

1993

## A follow up study of high school students with mild mental retardation: Has the transition been made?

Ronald Otho Wells

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**A follow up study of high school students with mild mental  
retardation: Has the transition been made?**

**Wells, Ronald Otho, Ed.D.**

**West Virginia University, 1993**

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A Follow Up Study of High School Students  
with Mild Mental Retardation:  
Has the Transition Been Made?

DISSERTATION

Submitted in Partial Fulfillment  
of the Requirements for  
The Degree of Doctor of Education  
In the Department of Special Education,  
College of Human Resources and Education  
West Virginia University

by

Ronald O. Wells, M.A., M.S.

Morgantown

West Virginia

1993

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### Acknowledgements

I had never intended for this project to last for nearly ten years. At times I felt that it might be best to unload this self-imposed burden, however, my wife, Suzanne and Dr. Thomas Lombardi, my advisor, would remind me of the time and effort that I had expended and that the project was worth completing.

Thanks to Suzanne, my wife, and committee members, Dr. Thomas Lombardi, Dr. Diane Woodrum, Dr. John Paterson, Dr. Jim Martin, and Dr. Joe Paull the project was finally completed.

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## ABSTRACT

The purpose of this study was to determine if the transition from school programs to sustained employment was made by former mildly mentally handicapped students.

The study was designed to determine what variables contributed to successful transition. These independent variables were four types of school programs, availability of work coordinators or job coaches, gender, and opportunity. Briefly, the four types of programs were A) special classes with supervised work experience, B) special classes and work experience not related or supervised by school personnel, C) special classes with no work experience, and D) special classes in grades 9 and 10. A secondary objective was to determine if the former students had obtained an independent living status.

The study focused on students identified as developmentally handicapped in accordance to the State of Ohio's Rules for the Education of Handicapped Children. All potential respondents possessed intelligence quotients, as measured by the Stanford Binet or the Weschler Intelligence Scale for Children Revised, between 50 and 80. The subjects were 1988 graduates from special programs operated by twenty seven school districts located in East Central Ohio.

Each of the school districts was contacted. The purpose of the study was explained and information leading to the former students' most recent address and telephone listing was requested.

An interview guide was implemented leading to school program information, employment, information, and living status. Each former student was contacted by phone when possible, others were sent a copy of the interview

guide with instructions to return the completed form in the stamped addressed envelope provided.

The statistic used to clarify and assist in analyzing the data was Chi-square.

The MYSTAT system, a version of SYSTAT, was used to compute the combinations of the independent variables (school program type, gender, availability of work coordinators or job coaches, and opportunity) to each dependent variable (successful transition and independent living status).

Of sixty eight respondents, fifty one reported to be gainfully employed and thirty were reported to be living independently. All participants having completed Program Types A or B were reported as having achieved successful transition.

In conclusion, it would appear that work experience enhances the opportunity to obtain and sustain gainful employment. School programs need to coordinate basic academic, life, and fundamental employability skills during the secondary years, and extend the support until the transition is complete.

## Chapter I

### INTRODUCTION

Nineteen years have passed since the passage of Public Law 94-142, which brought about numerous guarantees and safeguards for all handicapped children. The public schools now offer a number of educational programs to provide appropriate education for all handicapped students.

However, one category of special education that school districts utilized well before the passage of Public Law 94-142 were programs for the mildly mentally handicapped. Although Public Law 94-142 provides the right for a free and appropriate education, it may have been possible that the programs for the mildly mentally handicapped students were less enhanced because time, resources, and energy were directed at more recent programs, such as low incident handicapped and specific learning disabilities.

Educational programs for most students begin with basic academic concepts. The public school programs for the mildly mentally handicapped children appear to follow this format as well. The most important educational aspect for the mildly mentally handicapped students may not be the academic phase of the program, but the acquisition of vocational/career and social skills. Wehman (1990) states that singular stress on excellence in the academic areas overlooks the necessity for instruction in real-life skill activities in natural environments. In addition to vocational/career and social skills, Mithaug, Martin and Agran (1987) contend that adaptability and problem-solving skills are necessary to facilitate sustained employability. These skills should not be products of incidental learning, but structured objectives presented in an appropriate format that provides the opportunity for successful transition.



A decade prior to Public Law 94-142, special educators were concerned with adequate training and preparation of the mildly mentally handicapped students. Kolstoe (1965) developed a curriculum designed specifically for the mildly mentally handicapped students enrolled in secondary school programs. These programs began with basic academics aimed at vocational applications and culminated ideally with a community work station that hopefully would generate a successful transition. Numerous school districts currently employ some variation of this basic curriculum plan with emphasis directed toward vocational and work placement activities.

### Significance of the Study

Rusch and Menchetti (1988) stated:

In little more than a decade, special educators have become advocates not only for the right of students with handicaps to educational services, but also for their right to lead productive and dignified lives as a result of attending our nation's public schools. (page 363)

We have given students the education; that right has not been questioned, but does the education fulfill the needs necessary for post school transition?

To design a program and/or implement a program that appears to be appropriate is not sufficient to substantiate its usefulness or effectiveness, which leaves the above question unanswered. Moon, Diambra and Hill (1990) contend that programs emphasizing vocational transition can only be effective if it results in the successful placement of its participants into meaningful and competitive employment. This must be the primary outcome of the vocational curriculum and transitional process. It will take a period of follow-up monitoring before determinations can

be assessed as to whether any program is effective in accomplishing its objectives.

Donnellan (1984) suggests that one of the major issues facing policy makers, researchers and service providers attempting to meet the transitional needs of handicapped youth is the paucity of data regarding these youth once they exit the school programs. Observations of program participants two years after program completion may provide information regarding the appropriateness and effectiveness of the participants' respective programs. Observation of former program participants may be the most desirable method of providing researchers with data to help them make accurate assumptions about the effectiveness of the school programs (Mithaug, Horiuchi and Fanning, 1985; Wehman, Kragel and Barcus, 1985). Everson (1990) cites the necessity of conducting local follow-up studies of graduates as one of the roles that local education agencies need to carry out to improve the transition process.

Knowlton and Clark (1987, 1988) contend that if the transition movement in special education is to have a positive impact on the quality of adult living for all exceptional persons, "the literature needs to broaden its focus and parameters so that a wider audience may identify with its findings and benefit from its implications." (page 562) In addition, Knowlton and Clark (1988) suggest that the current transition literature is focused too narrowly, with emphasis on the more severely handicapped individuals. Edgar (1987) states that it was the mildly retarded who once generated the most research in special education, but now seem to be ignored.

Current observations of former participants will provide important data leading to the identification of school programs or specific aspects

of school programs that appear to enhance successful transition (Hasazi, Gordon and Roe, 1985).

Recent special education graduates are the first to have received the mandated special education programs throughout most of their school career (Zetlin and Hosseini, 1989). Have all the procedural safeguards provided by the federal legislation made a difference in the final outcomes? There is little research literature that reports how the mildly mentally handicapped students manage the transition process (Zetlin and Hosseini, 1989). Johnson, Bruininks and Thurlow (1987) contend that the available evidence and collective experience of families and practitioners suggest that the current transition efforts are less than favorable. They report that, other than a few exceptions, most transition efforts are frequently disorganized, fragmented and, for the most part, ineffective. It will be very difficult for the field to assess how effective school instruction and adult service employment efforts are unless practitioners and researchers evaluate what former students are currently doing as young adults (Wehman, Kregel and Barcus, 1985).

### Statement of the Problem

Are the public school programs in East Central Ohio preparing our mildly mentally handicapped students for successful transition from school to successful employment? Specifically:

1. Which school programs are being utilized in East Central Ohio to prepare mildly mentally handicapped students for transition?
2. Which public special education programs in East Central Ohio are preparing their mildly mentally handicapped students to experience sustained employment?
3. Which school districts located in East Central Ohio employ

specialized personnel to work exclusively to initiate and monitor the final work study phases of the educational process?

4. What modifications have been made by the school districts in East Central Ohio to overcome hardships such as poor economic conditions and the lack of placement sites due to the rural setting?
5. How many former participants of the mildly mentally handicapped programs in East Central Ohio appear to have successfully made the transition, as defined on page 9, two years after program completion?

This study has described the current employment status of former mildly mentally handicapped students who had been out of the school program for a period of two years. The data obtained have provided the answers to the above questions and yielded information in reference to specific aspects of programs which appear to produce a high rate of successful transition.

Additional data such as living arrangements, economic conditions, nature of employment and gender were recorded to determine if the school programs, or aspects of the programs, emphasized any of the above areas. Upon completion of this study, there were a number of school programs where students appeared to make a successful transition from school to work. These programs warranted a more in-depth study.

#### Limitations of the Study

Some limitations noted prior to initiating this study were:

1. The study was limited geographically to school districts located in East Central Ohio.
2. There were cases where the subject chose not to grant the researcher an interview.

3. Initial occupational status of subjects might have been influenced by variables such as family or friends, regardless of school programs or ability.

### Definition of Terms

#### Public Law 94-142

Public Law 94-142, commonly referred to as the Education of all Handicapped Children Act of 1975, is a federal law passed by the 94th Congress as its 142nd piece of legislation. It guarantees a free and appropriate public education for all handicapped children. The law also provides for protection of due process rights of the handicapped child, in addition to providing federal funds for implementing and evaluating appropriate educational programs.

#### Mildly Mentally Handicapped

Mildly mentally handicapped, for the purpose of this study, are students whose IQ's fall between 50 and 80. The IQ's are determined by an individually administered standardized intelligence test, such as the Wechsler Intelligence Scale or the Stanford-Binet. The 50-80 range is compatible with the State of Ohio's rules and regulations regarding handicapped children.

These students, for the purpose of this study, were identified in accordance with the State of Ohio's "Rules for the Education of Handicapped Children," and were served in special education programs operated in accordance with these rules.

#### East Central Ohio

East Central Ohio is a geographical area consisting of ten counties and forty school districts. This division is determined

by the Ohio State Department of Education.

#### School Program

The school programs referred to in this study are programs designed specifically for mildly mentally handicapped students, or are an option available to the mildly mentally handicapped student.

A) A conventional work study program.

1. Grade nine would include academic classes such as social studies, science, reading/English and mathematics. These subjects would carry one unit of credit. One or two periods per day would be used for vocational orientation, evaluation or training. The remainder of the day would include state mandated physical education and/or health classes.
2. Grade ten would again include social studies, science, reading/English and mathematics which carry one unit of credit. These courses at this point should be more vocationally oriented. For example, the reading course could include material on employment situations. Math courses should include opportunities to employ measurement and money related practices.

Again, one or two periods per day would be used for vocational orientation, evaluation or training. The remainder of the day would include the state mandated physical education and/or health classes.

3. Grade eleven changes from grades nine and ten in that a one-half day work placement (2 or 3 hours) should take place. One or two periods of academics should remain,

depending on remaining credits needed, as well as one period of vocational training. The work placement would carry credits determined by the appropriate team of staff members.

4. Grade twelve is a part-time work placement with supportive vocational training or a make-up of required academics.

Ideally, grade twelve could be a full time work experience, closely monitored by school personnel and carrying a number of credits.

- B) Work experience with academics that are not necessarily related to or are vocationally oriented. The work experience in this case may come haphazardly, with or without the initial intervention of school personnel.

This program may be a variation of Program A, with a less sequentially defined vocational aspect.

- C) Special class academics, with mainstreamed classes as appropriate. This program is similar to the regular education curriculum. The student participates in academic classes for four years without work study experience.

- D) Vocational school attendance with special education tutoring services. This is a program that required vocational school attendance during the third and fourth years of high school. Program offerings vary however. The more common programs are those such as basic office practice, welding, agriculture, woodworking, auto mechanics, auto body, building maintenance, cosmetology, and food services.

In most cases, the student must have completed a specific number of academic credits prior to admission to the voca-

tional school.

Work study is seldom a part of the planned program.

#### Current Status

For the purpose of this study, current status will refer to the former mildly mentally handicapped students' employment situation, as well as living arrangements.

#### Former Students

Former students refer to those mildly mentally handicapped students who have terminated public school education by means of graduation from a high school or vocational school located in East Central Ohio.

#### Transition

Transition refers to the movement of students from school to work (Will, 1984). Will (1984) gives a more encompassing definition, including choices about career options, living arrangements, social life, and economic goals. For this study, however, we will refer to transition to reflect employment situations and to living arrangements as a "related outcome" (Will, 1984; Rusch and Menchetti, 1988).

#### Successful Transition

For the purpose of this study, successful transition was continuous, meaningful employment for at least a six month period, including such situations as family operated businesses (e.g. farms, logging, restaurants), the role of primary homemaker, or a member, for a two-year term, of the military or Coast Guard services.

Subjects who had been employed for a continuous six month period, but were not currently participating in the work function due to



medical reasons, injury, work stoppages or layoffs were treated, for the purposes of this study, as employed.

Subjects who had recently become homemakers and who have been employed continuously for a minimum of six months prior to their new role, were treated, for the purposes of this study, as employed. Employment is related to full time and part time situations.

#### More Opportunity Areas

Small to medium city school districts that have a number of available options for employment in the service and manufacturing areas as well as agricultural and mining areas.

#### Less Opportunity Areas

Small rural school districts that have access to agricultural, mining, and logging options for employment, however, limited access to service and manufacturing areas.

## Chapter II

### REVIEW OF THE LITERATURE

A review of the relative literature on descriptive research studies and follow-up information on former handicapped students has revealed a recent interest in transition information. Stodden and Boone (1987) indicate that data on young handicapped adults show that, despite previous participation in special education programs, many experience major difficulties in bridging the gap from school to community work and living. Even though there appears to be a recent interest in transition and the effectiveness of local educational agencies to provide programs leading to successful transition, Fairweather (1989) reports that national data on vocationally related programs for secondary level local education agencies does not exist.

The literature suggests that the examination of activities which are providing a positive impact on program effectiveness should be initiated (Mithaug, Horiuchi and Fanning, 1985), and that a concentrated effort is necessary to identify positive intervention strategies that can lead to successful transition (Rusch and Phelps, 1987). The review also indicates that until school districts initiate regular follow-up studies on former participants, an accurate method to determine which programs are providing positive impact, and can be termed effective, does not exist (Wehman, Kregel and Barcus, 1985).

The review of the literature revealed a number of studies that attempted to gather information from areas that included numerous school districts, which varied in population as well as in economics. One study conducted by Mithaug, Horiuchi and Fanning (1985) included 234 former students from 26 different school systems. In addition to suggesting

that special education programs have been influential in the preparation of handicapped students for the transition process, the study indicated that one of the major difficulties with past follow-up studies is that they typically included graduates of only a small number of high schools or from just a small number of cities located within one state. An early follow-up study by Dinger and others (1973) conducted in midwestern Pennsylvania contacted educable mentally retarded graduates from four different program types. The former students were enrolled in community-based work study programs, academic special programs, external vocational programs, or internal vocational programs. Of a possible 259 graduates, 183 were contacted for the study. Findings indicate a significantly higher proportion of successfully employed graduates had been enrolled in work study programs.

Earlier, deJung and Reed (1978), in a study of mildly handicapped young adults, reported that approximately one half of the subjects living at home were dissatisfied with their present living arrangement. Another problem cited by the subjects relating to employment was transportation and the inability to get around.

In a study conducted by Perotti (1984) three methods of high school programming designed for mildly mentally handicapped students were studied to determine which was more effective in preparing students for successful transition. The three programs were resource room with mainstreaming, vocational or technical study and high school with work study.

This study was conducted in rural areas involving former mildly handicapped students from eleven school districts. The subjects had been out of the programs for a period of five to six years.

The primary areas observed were independent living, employment status,

and social adjustment. These areas were broken down into a number of more specific variables including marital status, hours at work, to frequency of social outings.

The results indicated that the resource room with mainstreaming group experienced the greatest difficulty in adjusting to all areas of adult living.

The vocational/technical students showed greater independence and were employed in jobs that required performance at a semi-skilled level.

The former work study participants fared better on the employability skill areas. This group was reported as generally more stable in the community work force.

No significant differences were reported among the three program types in the social adjustment areas. The total sample appeared to be well adjusted socially with little involvement with the criminal justice system.

This research suggests that possibly the best preparation for mildly mentally handicapped students would be to participate in specific vocational training with work study experience.

Implications for future investigations include projects of similar nature to verify these findings as well as to help generalize these results to other groups. Studies of placements in training and job sites in areas such as sheltered workshops should be conducted to determine their effectiveness and feasibility as options for adult adjustment of mildly mentally handicapped individuals.

Another study of former handicapped students conducted in Vermont by Hasazi, Gordon and Roe (1985) suggests further research should be initiated to explore specific programs and teaching strategies which appear

to have enhanced the transition process. Liebert, Lutsky and Gottlieb (1990) state that few studies have collected data in regard to high school programs or comprehensive outcome information on post secondary education, employment or living arrangements.

A study conducted in Oregon by Benz and Halpern (1987) revealed that even in school districts identified as having successful transition programs, follow-up of former students is not common. The researchers found very few districts (from a total of 157) that facilitated a systematic procedure to follow-up former participants of special programs.

In a somewhat rare follow-up study of 100 educable mentally retarded graduates, conducted fifteen years after graduation, Coonley and others (1980) found that 89% of the subjects were employed, 56% lived with their parents, 30% rented, and 12% owned their own homes. These graduates all completed the same secondary school program, a work study program operated by the North Kansas City Public Schools. The researchers indicated that with school, parents and community support, the subjects appear to be successful.

In a study conducted by Wehman, Hill, Hill, Brooke, Pendleton, and Britt, (1985), 167 mentally retarded individuals were placed into unsubsidized competitive employment, and were followed-up six years later.

The mean IQ for the group was 50 with a median IQ of 49. Of the individuals still on the job six years later the mean IQ was 56. Approximately one third of the original group was still working in 1984. The mean age of the original group was 30 with a range from 18 to 66 years old. Fifty two percent of those individuals fell within the moderate range of mental retardation while eleven percent were classified as mildly mentally handicapped.

The program model provided assistance in three areas, a) making the placement, b) providing on the job training, and c) providing sustained follow-along support as needed by the individual.

Of the 167 original individuals, 72 were still on the job at the six year follow-up. The mean length of time for all original clients to have worked was 19 months. The jobs were primarily in the service areas representing occupations such as custodians and food service workers with compensation representing entry level minimum wage.

This study indicates that mild and moderate mentally handicapped can be competitive in the work force. To be competitive it appears that specialized personnel must be available to determine and make appropriate placements, provide on the job training, and provide long term follow-up services as needed. The primary implication for schools is to provide work experience which is non-subsidized and is actually community based employment out of the classrooms.

Neubert, Tilson and Ianacone (1989) contend that although a common assumption is that the mildly mentally handicapped population is able to move from school to work with more ease than more severely handicapped individuals, there is little empirical research to support this assumption. Moreover, Neubert, Tilson and Ianacone (1989) suggest from their study of 66 mildly disabled individuals that structured, periodic follow-up needs to be considered for success in the areas of job retention and advancement.

DeBettencourt, Zigmond and Thornton (1989) conducted a study of learning disabled post secondary age youth from a semi-rural area. The study, conducted in central Virginia, included subjects from one school district and were identified as ninth grade learning disabled students during the

1979-80, 1980-81 and 1981-82 school years.

This study showed that more than 36% of the learning disabled students dropped out of school before completion of any program, nearly three times the rate of their non-handicapped peers. The study also found that, in the rural setting, those who dropped out were faring particularly well on the job market.

Even though this study was conducted using learning disabled students as the same population, it may have similar implications for the mildly mentally handicapped student population in rural settings.

A 1985 study by Fardig, Alogozzine, Schwartz, Hensel, and Westling, interview 113 former mildly handicapped students from four rural Florida counties.

This research was designed to determine what educational variables correlated with the participants' current occupational status. An employment training index, (ETI), was developed to provide a percentage of time a participant was actually employed since exiting high school. This included time enrolled in post secondary training, as well as full and part time employment. The average ETI was 57.6%. Seventy three percent of the samples were classified as educable mentally retarded, (EMR). The average reading grade level was 3.8 and the average math level was 4.4.

It was found that 50 of the subjects were employed full time, eight were employed part time, 16 were students, 13 were homemakers, four were members of the armed services, three were incarcerated, and 19 were unemployed. Fifty-one percent of the total sample were employed either full or part time.

Statistical analysis reported a high correlation between highest

grade completed and post school adjustment. Other high predictors were mathematics and reading levels.

Fardig and others (1985) offer suggestions to increase successful occupational adjustments for students with disabilities. These suggestions include: (a) Special education teachers need to prepare students for vocational education which include such skills as daily living skills, personal-social skills, occupational guidance and preparation. In addition to being exposed to the various prevocational and social skills, the students would be evaluated to determine interests and aptitude including a hands-on work evaluation. As a result of the work evaluation and IEP meeting the students would be placed in the most appropriate vocational program. (b) Train personnel to teach a number of entry level job skills and omit the regular vocational education curriculum for students with disabilities. These specially trained personnel will set up laboratories to provide hands-on experience in such areas as bus person, mechanic's helper, clerical aide, housekeeping, and grounds keeper. (c) Students, during the latter phases of their secondary school education, would participate in a work study program actually obtaining and sustaining employment.

Hasazi, Johnson, Hasazi, Gordon and Hull, (1989) conducted a study comparing the employment status of former students with handicaps, with that of non-handicapped students.

The sample used for the study consisted of 133 former students who had left school programs by graduation or dropped out during the 1984 and 1985 school years. Sixty seven of the former students were identified as handicapped and 66 were non-handicapped. Of the 67 handicapped students, 14 were classified as mildly mentally handicapped, 53 were classified



as learning disabled, emotionally disturbed, moderately retarded or handicapped condition non-specified.

The study concluded that overall the non-handicapped participants fared better than the handicapped participants. Those who were employed full time the first year were more likely to be employed full time the second year. Those who were unemployed the first year were likely to be unemployed the second year.

One particularly interesting inference generated by this study was that paid work experience during the high school years was positively associated with employment. In addition, later employment was associated with vocational class experience.

In a study conducted by Kaufman, Kameenui, Birman and Danielson, (1990) it was suggested that special educators in the midst of the current educational reform movement, expand their focus to include a whole child perspective to achieve better post-school results for students with disabilities. The study also reports that significant numbers of special education students are not engaged in employment or other productive activities.

Edgar (1987) reports that the analysis of data collected in recent follow-up studies of handicapped students who have left school indicates that the transition process is incomplete. Edgar contends that changes are needed to be made by schools to better prepare their students, employers need to alter their programs to be able to better accommodate the needs of potential handicapped workers, and the schools and employers need to improve planning around the transition event.

Edgars study, designed to track all graduates, drop outs and age outs (those students who became 22 years of age prior to September 30)

from eleven school districts in the state of Washington, led the researchers to discover two trends. One trend displayed the poor salaries being paid to former special education students. Edgar reports that of the total group, only 18% earn more than minimum wage. The second trend discussed was the high number of special students leaving the system before completion of any program or before reaching the maximum age.

Edgar (1987) states the employment rate of mildly mentally handicapped subjects is 13%, and that few mildly mentally handicapped students move from school to community jobs that allow for independent living.

In a more recent study, Fairweather and Shaver (1991) used a national data base to examine the participation, on a nationwide level, of youths with disabilities in various post-secondary educational settings. The study revealed that youths with disabilities are much less likely to enroll in post-secondary education than youth without disabilities. Transition, however, to post-secondary vocational education for youths with disabilities is more encouraging. The relationship of disabled youths participating in post-secondary education and sustained employment is not yet determined. The national study, however, indicated that a preliminary study conducted in Michigan suggests that training received in support of employment programs does not appear to have a long lasting success in allowing individuals to transfer to work in different settings.

Halpern (1985) reviews the policy articulated by the Office of Special Education and Rehabilitative Services, (OSERS). The OSERS transition model focuses on employment using time limited services and on going services to reach the sustained employment goal.

Halpern & Benz (1984) derived from a study conducted in Washington, Oregon, Colorado, and California of students with mild disabilities, that

employment may be augmented by community adjustments and residential environment.

As a result of the study, several broad goals were defined. One goal was aimed to establish interagency agreements that enhance transition to community and adult living. Another relevant goal was to increase career education opportunities through more effective collaboration between special education and vocational education.

Johnson, Bruiniks and Thurlow (1987) suggest that the quality of adult life for handicapped youth is dependent upon the effectiveness of cooperative service planning and the availability of needed adult services. In addition they report documented deficiencies in service availability and planning for handicapped youth.

Zigmond (1990) states that educators have now realized a need to provide high school learning disabled students opportunities that will prepare them for successful transition. In finding ways to better prepare these students, a look at vocational education was studied and no evidence was found to support the premise that vocational training would better prepare learning disabled students for successful employment than the traditional academic curriculum. As a result, among other components, Zigmond (1990) suggests that explicit planning for post high school life must be provided to assist successful transition.

Although this report is based upon learning disabled students, the concept for intensive planning for post high school life to provide successful transition may also apply to the mildly mentally handicapped students.

An article by Retish (1989) indicates that a complete redesigning of our current special education programs may be needed.

Retish (1989) contends that school personnel need to examine the information that exists as a result of former research on transition outcomes, which appear less than favorable. As a result of limited success produced by current programming a change in the delivery of services to mildly mentally disabled high school students is warranted.

One way to enact a change, as described by Retish is to have the teachers learn more about what the employers need. This can be done by having the teachers go into the community to interact with potential employers, and utilize specialized personnel to initiate work and community contacts. An additional concept to enhance the program effectiveness is to influence the attitudes of potential employers. Retish (1989) states that employers who have taken part in work study programs by providing a work site were much more likely to hire young people who have mild handicaps.

The author suggests that a partnership consisting of schedules, teachers, teacher training institutions, and employers should exist to provide more accurate programs that can effect positive transition.

Rusch, McNair, and DeStefano (1988) completed a project which was designed to identify research priorities to enhance the development of transition for special students.

Thirty one questions constructed by the faculty and the University of Illinois were sent to 25 researchers selected by nomination from the investigators. The researchers were asked to provide feedback and recommend additional questions. A final list of 25 questions was determined to be used in a national survey.

The survey was sent to state directors of special education, federally funded project directors, vocation rehabilitators, vocational educators,

and researchers. A total of 308 surveys were mailed. The respondents were asked to rate the questions using a 10 point scale. All questions were viewed as being an area of importance for continued research.

The most highly rated question asked for the most appropriate roles and responsibilities for families, teachers, vocational counselors and vocational educators in the transition process. The second highest rated question asked what social skills were necessary for success and how should they be taught. The third highest rated question asked to describe the behaviors most likely to be viewed by co-workers, supervisors, or customers as negative and what social behaviors would be viewed as positive by the same group.

The three areas determined to be the most cited were 1) research and development of transition model programs, 2) program evaluation, and 3) interagency collaboration. These areas represent the priorities for research that may improve employment opportunities (Rusch, McNair and DeStefano 1988).

A paper prepared by Cobb and Hasazi (1987) describes eight program elements that appear to enhance the transitional needs of mildly handicapped students.

The first element stated as necessary for successful transition was the completion of an individual transition plan. This plan should be incorporated into the individualized education program (IEP) and provide specific direction to goals that provide prevocational, vocational training as well as independent living skills.

The second element considered necessary for enhancing the transition process is integration within secondary vocational education programs. This element requires the mildly handicapped students to be mainstreamed

into regular vocational educational classes which ultimately lead to paid work experiences monitored and supervised by a cooperative education coordinator.

The third element considered by Cobb and Hasazi (1987) to enhance successful transition is paid work experience. The paid work experience can be provided through cooperative education utilizing the service of the work coordinator.

The fourth element cited was the utilization of a job seeking skills curriculum. This curriculum would be designed to present instruction on resumes and interviewing skills as well as direction on using family and friends as contacts to find employment.

Staff flexibility is another element considered by Cobb and Hasazi (1987) as an important aspect leading to successful transition. Special education staff may be needed to provide instruction in many areas of the job seeking skills curriculum, provide support to the prevocational/vocational areas, and may even have to supervise community work sites.

A sixth element described to enhance transition is active parent involvement. The parents are encouraged to take part in planning the long range goals and plans for employment as well as more current activities concerning training and skill development leading to sustained employment.

The seventh element considered essential to obtaining continued employment is follow up of employment status. Cobb and Hasazi (1987) contend that some agency needs to maintain follow up information on the employment status of handicapped youth. Data on present experiences are necessary to evaluate the programs preparing the mildly mentally handicapped student for transition.

The eighth element described by Cobb and Hasazi (1987) as essential to successful transition is data management and transfer across agencies. Cobb and Hasazi describe four categories, three of which were outlined by Will (1984), that would utilize collaborative efforts from more than one agency. The categories include a) time limited services, b) on going vocational services, c) no services, and d) supported residential services. The service provided is determined by the individual's specific need and by the appropriate agency or agencies.

An interesting concept in providing support for successful transition is utilizing college and university environments to establish instruction, work experience, and social experiences.

Goldstein (1988) describes Project Link which was designed to; 1) implement a college based program that allows non-college bound young adults with mild handicaps to develop skills to enhance transition; 2) provide links between local educational agencies; and 3) coordinate interagency and college based components into an effective transition model.

The college environment provided the classroom instruction focusing, on social learning and personal skills. In addition to the classroom instruction the college environment provided paid, part time work experience which were supervised by work site personnel in collaboration with the project's staff.

Goldstein (1988) suggests that as this model is developed it will allow the local education agencies to develop special education programs that will be more effective in providing successful transition.

In a 1988 project conducted by D'Alonzo, Faas, and Crawford, a program

for individuals with learning disabilities was designed to enhance successful employment and community living.

This project, Model for Employment and Adult Living (MEAL), provided each client with a core training program, vocational skills training, and job development and job tracking.

Forty one clients, considered high risk individuals, took part in the project. Twenty five clients completed the program. Of the 25 clients who completed the program, 23 were successfully employed. This represents a 92% success rate among program completers.

Even though this project was conducted with learning disabled clients, the project format could possibly be used with mildly mentally handicapped students with the same success.

A recent study by Siegel, Robert, Waxman, and Gaylord-Ross (1992), included 94 participants over a four year period.

All participants were graduated from a particular school to work transition program called the Career Ladder Program (CLP). All students were served in the San Francisco Public Schools and were classified as having mild disabilities. Seventy-eight percent of the participants were identified as specific learning disabled, while 10% were classified as educable mentally handicapped. The remainder of the participants were classified as having a severe language disability or as being emotionally disturbed.

The CLP program features three components, 1) a semester long supervised work experience in a community setting that takes place during the senior year of high school, 2) a weekly Employment Skills Workshop must be attended, and 3) a continuously available postsecondary services provided by CLP transition specialists.



After the first year 92% of the sample group were either gainfully employed, involved in post secondary training or some combination of the two. Concerns remained as whether or not the employed participants were able to actually move up the career ladder or remain near entry level positions. In the final analysis it was determined that for the most part the CLP participants remained in entry level positions.

The study, however, inferred that more intense post secondary support for mildly disabled individuals is needed to sustain employment and possible options for career improvement.

Siegel, Greener, Prieur, Robert, and Gaylord-Ross (1989), describe a transition program for youths with mild handicaps. The Community Vocational Training Program (CVTP) is a program that trains and ultimately places high school seniors with mild handicaps into sustained employment situations.

This project is school based from the San Francisco United School District with professional collaboration from San Francisco State University and the Career Ladder Program, California Department of Rehabilitation.

The project manager is a teacher employed by the school district and manages the CVTP on a daily basis, teaches an employment skills workshop, and supervises the on-site instructors at the work sites.

Seniors are referred for participation in the semester long program by their teachers. Special criteria must be met before admission to the program is made. The referred students must be motivated to work, have parent support, display good attendance, have some prior prevocational or vocational training, and have some ability to alphabetize.

Selected participants are dismissed from school early enough to allow them to reach the work site in time to have lunch and socialize

with co-workers. The participants work three hours a day for four days a week. The fifth day the program participants meet at the school district's vocational skills center for the employment skills workshop.

Job keeping skills, such as attendance, punctuality, asking for help, appropriate dress and grooming, giving instructions, handling authority, and following instructions, are taught at all community job sites. Job sites are located in cafeterias and in offices.

The employment skills workshop enhances the transitional process focusing on topics such as work ethics, motivation, career development, and self esteem.

Family components as well as intense job site supervision, which is sustained as needed, coordinated with the school based program and site training leads to a very successful transition program. Ninety percent of the participants are currently employed or are in school.

Schloss, McEwen, Lang, and Schwab (1986) describe a program designed for promoting school to work transition. Although Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society (PROGRESS) is designed for moderately and severely handicapped students many of the aspects can apply to students with mild handicaps.

PROGRESS links specific academic goals and vocational experiences to specified community employment sites. One of the most outstanding characteristics of this project is that the jobs are sought out to match each individual student's ability and interests. This enables a curriculum to be developed to enable the student to work on academic and specific vocational skills that will be utilized on the job that he/she is to obtain.

Potential jobs are located by staff members and arrangements are made to meet with the employers. After job sites are procured, staff

members design training and evaluation materials that the student will utilize to acquire the specific skills necessary to perform the job.

In addition to the specific job training skills, specific academic skills required to perform the job are also incorporated into the curriculum. Special vocabulary relating to the job task may have to be learned.

Staff members work in coordination with employers and students on every aspect of the job's requirements making changes necessary to ensure the tasks can be efficiently completed in a competitive job market. The staff involvement is gradually reduced as the student acquires efficiency in every job related activity.

The key to success in this project appears to be the intensive staff involvement procuring suitable employment, developing specific curriculum to present direct job related skills to the student, and close interaction during the critical early time on the job site.

In a recent study by Sitlington, Frank, and Carson (1992) a statewide random sample of 938 young adults with disabilities were investigated. The areas of disabilities were learning disabilities, the largest group numbering 737 individuals, behaviorally disordered numbering 59 individuals and mentally disabled numbering 142 individuals.

The survey instrument, field-tested on a random sample throughout the state, requested information such as test scores, area of disability, and program type. The interviews also requested information regarding current status such as living arrangements, marital status, leisure activities, and information on previous and current employment such as work experience during high school, location of job, salary and hours worked.

The learning disability group reported the largest number of

competitively employed persons (77%). The behavior disability group showed 58% employed and the mental disability group reported 62% employed.

Comparisons were made between students who held at least one paying job during high school and those who had no employment. Seventy seven percent of the participants within the mild mental disability group were competitively employed versus 50% of those who had no paying jobs during high school.

Successful graduates were identified using other variables in addition to employment. Graduates were defined as successful if they: (a) were employed full or part time in a competitive job, a homemaker, a full time student, or in a job training program; (b) living independently, buying a home, or living with a friend; (c) paying at least a portion of their living expenses; and (d) involved in more than three leisure activities. Of the participants with mild mental disabilities only 2 (3%) of the males and 3 (4%) of the females were considered as being successful. Other areas of disability, using the above criteria, did not appear to be very successful. Twenty two (4%) of the males and 21 (10%) of the females from the learning disability group were successful. No males and only one (7%) of the females from the behavior disability group were rated as successful.

Due to the short length of time the participants were out of school (one year), the authors felt the criteria may have been too high in some areas and a second set of criteria was used. The second set of criteria allowed the participant to be living with a parent or relative, not necessarily paying any of their living expenses and involved in only one leisure activity. All groups fared better using the second set of criteria. The mild mental disability group reported 61% of the males successful

and 57% of the females successful.

As a result of this study Sitlington, Frank, and Carson (1992) suggest a planning process involving three phases. The first phase should begin during the elementary years involving the basic concepts of career and vocational education. The second phase beginning in at least the junior year of high school involves making the students and parents aware of adult service providers and initiating employment, living, and social/interpersonal options. The third phase is to provide the support needed to promote each individual's adjustment after leaving school. This phase not only suggests that agencies provide support in terms of assistance and personnel, but that the schools train students to seek out the support services available.

Implications from the literature not only appear to state the need for follow-up studies on students formerly enrolled in programs for the mildly mentally handicapped, but also seem to be suggesting that not enough studies involving subjects from a more encompassing geographic area exist.

Many researchers, in addition to advocating the need for follow up studies, indicate that a structured coordination of services from both schools and employers is necessary to sustain successful transition. As a result, a number of model programs have been developed which include components such as paid work experiences, special curricula designed to meet specific job requirements, and intense coordination of services both during and beyond the high school years.

## Chapter III

### METHODS

#### Design

To effectively describe the current status of former mildly mentally handicapped students of East Central Ohio, the researcher determined the current situations of the former participants as they related to: A) current employment status (full time, part time, related to agriculture, industry or services. How were the jobs obtained? Are they an extension of a work study placement? How long has the job been held? Are they unemployed?); B) living arrangements (at home with parents, military, on their own, married and living with spouse, out of the area, unknown); C) availability of a work study coordinator (full time, part time, not at all?); D) the school program.

Contact was made by letter to the forty school districts, requesting the names, phone numbers and last recorded addresses of all the 1988 mildly mentally handicapped program graduates. In addition to the information on former participants, the initial contact requested the names of the available work study personnel.

The researcher then made personal contact with each of the former program participants by telephone, utilizing an interview guide (Appendix A) to obtain the essential data. The researcher also contacted personnel from each of the forty school districts by phone, to obtain the data relating to the school programs.

East Central Ohio is a ten-county area containing forty individual school districts. These school districts range from small city districts such as Zanesville (ADM 5,116) to small local districts such as Strasburg

Local (ADM 644). See Appendix A for the location of the ten counties comprising East Central Ohio, and Table 1 showing school districts and enrollment numbers. (1988 Information)

### Subjects

The subjects included all of the mildly mentally handicapped students who graduated during the spring of 1988 from a special education program or vocation program, operated by the forty school districts located within East Central Ohio.

### Instruments

An interview guide was constructed for use in interviewing the former graduates. (Appendix A)

### Data Analysis

All data collected was recorded initially on a data recording sheet (Appendix A page), designed to display all numerical facts from all subjects and all school districts.

The statistic used in this study for data analysis was the Chi-Square test. The Chi-Square test enabled the researcher to determine if the independent variables were related to successful transition. This was done for the independent variables of gender, each individual program type, opportunity, and the utilization of a work study coordinator. The Fisher Exact Probability Test (two tail) was used when MYSTAT warned that tests may be suspect.

The rural/urban references on the interview guide and reporting sheet have been changed to more opportunity and less opportunity, due to the small size of the largest city school district in comparison to what is generally considered a city or urban area. Even though our small

Table 1

School Districts and Enrollment Listed by County  
Located In East Central Ohio

County	District	Enrollment
Belmont	Barnesville Exempted Village	1,474
Belmont	Bellaire City	2,206
Belmont	Bridgeport Exempted Village	1,127
Belmont	Martins Ferry City	1,851
Belmont	Shadyside Local	893
Belmont	St. Clairsville City	2,127
Belmont	Union Local	1,860
Carroll	Brown Local	1,079
Carroll	Carrollton Exempted Village	2,760
Coshocton	Coshocton City	2,290
Coshocton	Ridgewood Local	1,600
Coshocton	Riverview Local	2,611
Guernsey	Cambridge City	3,679
Guernsey	East Guernsey Local	1,236
Guernsey	Rolling Hills Local	2,256
Harrison	Conotton Valley Local	644
Harrison	Harrison Hills City	2,851
Holmes	East Holmes Local	1,920
Holmes	West Holmes Local	2,668
Jefferson	Buckeye Local	2,991
Jefferson	Edison Local	3,617
Jefferson	Indian Creek Local	3,402
Jefferson	Steubenville City	2,858
Jefferson	Toronto City	1,187
Muskingum	East Muskingum	1,920
Muskingum	Franklin Local	2,617
Muskingum	Maysville Local	2,117
Muskingum	Tri-Valley	2,840
Muskingum	West Muskingum Local	1,819
Muskingum	Zanesville City	5,116
Noble	Caldwell Exempted Village	1,195
Noble	Noble Local	1,188
Tuscarawas	Claymont City	2,453
Tuscarawas	Dover City	2,461
Tuscarawas	Garaway Local	1,119
Tuscarawas	Indian Valley Local	1,880
Tuscarawas	Newcomerstown Exempted Village	1,347
Tuscarawas	New Philadelphia City	3,480
Tuscarawas	Strasburg Local	644
Tuscarawas	Tuscarawas Valley Local	1,686

Note. Ten County Total ADM 85,069  
ADM (average daily membership)



city school districts have a number of available options for employment in the service and manufacturing areas, they also have easy access to agricultural and mining areas as well, thus providing more opportunity. The small rural school districts having access to agricultural, mining and logging areas do not have an equal advantage for gainful employment in the service and manufacturing industry areas and therefore, they were considered districts having less opportunity.

For the purpose of this study, we have categorized the participating school districts into either a more opportunity category or a less opportunity category.

In addition to the dependent variable, of transition, the Chi-Square test was used to analyze the relationship of independent variables to the success rate of independent living (now classified as a dependent variable). This was done for the same independent variables used to analyze transition (gender, each individual program type, opportunity, and the utilization of a work study coordinator).

In addition to employing the Chi-Square test, calculations were computed for each school district to determine the percentage of students currently employed. Districts showing a high percentage of employment were regarded in terms of program type to determine if a possible correlation exists between a high rate of employment (two years out of the program), and the various program types. Other variables were observed, such as employment status, to determine if any specific employment type correlated with a higher rate of transition.

For example, a district with less opportunity (such as district 27) has successfully transitioned 90% of its 1988 graduates, and another

district with less opportunity (such as district 12) reports that only 35% of its participants successfully transitioned. Both districts are classified as having less opportunity with nearly the same student populations. The data might possibly indicate another determining factor, but it is likely that the school program and/or the presence of a work study coordinator would make the difference. If it is true that district 27 is employing a modified version of a conventional work study program that differs greatly from the program utilized by district 12, then it may be advantageous to study the modified program initiated by district 27 in greater detail.

Although living independently may not have a direct relationship on employment status, this variable would reveal information about a school district's program with respect to independent living and social skills. If the study indicates that a specific district reports a high percentage of its former participants are living independently, then that program may warrant more in-depth observation.

It is possible to determine which school districts enjoy a higher rate of successful transition, and trace that success to all possible contributing variables. The variable(s) which appear(s) to enhance success can be studied in greater detail, and possibly modified to benefit other programs which appear to be less successful in achieving transition for their mildly mentally handicapped students.

#### Summary

This descriptive study was designed to identify the current employment and living status of former mildly mentally handicapped students two

years out of the school program. The study also reported information in respect to various school programs.

The population included all students completing a program at the close of the 1987-88 academic year from twenty seven school districts located in East Central Ohio.

It was anticipated that this effort would not only discover successful programs, but identify specific variables that would enhance the transition process, and which may be adopted or modified to effectively serve all mildly mentally handicapped students.

## Chapter IV

## RESULTS AND DISCUSSION

A discussion of the raw data and percentages is presented, providing an initial direction to the findings of this study.

Table 2 provides the number of participating school districts, total number of possible respondents, graduates contacted, and number of graduates that could not be contacted. In addition to the raw data, percentages are recorded for each category.

Table 2

Total Participant Information In Number and Percentages

	<u>Number</u>	<u>Percent</u>
Participating Districts	32	80
Districts reporting no graduates	5	16
Graduates not found	27	22
Possible respondents	97	78
Graduates contacted	68	70

Of the 40 school districts located in East Central Ohio, 32 districts provided the requested information. Five of the participating school districts had no mildly mentally handicapped students graduate in the spring of 1988. Of the 27 school districts that reported 1988 graduates, subjects from five districts could not be found or chose not to participate. (Seven could not be found, 10 chose not to participate.)

The total number of 1988 graduates from the 27 school districts was 124. Twenty seven graduates could not be traced or contacted, leaving a possible total of 97. Of the possible 97 graduates, 68 were contacted

either by telephone or mail. All 97 prospective participants were sent notification identifying and describing the research project with the announcement that they would be contacted at a later date by the researcher. A graduate was considered out of the area if no phone number was listed and the notification letter could not be forwarded and was returned.

Table 3 shows that of the 68 respondents, 51 were rated as having achieved successful transition. Thirty of the respondents were rated as having achieved an independent living status.

Table 3

Respondents Achieving Successful and  
Independent Living Status

	<u>Number</u>	<u>Percent</u>
Successful Transition	51	75
Successful Independent Living	30	44

Table 4 shows ten of the respondents completed Program Type A, conventional work study and special academics.

Table 4

Respondents Completing Each Program Type

Program	Number	Percent
A	10	15
B	8	12
C	29	43
D	21	31

Table 5

The Number and Percent of Successful Respondents  
by Program Type

Program	<u>Successful Transition</u>	
	Number	Percent
A	10	100
B	8	100
C	29	59
D	21	76
Total	68	

Table 5 shows that all Program Type A respondents were rated as having achieved successful transition. Eight respondents completed Program Type B, special academics with work experience not provided or monitored by school personnel. Again, all eight participants of Program Type B were rated as having achieved successful transition. The highest number of respondents completed Program Type C, special class academics with no work experience. Twenty nine respondents completed Program Type C, with 17 rated as having achieved successful transition. Twenty one respondents completed Program Type D, the last two years of high school being enrolled in a vocational school in a specific career oriented area. Sixteen respondents completing Program Type D were rated as having achieved successful transition.

Initially, it appears that mildly mentally handicapped students who have participated in some form of work experience, either monitored by school personnel or on their own, during the highschool years are making the transition from school to work with sustained employment. Sixteen of the 21 respondents trained in a specific skill (Program Type D) were rated as having sustained employment. When compared to the success rate of Program Types A and B, it may indicate that hands-on work experience may be a better preparation tool than a specific skill without on the job experience. Program Type C shows a success rate of only 59%, 17 of 29 participants successful. This finding indicates that work training on a job site as well as specific skill training are better aspects of training for mildly mentally handicapped students than just participating in special class academics.

Table 6 lists the total graduates, participants (male and female), graduates not traceable and the number of no responses by all districts that had participating graduates. The letters under the Participant Male Female column indicate how many male or female respondents were in programs A, B, C or D. Table 7 shows the number of respondents rated as successfully transitioned and living independently by district. Table 8 shows the areas of employment reported by successful respondents by each district. Table 9 indicates opportunity situations and availability of work coordinators by district.

The following discussion will briefly describe each district in terms of successful respondents, opportunity, availability of work coordinators, and areas of employment using Tables 6, 7, 8, and 9.

District one reported one male respondent successful in the area of industry and also living independently. District one is classified as a less opportunity district with access to work study personnel. The respondent, in this case, took advantage of the work coordinator being enrolled in Program Type A.

District two reported three respondents, one male enrolled in Program Type C and two females, one enrolled in Program Type C and the other enrolled in Program Type D. All respondents were rated as having achieved successful transition in the service area, although only the male respondent was living independently. Being located in an area of more opportunity and having access to work study personnel did not appear to enhance enrollment in Program Type A, which should be at an advantage with variables associated with district two.

District three participants, having similar advantages as district two, did enroll in Program Type A. Two male respondents and one female respondent completed Program Type A while one female respondent completed Program Type C. Three respondents were rated successful as having achieved transition and one male respondent was living independently. One respondent was employed in the service area while two were classified as homemakers.

District four, a very large geographical district, did not have access to specialized personnel to coordinate work study programs and did not have access to many suitable work sites. The four respondents from district four completed program types C or D. The female participant completing Program Type C was the only successful respondent to have achieved transition and independent living. This respondent was employed in the service area.



Table 6

Participant Data for Districts Reporting Graduates

District	Total Graduates	Participants		Graduates Not Traceable	No Response
		Male	Female		
1	2	A	0	0	1
2	6	C	CD	2	1
3	9	AA	AC	3	2
4	5	CDD	C	1	0
5	2	BD	0	0	0
6	1	D	0	0	0
7	2	CD	0	0	0
8	2	C	A	0	0
9	2	C	0	0	1
10	6	D	AADD	1	0
11	2	D	D	0	0
12	4	D	D	0	2
13	7	BBCC	CC	1	0
14	3	A	C	0	1
15	4	0	CCC	1	0
16	7	CDD	0	4	0
17	11	BCC	BCCC	1	3
18	10	AD	ACC	3	2
19	6	0	BCD	1	2
20	3	DD	0	1	0
21	5	BBCC	0	0	1
22	8	CD	CD	1	3

Note. Letters represent program types.

Note. Data on Districts reporting respondents.

Table 7

District Participant Data on Successful Transition and Independent Living

District	<u>Success</u>			
	Transition Male	Female	Independent Living Male	Female
1	1	0	1	0
2	1	2	1	0
3	2	1	1	1
4	0	1	0	1
5	2	0	0	0
6	1	0	0	0
7	0	0	0	0
8	1	1	1	1
9	1	0	1	0
10	1	3	1	2
11	1	1	1	1
12	1	1	1	0
13	3	0	2	0
14	1	1	0	1
15	0	0	0	1
16	2	0	2	0
17	3	3	2	2
18	2	3	0	1
19	0	2	0	1
20	1	0	2	0
21	4	0	1	0
22	2	2	1	1

Note. Data on Districts reporting respondents.

Table 8

District Participant Data on Areas of Employment

District	<u>Areas of Employment</u>			
	Agriculture	Industry	Services	Other
1		1		
2			3	
3			1	2
4			1	
5		1	1	
6			1	
7				
8		1		1
9		1		
10	1	1	1	1
11		1	1	
12		1	1	
13			3	
14			2	
15				
16		2		
17		2	3	1
18		3	1	1
19			1	1
20	1			
21		2	2	
22		1	2	1

Note. Data on Districts reporting respondents.

Table 9

District Data on Opportunity and Work Coordinator

District	Opportunity		Work Coordinator	
	More	Less	Yes	No
1		X	X	
2	X		X	
3	X		X	
4		X		X
5		X	X	
6		X	X	
7	X		X	
8		X	X	
9		X	X	
10	X		X	
11		X	X	
12		X	X	
13	X		X	
14	X		X	
15	X		X	
16	X		X	
17		X	X	
18		X	X	
19		X		X
20	X		X	
21		X		X
22		X		X

Note. Data on Districts reporting respondents.

Districts five and six are neighboring districts in an area of less opportunity. Both districts had access to work coordinators although no respondent completed Program Type A. Two male respondents completed Program Type D and one male completed Program Type B. All respondents from both districts were rated as having achieved successful transition in the industry and service areas. None were reported to be living independently.

Districts seven and ten are small city districts approximately ten miles apart located in areas of more opportunity and having access to work study personnel. District seven reported two male graduates completing program types C and D, neither reported successful transition or classified as living independently. District ten reported four female respondents, two completing Program Type A and two completing program Type D. One male respondent completed Program Type D. Four respondents were rated as having achieved successful transition. One in each area. Three were reported to be living independently.

Districts eight, nine, eleven and twelve are small rural districts located in the same county. They are in less opportunity areas and have access to work study personnel. These districts reported four male respondents, two completing Program Type C and two completing Program Type D. Three female respondents were reported, one completing Program Type A and two completing Program Type D. All respondents were rated as having achieved successful transition in the areas of industry, service, and other. Six of the seven respondents from districts eight, nine, eleven, and twelve were reported as living independently.

Districts thirteen, fourteen, fifteen, and sixteen are larger districts

located in areas of more opportunity and have access to work study personnel. These districts combined for a total of eight male respondents and six female respondents. Two males completed Program Type B. Three completed Program Type C, one completed Program Type A, and two completed Program Type D. All six female respondents, completed Program Type C. Six male respondents were rated as having achieved successful transition in the areas of industry and service. One female respondent was rated as successful in the service area. Four male respondents were reported to be living independently while two female respondents were classified as living independently.

Districts seventeen and eighteen are isolated rural districts in areas of less opportunity with available personnel to initiate work experience. Combined districts seventeen and eighteen reported five male respondents and seven female respondents. One male respondent completed Program Type A, one Program Type B, two Program Type C, and one Program Type D. Five female respondents completed Program Type C, one Program Type B, and one Program Type A. All five male respondents were reported as having achieved successful transition in the areas of industry, services, and other. Six of the female respondents were classified as having achieved successful transition in the areas of industry, services, and other.

Two male and three female respondents were reported as living independently.

District twenty, a small city district, was classified as being in a more opportunity district with access to work study personnel. District twenty reported two male respondents completing Program Type D. One male

was rated as achieving successful transition in the area of agriculture. Both male respondents were living independently.

Districts nineteen, twenty one, and twenty two are made up of small communities in areas of less opportunity and do not have assigned work study personnel. The combined districts reported six male participants and five female participants. Two male respondents completed Program Type B, three completed Program Type C and one completed Program Type D. One female respondent completed Program Type B while two completed Program Type C and two completed Program Type D. All male respondents were rated as having achieved successful transition in the areas of industry and services. Four female respondents were rated as having achieved successful transition in the area of services and other. Two males and two females were reported as living independently.

Districts twenty three through thirty two had no participating graduates, although the district personnel issued information for the study.

Table C.1, located in Appendix C, shows that districts twenty three, twenty six, twenty nine, thirty and thirty two had graduated students with mild mental handicaps in the spring of 1988, however, they could not be traced or did not respond. Districts twenty four, twenty five, twenty seven, twenty eight, and thirty one reported no 1988 graduates from programs designed to serve students with mild mental handicaps.

Further discussion reveals information by program types. Table 10 reports the number of respondents rated as having achieved successful transition and independent living status by program types. Also reported

are the percentages of participants from each program type having achieved successful transition and independent living status.

Table 10

Successful Transition and Independent Living  
by Program Type

Program	<u>Successful Transition</u>		<u>Successful Independent Living</u>	
	Number	Percent	Number	Percent
A	10	100	5	50
B	8	100	3	38
C	17	59	12	41
D	16	76	10	48
Totals	51	75	30	44

Earlier discussions described program types and number of respondents rated as having achieved successful transition. All ten respondents completing Program Type A achieved transition; four of those students graduated from school districts rated as having less opportunity, see Table 11. All eight respondents completing Program Type B achieved transition; six of those students graduated from school districts rated as having less opportunity. Seventeen successful respondents completed Program Type C; 13 of those students graduated from school districts rated as having less opportunity. Sixteen successful respondents completed Program Type D; ten of those students graduated from school districts rated as having less opportunity.



Table 11

Successful Transition By Program Types In  
Less and More Opportunity Areas

Program	<u>Opportunity</u>			
	<u>Less</u>		<u>More</u>	
	Number	Percent Success	Number	Percent Success
A	4	40	6	60
B	6	75	2	25
C	13	76	4	24
D	10	63	6	37
Totals	33		18	

Of the successful respondents, 33 (65%) of them graduated from school districts rated as having less opportunity. The high percentage of successful respondents coming from areas of less opportunity appears to indicate that having less opportunity did not impede chances for employment.

Table 10 shows five respondents from Program Type A rated as living independently. Three respondents from Program Type B were rated as living independently. Twelve respondents from Program Type C were rated as living independently and ten respondents from Program Type D were rated as living independently.

None of the programs appear to be preparing students for living independently, with only Programs Type A and D producing 50% and 48% respectively for successful independent living.

Table 12 reveals successful transition categorized by gender and program type.

Table 12

Successful Transition Categorized by  
Gender and Program Type

Program	<u>Successful Transition</u>		Totals
	Male	Female	
A	5	5	10
B	6	2	8
C	9	8	17
D	10	6	16
Totals	30	21	51

Of the total number of respondents, 38 were male and 30 were female. Five male and five female respondents graduated from Program Type A. All were successful in employment. However, as shown in Table 13, only two male respondents and three female respondents were reported as living independently. Six male and two female respondents graduated from Program Type B. Again, all were successful in employment. However, only one of the male respondents was reported to be living independently. Both female respondents were reported as living independently. The greatest number of respondents graduated from Program Type C. Of the 29 total, 16 respondents were female and 13 were male.

Table 13

Independent Living Categorized by  
Gender and Program Type

Program	Independent Living		Total
	Male	Female	
A	2	3	5
B	1	2	3
C	7	5	12
D	7	3	10
Totals	17	13	30

Of the 16 female respondents, eight achieved successful transition, while five reported to be living independently. Nine of the male respondents reported successful transition, while seven males were reported as living independently. Of 21 respondents graduating from Program Type D, 14 were male and seven were female. Ten of the male respondents reported successful transition and seven were reported to be living independently. Six of the seven female respondents reported successful transition, while only three were classified as living independently.

Table 14 shows male respondents reporting 79% successful transition and 45% as living independently. The female respondents report 70%

Table 14

Percentage of Respondents Successful In Transition and  
Independent Living by Gender

	<u>Successful Transition</u>			<u>Successful Independent Living</u>	
	Total	Number	Percent	Number	Percent
Male	38	30	79	17	45
Female	30	21	70	13	43

successful transition and 43% as living independently. The greatest differences appear to be in Programs Types C and D, where in Program Type C, eight of 16 (50%) of the female respondents were reported as having achieved employment and nine of 13 (69%) of the male respondents were reported successful. In Program Type D, six of seven (86%) female respondents were employed and 10 of 14 (71%) male respondents were rated as successful.

Program Type C, producing the least amount of successful respondents, 59%, may be a too comfortable and protective environment for the mildly mentally handicapped high school student. Program Type C allows the students to remain in the high school throughout the day among familiar peers and teachers, and also provides more opportunities for nonacademic mainstreaming and easier access to extracurricular activities. The special population should have the opportunity to participate in extra curricular activities which may enhance social development; however, it may be possible that a better balance of training is necessary for successful transition.

### STATISTICAL ANALYSIS OF DATA

Utilizing the MYSTAT System, a version of SYSTAT, a number of combinations were computed using the test statistic Chi-square.

Program types A and B were combined for comparison due to the similar characteristic of work experience during the high school years. Program Type C, special classes without any type of work experience, and Program Type D, vocational school attendance, differ from Program types A and B due to the lack of work experience during the high school tenure.

The combination of program types A and B, and the combination of program types C and D; all independent variables, were examined for the dependent variables successful transition and independent living. In addition to the combined program types, the independent variables opportunity and availability of a work coordinator were compared against the dependent variables successful transition and independent living.

The first set of frequencies discussed compared the number of respondents reporting successful transition in either combined Program Types A and B or combined Program Types C and D. Thirty three respondents from combined Program Types C and D report successful transition, while seventeen respondents were reported unsuccessful. Eighteen respondents, completing Program Types A and B were reported having achieved successful transition, while none were reported unsuccessful. The totals being fifty one successful and seventeen unsuccessful, a grand total of sixty eight respondents.

The Chi-square value for this test was 8.16, which is greater than the critical value of 3.841 at the .05 level. This indicates that combined program types have an effect on transition and that participating in programs

such as types A or B there would be tendencies for success. Due to the small number of frequencies, zero, reported in the non-success category by participants of Program Types A and B, the MYSTAT System warned that the significance of this Chi-square test may be suspect. Due to the warning, the Fisher Exact Probability Test (two-tail), which was also computed by the MYSTAT System, was used to determine if a significant relationship existed between the combined program types and successful transition. The Fisher Exact Probability Test (two-tail) revealed a probability level of .003 indicating that a relationship between the combination of program types A and B and successful transition does exist.

The second set of frequencies discussed compared the number of respondents reporting successful transition to the number of respondents reporting the availability and access to a work coordinator. Forty respondents reported successful transition while also having the services of a work coordinator. Thirteen respondents were reported not successful while having access to the services of a work coordinator. Fifteen respondents were classified as not having access to a work coordinator. Of the fifteen respondents reported as not having access to a work coordinator, eleven were reported as having achieved successful transition. Four respondents reporting no access to a work coordinator were also reported as not achieving successful transition.

The Chi-square value for this test was .029, which is less than the critical value of 3.841 at the .05 level, suggesting that there is no significant relationship between successful transition and the availability of a work coordinator. Again, due to the small number of frequencies, four, reported in the non-successful category and not having

access to a work coordinator, the MYSTAT System warned that the significance of this Chi-square test may be suspect. The Fisher Exact Probability Test (two-tail) shows a probability level of 1.000 indicating that no significant relationship exists between the availability of a work coordinator and successful transition.

The third set of frequencies discussed, compared the number of respondents reported as having achieved successful transition to the number of respondents reporting from areas of either high or low opportunity. Thirty eight respondents were classified as having low opportunity, while thirty respondents were classified as having high opportunity. Thirty three respondents from areas of low opportunity were reported as having achieved successful transition. Eighteen respondents from areas of high opportunity were reported as having achieved successful transition. The computed Chi-square value was 6.442, which is greater than the critical value of 3.841 at the .05 level. This indicates that a significant relationship between opportunity and successful transition does exist. This relationship, however, shows that respondents in low opportunity situations are more likely to be successful than those in high opportunity areas.

The Chi-square test was also run on the reported frequencies of the independent variable gender and the dependent variable successful transition. Of thirty eight male respondents, thirty reported as having achieved successful transition while only eight male respondents were reported as unsuccessful. Of the thirty female respondents, twenty one were reported as having achieved successful transition while nine female respondents were reported as unsuccessful. The computed Chi-Square value

for this test was .716, which is less than the critical value of 3.841 indicating that there was no significant relationship between gender and successful transition.

All independent variables, program type, availability of work coordinator, opportunity, and gender, were compared with the dependent variable independent living.

Twenty two respondents completing Program Types C and D were reported to be living independently, while twenty eight were reported unsuccessful. Of eighteen respondents completing Program Types A and B, eight were reported as having achieved independent living status while ten were reported unsuccessful. The Chi-square value for this test was .001 which is less than the critical value at the .05 level. This test indicates that there is no significant relationship between program types and independent living.

The availability of a work coordinator was compared with the dependent variable independent living. This set of frequencies shows twenty six respondents with access to a work coordinator achieved independent living status. Twenty seven respondents having access to a work coordinator were not classified as achieving successful independent living. Of the fifteen respondents reporting no access to a work coordinator, four were successful in achieving independent living status.

The Chi-square value for this set of frequencies was 2.377 which is less than the critical value at the .05 level, indicating that there is no significant relationship between the access to a work coordinator and independent living status.

The Chi-square test was computed comparing the independent variable gender with the dependent variable independent living. This set of



frequencies show seventeen male respondents achieving independent living status while twenty one were unsuccessful. Of thirty female respondents, thirteen were reported successful while seventeen did not report living independently. The Chi-square value for this set of frequencies was .013, which is less than the critical value at the .05 level indicating that no significant relationship between gender and living independently exists.

The final comparison tested with the Chi-square statistic was the set of frequencies matching the independent variable of opportunity with the dependent variable independent living. Of the thirty eight respondents reporting less opportunity, sixteen were reported as having achieved successful living status. Of the thirty respondents reporting more opportunity, fourteen were reported as having achieved independent living status while sixteen were unsuccessful. The Chi-square value for this test was .141, which is less than the critical value at the .05 level indicating that no significant relationship exists between opportunity and independent living status.

The Chi-square test, testing the results of combined Program Types A and B verses combined Program Types C and D indicated that a significant relationship did exist between program types and successful transition. Even though thirty three respondents, or 66 percent of Program Types C and D were reported successful, all eighteen participants of Program Types A and B were reported as having achieved successful transition. If indeed a significant relationship exists between program types and successful transition, Program Types A or B would appear to be a better choice to prepare students for transition.

When the observed frequencies were computed comparing successful

transition with the availability of a work coordinator, the presence of a significant relationship could not be argued. The amount of interaction between work coordinators and respondents having completed Program Type A is not known. It is also not known if a work coordinator had any interaction with respondents completing Program Type B, even though the respondents secured their work experiences by means other than school personnel.

The presence of a work coordinator may not have had much impact on respondents completing Program Type C due to the nature of the program. Program Type C participants did not engage in any type of work experience during the high school years. Program Type D participants enrolled in a vocational school program, in most cases, did not have interaction with work coordinators.

There is only one program type, Program Type A, utilizing the work coordinator to seek and monitor work experiences for students enrolled in programs for the mildly mentally handicapped students. The presence of the work coordinator in Program Type A is not proven to be significant in relationship to successful transition. The presence of a work coordinator for participants of any of the other program types appears to have no significant relationship to the participants' successful transition, they did not utilize the services of a work coordinator.

It could be reasoned that if counselors, teachers, work coordinators, or persons in positions designed to promote monitored work experiences, guided the students, enrolled in mildly mentally handicapped programs into job like experiences, the participants may have a greater chance of obtaining successful transition.

The Chi-square test indicates that there is a relationship between opportunity and successful transition. This relationship, however, appears to favor less opportunity situations rather than more opportunity. Referring to Table 15, thirty eight respondents were reported from less opportunity situations, thirty three, or 87 percent, were reported to have achieved successful transition. Thirty of the respondents were reported to have been in more opportunity situations. Eighteen, or 60 percent, were reported as having achieved successful transition.

Table 15

Successful Transition In Areas Of More and Less Opportunity

Program	Participants	<u>More Opportunity</u>			<u>Less Opportunity</u>		
		Number	No. Success	Percent Success	Number	No. Success	Percent Success
A	10	6	6	100	4	4	100
B	8	2	2	100	6	6	100
C	29	13	4	31	16	13	81
D	21	9	6	67	12	10	83
Totals	68	30	18	60	38	33	87

Again, referring to Table 15, it is noted that only 18 participants, 26 percent of the total numbers, completed Program Types A and B. Of the eighteen participants, eight were reported from an area of more opportunity and ten were reported from areas of less opportunity. In this instance, the programs themselves may have made the difference for complete success regardless of the opportunity situations.

Table 15 indicates that thirteen respondents of Program Type C were located in areas of more opportunity. Of those thirteen respondents, four, or 31 percent, were classified as having achieved successful transition. Sixteen respondents completing Program Type C were located in areas considered having less opportunity. Thirteen, or 81 percent, of these respondents were classified as having achieved successful transition. Areas of opportunity for respondents completing Program Type C, do not appear to enhance the success of transition, however, with the number of cases in this study, this theory cannot be tested.

Of nine respondents completing Program Type D in areas of more opportunity, six were reported as having achieved successful transition (Table 15). Of the 12 respondents completing Program Type D in areas of less opportunity, ten were reported to have achieved successful transition.

The success of respondents completing Program Type D may be attributed to the nature of the program. Program Type D, being the vocational school, offers programs that are commensurate with the needs and economy of the local area. Respondents completing Program Type D might be trained for a specific type of job or service needed in a local area regardless of the overall classification of opportunity.

This study classified respondents in areas of more or less opportunity from the communities and geographic areas where the high school programs were located. Accurate data was not obtained which could show how many respondents may have moved into or commute regularly from areas of less opportunity to jobs located in areas of more opportunity. This mobility, two years after completion of school programs, may account for 87 percent

of the respondents from the less opportunity areas to be reported as having achieved successful transition.

The independent variable gender, when tested with the Chi-square test, appeared to have no significant relationship to achieving successful transition. Thirty of the respondents were female, 21 or 70 percent were reported as having achieved successful transition. Thirty eight of the respondents were male, 30 or 79 percent, were reported as having achieved successful transition. It appears that gender has no significance in being successful at sustained employment. (Table 14)

Forty four percent, or 30 of the 68 respondents, were reported as having achieved an independent living status. (Table 10) Combined Program Types A and B as well as combined Program Types C and D had 44 percent of their participants reported as living independently.

Fifty percent of Program Type A participants were reported as living independently. This program is structured to emphasize and present skills that lead to independent functioning as well as vital job skills that would lead to sustained employment.

Program type B participants did not fare as well as Program Type A participants in achieving independent living status. Although Program Type B participants did have work experience during the high school years, they may not have had consistent interaction with school personnel in terms of functional living skills. The academic programs of Type B participants may have resembled the programs of Type C participants as much as they did Program Type A academic programs.

Another factor to be considered is that participants in Program

Type B may have "guardian angel" assistance. Two respondents reported that family members helped them secure employment. It is possible that participants in programs such as Type B are there because of a better support base provided through the home and family structure. This support base may nullify the needs, at least at this point in the lives of the young respondents, for independent living status.

Twelve of the 29, or 41 percent of Program Type C participants were rated as having achieved independent living status. Program Type C may not prepare a student for independent living as well as Program Type A, due to the lack of regularly scheduled interaction of specialized personnel such as a work-study coordinator.

Ten of the 21, or 48 percent of Program Type D participants were rated as having achieved successful independent living status. Program Type D is less likely to maintain a concentrated effort on life-skill preparation unless it would be part of a specific program such as early child care or nursing home attendant.

It would appear that more emphasis needs to be placed on providing more training experience for independent living skills. However, it must be kept in mind that sustained employment may be a vital pre-requisite to successful independent living regardless of the mastery of specific skills such as budgeting, cooking, or doing laundry, which are considered necessary for successful independent living status.

The dependent variable of independent living, although not the primary concern of this research, was tested with the Chi-square test against the independent variable opportunity. This test indicated that no significance between opportunity and independent living exists. Table

15 "Successful Independent Living Status in Areas of More and Less Opportunity," reports the number of respondents by each program type as successful from more or less areas of opportunity.

Maintaining employment would appear to be a major step toward living independently. Half of Program Type A respondents were rated as living independently. Moreover, Program Type A utilizes personnel to promote and maintain employability situations. Many of these specialized personnel have added components in collaboration with the special curriculum to teach and enhance independent living skills. This curriculum would be available to all similarly classified students (mildly mentally handicapped); however, those students enrolled in Program Type A would have the advantage of receiving specialized instruction and support from the work study coordinators as well as the classroom instructor.

It is possible that the remaining respondents of Program Type A who were reported not to be living independently chose not to do so. There may be situations where the respondents decide to live independently or stay with parents or relatives even though financial means and ability are acquired.

Referring to Table 16 indicates that only two respondents from Program Type B were from areas reported to have more opportunity, neither were rated as living independently. Six respondents of Program Type B were reported to be in areas of less opportunity; three reported to be living independently.

Again, as in Program Type A, all respondents completing Program Type B were reported as having achieved successful transition. Unlike Program Type A, Program Type B participants did not utilize specialized

personnel to assist them in obtaining employment; however, they still may have benefited from specialized personnel during classroom sessions. Similar to some Program Type A participants, participants of Program Type B, although possibly able, chose not to live independently.

Thirteen respondents completing Program Type C were from areas of more opportunity; six of these participants were rated as living independently. Sixteen respondents of Program Type C were reported from areas having less opportunity; six of these participants were rated as living independently. Opportunity does not appear to be a major factor in determining success for independent living among the respondents of Program Type C.

Program Type C participants did not participate in any planned work experience or maintain any employment outside of their school experiences, but remained in the local high school with the basic curriculum being special education classes. It is possible that Program Type C respondents were not encouraged to practice independent living.

Nine respondents completing Program Type D were classified as having come from areas of more opportunity, Table 16 shows that five of those respondents, or 56 percent, were reported as living independently. Twelve of Program Type D respondents were reported as being in areas of less opportunity. Five of these respondents, or 42 percent, were reported as living independently.

Overall, 47 percent of the respondents from areas of more opportunity were living independently compared to 42 percent of the respondents from areas of less opportunity. Forty four percent of the sixty eight respondents, regardless of opportunity, were reported as living



Table 16

Successful Independent Living Status In Areas Of More Or Less Opportunity

Program	Total	More Opportunity		Total	Less Opportunity	
		Number Success	Percent Of Total		Number Success	Percent Of Total
A	6	3	50	4	2	50
B	2	0	0	6	3	50
C	13	6	46	16	6	38
D	9	5	56	12	5	42
Totals	30	14	47	38	16	42

independently. Opportunity situations do not appear to have an influential effect on independent living status.

When the frequencies of the independent variable gender and the dependent variable independent living status were tested using Chi-square, no significant relationship appeared to exist.

The Chi-square test, when testing the independent variable of the availability of a work coordinator and the dependent variable of independent living, did not reveal any significant relationship between the two variables.

### DISCUSSIONS OF RESEARCH QUESTIONS

The following discussion described the findings in more general terms related to the problem statement and questions to be answered.

Question Number 1: Which school programs are being utilized in East Central Ohio to prepare mildly mentally handicapped students for transition?

Of the thirty-two school districts responding and participating in this study, no programs were presented that would not be immediately classified as one of the four described for this project. Briefly, Program Type A, includes special classes in the high school with mainstreaming in the non-academic areas with work experience during the last two years initiated and supervised by a designated job-coach or work-study coordinator. Program Type B is similar to A with the primary differences being the absence of a job-coach or work-study coordinator or the decision not to engage the services of a job-coach or work-study coordinator. Program Type C includes all classes taken at the high school, no school sponsored work experience or other work experience. In Program Type D, the last two years of high school are spent attending a vocational school.

Table 10 indicates that all respondents who had participated in Program Types A and B were rated as being successfully transitioned. Of the 29 respondents participating in Program Type C, 17, or 59%, were rated successful. Of 21 respondents participating in Program Type D, 16, or 76%, were rated successful.

Of the 68 respondents, not one indicated being involved with any program different than the four described. It is possible that minor differences may occur within programs from one district to another such as the number of credits completed before full time work experience is scheduled or the length of time allowed on each work site. Although

differences such as these may occur, the basic function of the program type does not change.

Another factor that may influence outcomes, especially in programs such as Type D, is the length of time spent in the program. This study requested information which, when asked, leads respondents to describe their most recent program. There may be cases where programs were changed from the junior to the senior year. This situation sometimes occurs with students moving in and out of Program Type D. This change may be the most noticed due to, in most cases, changes in the school attended.

Of the 56 graduates who could not be traced or simply refused to participate, there may have been other program options, although none were discovered from respondents coming from the same districts.

It appears that the basic four program types initiated for the mildly mentally handicapped students in East Central Ohio are those described as Program Types A - D.

Question Number Two: What public special education programs in East Central Ohio are preparing their mildly mentally handicapped students to experience sustained employment?

All respondents completing Programs Types A and B were rated as having achieved successful transition. Eighteen of 68 respondents (only 26% of all participants) reported that they graduated completing either Program A or B.

Program Type D was completed by 21 respondents, 31% of the total participants. Sixteen, or 76%, of Program Type D participants were rated as successful.

Program Type C was completed by 29 of the respondents, 43% of all

participants and the largest of all program types. Seventeen, or 59% of Program Type C participants, were rated as successful.

Fifty-one of the participants of all programs were rated as successful. All programs have at least 59% of their participants rated as successful. All participants completing Program Types A and B were reported as successful while 76% of the participants completing Program Type D and 59% of Program Type C were rated as successful.

One factor that distinguished Program Types A and B from Program Types C and D is the presence of work experience either as a planned program component supervised and provided by school personnel or outside experience without planned school intervention. All respondents completing Program Types A and B participated in some type of work situation. The respondents completing Program Type A either worked part of the school day or after school in a work situation provided and supervised by school district personnel. The respondents completing Program Type B secured their work experience on their own or through friends and relatives. It is possible that Program Type B participants would have experienced a more true to life situation. The nature of the reported employment was categorized in one of four different areas: 1) agriculture, 2) industry, 3) services, and 4) other situations. (Table 17).

Twenty-four respondents reported having employment in some type of service providing jobs while 17 respondents reported being employed in industry. Eight respondents reported sustained employment in the "other" category, while only two reported agricultural-type employment.

Question Number Three: Do the schools located in East Central Ohio employ specialized personnel to work exclusively to initiate and monitor the final work-study phases of the educational process?

Table 17

Description of Jobs by Areas

Agriculture		Services		Industry		Other	
	Program		Program		Program		Program
Farmer	D	Fast Food		Laborer	A	Full time	A
Farmer	D	Supervisor	A	Press	A	Student	
		Stockboy	A	Operator		Homemaker	A
		Lineman	B	Laborer	A		
				(Packaging)		Homemaker	A
		Linen	B	Laborer	A		
		Service Worker		(Distributor)		Hcmemaker	B
		Cook	B	Laborer	A		
				(Factory)		Homemaker	C
		Cafeteria	B	Laborer	B		
		Worker		(Sawmill)		Homemaker	C
		Grounds	B	Laborer	B		
		Keeper		(Construction)		Homemaker	D
		Laundry	C	Laborer	C		
		Worker		(Factory)		Homemaker	D
		Janitor	C	Laborer	C		
				(Factory)			
		Stockboy	C	Laborer	C		
				(Manufact.)			
		Janitor	C	Laborer	C		
				(Factory)			
		Nurses	C	Laborer	D		
		Aide		(Packaging)			
		Fast Food	C	Laborer	D		
		Worker		(Factory)			
		Catering	C	Laborer	D		
		Serv. Helper		(Factory)			
		Busboy	C	Laborer	D		
				(Manufact.)			
		Forestry	C	Laborer	D		
		Serv. Worker		(Factory)			
		Gardener	C	Laborer	D		
		Gen. Asst.	C	(Factory)			
		Worker					
		Tire Serv.	D				
		Worker					
		Butcher	D				
		Maid	D				
		Waitress	D				
		Dishwasher	D				
		Mechanic	D				
Totals	2		24		17	8	51

Only one school district indicated that a work-study coordinator was employed full time to serve exclusively in that district. Twenty seven districts have services available as needed. These services are provided by specialized personnel who serve as work study coordinators for two or more school districts. Five school districts reported that no specific or specialized personnel were assigned to serve as work study coordinators.

Of the five school districts reporting no specialized personnel, only one respondent was classified as having participated in Program Type B, which is work experience not related to any school interactions. Five respondents from these districts reported as having completed Program Type C. The same number reported completing Program Type D.

Even though eleven of fifteen (73%) of these respondents were reported as having maintained employment, the success of these participants obviously had nothing to do with the services of a work coordinator. It can be argued that if work coordinator services were available, a number of students from these districts may have been influenced to participate in Program Type A.

Of the twenty seven districts having access to specific personnel employed to provide work study services, forty of forty seven, 77% of the respondents, were reported as being successfully transitioned.

Question Number Four: What modifications have been made by the school districts in East Central Ohio to overcome hardships such as poor economic conditions and the lack of placement sites due to a rural setting?

This question can best be answered by discussing possible modifications in terms of each program type. Utilizing the services of a work coordinator,

Program Type A has been altered, little if any at all. One of the differences has been the choice of possible work sites which will not be considered a program change.

For the purpose of this study, high school attendance with participation in special class academics with work experience not obtained and monitored by school personnel is considered Program Type B. Also, for the purpose of this study, Program Type C is described as special class academics with no work experience during the high school years.

The academic classes offered in Program Types B and C are taught by special educators certified by the state department of education to teach mildly mentally handicapped students. No special modifications were reported that would alter the descriptions given for Program Types B. or C.

Program Type D, for the purpose of this study, is attending a vocational school or career center and being enrolled in a specific training area.

Modifications in Program Type D are evident, not in the basic program structure, but in the academic-related courses required to satisfy the total graduation requirements of the sending high school as well as the vocational school. Special education tutors are available to assist the mildly mentally handicapped students in the academic related subjects. IEPs are constructed stating the necessary goals and objectives to meet the course requirements. This practice has been in effect prior to the initiation of this study and was not reported as a modification even though it is an added service for special education students.

Question Number Five: How many former participants of the mildly mentally

handicapped programs in East Central Ohio appear to have successfully made the transition two years after program completion?

Table 3 indicates that of sixty eight respondents, fifty one (75%) have achieved successful transition as defined for the purpose of this study. Table 17 reveals the type of jobs maintained by the successful respondents in the areas of industry, services, agriculture or other.

Of the fifty one successful respondents, twenty four (47%) were actively employed in the service areas. Seventeen (33%) were employed in the area of industry and only two (4%) were gainfully engaged in agriculture. Eight (16%) of the respondents were classified as other.

Seven of those were female respondents classified as primary homemakers with the full time responsibility of running the household. All seven housewives were reportedly working in the service areas prior to their current status. The remaining participant classified as other is a full time student at a state university enrolled in a law enforcement program. This participant had completed Program Type A and participated in a work experience situation. (Table 18)

To obtain a more in-depth view of the successful respondents, employment data has been broken down by program types.

Table 18 shows the description of each respondent's job as well as the length of time the job has been held and full or part time status for participants who completed Program Type A. Five of ten respondents of Program Type A were shown to maintain employment in the area of industry while two were employed in food service areas. Three Program Type A respondents are classified as other: two homemakers and one full time student. The average length of time on the job for Program Type A respondents is 19.9 months. This number excludes the two homemakers and



Table 18

Employment Data on Program Type A Respondents

Respondent	Description of Employment	Job Time	FT/PT
01	Factory Laborer	2 years	FT
07	Student	2 years	FT
19	Fast Food (Homemaker)	2 years	FT
06	Grocery Clerk (Homemaker)	2 years	FT
21	Machine Operator	7 months	FT
05	Fast Food Supervisor	2 years	FT
22	Packaging Laborer	2 years	FT
36	Stockboy	1 year	FT
51	Auto Parts Laborer	2 years	FT
53	Factory Laborer	2 years	FT

Average Job Time 19.9 months

Note. Average Job Time does not include homemakers and students.

the full time student. All respondents completing Program Type A indicate that they were employed full time.

Table 19 shows that five of eight Program Type B respondents were maintaining employment in the service areas while two were working in industry areas of logging and construction. One Program Type B respondent was reported as a homemaker who had prior employment as a waitress. The average length of time on the job for Program Type B respondents is 18.2 months excluding the respondent classified as a homemaker. Five (71%) of the respondents reported to be employed full time; two (29%) were reported to be working in part time situations. One participant was laid off work and was not included in the FT/PT number.

Seventeen respondents of Program Type C were reported as successful.

Table 19

Employment Data on Program Type B Respondents

Respondent	Description of Employment	Job Time	FT/PT
14	Electric Lineman	2 years	FT
34	Linen Service Worker	8 months	FT
33	Fast Food Cook	1 year	PT
47	Cafeteria Worker	1 year	PT
46	Reservationist/ Groundskeeper	2 years	FT
58	Waitress (Homemaker)	2 years	FT
62	Construction Laborer	2 years	Laid Off
63	Sawmill Chipper	2 years	FT
Average Job Time 18.2 months 71% FT 29% PT			

Note. Average Job Time does not include homemakers.

Note. Percentage of FT/PT does not include the laid off respondents.

Table 20 shows that four (24%) of Program Type C respondents were laborers in the area of industry. Eleven (65%) of Program Type C successful respondents maintain employment in various service areas, including custodial, nurses aides, general assistance, gardening, cutlery, laundry, forestry, and food services. Two successful respondents were reported as housewives having prior employment in the service areas. The average length of time on the job for Program Type C participants is 18.5 months; this number excludes the two participants who were classified as homemakers. Ten (67%) Program Type C participants were reported as working full time while five (33%) were reported as maintaining part time employment. These numbers exclude two participants who were reported as being laid off.

Sixteen respondents of Program Type D were reported as successful.

Table 20

Employment Data on Program Type C Respondents

Respondent	Description of Employment	Job Time	FT/PT
18	Factory Laborer	2 years	Laid off
20	Factory Laborer	2 years	FT
64	General Assistance Worker	2 years	FT
61	Gardening Co. Laborer	2 years	FT
52	Laundry (Nursing Home)	6 months	PT
44	Custodial	1 year	FT
04	Stockboy (Kroger's)	2 years	PT
11	Custodial	2 years	PT
65	Cutlery Service	1 year	PT
67	Nurses Aide	2 years	FT
54	Nurses Aide (Homemaker)	2 years	FT
37	Fast Food	7 months	PT
50	Fast Food (Homemaker)	2 years	FT
02	Busboy (Bob Evans)	2.5 years	FT
49	Ohio Edison Laborer	1.5 years	Laid off
45	Steel Mill Laborer	1 year	FT
31	Forestry Service	1 year	PT
Average Job Time 18.5 months 67% FT 33% PT			

Note. Average Job Time does not include homemakers.

Note. Percentage of FT/PT does not include the laid off respondents.

Table 21

Employment Data on Program Type D Respondents

Respondent	Description of Employment	Job Time	FT/PT
60	Farming	2 years	FT
13	Packing Co. Laborer	1 year	Laid Off
15	Tire Service Laborer	8 months	FT
27	Industry Laborer	1 year	FT
26	Grocery Meat Cutter	2 years	FT
03	Maid (Knights Inn)	1.5 years	PT
23	Food Service (Homemaker)	1.5 years	FT
24	Farming	2 years	FT
28	Waitress (Ponderosa)	1 year	PT
29	Stark Truss Laborer	1 year	FT
41	Recycling Laborer	1 year	PT
43	Garment Industry Laborer	2 years	FT
55	Factory Laborer	2 years	PT
56	Dishwasher (Hospital)	1 year	PT
68	Truck Industry Mechanic	1 year	PT
66	Waitress (Homemaker)	1 year	FT
Average Job Time 16.4 months 60% FT 40% PT			

Note. Average Job Time does not include homemakers.

Note. Percentage of FT/PT does not include the laid off respondents.

Table 21 reports that six (37%) of the respondents were maintaining employment in the areas of industry. Six (37%) of the respondents were maintaining employment in the service areas including automotive, food

and maid services. Two (13%) maintained employment in agriculture areas while two (13%) were reported as homemakers. The average length of time on the job for Program Type D participants is 16.4 months. The two respondents classified as homemakers were excluded from this number. Nine (60%) of successful Program Type D respondents were reported to be working full time. Six (40%) respondents were reported as working part time. One respondent was excluded from this number due to being laid off.

Program Type A participants appear to have fared better than those of Program Types B, C, and D. Table 22 shows that Program Type A participants averaged more time on the job. In addition, all Program Type A participants were reported as maintaining employment on a full time basis. By referring to Table 18, Employment Data on Program Type A respondents, it can be seen that four participants were laborers, one held a supervisory position in the food service area. The only respondent enrolled in higher education had participated in Program Type A. No other

Table 22

Average Time On Jobs and Percentages Of Participants Working Full Time

Program	Number	<u>Successful Participants</u>	
		Average Job Time	Percent of FT
A	10	19.9	100
B	8	18.2	71
C	17	18.5	67
D	16	16.4	60
Totals	51	Average 18.3	All Program 75

program type has matched the average length of job time or the percentage of participants reporting full time employment.

The specific factor that distinguishes Program Type A from Program Type B, the utilization of specialized personnel to promote community work placement, may be the reason for what appears to be more positive results. Continuous monitoring of the work placement allows the work coordinator to divert negative aspects which may result in situations that could lead to the termination of the community work experience. The training and monitoring that specialized work coordinators provide the students through interviewing processes to the reality of sustaining employment appear to carry over after program completion.

Program Types B and C report nearly similar lengths of time maintaining the same job. The percentage of full time respondents are also nearly identical when comparing Program Types B and C. A possible explanation is that participants of both program types entered into their jobs without specific involvement of specialized personnel. Even though Program Type B participants received work experience during the high school years, they did not have the added support of a specialized work coordinator.

Program Type D participants showed less average length of time maintaining the same employment, while also reporting only sixty percent of the respondents working full time. Program Type D participants are trained for employment in specific areas. It may be possible that during the latter years of the 1980 decade, the industry and the economy were changing and many of the vocational school curriculum areas were not developed to meet the unpredictable needs. As a result of economic changes, Program Type D participants may have learned specific skills that were no longer marketable in local areas and were forced to seek employment in areas where they

had little training and possibly no desire to be.

Table 23

Opportunity Situations of Districts and Percentage of Success

Districts	Enrollment	Respondents	Percent Success Transition	Program	Opportunity
1	893	1	1 (100%)	1A	Less
2	1851	3	3 (100%)	1D, 2C	More
3	2206	4	3 ( 75%)	3A, 1C	More
4	2851	4	1 ( 25%)	2D, 2C	Less
5	2256	2	2 (100%)	1B, 1D	Less
6	2611	1	1 (100%)	1D	Less
7	2453	2	0 ( 0%)	1C, 1D	More
8	1880	2	2 (100%)	1A, 1C	Less
9	1347	1	1 (100%)	1C	Less
10	3480	5	4 ( 80%)	2A, 3D	More
11	644	2	2 (100%)	2D	Less
12	1686	2	2 (100%)	2D	Less
13	5116	6	3 ( 50%)	4C, 2B	More
14	1187	2	2 (100%)	1A, 1C	More
15	2858	3	0 ( 0%)	3C	More
16	3402	3	2 ( 67%)	2D, 1C	More
17	3617	7	6 ( 86%)	5C, 2B	Less
18	2668	5	5 (100%)	2A, 2C, 1D	Less
19	1474	3	2 ( 67%)	1B, 1C, 1D	Less
20	2127	2	1 ( 50%)	2D	More
21	1195	4	4 (100%)	2B, 2C	Less
22	1860	4	4 (100%)	2C, 2D	Less
Totals		68	51 ( 75%)		Less 59% More 41%

Table 23 presents an overview of the participating districts that reported at least one mildly mentally handicapped student in the spring of 1988. Column 4, Percent Success Transition, shows the number of respondents classified as having achieved successful transition from each district. The last column, labeled Opportunity, reveals if the district

Table 24

Districts Reporting 100% of Respondents Successful

District	Enrollment	Opportunity	Number of Respondents
1	893	Less	1
2	1851	More	3
5	2256	Less	2
6	2611	Less	1
8	1880	Less	2
9	1347	Less	1
11	644	Less	2
12	1686	Less	2
14	1187	More	2
18	2668	Less	5
21	1198	Less	4
22	1860	Less	4
		83% Less 17% More	29

Note. Twelve Districts reporting 100% respondents achieving successful transition.

Note. Twenty nine successful respondents account for 57% of all successful respondents.



was classified as having more or less opportunity to acquire gainful employment. Of the 68 respondents, fifty one (75%) were classified as successful from areas that were predominantly considered as having less .

Table 24 continues to display the success of participants in areas of less opportunity. All respondents from the districts listed on Table 24 were reported as successful. Ten (83%) of these districts were classified as having less opportunity. The twenty nine successful respondents account for 57% of all successful respondents.

Table 25 shows the employment rates for the ten counties located in East Central Ohio included in this study. The ten-county average for 1988 was 8.4% compared to the national rate of 5.5% and the Ohio rate of 6.0%. The 1989 ten-county average was 7.4% compared to 5.3% and 5.5%

Table 25

Unemployment Rates for East Central Ohio

County	Enrollment	1988	1989	1990	Three Year Average
Belmont	11,538	8.0	6.3	5.7	6.7
Carroll	3,839	6.7	6.8	6.2	6.6
Coshocton	6,501	7.0	6.1	6.5	6.5
Guernsey	7,171	11.1	10.2	8.7	10.0
Harrison	3,495	13.4	10.6	11.1	11.7
Holmes	4,588	4.2	4.8	4.7	4.6
Jefferson	14,055	7.7	6.1	6.1	6.6
Muskingum	16,429	8.5	7.3	8.5	8.1
Noble	2,383	10.6	9.0	8.5	9.4
Tuscarawas	15,070	6.7	6.6	6.4	6.6
Ten County Average		8.4	7.4	7.2	7.7

Note. Information from the Ohio Bureau of Employment Services.

to the national and state of Ohio rates. The 1990 rate of the ten-county area was 7.2% compared to 5.5% and 5.7% for the United States and Ohio respectively.

Only one county in East Central Ohio compared favorably with national and state unemployment rates for the years 1988 through 1990. This county contains a high percentage of Amish population. The Amish traditionally do not attend school past the eighth grade, and are most generally employed on family homesteads. This may account for the lower unemployment rate reported for this particular area.

The maps, located in Appendix A, indicate that the East Central Ohio counties report the highest unemployment rates during the years this study took place.

To summarize the answer to question number five, fifty one former participants of the mildly mentally handicapped programs located in East Central Ohio are classified as successfully having made the transition two years after program completion. They did so with little opportunity for employment in areas, for the most part, that clearly exceeded the national and state rates of unemployment.

## Chapter V

### SUMMARY

This study described the current employment status of all traceable mildly mentally handicapped students graduating from public school programs located in East Central Ohio in the spring of 1988. The study also determined the independent living status of the former students and described the influence of independent variables such as program type, gender, availability of specialized work coordinators, and opportunity for employment.

#### The Background

For almost twenty years, any agency that has interacted in any way for the welfare and education of children has become well aware of the federal mandates that protect the educational rights of disabled children. The burden of responsibility for delivering educational services and monitoring the safeguards outlined by the legislation lies greatly with the local public schools. Tremendous energy has been expended refining educational approaches, adapting educational materials, creating new specially designed materials, ensuring appropriate services are rendered, designing accurate identifying procedures, striving for educational placements in the least restrictive environment, debating how to best provide all of the above, and preparing professional staff at all levels to get the job done.

Everything appears to be in place. Local public schools identify students with disabilities of all natures and provide educational services, to handicapped children from ages three to twenty two. Within the ages

three through twenty two, one of the largest groups of disabled students are those identified as mildly mentally handicapped.

As the legislation, being continually defined and interpreted by local practitioners, administrators and teacher training institutions, began to filter through the state departments of education on to the local education levels, more and more program categories were being served. The more severe low incidence handicapped students required much more specialized programming. Many cases required some form of therapy and even indirect medical services to complete an appropriate placement. To many educators and researchers alike, the low incidence handicapped programs offered more of a challenge and presented additional problems for local schools such as access, transportation, and finances.

The problems, identified by all involved, to provide the more severe handicapped school age child with the services they require and deserve, appeared to receive more attention from the educational community than programs developed for the high incident handicapped. In most cases, the mildly mentally handicapped students were ambulatory, able to take part in many academic courses, communicable and able, to some degree, to read; therefore, they appeared to be employable.

Upon receiving all the specialized services developed to meet the unique needs of every identified mildly mentally handicapped student, the following questions were asked: 1) Were these students employable? 2) Were these services effective? and 3) Were these students able to successfully make the transition? Current observations of these former students were the most accurate method of determining the effectiveness of the existing programs serving the mildly mentally handicapped (Mithaug, Horiuchi and Fanning, 1985), (Wehman, Kragel and Barcus, 1985).

This study has attempted to trace and contact all reported former mildly mentally handicapped who graduated from a ten-county area in the spring of 1988.

### The Study

This study took place in East Central Ohio, over a ten-county area which includes forty school districts.

The primary objective of this project was to determine the employment status of the 1988 graduates of the mildly mentally handicapped students two years after completing their public school programs. Other objectives included determining the living status of these former graduates and identification of factors which may have enhanced the transition from school to work. These factors included opportunity for employment, gender, and the availability of specialized work coordinators.

The forty school districts were identified through the Ohio Educational Directory. The names of superintendents or special education administrators as well as central office addresses and telephone numbers of each district were recorded. A letter describing the proposed study and requesting the names, addresses and telephone numbers of all mildly mentally handicapped students who graduated in the spring of 1988 was sent to each district.

Correspondence to the U.S. Dept. of Education, specifically the Family Policy and Regulations Office, provided written documentation authorizing the release of information needed to conduct this study without prior consent. The researcher had to conduct the project in affiliation with the Harrison Hills City School District to satisfy the Family Educational Rights and Privacy Act (FERPA) section 99.31(a) (6) which

states that information may be disclosed without consent if the disclosure is to an organization conducting the research.

By the summer of 1990, many of the school districts had submitted the requested information. Periodic follow up calls were made to the school districts which did not respond initially. The total number of participating school districts was thirty two. A master list of students was constructed and coded. Then, each coded student was assigned to an interview sheet. Letters of notification were sent to all submitted names. In addition to explaining the study, the letters of notification stated that in the near future the researcher would contact the former student. The telephone interviews were initiated and continued as the requested information from the school districts became available. Those students with no phone numbers listed were sent a second notification, an interview sheet and a stamped envelope addressed to the researcher.

All information was recorded on data recorded sheets and the results were analyzed.

### The Results

A total of thirty two school districts, 80% of those located in East Central Ohio, favorably reported the information requested for the research project. One hundred and twenty four mildly mentally handicapped students were reported graduated from the thirty two participating districts during the spring of 1988. Twenty seven (22%) former students could not be traced or contacted. Sixty eight (70%) former graduates were contacted from ninety seven possible respondents.

Fifty one (75%) of the respondents were reported as having achieved

successful transition while thirty (44%) were rated as having achieved independent living status.

Four basic program types were reported being utilized by the responding districts with little or no alterations. Program Type A (special academics with work experience supervised by specialized school personnel) was completed by ten (15%) of the respondents. Program Type B (special academics with work experience not initiated or supervised by specialized school personnel) was completed by only eight (12%) of the respondents. Program Type C (special academics with no work experience provided by school programs or on a private basis) was completed by twenty nine (43%) of the respondents. Program Type D (special academics with the last two years of high school enrolled in a vocational school or career center) was completed by twenty one (31%) of the respondents.

Program Types A and B reported that 100% of participating respondents as having achieved successful transition. Even though Program Types A and B collectively account for only 26% of the participating respondents, the fact that all those participating in these two programs were recorded as successful appears to be significant. The primary factor distinguishing Program Types A and B from C and D is the work experiences in which Program Types A and B respondents participated. Program Type A respondents reported an average time on the job of 19.9 months and were all employed full time. These figures were the highest and most impressive of all program types. Program Type B respondents reported an average of 18.2 months on the job while 71% reported working full time.

Program Type C reported seventeen (59%) respondents as having achieved successful transition. Program Type C participants reported an average

of 18.5 months on the job while 67% reported working full time.

Program Type D reported sixteen (76%) respondents as having achieved successful transition. Program Type D participants reported an average of 16.4 months on the job while 75% reported working full time.

The average time on the job for all program types was 18.3 months. Seventy two percent of all successful respondents reported working on a full time basis.

It appears that none of the program types fared as well in preparing the former students to live independently. Program Type D participants appeared to fare best with 54% reporting as having achieved independent living status. Program Type A participants reported 50% and participants from Program Type C and B reported 41% and 38% respectively in the area of independent living.

The job types were classified in four basic areas: industry, services, agriculture, and other. Twenty four (47%) of the successful respondents reported employment in a service-type job. These job types included food, custodial, automotive, forestry, utility, and health care services. Seventeen (33%) of the successful respondents reported employment in the area of industry: laborers in the power plants, packaging, clothing, construction, recycling, auto, lumber, and steel industries. Two (4%) of the respondents reported employment in the agriculture area: one operating a section of a large farm given to him by his father and the other a laborer on a large farming operation.

Eight (16%) of the respondents were classified as other. Seven of these, all female, were reported to be housewives with the distinct classification of primary homemakers; all had been successfully employed



prior to marriage. One respondent, classified as other, was enrolled in higher education. This respondent had prior work experience.

Table 26 indicates the number of respondents from each program type and job area. Fifty percent of Program Type A respondents reported employment in the area of industry, 20% in the service areas and 30% were classified as other. Sixty two percent of Program Type B respondents reported employment in the service areas, 25% in the area of industry and 13% were classified as other. Sixty five percent of Program Type C respondents reported employment in the service areas, 23% in the area of industry and 12% were classified other. Program Type D respondents reported that 38% were employed in the service areas, 38% also reported employment in the areas of industry. Twelve percent of Program Type D respondents reported employment in the agriculture area while 12% were classified as other.

Table 26

Program Type and Employment Areas

Program	Industry		Services		Agriculture		Other		Successful Respondents
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
A	5	50	2	20	-		3	30	10
B	2	25	5	62	-		1	13	8
C	4	23	11	65	-		2	12	17
D	6	38	6	38	2	12	2	12	16
Totals	17	33	24	47	2	4	8	16	51

It is not surprising that the service area jobs are more prevalent among the mildly mentally handicapped graduates of 1988 located in East Central Ohio. This geographic region, once the site of a thriving coal industry, now shows one of the highest rates of unemployment in the state of Ohio (Appendix A).

In summation, 75% of the respondents successfully made the transition two years after completing their high school programs.

### Implications for Future Research

Upon completing this project and answering the specific research questions, further interest was developed in acquiring additional data for the availability of support services provided to enhance transition.

Are programs available to provide short-term services to assist the mildly mentally handicapped graduates to maintain employment? Is there a need for support services that are ongoing for the mildly mentally handicapped? If ongoing support is necessary, is it available?

As the local education agencies work to meet the transition requirements P.L. 101-476 (Individuals with Disabilities Education Act) set forth, the impact of services provided should work to increase the quality of employment as well as the independent living status of our former students.

Halpern (1992) states that effective implementation of new programs can be enhanced through the collection and dissemination of information that documents the students' experiences in school as well as the outcomes achieved upon leaving the school program. To effectively document these activities, research must be conducted not only on school programs, but also the current activities of the former graduates.

Continued descriptive data on former mildly mentally handicapped students' current endeavors will need to be documented and disseminated for ongoing improvement of special programs and all related activities and agencies.

### Recommendations

Upon completion of this research project it has become apparent to this practitioner that mandatory and structured attempts to provide work experiences for special students while enrolled in high school will enhance the transition process.

Work stations away from the school located out in the community provide the most realistic settings for a student to gain job experience. The link to school, however, is what makes the work study a true learning experience. Adjustments to skill levels and attitudes can be made with collaboration between job supervisors and work study coordinators. On site performance can be monitored on a scheduled basis supplemented with weekly sessions with the student to provide encouragement as well as discussing areas in need of change. The consistent collaboration with the employer can also alleviate negative situations before they can become severe enough to terminate the work experience.

To provide school related and supervised work experiences to all mildly mentally handicapped students the local education agencies will need to develop policies which require assigning designated personnel trained for the sole purpose of providing work study coordination. Five of the thirty districts that participated in this research project had no personnel with the specific assignment to carry out the functions of a work study coordinator. Obviously not all local school districts have a special education enrollment large enough to warrant a full time person in this category. One coordinator may be able to serve a number of local districts depending on the enrollment and geographical location of the districts involved. Of primary importance is the opportunity for the

work coordinator to focus all energy on transition and related aspects without the interference of other duties.

Scheduling needs to be flexible enough to meet state and local credit requirements, in addition to providing continuous slots of time for out of school work experiences. Areas such as language arts, math, social studies, and science are generally required and should be studied during the ninth and tenth grade years in addition to physical education and health. Scheduling in this respect will allow the time necessary for work experience during the eleventh and twelfth grade years of high school.

Appropriate treatment of the above subject areas can be initiated while meeting the state and local requirements. The language arts, math, social studies, and science areas can and should be taught with emphasis on vocational and practical living applications. P.L. 101-476, Individuals with Disabilities Education Act, requires that individual education programs address at least one transition goal for students ages sixteen and above. This requirement is a step in the right direction, however, transitional type goals that lead to skills necessary for employment and independent living should be incorporated into all subject areas well before the student reaches the age of sixteen.

The IEP review conferences during the high school years are critical when initiating the work study program for the student. Every effort should be made to provide the parents/legal guardians with all information concerning the work study options available to their children. The work study coordinator should be present at the IEP conferences to answer general questions concerning the program, discuss available work sites, and describe the interaction between the school and employer.

As with any program, the parents' interest and approval greatly increase the opportunity for success. In the work study situation consultation with the parent should be initiated on a regular basis.

The local education agencies need to reach beyond the point of graduation. The experiences of the former students need to be observed and documented to guide the changes needed for providing more effective training and experiences during the school years. The specialized school personnel cannot only provide the coordination and support for a successful transition, but can also record the positive and negative aspects related to job sites, availability of transportation, academic skills necessary for specific sites, and attitudes of employers. This data can then be used to improve the links between students and potential community work placements.

In summation these recommendations include, 1) local education agencies having access to specialized personnel to facilitate community work experiences for the mildly mentally handicapped students, 2) local education agencies need to develop policies which provide the flexibility to schedule courses in a manner that allows for continuous slots of time for out of school work experience, 3) required course offerings need to be designed with emphasis focused on vocational and practical living applications, 4) IEP review conferences should provide convincing information concerning the positive aspects of participation in a school supervised, community work study program, and 5) the local education agencies need to record current data, on former mildly mentally handicapped students, focused on areas of employment and independent living status.

The above recommendations, if implemented in a manner to meet the

specific needs of the individual local education agencies, will greatly enhance the success of the transition process. In addition, due to increased effectiveness of the school programs, the level of quality in terms of employment and independent living will increase.

As stated earlier, continued descriptive data on former mildly mentally handicapped students' current endeavors is necessary for ongoing improvement of special programs to produce the best situations possible for successful transition.

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Appendix A-1  
School District Notification  
West Virginia University  
MORGANTOWN, WEST VIRGINIA 26506

College of Human Resources and Education  
Department of Special Education

Dear

Your school district has been selected to participate in a regional study of former developmentally handicapped students who graduated in the spring of 1988.

The focus of this study is to determine how well we prepared our former D.H. students for the transition from school to work. The study is also a required portion of my educational program being conducted at West Virginia University.

In addition to a list of names, telephone numbers and addresses of your 1988 D.H. graduates, I will be contacting you for specific program information. Please find enclosed a directive from the U.S. Department of Education which states that the information requested will not be in violation of confidentially rights.

Participation is voluntary, however, if we all contribute, we may discover ways to improve our program operations to better serve our special students. After the data is collected your school district and students will be assigned codes. All information will be confidential. You will receive a summary of the completed research, any additional or specific aspects can be discussed by contacting me.

I will be contacting you in the next few weeks. I sincerely thank you for your cooperation.

Respectfully,

Ronald O. Wells  
Doctoral Student  
West Virginia University  
Dir. of Special Services  
Harrison Hills City Schools

Appendix A-2  
 Communication to United States Department of Education



# HARRISON HILLS

CITY SCHOOL DISTRICT  
 BOX 356 - NORMAL STREET  
 HOPEDALE, OH 43976

Lynn W. King  
 Superintendent  
 T. Dale Edwards  
 Assistant Supt.  
 Susan K. Raymond  
 Treasurer

March 26, 1990

Dear Sirs,

The Harrison Hills City School District is conducting a research project at the request of and on the behalf of up to forty school districts located in East Central Ohio.

The research project will attempt to locate and contact every student who was enrolled in a developmentally handicapped class and graduated in the spring of 1988. The focus of this project will be on the current status of the former students. The data collected will provide information such as current employment status, and living arrangements as well as information related to the special programs, (including support services, job training, coaches, workstudy coordinators, curriculum and specific occupational training programs). This information spans wide differences in population, economies, and occupational regions.

The data will lead to the identification of programs or aspects of specific programs that are preparing students most effectively resulting in sustained employment and greater independence. This information will provide a basis for all forty school districts to make determinations in respect to modifying or completely restructuring their special programs or aspects of those programs to more effectively serve the developmentally handicapped population.

All information will be collected and then coded eliminating the use of names of former students and school districts. Upon completion of the initial contact the names of the subjects will be destroyed.

The data collection, analysis, and reporting will be conducted by personnel currently employed by the Harrison Hills City School District.

Upon the project's completion, an encompassing report will be sent to every participating district in East Central Ohio with the option of informal discussion on any aspect of and/or related to the research.

Sincerely,

Lynn W. King,  
 Superintendent of Schools  
 Harrison Hills City School District



**Appendix A-3**  
**Response From United States Department of Education**  
 UNITED STATES DEPARTMENT OF EDUCATION  
 OFFICE OF THE DEPUTY UNDER SECRETARY FOR MANAGEMENT

Mr. Lynn W. King  
 Superintendent of Schools  
 Harrison Hills City School District  
 Box 356 - Normal Street  
 Hopedale, Ohio 43976

Dear Mr. King:

This is in response to your letter received by telefax on March 28, 1998 regarding the implications of the Family Educational Rights and Privacy Act (FERPA) on a proposed research project to be conducted by the Harrison Hills City School District. You stated that, as part of the data collecting effort, participating school districts would disclose to District personnel, without prior written consent, the names of former students who were enrolled in a developmentally handicapped class and graduated in the Spring of 1988.

Under section 99.31(a)(6) of the FERPA regulations, educational agencies may disclose, without consent, information from a student's education records if:

The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions. . . .

The information you provided clearly indicates that Harrison Hills City School District is an organization conducting a study on behalf of the participating school districts for the purpose of improving instruction under section 99.31(a)(6)(i)(C). In addition, you stated:

All information will be collected and coded eliminating the use of names of former students and school districts. Upon completion of the initial contact the names of the subjects will be destroyed.

The data collection, analysis, and reporting will be conducted by personnel currently employed by the Harrison Hills City School District.

Your guarantees in this regard satisfy the requirements of section 99.31(a)(6)(ii)(A)-(B) of the FERPA regulations. These FERPA provisions set forth specific requirements with which an organization conducting a study must comply regarding confidentiality of the subject students' records.

It is therefore the opinion of this Office that, under the circumstances you present, the participating school districts would not violate FERPA if they disclosed, without consent, the names of former students who were enrolled in a developmentally handicapped class.

Sincerely,

*Ellen Campbell*  
 for LeRoy S. Rooker  
 Director  
 Family Policy and  
 Regulations Office

cc: Ron Welis  
 Director of Special Programs  
 Harrison Hills City School District



Appendix A-4  
Student Notification

106

West Virginia  
University

MORGANTOWN, WEST VIRGINIA 26508

College of Human Resources and Education  
Department of Special Education

Dear

You have been selected to participate in a study to be conducted in the next few weeks.

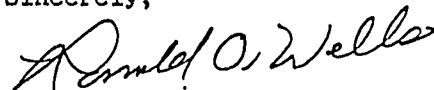
This study is being conducted to find ways to improve the public school programs that serve students who have difficulty with learning. The study is also a required part of my program as a student at West Virginia University.

I will be contacting you by phone and I'll ask you questions about your school program, your job, and your home. You do not have to talk to me, your participation is voluntary, but you can help me try to make the schools better if you answer my questions.

Your answers and our conversation will be private. All the things that you will say will be kept confidential. After our conversation your answers will be coded by number not your name. All lists of names will be destroyed.

I'll be looking forward to talking with you.

Sincerely,



Ronald O. Wells  
Doctoral Student  
West Virginia University  
Dir. of Special Services  
Harrison Hills City Schools

Appendix A-5  
Notification to Students Without Phone Listing

107

West Virginia  
University

MORGANTOWN, WEST VIRGINIA 26506

College of Human Resources and Education  
Department of Special Education

Dear *1988 Graduate,*

You have been selected to participate in a study to be conducted in the next few weeks.

This study is being conducted to find ways to improve the public school programs that serve students who have difficulty with learning. The study is also a required part of my program as a student at West Virginia University.

Since you do not have a phone, I have enclosed a sheet with questions and an envelope so that you may return your answers to me.

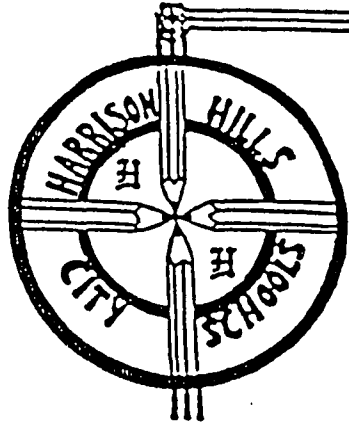
Your answers will be private. All the things that you will say will be kept confidential. Your answers will be coded by number not your name. All lists of names will be destroyed.

I'll be looking forward to your reply.

Sincerely,

*Ronald O. Wells*

Ronald O. Wells  
Doctoral Student  
West Virginia University  
Director of Special Services  
Harrison Hills City Schools



# HARRISON HILLS

CITY SCHOOL DISTRICT  
BOX 356 - NORMAL STREET  
HOPEDALE, OH 43976

April 5, 1990

Lynn W. King  
Superintendent

T. Dale Edwards  
Assistant Supt.

Susan K. Esymond  
Treasurer

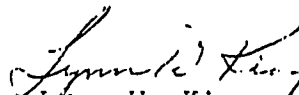
Dear Dr. Lombardi,

I am familiar with the research proposal that Mr. Ron Wells has submitted for committee approval, as partial fulfillment toward West Virginia University degree requirements.

In my letter to the U.S. Department of Education I stated that this research shall be conducted, analyzed and reported by current employees of the Harrison Hills City School District. Ron Wells designed and initiated the project, and shall be the person responsible to see the research through to the completed state.

My letter to the U.S. Department of Education served to provide an educational agency base to comply with regulations necessary to conduct research in an area where current data may be used to improve educational programs.

Sincerely,

  
Lynn W. King,  
Superintendent



Appendix A-7  
Human Subjects Review  
College of Human Resources and Education  
**West Virginia University**  
Office of the Dean

---

May 1, 1990

MEMORANDUM

TO: Ronald O. Wells

FROM: Ernest R. Goeres *E. R. Goeres*  
Associate Dean

RE: Human Resources & Education H.S.#90-23

Title: "The Current Status of the 1988 Graduates of  
Program for the Mildly Mentally Handicapped:  
Has the Transition Been Made?"

Your Application for Exemption for your above-captioned research project has been reviewed under the Human Subjects Policies and has been approved.

This exemption will remain in effect on the condition that the research is carried out exactly as described in the application.

Best wishes for the success of your research.

cc: HRE Dean's Office File  
Office of Graduate Students Records







## Appendix A-11

## Fisher and Yates Scale

Values of the Correlation Coefficient for Different Levels of Significance (p)

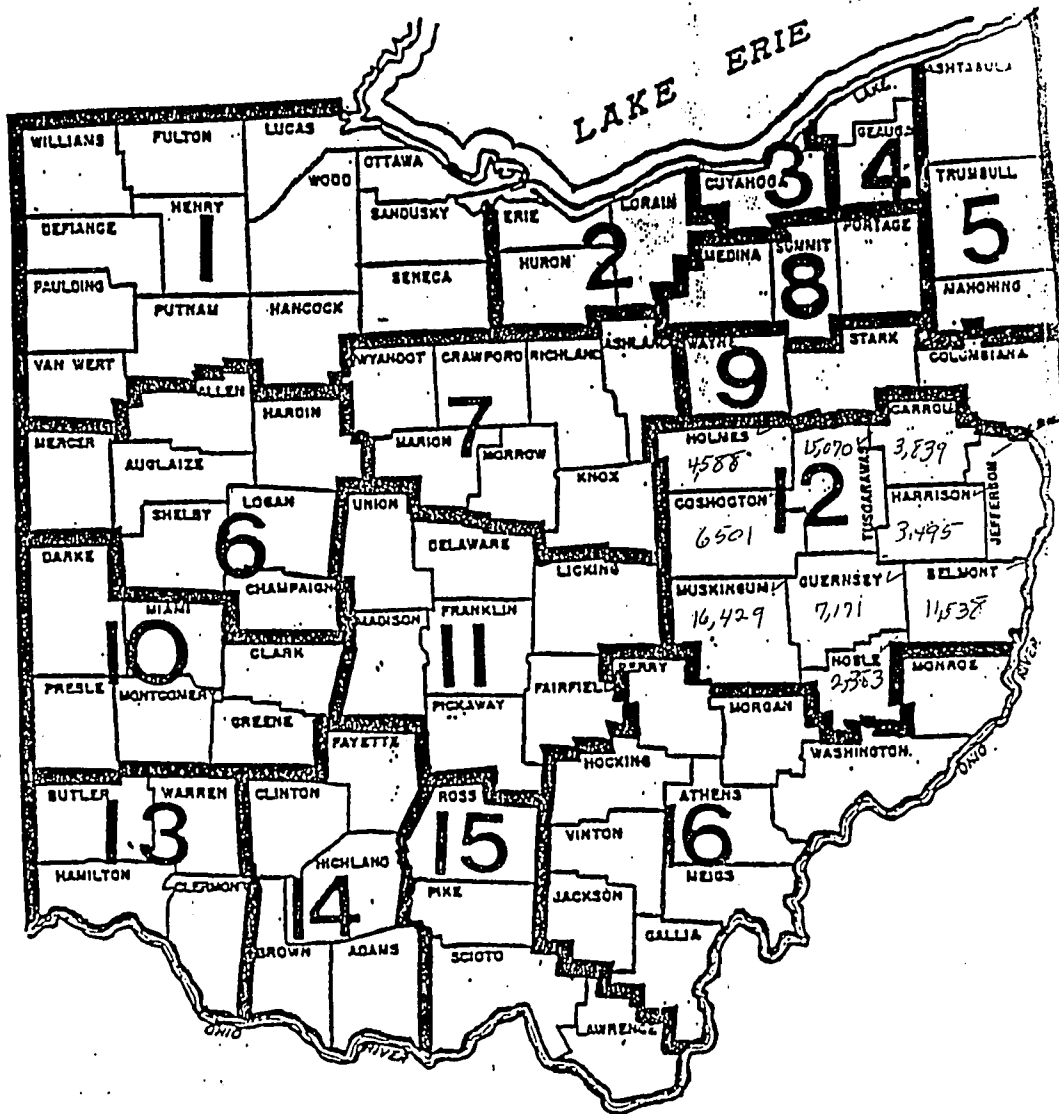
df	p			
	.10	.05	.01	.001
1	.98769	.99692	.99988	.99999
2	.90000	.95000	.99000	.99900
3	.8054	.8783	.95873	.99116
4	.7293	.8114	.91720	.97406
5	.6694	.7545	.8745	.95074
6	.6215	.7067	.8343	.92493
7	.5822	.6664	.7977	.8982
8	.5494	.6319	.7646	.8721
9	.5214	.6021	.7348	.8471
10	.4973	.5760	.7079	.8233
11	.4762	.5529	.6835	.8010
12	.4575	.5324	.6614	.7800
13	.4409	.5139	.6411	.7603
14	.4259	.4973	.6226	.7420
15	.4124	.4821	.6055	.7246
16	.4000	.4683	.5897	.7084
17	.3887	.4555	.5751	.6932
18	.3783	.4438	.5614	.6787
19	.3687	.4329	.5487	.6652
20	.3598	.4227	.5368	.6524
25	.3233	.3809	.4869	.5974
30	.2960	.3494	.4487	.5541
35	.2746	.3246	.4182	.5189
40	.2573	.3044	.3932	.4896
45	.2428	.2875	.3721	.4648
50	.2306	.2732	.3541	.4433
60	.2108	.2500	.3248	.4078
70	.1954	.2319	.3017	.3799
80	.1829	.2172	.2830	.3568
90	.1726	.2050	.2673	.3375
100	.1638	.1946	.2540	.3211

Table A.2 is taken from Table VII of Fisher and Yates: Statistical Tables for Biological, Agricultural and Medical Research, published by Longman Group Ltd., London (previously published by Oliver and Boyd, Edinburgh), and by permission of the authors and publishers.



Appendix A-12

SPECIAL EDUCATION REGIONAL RESOURCE CENTERS



- |                    |                      |                   |                        |
|--------------------|----------------------|-------------------|------------------------|
| 1 - NORTHWEST OHIO | 5 - NORTH EAST OHIO  | 9 - LINCOLN WAY   | 13 - SOUTHWESTERN OHIO |
| 2 - NORTHERN OHIO  | 6 - WEST CENTRAL     | 10 - MIAMI VALLEY | 14 - HOPEWELL          |
| 3 - CUYAHOGA       | 7 - NORTH CENTRAL    | 11 - CENTRAL OHIO | 15 - PILASCO-ROSS      |
| 4 - EAST SHORE     | 8 - MID-EASTERN OHIO | 12 - EAST CENTRAL | 16 - SOUTHEASTERN OHIO |

## Appendix A-13

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no \_\_\_\_\_
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description \_\_\_\_\_  
\_\_\_\_\_
- agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no \_\_\_\_\_  
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no \_\_\_\_\_  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no \_\_\_\_\_
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS \_\_\_\_\_ Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



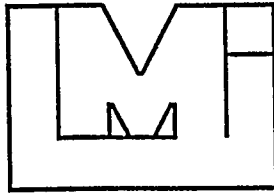
Appendix A-15  
DATA RECORDING SHEET

KEY

1, 2	Identification
3, 4	District
5, 6, 7	Program A, B, C (respectively)
8	Gender
9	Opportunity
10	Availability of Work Coordinator
11	Successful Transition
12	Successful Independent Living
13	Successful Both



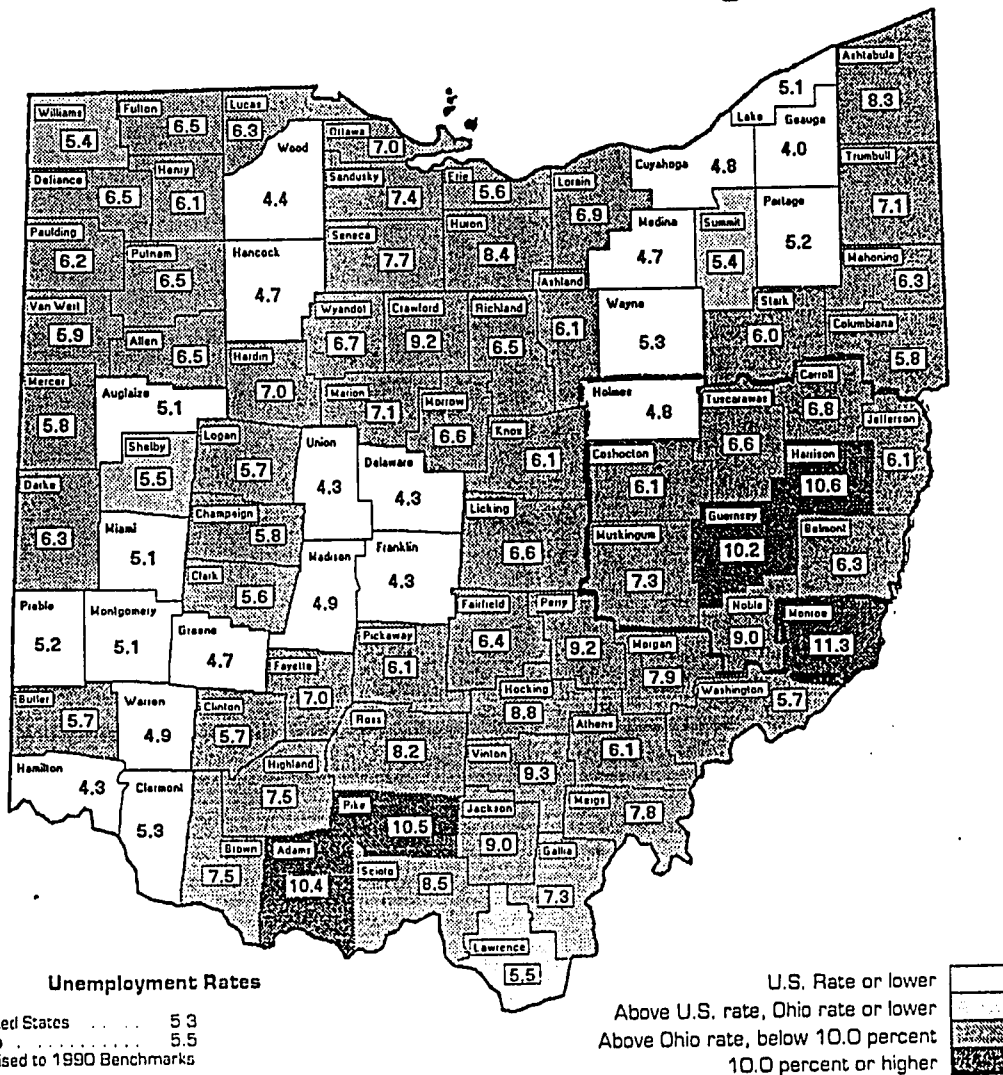
Appendix A-17



Ohio  
Labor  
Market  
Information

119  
Labor  
Force  
Estimates

Annual Averages 1989

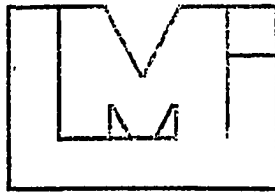


**Ohio Bureau of Employment Services**

George V. Voinovich, Governor

James Conrad, Administrator

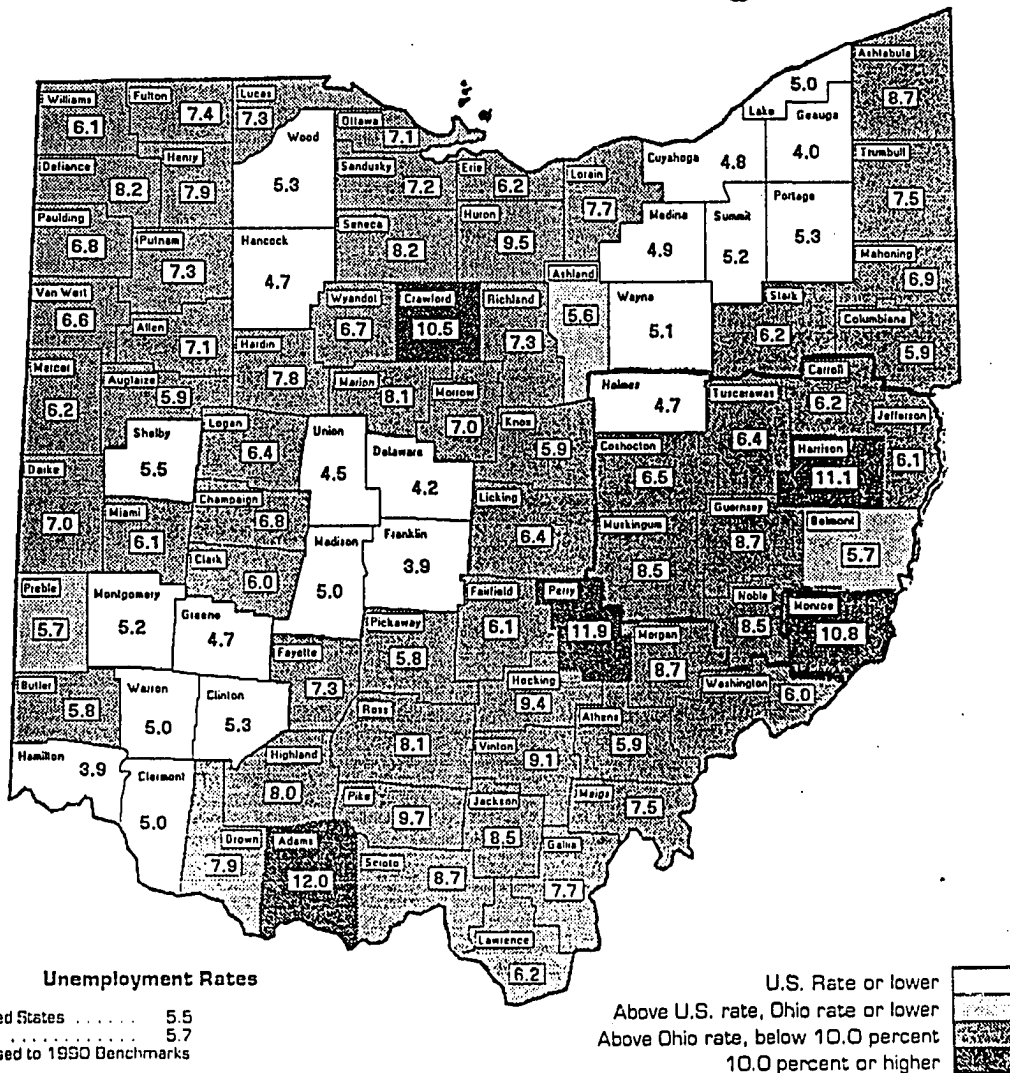
Appendix A-18



Ohio  
Labor  
Market  
Information

<sup>120</sup>  
Labor  
Force  
Estimates

Annual Averages 1990



**Ohio Bureau of Employment Services**

George V. Voinovich, Governor

James Conrad, Administrator

**APPENDIX B**  
**Interview Sheets**



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Deburr Parts , belt expansion rings, run  
automatics, CNC operator  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? walked in and  
applied for it
6. What other jobs have you held since you have been out  
of school? worked at International packaging and supply  
Millersburg, OH 44654
7. Did you work while you were going to school?  
yes  no   
situation work study program
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? referral from school
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Akro (factory work)  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? \_\_\_\_\_  
girlfriend works there
6. What other jobs have you held since you have been out of school? \_\_\_\_\_  
Nursing Home
7. Did you work while you were going to school?  
yes  no   
situation Castle Nursing home - laundry
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description laborer  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 4 years
5. How did you obtain your present job? through a work study in school
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation in the evenings
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? work study class in school
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description grocery store (stocker)  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? about a year (steady)
5. How did you obtain your present job? from school  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program  conventional work  
study
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x   (Laid off)
2. Is your job full time or part time?  
FT   x   PT \_\_\_\_\_
3. What is your job?  
description   Express Packaging    
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry   x   service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?   2 years
5. How did you obtain your present job?   on her own    
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?   none    
\_\_\_\_\_
7. Did you work while you were going to school?  
yes   x   no \_\_\_\_\_  
situation   Board of Education office
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes   x   no \_\_\_\_\_  
How did you get that job?   yes
9. Did a person from the school help you get your first job?  
yes   x   no \_\_\_\_\_
10. From what school did you graduate?   Reg. H.H.S.
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes   x   no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Supervisor of Hardees  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? since age 16 until present
5. How did you obtain your present job? school  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation same as above
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description machine operator  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 7 months
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out of school? Farms, Taco Bell  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? application
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated  deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description 5 years prior to housewife  
\_\_\_\_\_  
agriculture  industry  service  grocery store  
other
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation grocery store  
\_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? H.S.  
\_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own? home  
A) with spouse  B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations N/A  
\_\_\_\_\_ military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description mother 2 children  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? Tasty Apple  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation making caramel apples at Tasty Apple  
\_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description Full time Student Marshall U. Law Enforcement  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes x no \_\_\_\_\_  
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes x no \_\_\_\_\_  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes x no \_\_\_\_\_
10. From what school did you graduate?
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS x Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no x
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate x  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description saw mill (chipper)  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 4 years
5. How did you obtain your present job? applied  
\_\_\_\_\_
6. What other jobs have you held since you have been out of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation chipper
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT  laid off
3. What is your job?  
description construction  
\_\_\_\_\_  
agriculture  industry  service   
other  labor
4. How long have you held your job? 2 years
5. How did you obtain your present job? father
6. What other jobs have you held since you have been out of school? \_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation farming partime for sister
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? father
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT   x   PT \_\_\_\_\_
3. What is your job?  
description   housewife    
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?   2 years
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?   Easter Seal, Friendlys and Elbys    
\_\_\_\_\_
7. Did you work while you were going to school?  
yes   x   no \_\_\_\_\_  
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   x    
How did you get that job?   applied
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no   x
13. Do you live on your own?  
A) with spouse   x   B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description cafeteria  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1 year
5. How did you obtain your present job? sister
6. What other jobs have you held since you have been out of school? Car Wash 4 years
7. Did you work while you were going to school?  
yes  no   
situation car wash
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Cedar Point - reservations and grounds  
keeper. Just got married.  
agriculture  industry  service   
other
4. How long have you held your job? 3 years
5. How did you obtain your present job? sent for application
6. What other jobs have you held since you have been out of school? insurance company and McDonalds
7. Did you work while you were going to school?  
yes  no   
situation insurance company and McDonalds
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? applied
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no  married
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description cook  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1 year
5. How did you obtain your present job? friend
6. What other jobs have you held since you have been out of school? Burger King, McDonalds
7. Did you work while you were going to school?  
yes  no   
situation Wendys
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? applied
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated  deceased \_\_\_\_\_



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT   x   PT \_\_\_\_\_ Jail 4 months for D.W.I. 3 months to go
3. What is your job?  
description   linen service    
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service   x    
other \_\_\_\_\_
4. How long have you held your job?   8 months
5. How did you obtain your present job?   knew a friend    
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?   no response    
\_\_\_\_\_
7. Did you work while you were going to school?  
yes   x   no \_\_\_\_\_  
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   x    
How did you get that job?   friend    
\_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes   x   no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations   W.W.I.    
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated   x   deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Lineman Elec.  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Forestry work - would like to go back to school for forestry (but has a reading problem and is shy)  
agriculture  industry  service   
other
4. How long have you held your job? 1 year
5. How did you obtain your present job? Employment Bur.
6. What other jobs have you held since you have been out of school? Tire place
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? newspaper
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Weirton Steel  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1 year
5. How did you obtain your present job? exwife
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own? Living arrangements success  
A) with spouse exwife B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Job corps school  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? McDonalds - 4 months
5. How did you obtain your present job? didn't know  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school 1 year Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate  at school  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Bus Boy  
\_\_\_\_\_
- agriculture  industry  service   
other
4. How long have you held your job? 2½ years
5. How did you obtain your present job? \_\_\_\_\_  
unemployment office
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? unemployment office
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description housewife  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? Dairy Bar
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? applied
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Burger King  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 7 months
5. How did you obtain your present job? got the job  
on her own
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program modified no  
workstudy
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations Job Corps - training for dietary work  
military  out of the area (unknown) on job training  
incarcerated  deceased

**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description   Was a nurses aid and raising two children    
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?   1 year
5. How did you obtain your present job?   applied    
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?   none    
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   x    
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no   x
13. Do you live on your own?  
A) with spouse   x   B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Carriage Inn  
Naming asst.  
agriculture  industry  service   
other
4. How long have you held your job? 3 years
5. How did you obtain your present job? applied
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations  Career Center Nursing training  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Cutlery Service  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? McLure training
5. How did you obtain your present job? \_\_\_\_\_
6. What other jobs have you held since you have been out of school? \_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Human Services Dept.  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 months still att.
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? Human Services Dept.  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description custodial  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? June 1988
5. How did you obtain your present job? through welfare  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? H.S.
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

### STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no  x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description  has had odd jobs   
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  x  industry \_\_\_\_\_ service  x   
other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?  Chase Chickens farm First job   
\_\_\_\_\_ held over 6 months
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no  x   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no \_\_\_\_\_  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no  x
10. From what school did you graduate?  H.S.
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  x  Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes  x  no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Kroger  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 3 years
5. How did you obtain your present job? family  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? family
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description   none    
  never has worked    
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   x    
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes   x   no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no  x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT  x
3. What is your job?  
description  Mother of 2   
\_\_\_\_\_  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other  x
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no  x   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no  x   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no  x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  x  Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes  x  no \_\_\_\_\_ A.D.C
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown)  x   
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no  x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description \_\_\_\_\_  
\_\_\_\_\_
 

agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?  Never had a job
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no  x   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no  x   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no  x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  x  Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes  x  no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description   none    
\_\_\_\_\_  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?   N/A
5. How did you obtain your present job?   N/A    
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?   none    
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no \_\_\_\_\_  
How did you get that job?   none
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program   modified
12. Do you live with your parents?   x   no \_\_\_\_\_  
yes \_\_\_\_\_ no \_\_\_\_\_ no workstudy  
exp.
13. Do you live on your own?   N/A    
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations   N/A still trying to find work    
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT   no
3. What is your job?  
description   none    
\_\_\_\_\_  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?   none
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   x    
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program   modified    
  no   workstudy
12. Do you live with your parents?  
yes   x   no \_\_\_\_\_  
exp.
13. Do you live on your own? N/A  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations   "will work anywhere"    
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description JeppCo Work Shop - Janitorial  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1 year
5. How did you obtain your present job? school
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no  x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description  none   
\_\_\_\_\_  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?  never
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no  x   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no  x   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no  x
10. From what school did you graduate?
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  x  Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes  x  no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Nursing Home  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service laundry  
other
4. How long have you held your job? 6 months
5. How did you obtain your present job? applied
6. What other jobs have you held since you have been out of school? McDonalds 1½ years
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate?
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no  engaged
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description \_\_\_\_\_  
\_\_\_\_\_
 

agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   x    
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes   x   no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Ames Co. gardening company  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? farming
6. What other jobs have you held since you have been out of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description General Asst. - Human Service  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? through  
Human Services
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? Through Human Services
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description factory  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? H.S.
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

### STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_ laid off \_\_\_\_\_
3. What is your job?  
description factory work  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry x service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job? 2 years
5. How did you obtain your present job? applied  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no x  
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no x  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS x Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no x
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone x
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description   none    
\_\_\_\_\_  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job?   none
5. How did you obtain your present job?   none    
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no \_\_\_\_\_  
How did you get that job?   no
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_ (no voc)
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no   x
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate   x   (SSI.)  
C) alone \_\_\_\_\_
14. Other situations   Receives (SSI)    
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description \_\_\_\_\_  
\_\_\_\_\_
- agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
    other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?   none   \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   x    
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS   x   Vocational school \_\_\_\_\_ Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no   x
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone   x
14. Other situations   Wouldn't accept - low functioning person    
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT
3. What is your job?  
description housewife  
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other
4. How long have you held your job? newly wed
5. How did you obtain your present job? waitress  
quit before she got married
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no \_\_\_\_\_  
situation off and on waitress
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS \_\_\_\_\_ Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no
13. Do you live on your own?  
A) with spouse  B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description drive truck  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1 year
5. How did you obtain your present job? \_\_\_\_\_  
1 year same type work
6. What other jobs have you held since you have been out  
of school? bailing hay  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description hospital - dishes  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1 year
5. How did you obtain your present job? applied
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? applied
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations letter returned, address unknown  
military  out of the area (unknown)   
incarcerated  deceased

**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description shipping - factory garage doors  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? applied
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description 2 years garment ind.  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years Akron
5. How did you obtain your present job? from family member  
\_\_\_\_\_
6. What other jobs have you held since you have been out of school?  
\_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own? yes  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description recycling center  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? one year
5. How did you obtain your present job? friend
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents? did not participate in work study  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Stark Truss  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? over a year
5. How did you obtain your present job? on his own
6. What other jobs have you held since you have been out of school? BH Sales - gas station
7. Did you work while you were going to school?  
yes  no   
situation gas station
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? J.V.S. (mechanics)
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Ponderosa (waitress)  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? over a year
5. How did you obtain your present job? inquired in person
6. What other jobs have you held since you have been out of school? \_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation nursing home
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? J.V.S.(health Care-J.V.S.)
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description \_\_\_\_\_  
\_\_\_\_\_
- agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job?   N/A
6. What other jobs have you held since you have been out  
of school?   none
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no \_\_\_\_\_  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no \_\_\_\_\_
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS \_\_\_\_\_ Vocational school   x   Program \_\_\_\_\_
12. Do you live with your parents?  
yes   x   no \_\_\_\_\_ with mom
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description asst. night milking  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 2 years
5. How did you obtain your present job? father
6. What other jobs have you held since you have been out of school? \_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation on the farm
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? father
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? J.V.S.
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT   x
3. What is your job?  
description   housewife    
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry \_\_\_\_\_ service   x    
other \_\_\_\_\_ food services \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?   Taco Bell, Burger King    
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no   x    
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no \_\_\_\_\_  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no   x
10. From what school did you graduate?   J.V.S.
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS \_\_\_\_\_ Vocational school   x   Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no   x
13. Do you live on your own?  
A) with spouse   x   B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

### STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no  x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description \_\_\_\_\_  
\_\_\_\_\_
  - agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_
  - other \_\_\_\_\_
4. How long have you held your job? \_\_\_\_\_
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? \_\_\_\_\_  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes \_\_\_\_\_ no  x   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes \_\_\_\_\_ no  x   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes \_\_\_\_\_ no  x
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS \_\_\_\_\_ Vocational school  x  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  x  no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations  I've been out of a job for 2 yrs. going on 3   
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Knights Inn  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1½ years
5. How did you obtain your present job? unemployment office
6. What other jobs have you held since you have been out of school? none
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description meat cutter at grocery store  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 4 years
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation yes (part-time)
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? unrelated teacher
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? -Vocational
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own? and baby  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

### STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description DLH - industry  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 1 week at DLH (1 year at Hecks  
prior)
5. How did you obtain your present job? inquired through ad  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? three, one year at Hecks  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? Alt. vocational  
\_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated  deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description Works for a tire service company  
\_\_\_\_\_  
agriculture  industry  service   
other  tire business
4. How long have you held your job? 8 months
5. How did you obtain your present job? knew somebody  
\_\_\_\_\_
6. What other jobs have you held since you have been out of school? 3 body shops, Hardees  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation a teacher at the JVS knew a body shop
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military  out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes \_\_\_\_\_ no  x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description  hasn't worked for 6 months   
\_\_\_\_\_  
agriculture \_\_\_\_\_ industry  x  service \_\_\_\_\_  
other \_\_\_\_\_ 1 year at packing company
4. How long have you held your job?  laid off 6 months ago
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school?  none   
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  x  no \_\_\_\_\_  
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  c  no \_\_\_\_\_  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  x  no \_\_\_\_\_
10. From what school did you graduate?  Vocational School
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS \_\_\_\_\_ Vocational school  x  Program \_\_\_\_\_
12. Do you live with your parents?  
yes  x  no \_\_\_\_\_
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate \_\_\_\_\_  
C) alone \_\_\_\_\_
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_



**STUDENT INTERVIEW GUIDE**

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description farming  
\_\_\_\_\_  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? since old enough to help
5. How did you obtain your present job? parents farm  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? none  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? parents  
\_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes \_\_\_\_\_ no   x
2. Is your job full time or part time?  
FT \_\_\_\_\_ PT \_\_\_\_\_
3. What is your job?  
description \_\_\_\_\_  
\_\_\_\_\_
- agriculture \_\_\_\_\_ industry \_\_\_\_\_ service \_\_\_\_\_  
other \_\_\_\_\_
4. How long have you held your job? part time at car wash while in  
school
5. How did you obtain your present job? \_\_\_\_\_  
\_\_\_\_\_
6. What other jobs have you held since you have been out  
of school? body shop  
\_\_\_\_\_
7. Did you work while you were going to school?  
yes   x   no \_\_\_\_\_  
situation car wash
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes   x   no \_\_\_\_\_  
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes   x   no \_\_\_\_\_
10. From what school did you graduate? \_\_\_\_\_
11. Did you stay in the high school or did you go to a  
vocational school or career center?  
HS \_\_\_\_\_ Vocational school   x   Program \_\_\_\_\_
12. Do you live with your parents?  
yes \_\_\_\_\_ no   x
13. Do you live on your own?  
A) with spouse \_\_\_\_\_ B) with roommate   x   in Columbus  
C) alone \_\_\_\_\_ looking for work
14. Other situations \_\_\_\_\_  
military \_\_\_\_\_ out of the area (unknown) \_\_\_\_\_  
incarcerated \_\_\_\_\_ deceased \_\_\_\_\_

## STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description helps handicapped at sheltered work shop  
\_\_\_\_\_  
agriculture  industry  service   
other
4. How long have you held your job? 3-4 months
5. How did you obtain your present job? a friend
6. What other jobs have you held since you have been out of school? two others industrial
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? vocational
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own?  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

STUDENT INTERVIEW GUIDE

1. Are you currently working?  
yes  no
2. Is your job full time or part time?  
FT  PT
3. What is your job?  
description security job 4 or 5 days per week  
agriculture  industry  service   
other
4. How long have you held your job? over 2 months
5. How did you obtain your present job? \_\_\_\_\_
6. What other jobs have you held since you have been out of school? Motors Maintenance
7. Did you work while you were going to school?  
yes  no   
situation \_\_\_\_\_
8. Did someone from the school help you get that job?  
(referring to question #7)  
yes  no   
How did you get that job? \_\_\_\_\_
9. Did a person from the school help you get your first job?  
yes  no
10. From what school did you graduate? J.V.S.
11. Did you stay in the high school or did you go to a vocational school or career center?  
HS  Vocational school  Program
12. Do you live with your parents?  
yes  no
13. Do you live on your own? yes  
A) with spouse  B) with roommate   
C) alone
14. Other situations \_\_\_\_\_  
military  out of the area (unknown)   
incarcerated  deceased

Appendix C-1

District Code	Gender (Male/Female)		A Participating Graduates	B Total Participating Graduates	C Availability of Work Study Coordinator (Yes/No)	D Less Opportunity/ More Opportunity	E Program Type				F Successful Transition Y N	G Living Independent Y N	H Type of Employment A-agriculture B-industry C-service D-other	I Total Graduates	J Not Traceable	K No Response
	M	F					A	B	C	D						
1	1	0	1	1	yes	less	1A	1,0	-	1,0	1,0	1B	2	0	1	
2	1	2	3	3	yes	more	1C, 1D	1,0	2,0	1,0	0,2	1C, 2C	6	2	1	
3	2	2	4	4	yes	more	2A, 1A, 1C	2,0	1,1	1,1	1,1	1C, 1D*	9	3	2	
4	3	1	4	4	no	less	1C, 2D, 1C	0,3	0,3	0,3	0,1	-	5	1	0	
5	2	0	2	2	yes	less	1B, 1D	2,0	-	0,2	0,2	1B, 1C	2	0	0	
6	1	0	1	1	yes	less	1D	1,0	-	0,1	-	1C	1	0	0	
7	2	0	2	2	yes	more	1C, 1D	0,2	-	0,2	0,2	-	2	0	0	
8	1	1	2	2	yes	less	1C, 1A	1,0	1,0	1,0	1,0	1B, 1D*	2	0	0	

Appendix C-1 (continued)

District Code	RAW DATA BY DISTRICTS		Total Participating Graduates	Availability of Work Study Coordinator (Yes/No)	Less Opportunity/ More Opportunity	Program Type	Successful Transition	Living Independently	Type of Employment A-agriculture B-industry C-service D-other	Total Graduates	Not traceable	No response
	Y	N										
9	1	0	1	yes	less	IC	1,0	1,0	1B	2	0	1
10	1	4	5	yes	more	1D 2A, 2D	1,0 3,1	1,0 2,2	1A 1B, 1D*, 1C	6	1	0
11	1	1	2	yes	less	1D 1D	1,0 1,0	1,0 1,0	B 1C	2	0	0
12	1	1	2	yes	less	1D 1D	1,0 1,0	1,0 0,1	1B 1C	4	0	2
13	4	2	6	yes	more	2B, 2C 2C	3,1 0,2	2,2 0,2	3C --	7	1	0
14	1	1	2	yes	more	1A 1C	1,0 1,0	0,1 1,0	1C 1C	3	0	1
15	0	3	3	yes	more	3C	--	--	--	4	1	0
16	3	0	3	yes	more	1C, 2D	2,1	2,1	2B	7	4	0

Appendix C-1 (continued)

District Code	RAW DATA		BY DISTRICTS				Total Participating Graduates	Participating Graduates (Male/Female)	Total Graduates	Not traceable	No response
	Availability of Work Study Coordinator (Yes/No)	Less Opportunity More Opportunity	Program Type	Successful Transition	Living Independently	Type of Employment					
			A B C D	Y N	Y N	Y N					
17	yes	less	1B,2C 1B,3C	3,0 3,1	2,1 2,2	2B,1C 2C,1D*	7	3 4	11	1	3
18	yes	less	1A,1D 1A,2C	2,0 3,0	0,2 1,2	2B 1B,1C,1D*	5	2 3	10	3	2
19	no	less	1B,1C,1D	--	--	--	3	0 3	6	1	2
20	yes	more	2D	1,1 --	2,0 --	1A --	2	2 0	3	1	0
21	no	less	2B,2C	4,0 --	1,3 --	2B,2C --	4	4 0	5	0	1
22	no	less	1C,1D 1C,1D	2,0 2,0	1,1 1,1	1B,1C 1C,1D*	4	2 2	8	1	3
23	no	less	--	--	--	--	0	0 0	3	1	2
24	yes	more	--	--	--	--	0	0 0	0	0	0

Appendix C-1 (continued)

District Code	RAW DATA BY DISTRICTS		Type of Employment				Living Independently		Successful Transition		Program Type				Availability of Work Study Coordinator (Yes/No)		Less Opportunity/More Opportunity		Total Participating Graduates		Participating Graduates (Male/Female)	
	Y	N	A	B	C	D	Y	N	Y	N	A	B	C	D	yes	no	more	less	0	0	0	0
25	0	0	0	0	0	0	--	--	--	--	--	--	--	--	yes	more			0	0	0	0
26	0	0	1	0	0	0	--	--	--	--	--	--	--	--	yes	less			0	0	0	0
27	0	0	0	0	0	0	--	--	--	--	--	--	--	--	yes	less			0	0	0	0
28	0	0	0	0	0	0	--	--	--	--	--	--	--	--	yes.	less			0	0	0	0
29	0	0	6	2	4	1	--	--	--	--	--	--	--	yes	more			0	0	0	0	
30	0	0	2	1	1	0	--	--	--	--	--	--	--	yes	less			0	0	0	0	
31	0	0	0	0	0	0	--	--	--	--	--	--	--	yes	less			0	0	0	0	
32	0	0	5	2	3	0	--	--	--	--	--	--	--	yes	less			0	0	0	0	
TOTALS	38	30	124	17	24	8	5117	3038	5117	5117	A - 10	B - 8	C - 29	D - 21				68	68	38	30	

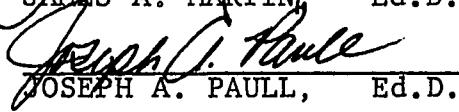


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