted for. Hence, the actual percent of unemployed clients may be much higher than these figures indicate.

3. Other activities of the 90 clients whose responses are reported in the study were 6.7 percent in training programs, 6.7 percent re-entered public school, 5.6 percent in sheltered workshops, and only 1.0 percent deceased.

Other findings revealed that the mean annual earning for the male clients was \$2676.27 with the median and mode being \$3120. The annual earnings ranged from \$1040 - \$3640. The mean earning for the female clients was \$2225.60 with the median and mode being \$2080. The annual earnings ranged from \$1560 - \$3328.

The findings indicated that the majority of the 90 clients reported in the study did gain entry into suitable

employment. Hence, the investigator felt that the vocational preparation received at the GET Center did help clients to become employable.