1981

A Followup Study of the Socioeconomic Status of Mildly Retarded Individuals in Selected Public School Systems in Louisiana.

Daniel Roy Rawls
Louisiana State University and Agricultural & Mechanical College

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A FOLLOWUP STUDY OF THE SOCIOECONOMIC STATUS OF MILDLY RETARDED INDIVIDUALS IN SELECTED PUBLIC SCHOOL SYSTEMS IN LOUISIANA

The Louisiana State University and Agricultural and Mechanical Col. PH.D. 1981

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A FOLLOWUP STUDY OF THE SOCIOECONOMIC STATUS OF MILDLY RETARDED INDIVIDUALS IN SELECTED PUBLIC SCHOOL SYSTEMS IN LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in The Department of Vocational Agricultural Education

by

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Benjamin Franklin once said "the greatest gift one man can
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FOREWORD

There appears to be a paucity of research and data on the socioeconomic status of mildly mentally retarded students no longer in vocational programs throughout the U.S. This is also the case when attempting to evaluate existing programs within the State of Louisiana. One of the major concerns is with the relationship of the vocational training status of these individuals and their respective employment status, types of jobs held, salary range, and the effects of age, sex, and race. These relationships have been the basis for selected studies by numerous researchers.

This study was designed to provide comparative data between those individuals that completed their vocational training program and those that did not, utilizing the socioeconomic status of the mildly retarded individuals no longer in selected parish vocational programs. This information would allow special educators and vocational educators of these selected parishes to identify trends as to the nature of jobs, pay range, employment status and other demographic data comparisons involving the age, sex, and race of students no longer involved in their vocational training programs.
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ABSTRACT

The purpose of this study was to conduct a follow up survey of the socioeconomic status of mildly mentally retarded individuals no longer participating in selected parish vocational programs in Louisiana. It was important to ascertain the socioeconomic status of these mildly mentally retarded adults for the following reasons. There were expressions of concern about the perceived low poverty-level status, high unemployment rates, and menial type jobs for the mildly mentally retarded. These concerns may be inaccurate or subject to change over time. Therefore, this study was designed to provide comparative data between those individuals that completed their vocational training program and those that did not, utilizing the socioeconomic status of the mildly retarded individuals no longer in selected parish vocational programs. This information would allow special educators and vocational educators of these selected parishes to identify trends as to the nature of jobs, pay range, employment status and other demographic data comparisons involving the age, sex, and race of students no longer involved in their vocational training programs.

The following objectives were formulated and used as guidelines to aid in solution of the problem:

1) To determine if significant differences exist between the unemployment rates of mildly mentally retarded adults and their vocational training status.
2) To determine if significant differences exist between the salaries of mildly mentally retarded adults and their vocational training status.

3) To determine if significant differences exist between the occupations held by mildly mentally retarded adults and their vocational training status.

4) To determine if the vocational training status, unemployment rates, salaries, and type of jobs held of mildly mentally retarded adults are associated with selected demographic factors, namely, age, sex, and race.

This study was limited to the public parish school systems in the state of Louisiana, specifically, Avoyelles Parish Vocational Center, Winn Parish Special Education Center, Choctaw Vocational Center in East Baton Rouge Parish, and the Iberia Vocational Training Center. The population was further limited to mildly mentally retarded individuals terminating their vocational training programs between 1975-1980. A randomized sample of 259 was taken from an approximate population of 790.

Statistical analysis revealed the following findings:

1. There was no significant relationship between vocational training status (completed or non-completed) and employment status.

2. There was no significant relationship between vocational training status (completed or non-completed) and salary earned.
3. The majority of the mildly mentally retarded workers held jobs that were service oriented, labor, and semiskilled in nature.

4. There was a significant relationship existing between the age of the respondent and the vocational training status. Data indicated that through all age groups combined, there is a ratio of two respondents not completing their vocational training for each one that does.

5. There was a highly significant relationship existing between the sex of the respondent and the employment status. Data indicated that there are significantly more males employed than females.

6. There was a highly significant relationship existing between the age of the respondent and the employment status. Data indicated that as the age of the respondents increased so did the employment rate.

7. There was a highly significant relationship existing between the type of job held by the mildly retarded worker and the salary earned. As the level of skill for the job increased so too did the rate of pay.
CHAPTER I

Introduction

Of concern to American society today is the number of persons who pose a burden on the economic system which it must support. All too often complaints are heard about persons capable of working, but not doing so. Society then asks "why?" Is it not one of the major objectives of the public school system to provide an appropriate education so that students will some day become productive, working members of society? Are there other factors contributing to this economic burden which are not related to education at all but rather to the individuals themselves?

For years educators have recognized the inter- and intra-individual differences among students. However, educational history reveals that a small group, approximately two to three percent of these school age children, have largely been ignored. These individuals are mentally retarded. Who are they? What contribution do they make to society?

In an average community, Kirk (1972) using the educational classification system reported the prevalence of mental retardation for 1000 school age children as being approximately one totally dependent, four trainable mentally retarded, and 25 educable mentally retarded. The legal, medical, and psychological professions use a similar classification system defined by The Education for All Handicapped Childrens Act of 1975 (P.L. 94-142). The definition includes mildly
retarded, moderately retarded, severely retarded, and profoundly retarded.

Many myths prevail about the mentally retarded and society has stereotyped these individuals for the most part as being incapable of caring for themselves. Questions commonly asked are "Can they be cured?", "How did they (the mentally retarded) get that way?", and "Does going to school help?" Answers vary for each individual. The causes of mental retardation reported by Kirk (1972) include genetic, prenatal, perinatal, postnatal, and cultural factors. The organic and genetic factors in mental retardation are primarily in the domain of the medical and biological sciences. Education is concerned primarily with the cultural and environmental factors, since adequate education and social management can compensate to some extent for deprived environmental situations.

Although society asks all its members to contribute to social and economic growth, it has through its overwhelming prejudice isolated the mentally retarded from the mainstream of education and the world of work. Education for these individuals started to receive more attention in 1975 from these educators who in the past failed to see any need for or benefit from such education. Leading up to the passage of P.L. 94-142 in 1975 a quiet revolution was mounting. Kolstoe (1972) speaking of the responsibility of education for the mentally retarded stated that "it is the responsibility of persons in education to transmit knowledge, provide a basis for vocations in order that people will be equipped to earn a living, and provide for self-realization so that each individual can develop his own abilities and
interests to his greatest potential." Perhaps society and some educators weren't ready for an immediate change; after all, the mentally retarded performed much poorer in academic areas than did their non-retarded counterparts. And, if the academic achievement was poor, most of society believed that this achievement would also reflect poor, social and vocational success, with success being measured by society as being economically productive and socially competent. In addition to Kolstoe's statement on society's educational and vocational training responsibilities, Lane (1971) produced evidence that academic achievement is not closely related to vocational success for mentally retarded adults. It appears that social, vocational, and work skills are more closely related to the vocational success of mentally retarded adults than are academic skills. Evidence was increasing which dispelled many of society's beliefs.

As a result of many court cases and litigation, Congress eventually passed a comprehensive law providing a free and appropriate education for all handicapped children. This landmark law, P.L. 94-142, passed by Congress in 1975 provided the mentally retarded equal educational treatment as a minority under the control of the majority. Society, with the passage of this law, accepted the responsibility for fair and equitable treatment of the mentally retarded in their educational pursuits--both academic and vocational. Subsequent state legislation followed in Louisiana with the passage of Education of All Exceptional Children Act 754 (1978).
Through legislation it appeared that society had now made it possible for the mentally retarded to become vocationally proficient and socially competent.

**Statement of the Problem**

There is a need for follow up data on mildly mentally retarded individuals no longer in selected parish school vocational programs. This study was designed to provide comparative data between those individuals that completed their vocational training program and those that did not, utilizing the socioeconomic status of the mildly retarded individuals no longer in selected parish vocational programs. This information would allow special educators and vocational educators of these selected parishes to identify trends as to the nature of jobs, pay range, employment status and other demographic data comparisons involving the age, sex, and race of students no longer involved in their vocational training programs.

It was important to ascertain the socioeconomic status of these mildly mentally retarded adults for the following reasons. There are expressions of concern about the perceived low poverty-level status, high unemployment rates, and menial jobs for the mildly mentally retarded. These concerns may be inaccurate or subject to change over time. Therefore, the purpose of this study was to conduct a follow up survey of the socioeconomic status of mildly mentally retarded individuals no longer participating in selected parish vocational programs in Louisiana.
Significance of the Study

Tobias (1970) claims that in the field of mental retardation, special education has not reached its objectives. The first major concern is unemployment rates of the mildly mentally retarded adult. Unemployment rates were found by Kokaska and Kalawara (1969) to be from 8 percent to 32 percent when analyzing 11 follow up studies of former secondary students previously enrolled in classes for the mildly mentally retarded.

Another major concern is the type of occupational placement held by the mildly mentally retarded adult. This concern resulted in further studies by Collman and Newlyn (1956) and Peterson and Smith (1960) which indicated that the mentally retarded are employed in unskilled, semiskilled, and service employment. Even though the development of the individual's efficiencies and competencies is a major goal of programs for the mildly mentally retarded, Kingsley and Kokaska (1975) stated that the majority of jobs open to them are low-paying service occupations.

A third major concern of equal importance regards the underestimation of the earning power of the retarded. One of the major hurdles to be overcome by the mentally retarded according to Halpern (1973) is the ever-present underestimation of their potential by the public as well as by professional people. In addition to Kingsley and Kokaska (1975), Halpern (1973) also stated that the general public views retarded persons as capable of learning only the simplest menial tasks; they are the first to lose their jobs when hard times appear.

These major concerns create questions of employment status,
types of jobs held, and salary ranges for the mildly mentally retarded working adult. Therefore, the significance of this study was to provide data on the socioeconomic status of mildly mentally retarded individuals no longer participating in vocational programs in selected Louisiana parishes with respect to the relationships of those that completed their vocational training program with those that did not. Results from the data gathered in this study can be used to determine the validity of these concerns.

Objectives of the Study

Specific objectives of this study were:

1. To determine if significant differences exist between the unemployment rates of mildly mentally retarded adults and their vocational training status.

2. To determine if significant differences exist between the salaries of mildly mentally retarded adults and their vocational training status.

3. To determine if significant differences exist between the occupations held by mildly mentally retarded adults and their vocational training status.

4. To determine if the vocational training status, unemployment rates, salaries, and types of jobs held of mildly mentally retarded adults are associated with selected demographic factors, namely age, sex, and race.

Hypotheses

The following hypotheses were to be tested in this study:
1. There are no significant differences between employment status of mildly mentally retarded adults and their vocational training status.

2. There are no significant relationships between the salary range of mildly mentally retarded adults and their vocational training status.

3. There are no significant differences between types of jobs held by mildly mentally retarded adults and their vocational training status.

4. There are no significant relationships existing between the vocational training status and the age, sex, and race of the mildly mentally retarded adults.

Selection of Research Sample

This study was limited to selected public parish vocational training centers in the state of Louisiana, specifically, Avoyelles Parish Vocational Center, Winn Parish Special Education Center, Choctaw Vocational Center in East Baton Rouge Parish, and the Iberia Vocational Training Center. The population for the study was delimited to those mildly mentally retarded students who were in these programs during the years 1975-1980 and who were no longer in the programs at the time of the study. The population further delimited to those former students who had telephones. The population as described here was 790. From this population, a random sample of 259 individuals was selected using a table of random numbers (A. Hall, 1975). This sample size of 259 was selected based on a sample size table developed by Krejuice and Morgan (1971).
Procedure

The descriptive method of research using a telephone interview schedule was utilized in this study. Information was gathered through a telephone survey of those mildly mentally retarded individuals no longer in selected parish school vocational programs. Each selected vocational training center was asked to furnish the following information about former students: student's name, last known phone number, race, sex, age and whether or not the training received by each student was vocational or non-vocational.

Since the reading ability of those individuals to be selected was not known, a mail questionnaire was not used. However, an information gathering device (see Appendix B) was constructed for the purpose of gathering data. A review of questionnaires used in similar research produced the appropriate questions for data gathering for this study. Students selected in the sample were telephoned and asked to answer the questions in the interview schedule (see Appendix B).

The information was recorded, analyzed, and presented. The data were analyzed by frequency distribution, percentages, chi-square, analysis of variance, and linear regression. The level of significance was set at the .05 level. The null hypothesis or hypothesis of no difference was utilized in the study.

Analysis of Data

Data were organized and analyzed through the following steps:

1. Data were organized onto computer code sheets for ease of interpretation and also for ease of transferring to the computer.
2. Summary tables were constructed to present the data.

3. Analysis of variance at the .05 level of significance was utilized to test hypothesis of no relationship between the salary incomes of mildly retarded students completing their vocational training and those that did not.

4. A chi-square test from a contingency table was utilized to test the hypothesis of no difference at the .05 level of significance in unemployment rates of those mildly mentally retarded graduates completing their vocational training and those that did not.

5. A chi-square test was utilized to test the hypothesis of no difference at the .05 level of significance in the distribution of job occupations held by those mildly mentally retarded graduates completing their vocational training and those that did not.

6. A chi-square test was applied to establish significant relationships at the .05 level on other demographic data arranged in two way tables.

7. A linear analysis was made on the variables of salary and types of jobs held.

**Assumptions**

1. It was assumed that the random sample was drawn from a normal population of mildly retarded individuals.

2. It was also assumed that in the case of equal means of the
two groups (vocational program completed vs. vocational program not completed) the two groups would have equal variances.

**Definition of Terms**

1. "Special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of an exceptional child, including classroom instruction, instruction in physical education, home instruction in hospitals and institutions (Louisiana Legislative Act 754).

2. "Vocational education" means an organized educational program which is designed upon its completion to prepare individuals for employment in a specific occupation or a related cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations (Louisiana Legislative Act 754).

3. "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which adversely affects a child's educational performance (Louisiana Legislative Act 754).

4. A mildly mentally retarded student who has completed his vocational training program is defined for this study as an individual who entered a vocational education program and
completed such programs as outlined by predetermined goals or objectives.

5. A mildly mentally retarded student who has not completed his vocational training program is defined for this study as an individual who entered a vocational education program and did not complete such programs as outlined by predetermined goals or objectives.
Chapter II
Review of Related Literature

There appears to be a paucity of research and data on the socioeconomic status of mildly mentally retarded students no longer in vocational programs throughout the U.S. This is also the case when attempting to evaluate existing programs within the State of Louisiana. One of the major concerns is with the relationship of the vocational training status of these individuals and their respective employment status, types of jobs held, salary range, and the effects of age, sex, and race. These relationships have been the bases for selected studies by numerous researchers and thus will become the basis for following review of literature.

In an effort to isolate factors which might be used to predict socioeconomic success, Elmer (1967) determined if there were significant differences between the mean values of intelligence, reading achievement, arithmetic achievement, age, and education of the mentally retarded who completed a vocational training program and those who did not complete the vocational training program. The population for this study was composed of 154 males and female students enrolled during the period 1961-64 at the Hot Springs Rehabilitation Center and classified as being mentally retarded by the evaluation department. The 154 students included all mentally retarded students enrolled during the period. The pupils ranged in chronological age from sixteen to fifty-seven and in intelligence quotient from forty-six
to eighty. Successful vocational training refers to completion of a training program at the Hot Springs Rehabilitation Center.

Unsuccessful vocational training refers to noncompletion of a training program at the Hot Springs Rehabilitation Center. No significant differences at the .05 percent level of confidence between successful and non-successful students were found on the seven variables: verbal intelligence, performance intelligence, full scale intelligence, reading achievement, arithmetic achievement, age and grade completed. Therefore, these variables were not found to be useful as predictors of success.

A similar study by Green (1973) investigated the hypothesis that there would be no significant difference in economic success of high and low socioeconomic educable mentally retarded males who graduated from the Special School District of St. Louis County. Ninety subjects were selected, the 45 highest and 45 lowest in socioeconomic deprivation levels. No significant differences were found between the mean IQ's, chronological ages, number of years spent in the District, number of years since graduation, or levels of reading and math achievement. The economic success of the samples was compared and it was found that the low socioeconomic group was more successful as they had achieved a significantly higher mean salary level and no significant difference in unemployment.

A study of life adjustment patterns by Redding (1979) was made between two groups of high school graduates, one group of 20 educable and one group of 20 low functioning. The students were interviewed three to five years after graduation and statistically significant
findings indicated that the low functioning group had experienced better employment and financial life adjustment.

A study of successful employment of mentally retarded youth in a cooperative school program was conducted by Sycamore (1970) and was concerned with the effectiveness of the cooperative school program in Leon County, Florida in preparing mentally retarded young adults for competitive employment. A comparison was made among three groups of mentally retarded youth. The total population of 126 who had completed the Vocational Rehabilitation school program in Leon County was divided into three groups. Group I consisted of 39 students who had completed the cooperative program from junior high school to placement. Group II was comprised of 39 subjects who had entered the program at the senior high school level. Group III included 48 subjects who, although meeting the eligibility requirements for special education, had remained in regular classes but had received training, guidance, and placement by Vocational Rehabilitation after termination of the regular public school program. These three groups were compared on several criterion measures of successful employment. The measures included successful placement, self-support, number of Vocational Rehabilitation services received, and initial salary. It was found that 82.5 percent of the total population had been successfully placed. Of the 92 students who had been gainfully employed, 76.1 percent were judged to be self-supporting. Of major importance in this study was that the salary range for the population was lower than was expected for this group.

Reported in the literature were two similar studies (Finley,
1967; McClellan, 1975) in which an attempt was made to establish if the vocational training costs were justified for educable mentally retarded (EMR) workers who had previously received vocational training. The vocational education programs in each study were not defined similarly. Findley (1967) investigated the relationship between the financial investment of public schools in vocational training and the post-school economic status of educable mentally retarded in four communities. By means of interview and questionnaire, data were gathered on 67 of the 105 subjects in four communities; Amarillos, Texas; Big Spring, Texas; Lubbock, Texas; and Greeley, Colorado. Earnings and income taxes were projected over a ten year period and these projections were related to the initial cost of their vocational preparation. The data were interpreted in terms of dollars and percentages, and overall averages. In three of the systems, based on current student earning power, the students will return in income taxes, in ten years the cost of their preparation. The one basic conclusion based on the findings of this study is that vocational training of the mentally retarded in the public schools is a practical economic venture.

A study of the cost and the effectiveness of vocational education programs for educable retarded adolescents in public schools compared with state institutions was conducted by McClellan (1975). Data from a state institution for mentally retarded and from a public school district were obtained for all expenditures necessary for the implementations of the total program in both institutions. An analysis of the cost of the two vocational-education programs showed only a four cent (.04c) difference in amount of money expended per pupil per day.
The median age for the graduate (those completing the vocational program) was twenty-three years, yet none of them had achieved complete financial independence. The median age of the vocational program completing respondents in the study was twenty years and nine months. Fifty-four percent had established their own homes and were completely independent. Thirty-two percent had achieved partial independence.

Successful socioeconomic independence as mentioned in the above study by McClellan (1975) centered on the mildly mentally retarded becoming established on their own away from home and institutions thus becoming viable parts of society, a similar study was conducted by Post (1968). The project was an attempt to prepare students from two Colorado state institutions for self sufficiency and vocational placement outside of the institutions. Fifty-eight of the residents were selected for follow up. Of this number, 24 were found to have been returned to various institutions and 28 were found to have made a successful adjustment in the community. There were no significant differences between the successful and unsuccessful groups with regard to I.Q. and length of institutionalization. A significant difference was found when comparing the ages of the two groups; those who were successful tended to be older than the non-successful group.

Many authors express the idea that the mildly mentally retarded contrast in their ability to fit the acceptable social and vocational competence because of adjustments made after their education is terminated (Margalit, 1978; Schuchman, 1978; Mock, 1974; Brolin, 1975; Lemers, 1973; Gonzales, 1971; Parker, 1974). In a study Gonzales (1971) investigated and evaluated the social and occupational
adjustment status of individuals previously labeled as educable mentally retarded who had graduated during the 1960's from the Albuquerque Public Schools' Special Education program. A population of 71 subjects once classified as EMRs who had attended the Special Education classes in the 1960's, and were currently residing in the metropolitan area of Albuquerque, New Mexico, were selected and personally interviewed. Only 112 subjects out of a possible 313 were found to have completed the secondary level EMR program. Mexican-Americans constituted 112 or 81.7 percent of the group under study. Anglos comprised 14.1 percent while 4.2 percent were Blacks. Seventy-six percent of the subjects felt they did not receive training or skills in school that prepared them for a job. Only 9.1 percent had received additional training since leaving school. Data revealed 91.0 percent of the male subjects were presently employed, while only 61.9 percent of the females were employed. Subjects' present occupations appeared to follow those of their parents with the majority falling into the unskilled and service classifications (63.6 percent).

The extent of poverty and vocational adjustment of mentally retarded young adults in Wisconsin was studied by Lemers(1973). The major purpose of his study was to determine the vocational adjustment of non-vocational rehabilitation (VR) service and vocational rehabilitation (VR) service groups of young mentally retarded adult males residing in Wisconsin. Included in the study was the secondary interest of measuring the mean level of income earned in 1971 by the subjects, the adjustment of those who dropped out of school, the "life styles" of the two groups, the rate of participation in community
activities, and the relationship between selected predictor variables and the vocational adjustment of both groups. The original sample consisted of subjects who were between the ages of 16-20 on September 1, 1965, were enrolled in Wisconsin special education classes during the 1965-66 school year, and either had not received VR services (N=419) or had received VR services (N=262) as of March 31, 1972. Eighty-one young adults were randomly selected from each group to participate in the study. Results revealed that 23 percent of the subjects in both groups had gross wages in 1971 at or below established poverty levels. On the average, the non-VR males earned $446 more than the VR males in 1971. It was concluded that the majority of the mentally retarded adult males had made a satisfactory vocational adjustment (Lemers, 1973).

A variety of adjustment studies (Mock, 1974; Margalit, 1978; Schuchman, 1978) sought to compare the adjustment of mildly mentally retarded work study students to those that did not have the work study program. One such comparison conducted by Mock (1974) compared graduates of work-study and traditional programs for the educable mentally retarded. It was the purpose of the investigation to compare, with respect to later vocational and social adjustment, the graduates of an innovative work-study program designed for those formerly labeled educable mentally retarded with graduates of traditional special education classes for EMRs. A total of 117 graduates comprised the sample, 57 in a work study curriculum and 60 in traditional classes. Two important findings were 1) that post-school vocational adjustment of the EMR was enhanced by participation in a work-study program and, 2) although differences favoring the experimental group were noted
with respect to social adjustment, these differences were directly related to vocational adjustment.

Margalit and Schuchman's (1978) vocational adjustment study of educable mentally retarded youth in a work program and a work study program investigated the level of vocational satisfaction and adjustment for the client. The students, employers, and students' parents were interviewed and the results indicated that the work-study program graduates were significantly more stable, satisfied, and adjusted than were the work-program graduates, but their professional opportunities were limited.

Many of the reviewed studies of adjustment fail to find significant relationships with identified variables such as age, sex, race, type vocational training, type jobs held, and effects of adjustment. However, a few of the studies established relationships between other variables or combinations of variables, such as, salary, employment status, and experience and skill attainment. One such study by Brolin (1975) researched the post-school adjustment of educable mentally retarded students. The post-school adjustment of 80 former students in classes for the educable retarded was evaluated through questionnaires administered to the students, their parents, and employers. Results indicated such major vocational adjustment problems as unemployment, low pay, lack of experience and lack of appropriate skills. Although Brolin's (1975) study identified problems it did not present a possible solution rather only recommended further study.

Adjustments by mildly retarded students in regular classes and special classes in the community were compared by Parker (1974).
The population of this study consisted of 43 diagnosed EMRs who had attended school in the Dallas Independent School District. Twenty-eight had been in special classes and 15 had been in regular classes. Subjects ranged in age from 16-25 years old and had been out of school from 2-7 years. The results of this study indicated that educational setting made no appreciable difference in the variables on community adjustment investigated in the EMR populations sampled within this study.

Studies comparing job training methods and subsequent effects on mildly retarded graduates were conducted by Smith (1977); Baxter (1977); and Gordon (1975). Smith (1977) reviewed the work study programs for the retarded and their effectiveness. Investigated were various types of work study programs for the retarded junior high and high school student and research regarding the effectiveness of such programs. It was concluded that work study programs were shown to be beneficial to mentally retarded students in acquiring the skills necessary for moving into the labor market.

A study by Gordon (1975) investigated the effectiveness of a sheltered workshop's 20 week adjustment and training program for increasing the vocational sophistication of 24 male and 24 male female educable mentally retarded adolescents with no appreciable prior work experience. It was concluded through statistical analysis research data that work study cooperative projects between special education programs and vocational training facilities may provide optimal vocational preparedness and maximum sophistication.

Baxter (1977) conducted a comparison of Vocational Education
and on-the-job training as methods of improving post-school employability of the educable mentally retarded. The 1977 study concluded from data gathered from a survey sent to 25 school districts with vocational education special needs projects and 25 school districts with work study programs that no vocational education projects be recommended for continuation. Results also questioned the continued use of on-the-job training methods for preparing educable mentally impaired high school students for employment. Again, this review has identified conflicting findings on the effectiveness of on-the-job training, work study, and cooperative work agreements.

Many comparisons have been made by researchers in varying areas dealing with the post-school socioeconomic condition of the mildly retarded. Some studies are unique only to one particular problem and although they deal primarily with the mildly retarded adult they often cannot be compared. However, their findings are valuable to report conditions that may or may not exist and help explain problems or identify trends. Therefore, the following studies, although not related directly, will give insight to other areas dealing with the mildly retarded post-school individual.

Pearson (1973) studied the effects of social class and mental retardation with respect to educational, vocational, and social differences of young adult mentally retarded males. The study was conducted to determine the relationship of selected educational, vocational, and social characteristics and outcomes to the social class position of the families of young adult males who were formerly students in special education classes for educable mentally retarded
children in the state of Wisconsin. The population of the study was composed of 120 white male respondents who were formerly students in special education classes for educable mentally retarded children between 23.9 and 25.4 years of age at the time of the interview. The findings of this study indicate that there is probably social class bias operating in the placement of children in special education classes for the mentally retarded, with children from the lower social classes having a higher probability of placement than middle-class children. While lower-class children may be the victims of social class bias in the selection for placement in special education classes, they show a higher level of functioning in post-school vocational and social achievements than their middle-class counterparts.

A study of the success or failure of high school programs for mildly retarded graduates was conducted by Joyce (1977). The cases of several former high school students from an educable mentally retarded (EMR) class who are successfully employed were compared. The individualizing of a student's program and the benefits of a work experience or work study program were considered. It was concluded that a program for the EMR high school student should be a combination of school studies and work experiences including the following: a vocational oriented curriculum, closely supervised meaningful work experiences within the school setting, closely supervised part-time experiences in the community, and permanent employment of the student at the time of leaving school.

In a paper presented at the Annual International Convention
for the Council for Exceptional Children, Nicholson and Alcorn (1975) revealed the results of a study to ascertain sex and racial differences of mentally retarded adolescents. A sample of 168 educable mentally retarded adolescents was utilized in this study involving aptitudes, vocational interest areas, and stated vocational preferences. Significant sex and/or racial differences were found in vocational interest areas, motor skills, achievement levels, and mechanical aptitude. Exact differences were not determined since a chi-square test does not show relationships in individual cells.

Reid (1978) conducted a comparative analysis of selected characteristics of mildly mentally retarded adolescents and their subsequent adult status. The follow up study of 83 former students in a ninth grade class for educable mentally retarded students indicated successful social and vocational adjustment in adulthood as compared to related research of similar design.

Crain (1979) investigated the socioeconomic status of 130 mildly retarded graduates of Special School District, St. Louis County, Missouri. The graduates were randomly selected from the classes of 1962, 1965, 1968, 1971, 1974, and 1977. Current occupational data were collected and recorded from occupational records. Personal telephone interviews with each of the 130 individuals were conducted. Results showed that 68 percent of the individuals were in the civilian labor force. Of the individuals in the labor force, only 7.9 percent were unemployed and the majority were earning a yearly income of approximately $7,000. Only one individual of the employed category was earning an income at poverty level. Sixty-three percent held unskilled
and semiskilled jobs. When the variables age, sex, race, IQ, and vocational training were considered, age was the only variable found to be related to wage, i.e., the older the individual, the higher the wage.

Job placement procedures and their effects on the socioeconomic status of the mildly retarded individuals were reviewed. Job placement procedures were studied by Tarrier (1978). The study was designed to describe the status of the job placement procedures for educable mentally retarded students who received high school occupational education in New York State. Several research questions were addressed: what is the development process of student educational experience leading to employment; which personnel within the school are responsible for placement; what are the sex differences in placement and patterns of experience; and what is the range of salary for entry level jobs.

Fifty-four local school superintendents were contacted and the sampling procedure produced information from over 90.0 percent of EMR students in high school. Thirty-seven questionnaires were returned, and site visits and extended interviews with staff provided additional data. The findings indicated that there was no uniform pattern of placement and follow up in the state; that each program had evolved a system of placement which was determined by local conditions; and that taken collectively, a developmental process leading to successful job placement was obvious.
Summary

In reviewing the literature regarding the socioeconomic status of the educable mentally retarded adolescent and adult, results of studies appear to be conflicting. There are, however, generalizations which can be drawn from the literature:

1. Correlational studies have identified several factors which appear to be related to vocational success of educable mentally retarded adults. These factors are:
   (a) chronological age, which may simply reflect longevity on the job; (b) social skills; (c) personality; and (d) vocational skills.

2. The mildly mentally retarded appear to profit from work study programs as defined by their employability and job tenure.

3. The majority of mildly mentally retarded adults are self-supporting.

4. The mildly mentally retarded typically hold unskilled, semiskilled, and service occupations.

5. More mildly retarded males were employed than their female counterparts.

6. Bias is present in class and program placement due to social class.

7. The majority of vocational adjustment problems center around unemployment, low pay, lack of experience, and lack of appropriate skills.
CHAPTER III
ANALYSIS AND TREATMENT OF DATA

Introduction

The descriptive method of research using a telephone interview schedule was utilized in this study. The mildly retarded adults participating in the telephone survey were selected by randomized sampling techniques. Only those individuals participating in vocational education programs in the selected parish vocational training centers between the years of 1975-1980 were utilized in this study. Parents and other family members were allowed to assist in the telephone interview for six of the mildly retarded individuals selected in the sample. The most notable reasons for this were that some respondents were away from home and the telephone and some respondents who did not understand the questions sought assistance from parents and other family members.

Data were collected from four Louisiana Parishes including: Iberia Parish, East Baton Rouge Parish, Avoyelles Parish, and Winn Parish. These Special Education vocational training centers reported 790 mildly retarded individuals with telephone listings that had in one manner or another terminated their vocational education programs with them. Termination of the vocational education program experiences were caused by several factors: program objective completion, attained 21 years of age, dropouts, and various other reasons. The distribution of parishes selected in this study reflect four geographical areas of

Each parish program director or principal was contacted and asked to furnish the names and telephone numbers of those former students who had terminated their educational opportunities between 1975-1980.

The sample size was selected from a table developed by Krejuice and Morgan (1970), which indicates the correct sample size (S) for population size (N). It was determined from this table that 790 members of a population would require a sample size of 259 (See Appendix A). Those names of respondents with telephones were numerically numbered from one to seven hundred and ninety. The selection of the sample was then made utilizing a table of random numbers (Hall, 1975). Any member of the sample for whatever reason that could not be used was removed and the next number in the sample selection was then included. It was necessary to select several other numbers to use in the sample due to not being able to reach respondents for one reason or another (e.g., deceased).

The sample respondents were contacted by telephone. Each respondent or family representative received an explanation of the study and was then asked to answer the telephone questionnaire (See Appendix B). Data were recorded in the form of a usable computer code. The survey was recorded on computer code sheets that were later keypunched onto computer cards for statistical processing.

The computer in the Department of Experimental Statistics at
Louisiana State University, Baton Rouge, was programmed to analyze data in the following statistical measures: ordinal count, frequency, and percentages. From these measures various statistical tests were utilized to test the hypotheses.

**Results**

The subjects of this investigation were 259 mildly mentally retarded adolescents and young adults that had terminated their vocational education program experiences in selected public school vocational centers either through completion of program objectives or dropping out for various reasons. Table I-A indicates that the youngest respondent used in the study was thirteen years old and the oldest respondent was thirty-one years of age with a mean age of the entire sample being 20.2 years of age. Other demographic data on the mildly mentally retarded respondents is also presented in Table I-A which displays the racial breakdown of the sample used. There were 84 (32.4 percent) of the sample classified Caucasian and 175 (67.6 percent) of the sample classified as black. Table I-A also indicated that no other race other than Caucasian and blacks were identified in the study. In addition Table I-A displays the male vs. female ratio which was 187 or 72.2 percent males and 72 or 28.0 percent female. A composite of race and sex gives a more vivid picture of the respondent sample, 58 or 22.4 percent were male Caucasians, 129 or 49.8 percent were black males, 26 or 10.0 percent were female Caucasians, and 46 or 17.8 percent were black females. Other demographic data included in this table presented those that had completed their vocational training as 83 or 32.0 percent and those that did not complete their vocational
Table I-A
Demographic Data on Mildly Mentally Retarded Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 years and younger</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>1.5</td>
</tr>
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<td>17</td>
<td>15</td>
<td>5.6</td>
</tr>
<tr>
<td>18</td>
<td>21</td>
<td>8.1</td>
</tr>
<tr>
<td>19</td>
<td>46</td>
<td>17.8</td>
</tr>
<tr>
<td>20</td>
<td>55</td>
<td>21.2</td>
</tr>
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<td>21</td>
<td>56</td>
<td>21.7</td>
</tr>
<tr>
<td>22</td>
<td>32</td>
<td>12.4</td>
</tr>
<tr>
<td>23</td>
<td>14</td>
<td>5.4</td>
</tr>
<tr>
<td>24</td>
<td>10</td>
<td>3.9</td>
</tr>
<tr>
<td>25</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>26</td>
<td>0</td>
<td>0.0</td>
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<tr>
<td>27</td>
<td>0</td>
<td>0.0</td>
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<td>28</td>
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</tr>
<tr>
<td>29</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>30</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>31</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>32 years and older</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>259</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Caucasian</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>58</td>
<td>129</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>22.4%</td>
<td>49.8%</td>
<td>72.2%</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>46</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>10.0%</td>
<td>17.8%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>175</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>32.4%</td>
<td>67.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
training as 176 or 68.0 percent. The employment status of the sample included 125 or 48.3 percent employed, 93 or 32.0 percent unemployed, and 51 or 19.7 percent in the "other" category as shown in Table I-B. The "other" category includes those that are not employed but are not seeking employment; they are students, housewives, and numerous other non-paying positions.

The study sought to determine the pay status for those mildly retarded workers that were employed. Table I-B sequenced the pay scale from a range of $2,500.00 or less to above $10,500.00. As can be seen, it indicates that workers earning between $5,500.00 and $6,499.00 were 25 respondents or 20.2 percent of the sample, earning between $6,500.00 and $7,500.00 were 33 or 26.6 percent and earning between $7,500.00 and $8,499.00 were 19 or 15.3 percent of the respondents. This indicates that 62.1 percent of the respondents earned between $5,500.00 and $8,499.00. The other categories are displayed in the table.

The study also sought to determine the type of job held by the respondents. Jobs were classified in a range order of 1 – those with jobs of professional skill to 9 – those with jobs of no skill. There were 135 respondents that had no jobs. Table II shows there were no respondents with jobs in the categories of post graduate professionals, Category one, or high school teachers, Category two. In Category three, Table II indicates one respondent or .8 percent have jobs such as cashiers, secretaries, postal clerks, and the like. Category four indicates 9 or 7.3 percent hold jobs such as mail clerks, watchmakers, electricians, ticket agents, and others. The second largest number of
Table I-B
Demographic Data on Mildly Mentally Retarded Respondents

<table>
<thead>
<tr>
<th>Vocational Training Status</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>83</td>
<td>32.0</td>
</tr>
<tr>
<td>Did Not Complete</td>
<td>176</td>
<td>68.0</td>
</tr>
<tr>
<td>Total</td>
<td>259</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>125</td>
<td>48.3</td>
</tr>
<tr>
<td>Unemployed</td>
<td>83</td>
<td>32.0</td>
</tr>
<tr>
<td>Other</td>
<td>51</td>
<td>19.7</td>
</tr>
<tr>
<td>Total</td>
<td>259</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pay Range</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Range</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than $2,500 annually</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>$2,500 - 3,499</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>$3,500 - 4,499</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>$4,500 - 5,499</td>
<td>9</td>
<td>7.3</td>
</tr>
<tr>
<td>$5,500 - 6,499</td>
<td>25</td>
<td>20.2</td>
</tr>
<tr>
<td>$6,500 - 7,499</td>
<td>33</td>
<td>26.6</td>
</tr>
<tr>
<td>$7,500 - 8,499</td>
<td>19</td>
<td>15.3</td>
</tr>
<tr>
<td>$8,500 - 9,499</td>
<td>9</td>
<td>7.3</td>
</tr>
<tr>
<td>$9,500 - 10,499</td>
<td>9</td>
<td>7.3</td>
</tr>
<tr>
<td>Over $10,500 annually</td>
<td>11</td>
<td>8.9</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table II

Demographic Data on Mildly Mentally Retarded Respondents

<table>
<thead>
<tr>
<th>Type Job Held</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
</table>
| **Code**  
01 Post graduate professionals | 0 | 0.0 |
| 02 Administrators            | 0 | 0.0 |
| 03 Supervisors               | 1 | 0.8 |
| 04 Skilled workers           | 9 | 7.3 |
| 05 Medium skilled workers    | 35| 28.2|
| 06 Semi-skilled workers      | 71| 57.3|
| 07 Heavy labor               | 6 | 4.8 |
| 08 Sheltered workshop        | 0 | 0.0 |
| 09 Other                     | 2 | 1.6 |
| **Total**                    | 124 | 100.0 |
respondents that work were included in Category five; 35 respondents or 28.2 percent hold jobs that include carpenters, plumbers, and other skilled jobs. The largest category of those working in a job category is in Category six where 71 or 57.3 percent hold jobs such as carpenters' helpers, electricians' helpers, plumbers' helpers, and other semi-skilled jobs. There were 6 respondents or 4.8 percent that had jobs in Category seven which includes such jobs as odd-job men, miners, janitors, or other similar type employment. Category eight shows that no respondents were in a sheltered workshop. Finally, Category nine which was recorded as "other" had 2 respondents or 1.6 percent that held jobs such as military service.

**Chi-Square Analysis of Vocational Training Status and Age of the Respondent**

A chi-square test of significance was used to measure the relationship between those mildly mentally retarded respondents that completed vocational training and those that did not with respect to the variable of age. It was necessary in Table III to group the age spans of the respondents for statistical analysis. Age spans of 12 years to 18 years of age, 19 years to 22 years of age, and 23 years of age and above were used in comparison to those completing vocational training programs and those that did not complete their vocational training programs.

Results indicated that 83 respondents or 32.0 percent of the respondents completed their vocational training. The other 176 respondents or 68.0 percent indicated that they did not complete their vocational training. Further analysis revealed that in the cases of
Table III

Chi-Square Analysis of Vocational Training Status and Age of the Respondent

<table>
<thead>
<tr>
<th>Vocational Training Status</th>
<th>Age</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12-18</td>
<td>19-22</td>
<td>23+</td>
<td></td>
</tr>
<tr>
<td>Vocational Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td>7</td>
<td>65</td>
<td>11</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>2.7%</td>
<td>25.0%</td>
<td>4.3%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Vocational Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did Not Complete</td>
<td>36</td>
<td>124</td>
<td>16</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>13.9%</td>
<td>47.9%</td>
<td>6.2%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>189</td>
<td>27</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>16.6%</td>
<td>73.0%</td>
<td>10.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi Square: 6.3 d.f. = 2 PROB = 0.04*

*significant at the .05 level
those completing vocational training, 7 or 2.7 percent were between the ages of 12 and 18 years old, while 65 or 25.0 percent were in the 23 and over age group. From Table III it can be ascertained that among those that did not complete their vocational training, 36 or 13.9 percent were in the 12-18 year old age group, 124 or 47.9 percent were in the 19-22 age span, and lastly, 16 or 6.2 percent were in the 23 years and older category.

Statistically, a chi-square goodness of fit test revealed that the respondents' responses were not distributed significantly different than expected. Thus, no association was found to exist between the vocational training status and the age of the respondent.

A Chi-Square Analysis of the Vocational Training Status and the Sex of the Respondent

The study included a comparison of those respondents that had completed their vocational training and those that had not with regard to whether or not the sex of the respondent had an effect. Table IV revealed that 66 or 35.3 percent of the males completed their vocational training while 121 or 64.7 percent of the males failed to complete their vocational training. The table also expressed the female sampling as having 17 or 23.6 percent completing their vocational training programs and 35 or 76.4 percent not doing so. A chi-square goodness of fit test was conducted to determine if responses were distributed independently. The analysis revealed that the responses were not distributed significantly different than expected. Thus, no association was found to exist between the vocational training status and the sex of the respondent.
Table IV

A Chi-Square Analysis of the Vocational Training Status and the Sex of the Respondent

<table>
<thead>
<tr>
<th>Vocational Training Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Training Completed</td>
<td>66</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>35.3%</td>
<td>23.6%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Vocational Training Did Not Complete</td>
<td>121</td>
<td>55</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>64.7%</td>
<td>76.4%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Total</td>
<td>187</td>
<td>72</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>72.2%</td>
<td>27.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square 3.3 d.f. = 1 PROB = 0.07
A Chi-Square Analysis of the Vocational Training Status and the Race of the Respondent

It was also a purpose of this study to ascertain if there was a significant relationship between those students who completed their vocational training programs and those who did not and the effect of race on such a relationship. Table V indicates that 26 or 31.0 percent of the Caucasians completed their vocational training and 58 or 69.0 percent of the Caucasians did not complete their educational opportunities while 57 or 32.6 percent of the blacks completed their vocational training and 118 or 67.4 percent of the blacks did not complete their educational opportunities. A chi-square goodness of fit test of these data revealed that responses were not significantly distributed differently than would be expected. Thus, no association exists between vocational training status and the race of the respondents.

A Chi-Square Analysis of Vocational Training Status and Employment Status

The vocational training status was compared to the employment status of mildly retarded respondents in this study and is represented in Table VI. Those that had completed their vocational training and those that did not were further identified in terms of Employed, Unemployed, and Other. Those respondents that had completed vocational training programs and were employed totaled 46 or 17.8 percent of the sample. There were 23 or 8.9 percent of those that had completed their vocational training programs and were also unemployed. "Others" that completed their vocational training but were not employed and not
### Table V

A Chi-Square Analysis of the Vocational Training Status and the Race of the Respondent

<table>
<thead>
<tr>
<th>Vocational Training Status</th>
<th>Caucasian</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>26</td>
<td>57</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>31.0%</td>
<td>32.6%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Did Not Complete</td>
<td>58</td>
<td>118</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>69.0%</td>
<td>67.4%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>175</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>32.4%</td>
<td>67.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square 0.068  d.f. = 1  PROB = 0.7938
### Table VI
A Chi-Square Analysis of Vocational Training Status and Employment Status

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Vocational Training Status</th>
<th>Did Not Complete</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed</td>
<td>17.8%</td>
<td>47.9%</td>
</tr>
<tr>
<td>Employed</td>
<td>46</td>
<td>30.1%</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Unemployed</td>
<td>8.9%</td>
<td>32.4%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>23.6%</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>5.4%</td>
<td>19.7%</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>14.3%</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>83</td>
<td>68.0%</td>
<td>259</td>
</tr>
</tbody>
</table>

Chi-Square 2.787  d.f. = 2  PROB = 0.2483
seeking employment were 14 or 5.4 percent of the sample. Thus, 83 respondents completed their vocational training for a total of 32.0 percent of the sample.

Table VI indicates that 176 or 68.0 percent of the respondents did not complete their vocational training programs. There were 78 or 30.1 percent of the sample employed that did not complete their vocational training programs. There were in contrast 61 or 23.6 percent unemployed that did not complete their vocational training programs. And, additionally, 37 or 14.3 percent of the respondents not completing their vocational training programs were in the "other" category not looking for employment nor were they employed. The "other" category included those respondents that were students, housewives, etc.

A chi-square goodness of fit test of the association between employment status and vocational training status indicated that the respondents' responses were not significantly distributed differently than expected. Therefore, there is no significant association between the vocational training status and employment status of the respondents.

A Chi-Square Analysis of Employment Status and the Sex of the Respondents

This study sought to determine if an association existed between the employment status and the sex of the respondents. Table VII indicates that 100 or 58.8 percent of the males were employed while 46 or 24.6 percent of the males were unemployed. There were 31 or 16.6 percent of the males not seeking employment in the "other" category. The table also indicates that 14 or 19.4 percent of the
### Table VII

A Chi-Square Analysis of Employment Status and the Sex of the Respondents

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>110</td>
<td>14</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>58.8%</td>
<td>19.4%</td>
<td>47.9%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>46</td>
<td>38</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>24.6%</td>
<td>52.8%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Other</td>
<td>31</td>
<td>20</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>16.6%</td>
<td>27.8%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Total</td>
<td>187</td>
<td>72</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>72.2%</td>
<td>27.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square 32.9  d.f. = 2  PROB = 0.0001*

*significant at the .01 level
females were employed and 38 or 52.8 percent of the females were unemployed. There were 20 or 22.8 percent of the females not working or seeking employment in the "other" category. The chi-square goodness of fit test of associations of these responses revealed a probability of .0001.** This indicates a highly significant association between employment status and the sex of the respondent. Although no further statistical computations were applied to this data there appears to be a trend of a higher percentage of males employed than females.

A Chi-Square Analysis Employment Status and the Race of Respondents

A study sought to establish a relationship between employment status and the race of the respondents. Table VIII indicates that 40 or 47.6 percent of the Caucasian respondents were employed. There were 26 or 31.0 percent of the Caucasian respondents not employed while 18 or 21.4 percent of the Caucasians were not seeking employment and were the "other" category. No other races were involved in the study other than Caucasians and blacks. These were 84 or 48.0 percent of the blacks employed while 58 or 33.1 percent of the black respondents were not employed but seeking employment. The "other" category for blacks contained 33 or 18.9 percent of the total number of black respondents. A chi-square goodness of fit test revealed that the respondents' responses were not distributed significantly different than expected. Thus, no association was found to exist and the race and employment status were found to be independent.
Table VIII
A Chi-Square Analysis of Employment Status and the Race of Respondents

<table>
<thead>
<tr>
<th>Race</th>
<th>Caucasian</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>40</td>
<td>84</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>47.6%</td>
<td>48.0%</td>
<td>47.9%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>26</td>
<td>58</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>21.0%</td>
<td>33.1%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>33</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>21.4%</td>
<td>18.9%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>175</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>32.4%</td>
<td>67.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square 32.9  d.f. = 2  PROB = 0.0001*

*significant at the .01 level
A Chi-Square Analysis of Employment
Status and the Age of Respondents

The age span of the respondent in the study was grouped into three major categories; group 1, 12-18 years of age, group 2, 19-22 years of age, and group 3, 23 years of age and older. Table IX indicates that those employed in group one were 12 or 27.9 percent while 13 or 30.2 percent of group one was unemployed. Further, 18 or 41.9 percent were in the "other" category; those not working or seeking employment. Group two had 96 or 50.8 percent employed while 67 or 35.4 percent were unemployed. There were 26 or 13.8 percent of the respondents in group two in the "other" category. In group three there were 16 or 59.3 percent of the respondents employed while 4 or 14.8 percent of the respondents were unemployed. The "other" category for group three contained 7 or 25.9 percent of the respondents.

A chi-square goodness of fit test found the responses of the respondents to be highly significantly distributed different than would be expected. An association was found to exist between the employment status and the age group of the respondents. Although there were no further statistical tests applied to this association there appears to be a trend of higher employment percentages as age increases.

A Chi-Square Analysis of Vocational Training Status and Salary Range

An attempt was made to identify and report associations between vocational training status and the salary range of the subjects under study. Table X indicated that those completing their vocational training in group one contained 4 or 8.7 percent of the respondents
Table IX
A Chi-Square Analysis of Employment Status and the Age of Respondents

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Group 1 12-18</th>
<th>Group 2 19-22</th>
<th>Group 3 23+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>12</td>
<td>96</td>
<td>16</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>27.9%</td>
<td>50.8%</td>
<td>59.3%</td>
<td>47.9%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>13</td>
<td>67</td>
<td>4</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>30.2%</td>
<td>35.4%</td>
<td>14.8%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>26</td>
<td>7</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>41.9%</td>
<td>13.8%</td>
<td>25.9%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>189</td>
<td>27</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>16.6%</td>
<td>73.0%</td>
<td>10.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square 22.47  d.f. = 4  PROB = 0.0002*

*significant at the .01 level
Table X

A Chi-Square Analysis of Vocational Training Status and Salary Range

<table>
<thead>
<tr>
<th>Vocational Training Status</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>4</td>
<td>32</td>
<td>10</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>8.7%</td>
<td>69.6%</td>
<td>21.7%</td>
<td>37.1%</td>
</tr>
<tr>
<td>Did Not Complete</td>
<td>14</td>
<td>45</td>
<td>19</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>18.0%</td>
<td>57.7%</td>
<td>24.4%</td>
<td>62.9%</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>77</td>
<td>29</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>14.5%</td>
<td>62.1%</td>
<td>23.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square 2.5 d.f. = 2 PROB = 0.294

*Salary Range

Group 1 Less than $5,499.00
Group 2 $5,500.00 - $8,499.00
Group 3 $8,500.00 and above
while those in group two contained 32 or 69.6 percent and group three had 10 or 21.7 percent of those respondents that had completed their vocational training. Those who did not complete their vocational training had 14 or 18.0 percent in group one, 45 or 57.7 in group two, and 19 or 24.4 percent in group three.

A chi-square goodness of fit test revealed that no association was found due to the responses of the respondents not being distributed significantly different than expected. Thus, no relationship exists between vocational training status and the salary range of those subjects under study. The majority of the respondents working, 77 or 62.1 percent earn between $5,500.00 and $8,500.00.

Vocational Training Status and the Types of Jobs Held by the Respondents

A comparison of the vocational training status and the type of job held by the respondents are shown in Table XI. For purposes of this study each job was identified and coded for ease of translation (See Appendix C). These codes were then grouped into three larger or broader descriptions for statistical testing. Those respondents that completed their vocational training and held jobs in group one were 4 or 8.7 percent, group two contained 41 or 89.1 percent, and group three had 1 or 2.2 percent. Those respondents that did not complete their vocational training programs in group one were 6 or 7.7 percent, in group two, 65 or 83.3 percent, and in group three, 7 or 9.0 percent. A percentage evaluation was made indicating that the majority of the respondents, 196 or 85.5 percent, held jobs in the code classification of 05-06. See Appendix C.
Table XI

Vocational Training Status and the Types of Jobs Held by the Respondents

<table>
<thead>
<tr>
<th>Vocational Training Status</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>4</td>
<td>41</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>8.7%</td>
<td>89.1%</td>
<td>2.2%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Did Not Complete</td>
<td>6</td>
<td>65</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>7.7%</td>
<td>83.3%</td>
<td>9.0%</td>
<td>62.9%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>106</td>
<td>8</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>8.0%</td>
<td>85.5%</td>
<td>6.5%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Types of Jobs Held

Group 1 03 - 04 menial - labor jobs

Group 2 05 - 06 unskilled - semi skilled jobs

Group 3 07 - 09 administration - professionals

See Appendix C for further descriptions.
Salary Range and Age of the Respondent

A comparison of salary range and age of the respondent to determine if there was a significant relationship between the two characteristics was also conducted. Table XII indicates that in group one those earning between 0 and $5,499.00, there were 4 or 3.2 percent between the ages of 19 and 22 had 11 or 8.9 percent of the respondents while the 23 years of age and older column had 3 or 2.4 percent of the respondents. Group two, those earning between $5,500.00 and $8,499.00, indicated that 5 or 4.0 percent of the respondents were 12-18 years of age, while 63 or 50.8 percent were 19-22 years of age, and 9 or 7.3 percent were 23 years of age and older. Group three, earning $8,500.00 and above had 3 or 2.3 percent 12-18 years of age, 22 or 17.7 percent 19-22 years of age, and 4 or 3.2 percent 23 years or older.

A chi-square goodness of fit test could not be accurately utilized for the data in Table XII since too few cells had 5 or more units available. However, percentages indicated that most workers' salary range, 77 or 62.1 percent, falls between $5,500.00 and $8,500.00.

Salary Range and the Sex of the Respondent

This study sought to identify the salary range and the sex of the respondent for terms of comparison to indicate any possible relationship. Table XIII indicates that there were 14 or 11.3 percent males earning pay in salary range one while 67 or 54.0 percent males earned salary in group two and 29 or 23.4 percent of the males earned salary in group three. There were 4 or 3.2 percent of the females earning salary in group one while 10 or 8.1 percent of the females
Table XII
Salary Range and the Age of the Respondent

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>12-18</th>
<th>19-22</th>
<th>23+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Code 01 - 04</td>
<td>3.2%</td>
<td>8.9%</td>
<td>2.4%</td>
<td>14.5%</td>
</tr>
<tr>
<td>$0 - $5,499.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>5</td>
<td>64</td>
<td>9</td>
<td>77</td>
</tr>
<tr>
<td>Code 05 - 07</td>
<td>4.0%</td>
<td>50.8%</td>
<td>7.3%</td>
<td>62.1%</td>
</tr>
<tr>
<td>$5,500.00 - $8,499.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>3</td>
<td>22</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Code 08 - 10</td>
<td>2.4%</td>
<td>17.7%</td>
<td>3.2%</td>
<td>23.4%</td>
</tr>
<tr>
<td>$8,500.00 and above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>96</td>
<td>16</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>9.7%</td>
<td>77.4%</td>
<td>12.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table XIII
Salary Range and the Sex of the Respondent

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code 01 - 04</td>
<td>14</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>$0 - $5,499.00</td>
<td>11.3%</td>
<td>3.2%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code 05 - 07</td>
<td>67</td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td>$5,500.00 - $8,499.00</td>
<td>54.0%</td>
<td>8.1%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Group 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code 08 - 10</td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>$8,500.00 and above</td>
<td>23.4%</td>
<td>0.0%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>14</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>88.7%</td>
<td>11.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
earned salaries in group two and 0 females earned salaries in group three.

A chi-square test of relationship could not be accurately computed since too few cells in Table XIII had 5 or more units available. However, a simple comparison by percentage of male earnings and female earnings indicates that females hold a higher percentage of low paying jobs than males or males hold a higher percentage of higher paying jobs than females.

**A Chi-Square Analysis of Salary Range and the Race of the Respondent**

The salary range and race of the respondent were tested for a relationship with the chi-square test. Table XIV indicated that no other races beside Caucasians and blacks were identified in the sample. There were 9 or 7.3 percent whites and 9 or 7.3 percent blacks earning salaries in group one while 21 or 16.9 percent Caucasians and 56 or 45.2 percent blacks earned salaries in group two and 10 or 8.1 percent Caucasians and 15.3 percent blacks earned salaries in group three.

The chi-square goodness of fit test of the association of the responses of the respondents indicated that these responses were not distributed significantly different than would be expected. Therefore, no association exists between the salary grouping and the race of the respondent.

**Types of Jobs Held and the Age of the Respondent**

This study sought to establish a relationship in comparison of the types of jobs held by mildly retarded graduates and their age.
### Table XIV

A Chi-Square Analysis of Salary Range and the Race of the Respondent

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Caucasian</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code 01 - 04</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>$0 - $5,499.00</td>
<td>7.3%</td>
<td>7.3%</td>
<td>14.5%</td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code 05 - 07</td>
<td>21</td>
<td>56</td>
<td>77</td>
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<tr>
<td>$5,500.00 - $8,499.00</td>
<td>16.9%</td>
<td>45.2%</td>
<td>62.1%</td>
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<tr>
<td><strong>Group 3</strong></td>
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<tr>
<td>Code 08 - 10</td>
<td>10</td>
<td>19</td>
<td>29</td>
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<tr>
<td>$8,500.00 and above</td>
<td>8.1%</td>
<td>15.3%</td>
<td>23.4%</td>
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<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>84</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>32.3%</td>
<td>67.7%</td>
<td>100.0%</td>
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Chi-Square 3.5 d.f. = 2 PROB = 0.17
Table XV indicates that there were no respondents between the ages of 12-18 having jobs in group one. However, 9 or 7.3 percent of the 19-22 year olds had jobs in group one while one or .8 percent of the 23 year olds and older had jobs in group one. There were 10 or 8.1 percent 12-18 year olds in group two while there were 81 of 65.3 percent 19-22 year olds in group two and 15 or 12.1 percent 23 year olds and older respondents in group two. Group three had 2 or 1.6 percent 12-18 year olds while 6 or 4.8 percent 19-22 year olds and zero 23 year olds.

A chi-square test was invalid for this table in that too few cells had 5 or more units. However, analysis by percentages indicates that the majority, 106 or 85.5 percent, of the workers have jobs in group two. See Appendix C.

**Types of Jobs Held and the Sex of the Respondent**

There was a need in this study to identify the relationship of the type job held by the respondent and the sex of the respondent. Table XVI indicates that group one jobs (see Appendix C) had 9 or 7.3 percent males, group two jobs included 94 or 75.8 percent males and group three had 7 or 5.6 percent males. Group one females had one or .8 percent and Group two had 12 or 9.7 percent females while Group three had one or .8 percent females. Since over 5 percent of the cells have expected counts of less than 5, the table became so sparse that a chi-square test was invalid for reporting. However, a percentage total indicates that the majority of the respondents, 106 or 85.5 percent, have jobs in Group two. See Appendix C.
<table>
<thead>
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<tr>
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<tr>
<td>(menial - labor type jobs)</td>
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<tr>
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<td>10</td>
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<tr>
<td>Code 05 - 06</td>
<td>8.1%</td>
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<tr>
<td>(unskilled - semi-skilled jobs)</td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>2</td>
</tr>
<tr>
<td>Code 07 - 09</td>
<td>1.6%</td>
</tr>
<tr>
<td>(skilled - professional jobs)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>9.7%</td>
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For complete job description see Appendix C
Table XVI
Types of Jobs Held and the Sex of the Respondent

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<th>Type Job Held</th>
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<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
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<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Code 01 - 04</td>
<td>7.3%</td>
<td>0.8%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Group 2</td>
<td>94</td>
<td>12</td>
<td>106</td>
</tr>
<tr>
<td>Code 05 - 06</td>
<td>75.8%</td>
<td>9.7%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Group 3</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Code 07 - 09</td>
<td>5.6%</td>
<td>0.8%</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>110</td>
<td>14</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>88.7%</td>
<td>11.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

For complete job description see Appendix C
Type Jobs Held and Race of Respondents

A comparison of the types of jobs held and the race of the respondent was tested for a significant relationship. Table XVII indicates that 4 or 10.0 percent of the Caucasians have jobs in Group one while 33 or 82.5 percent of the Caucasians have jobs in Group two and 3 or 7.5 percent of the Caucasians have jobs in Group three. There were 6 or 7.1 percent of the blacks holding jobs in Group one while 73 or 86.9 percent of the blacks held jobs in Group two and 5 or 6.0 percent of the blacks held jobs in group three. There were no "other" races reported in the sample.

A percentage representation indicated that a majority of Caucasians, 33 or 82.5 percent, have jobs in Group two and a majority of blacks, 73 or 86.9 percent also have jobs in Group two.

A Linear Regression Analysis of the Types of Jobs Held and the Salary of the Respondent

An analysis of the comparison of the salary received by mildly retarded workers and the type of jobs they hold was conducted and represented in Table XVIII. A linear regression model compared the dependent variable pay to the independent variable type of job. There was an F value computed of 15.17 with one degree of freedom establishing a probability of .0002**. This represents a highly significant relationship in the rate of pay and the type of job held by the employed mildly retarded respondent. Actually, the significance represents the linear relationship that as the type of job (skills required) increases so does pay,
Table XVII

Type Jobs Held and Race of Respondents

<table>
<thead>
<tr>
<th>Type Job Held</th>
<th>Caucasian</th>
<th>Black</th>
<th>Total</th>
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<td>4</td>
<td>6</td>
<td>10</td>
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<td>10.0%</td>
<td>7.1%</td>
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<tr>
<td>Group 2</td>
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<tr>
<td>Code 05 - 06</td>
<td>33</td>
<td>73</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>82.5%</td>
<td>86.9%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Group 3</td>
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<td></td>
</tr>
<tr>
<td>Code 08 - 09</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>7.5%</td>
<td>6.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>84</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>32.3%</td>
<td>67.7%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

For complete job description see Appendix C
Table XVIII

A Linear Regression Analysis of the Types of Jobs Held and the Salary of the Respondent

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum Squares</th>
<th>d.f.</th>
<th>Mean Squares</th>
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<tr>
<td>Corrected Total</td>
<td>501.25</td>
<td>123</td>
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<tr>
<td>Model</td>
<td>55.44</td>
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<td>55.44</td>
<td>15.17</td>
<td>.0002*</td>
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<td>Error</td>
<td>445.81</td>
<td>122</td>
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*.0002 highly significant at the .01 level
conversely and as the type of job (skills required) decreases so does pay.
CHAPTER IV

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to conduct a follow up survey of the socioeconomic status of mildly mentally retarded individuals no longer participating in selected parish vocational programs in Louisiana. This study was designed to provide comparative data between those individuals that completed their vocational training programs and those that did not, utilizing the socioeconomic status of these individuals as a basis for comparison. Expressions of concern and predictions of low poverty-level status, high unemployment rates, and menial jobs for the mildly mentally retarded have been noted by previous research studies. This study would allow special educators and vocational educators of these selected Louisiana parishes to identify trends as to the nature of jobs, pay range, employment status and other demographic data comparison involving the age, sex, and race of students no longer involved in their vocational training programs.

Information was gathered by the telephone survey technique using a randomized sample of mildly mentally retarded individuals no longer in selected parish vocational programs. The information was recorded, analyzed, and presented. The data were analyzed by frequency distribution, percentages, chi-square, analysis of variance, and linear regression. The level of significance was set at the .05
level. The null hypothesis or hypothesis of no difference was utilized in this study.

Findings of this study are summarized as follows.

1. This study sought to determine if significant differences exist between the employment status of mildly mentally retarded adults who have completed vocational training and those who have not. It was established that at the .05 level of confidence that no significant difference exists between the employment status and the vocational training status.

2. This study sought to determine if significant differences exist between the salary range of mildly mentally retarded adults who have completed vocational training and those who have not. It was established that at the .05 level of confidence that no significant difference exists between the salary range and the vocational training status.

3. This study sought to determine if significant differences exist between the occupations held by mildly mentally retarded adults who have completed vocational training and those who have not. A proposed chi-square test could not be validated on the data observed, therefore, it was established through an observation of percentages that there is a trend representing both groups (vocational training completed and vocational training not completed) of having semi-skilled type jobs.

4. This study sought to determine the relationship of employment status, vocational training status, salary range, and type job held by the mentally retarded adults surveyed with selected demographic factors: age, sex, and race. The results were:
A. A comparison of the employment status and the race of the respondent revealed that there was no significant relationship existing.

B. A comparison of the employment status and the sex of the respondent indicated a highly significant relationship between employment status and the sex of the respondent. Although no further statistical computations were applied to these data there appears to be a trend of a higher percentage of males employed than females.

C. A comparison of the employment status and the age of the respondent indicated a highly significant relationship existing between the age group of the respondent and the employment status. Although there were no further statistical tests applied there appears to be a trend of higher employment percentages as age increases.

D. A comparison of the vocational training status and the sex of the respondent revealed that there was no significant relationship existing.

E. A comparison of the vocational training status and the race of the respondent revealed there was no significant relationship existing.

F. A statistical analysis of the relationship of vocational training status and its relation to the age of the respondent revealed a significant relationship
between age and vocational training status.

G. A comparison of the salary range and the age of the respondents could not be statistically analyzed by a chi-square test. Percentages indicated that most workers were in the 19-22 year old age group and earned between $5,500.00 and $8,500.00.

H. A comparison of the salary range and the sex of the respondents using a percentage representation indicated that a higher percentage of females hold lower paying jobs than do males.

I. A comparison of the salary range and the race of the respondent revealed that no significant relationship exists.

J. A comparison of the type of job held by the respondent and the age of the respondent revealed through percentage representations of the workers, ages 19-22, a majority, have jobs in group two; semi-skilled labor.

K. A comparison of the type job held by the respondent and the sex of the respondent through percentage representations indicated that the majority of males and females have jobs in group two, semi-skilled labor.

L. A comparison of the type job held by the respondent and the race of the respondent through percentage representations indicated that a majority of caucasians and blacks have jobs in group two, semi-skilled labor.

5. A comparison of the types of jobs held by the respondents
and the salary range utilizing a linear regression model revealed a highly significant relationship in the salary range and the type job held by the employed mildly retarded respondent. Actually, the significance represents the linear relationship that as the type of job (skills required) increases so does pay and as the type of job (skills required) decreases so does pay.

Conclusions

Based on the findings of this study the following conclusions were drawn.

1. In support of related research reported, this study also indicates that vocational training status is not related to the specific socioeconomic factors.

2. This study also supports the notion that mildly mentally handicapped workers are in unskilled and semi-skilled jobs.

3. Reported wages of the individuals under study conflict with other research results of low pay by being more equally distributed above and below minimum wage levels.

4. Lastly, this study supports previous research which indicated a high unemployment rate exists for mildly mentally retarded workers.

Recommendations

Based on the conclusions of this study, further supported by the review of related literature, and the background and experience of the author, the following recommendations are presented.

1. A research study by Elloy Gonzales (1971) revealed about
30 percent of the mildly retarded individuals had completed their secondary level education program. This study also recognized that only 32 percent of the mildly retarded students completed their vocational training programs in the public school. Thus, a paradox exists in that those mildly retarded individuals who seemingly need more time and specialty training for which the law (94-192) and money are made available to receiving a quality education are not used to the fullest extent. This study revealed that 32.0 percent of those mildly mentally retarded individuals enrolled in a vocational training program actually completed it while 68.0 percent did not complete the vocational training program for various reasons not determined by this study. This information would warrant a recommendation for school authorities of the selected school vocational training centers to further study and determine why students drop out of fail to complete their vocational training programs.

2. Brolin (1975) indicated a major problem was unemployment for post-school mildly retarded adults. This study concluded the same major problem, a 32.0 percent unemployment rate. Since there was no significant relationship found between vocational training status and employment status, a recommendation would then be for educators of these selected parishes to research other possible problems which may account for this high unemployment rate. Some suggestions for study might include; work study programs, job placement, and co-op programs.

3. Brolin (1975) also revealed in his study another major problem of the mildly retarded adult as receiving low pay. However, this study indicated that approximately 86 percent were earning
minimum wages or above. This contrast raises certain questions and recommendations for further study; "What factors are responsible for the high percent of mildly mentally retarded workers earning minimum wage vs. other research that indicates that they receive low pay?"

4. Elloy Gonzales (1971) indicated that the occupations held by the mildly retarded graduates included unskilled, semiskilled, and service occupations. This study supports these findings in that 85.5 percent of the working mildly retarded adults held jobs in the unskilled, semi-skilled and medium skilled occupations. There was no significant relationship between vocational training status and the types of jobs held in this study, however, other factors may have an effect on this consistent trend of unskilled, semi-skilled, and service occupations for the mildly retarded worker in both past research and this study. Therefore, a recommendation was made for further study by the selected parish special education program educators to establish the effects that promote this type of job selection.
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SELECTED BIBLIOGRAPHY


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<td>100000</td>
<td>384</td>
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Note - N is population size
S is sample size
APPENDIX B
SURVEY

Note: An introduction by the caller was made with a brief description of the study. The sample was then asked whether or not he or she wanted to participate. If a "no" response was recorded another sample was selected. If a "yes" response was recorded the following questions were asked:

Question #1: Your age

Code: 000 example: age 19 - Code 019

Question #2: Sex

Code: 01 Male
02 Female

Question #3: Race

Code: 01 White
02 Black
03 Other

Question #4: Did you complete your vocational training?

Code: 01 Yes
02 No
03 Other

Question #5: Are you employed?

Code: 01 Yes
02 No
03 Other

Question #6: What type of job do you have?

See attached sheet.
Question #7: What is your salary in this position?

Code:  01  Less than $2500
       02  2500 - 3499
       03  3500 - 4499
       04  4500 - 5499
       05  5500 - 6499
       06  6500 - 7499
       07  7500 - 8499
       08  8500 - 9499
       09  9500 - 10,499
       10  Over $10,500
<table>
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<th>Rating</th>
<th>Definition</th>
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<td>01</td>
<td>Postgraduate professionals, businesses valued at $75,000 and over, regional and divisional managers of large financial and industrial enterprises, CPAs, gentlemen farmers.</td>
</tr>
<tr>
<td>02</td>
<td>High-school teachers, trained nurses, chiropodists, chiropractors, undertakers, ministers (some training), newspaper editors, librarians (degree), Businesses valued at $20,000 to $75,000, Assistant Managers and department managers of large businesses, assistants to executives, etc. Accountants, salesmen of real estate, of insurance, postmasters, large farm owners, farm owners.</td>
</tr>
<tr>
<td>03</td>
<td>Social workers, grade-school teachers, optometrists, undertaker's asst., librarians (no degree), ministers (no training), Businesses valued at $5,000 to $20,000, all minor officials of businesses, auto salesmen, bank clerks, cashiers, postal clerks, secretaries to executives, supervisors of RR, phone, etc., Justice of the Peace, contractors.</td>
</tr>
<tr>
<td>04</td>
<td>Businesses valued at $2,000 - $5,000, stenographers, bookkeepers, rural mail clerks, RR ticket agents, sales people in dry goods store, etc., factory foremen, electricians, plumbers, carpenters owning own business, watchmakers, drycleaner workers, butchers, sheriffs, RR engineers, and conductors.</td>
</tr>
<tr>
<td>05</td>
<td>Businesses valued at $500 - $2,000, dimestore clerks, hardware salesmen, beauty operators, telephone operators, carpenters, plumbers, electricians (apprentice), timekeepers, linemen, telephone or telegraph, radio, TV repairmen, medium-skill workers, barbers, firemen, butcher's apprentice, LPHs, policemen, seamstress, cooks, bartenders, tenant farmers.</td>
</tr>
<tr>
<td>06</td>
<td>Businesses valued at less than $500, moulders, semi-skilled workers, assistants to carpenters, etc., baggagemen, night policemen and watchmen, taxi and truck drivers, gas station attendants, waitresses, small tenant farmers.</td>
</tr>
<tr>
<td>07</td>
<td>Heavy labor, migrant work, odd-job men, miners, janitors, scrubwomen, newsboys, migrant farm laborers.</td>
</tr>
<tr>
<td>08</td>
<td>Sheltered Workshop</td>
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<td>09</td>
<td>Other</td>
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</table>
VITA

Daniel Roy Rawls was born on December 11, 1948, in Baton Rouge, Louisiana. He completed his elementary schooling at Winbourne Elementary School and Howell Park Elementary School in Baton Rouge. He attended Westdale Junior High School and was graduated from Baton Rouge Senior High School on May 31, 1966.

He enrolled in Jones County Junior College in Ellisville, Mississippi and graduated with an Associate of Arts degree in August, 1967. Upon graduation he resided in Pride, Louisiana, and enrolled at Louisiana State University. Prior to completion of his senior year in college he was drafted into the United States Army where he served a brief term and received an Honorable Discharge. Upon returning to Baton Rouge September 10, 1970, he reentered Louisiana State University and graduated with a B.S. degree in Vocational Agriculture Education in December of 1971. The M.S. degree was awarded to him in December, 1976.

Currently he spends much of his time working at his chosen profession; teaching vocational agriculture to moderately mentally retarded students at Arlington Vocational Center in Baton Rouge, Louisiana.
EXAMINATION AND THESIS REPORT

Candidate: Daniel R. Rawls

Major Field: Vocational Agricultural Education

Title of Thesis: A Followup Study of the Socioeconomic Status of Mildly Retarded Individuals in Selected Public School Systems in Louisiana

Approved:

[Signatures]

Major Professor and Chairman
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Benjamin L. Brewer
Charlie M. Curtis
Charles W. Smith
Joe Kolitis

Date of Examination:

May 1, 1981