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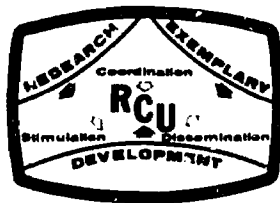
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ABSTRACT

Through the use of questionnaires and interviews, handicapped students and graduates, teachers and employers were surveyed to determine how effective they found vocational schools to be in meeting the vocational adjustment needs of handicapped students. While results of the survey indicate that students were generally satisfied with their programs, certain components were seen as needing greater emphasis. Both students and teachers would increase job information provided for students, give them more opportunity for actual on-the job experience and provide an active placement and follow-up service. Teachers would emphasize speaking, reading and writing as essential components to any skill training. Teachers would also offer credit for work experience and provide more time in programs oriented toward individualized attention. Employers would like to see more emphasis on work related behaviors and interpersonal skills. (Author/DS)

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A Survey of the Effectiveness of Current Vocational, Technical and Adult Education Training Programs for the Vocationally Handicapped in Wisconsin

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Final Report

Project No. 19-011-221

A SURVEY OF THE EFFECTIVENESS OF
CURRENT VOCATIONAL, TECHNICAL AND ADULT EDUCATIONAL
TRAINING PROGRAMS FOR THE VOCATIONALLY HANDICAPPED IN WISCONSIN

Developmental Behavior Associates
1971

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CONTENTS

	<u>Page</u>
Abstract	i
Acknowledgements	ii
Preface	iii-v
List of Tables	vi-vii
List of Figures	viii
Chapters	
I - Overview of Study	1
II - The Students	6
III - The Teachers	28
IV - Employers of the Handicapped	39
V - Summary	48
VI - Recommendations	56
Appendicies	61

ABSTRACT

A Survey of the Effectiveness of Current Vocational, Technical and Adult Education Training Programs for the Vocationally Handicapped in Wisconsin (Project # 19-011-221) was sponsored by the Wisconsin Board of Vocational, Technical and Adult Education through funds provided under the Vocational Education Amendments of 1968. Through the use of questionnaires and interviews, handicapped students and graduates, teachers and employers were surveyed to determine how effective they found vocational schools to be in meeting the vocational adjustment needs of handicapped students. While results of the survey indicated that students were generally satisfied with their programs, certain components were seen as needing greater emphasis. Both students and teachers would increase the amount of job information provided students, give them more opportunity for actual on-the-job experience and provide an active placement and follow-up service. Teachers would emphasize speaking, reading and writing as essential components to any skill training. Teachers would also offer credit for work experience and provide more time in programs to give handicapped students individualized attention. Employers would like to see greater emphasis on work related behaviors, such as, appearance, punctuality, attendance and manners. All would agree that students need to possess certain interpersonal skills e.g., the ability to get along with peers and bosses--to be successful employees. Based upon information gathered through the survey instruments, recommendations are given for changes to meet the changing vocational needs of Wisconsin's handicapped population.

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PREFACE

Sponsored by the Wisconsin Board of Vocational, Technical and Adult Education under the Vocational Education Amendments of 1968 (P. L. 90-576), this project (#19-011-221) focuses on the effectiveness of Wisconsin's post-secondary vocational schools in meeting the needs of handicapped students. A continuing issue of concern to the State Board and district staff is how well their programs prepare people for the world of work. The impact of technology and economic instability; the specialization of occupational requirements and increasing competition for jobs; the consequent changes in life and work styles have created a need for changes and expansion in Wisconsin's vocational, technical and adult education programs. The state's vocational programs have had to become increasingly more responsive to the unmet vocational needs of people with special needs--the handicapped and disadvantaged.

Emphasis in this study does not fall so much on the quality and content of individual programs at the district level, but rather on a state-wide assessment of student, teacher and employer perceptions of how effectively Wisconsin Vocational, Technical and Adult schools are meeting the special vocational needs of persons with disabilities. While each district provides individual evaluations of projects funded through the Vocational Amendments of 1968, this project attempts to provide a broader evaluation of the overall vocational programs.

Vocational programs provided to persons with disabilities in Wisconsin are an integral part of the rehabilitation process. Since the impact of the Vocational Education Amendments of 1968, Wisconsin has

increasingly developed a variety of programs for people with special needs. Feeling that the Education Act of 1963 did not fulfill its promise of improved services to the handicapped and disadvantaged, the U.S. Congress strengthened the law when it passed the Vocational Education Amendments of 1968. These Amendments guarantee that 10% of the total funds allocated under Part B of the Act be used only for vocational education of handicapped persons.

One of the primary objectives of the Wisconsin Board of Vocational, Technical and Adult Education is to provide programs for "persons who have academic, economic or special needs or other handicaps which prevent them from entering or succeeding in regular vocational and technical education programs."¹ Programs for the handicapped may include special instructional programs or prevocational orientation programs; remedial instruction, guidance, counseling and testing services; communication and employability skills training; special transportation services; special educational equipment and devices; and reader-interpreter services. It is the intention of Amendment funding to enable handicapped students to attain educational goals which--because of handicapping condition--would otherwise be beyond their reach. Although every attempt is made to enroll handicapped students in regular vocational education programs, it is often necessary to (1) modify an existing program; (2) provide special supplementary educational services; and (3) at times, to develop a special program designed only for handicapped students.

¹1968 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT OF 1963.

This study provides an overview of how students with special needs, their teachers and their employers view the effectiveness of these post-secondary programs in helping the handicapped meet their vocational goals. Hopefully, it will provide some useful information to vocational administrators and teachers throughout the state, who are attempting to fulfill the mandates of the 1968 Amendments by developing innovative programs to meet special needs.

TABLES

	<u>Page</u>
1. Frequency of Student Responses by V.T.A.E. Districts . . .	4
2. Sex of Students	6
3. Age Distribution	7
4. Marital Status of Respondents	8
5. Student Disabilities	9
6. Ethnic Background of Students	10
7. Annual Income of Student's Family	11
8. Program in Vocational School	13
9. Type of School Attended Prior to Vocational-Technical School	14
10. Student Class Ranking	15
11. Program Needs as Perceived by Handicapped Students-- Current and Graduate	17
12. Relationship of Vocational Training to Employment	21
13. Date of Last Employment	22
14. Number of Jobs Held Since Graduation	23
15. Employment Status of Graduates	24
16. Current Salary of Graduates	25
17. Employment Services Provided by VTAE Schools	26
18. Methods of Obtaining Employment	26
19. Teacher Observed Disabilities	28
20. Teachers' Perception of Vocational Program Components which Need More Emphasis	30
21. Teachers' Perception of Vocational Program Components which Could be De-emphasized	31

Tables (Continued)

	<u>Page</u>
22. Employment Services Provided by VTAE Schools-- Teachers' Perception	33
23. Teachers' Attitude Toward Separate, Special and Remedial Programs for Handicapped Students	35
24. Teachers' Attitude Toward Giving Academic Credit for Work Experience	36
25. Employer Satisfaction with Employee	40
26. Length of Employment as Reported by Employer	40
27. Current Employment Status of Graduates	41
28. Employers' Perception of Vocational Program Components Which Need More Emphasis	43
29. Employer Assessment of Vocational School Handicapped Graduates	46

FIGURE

	<u>Page</u>
1. Special Approaches used by Teachers to Reach Students . . .	29

CHAPTER I

OVERVIEW OF THE STUDY

Through a survey of handicapped students and graduates and through interviews with teachers and employers, an effort was made to determine how successfully Wisconsin's vocational schools were meeting selected employment needs. These needs relate primarily to basic skills and behaviors which are critical in determining a person's capability of getting and holding a job. This study does not concern evaluations of special needs projects or of occupational program areas. Rather, the intent was to take a broader look at characteristics such as, ability to speak and write clearly, punctuality and other employment related behaviors, to determine how students, teachers and employers view the importance of these components in the total vocational program.

Specifically, the study addresses itself to three groups: students (current and former), teachers and employers.

Current and former students were surveyed to assess:

1. Which work related behaviors were effectively stressed in their vocational programs.
2. What steps vocational and technical schools took to help them find employment after graduation.
3. What their current employment situation is--(a) job status, (b) salary, (c) job turnover rate, (d) method of gaining employment and (e) whether their job is the same as their training.

Teachers were surveyed to assess:

1. What kinds of handicapping conditions students in their classes have had and whether or not they adapted their teaching approach to meet the special needs of these students.
2. What work related behavior they felt should be emphasized in vocationally oriented training programs.

3. What their school did to help students find a job.
4. What the best sequencing of training should be.
5. How work and social behaviors might best be developed.
6. Whether handicapped students should be in separate classes and whether or not academic credit should be given for a work experience.

Employers were surveyed to assess:

1. How satisfied they were with the work performance of handicapped students from vocational and technical schools.
2. How long the handicapped student held employment with their organization or firm.
3. What they, as employers, would like to see emphasized in the students' training programs.
4. How they perceive their handicapped employee(s) with respect to certain work and socially related characteristics.

It was anticipated that these groups would afford a rounded picture of the applicability of current vocational and technical programs in preparing people for gainful employment. Teachers and in-school students furnished information about on-going vocational programs. Former students, both employed and unemployed, contributed their reactions to their training from the vantage point of their search for jobs and work experience. Employers afforded responses which related training programs to the needs of the world of work.

Questionnaire and Survey Development

The survey of the effectiveness of vocational training for the handicapped was made through (1) a mailed questionnaire and (2) field interviews. While the instruments differed with regard to certain demographic items, questions relating to: (1) the school's function in

employment, (2) the content of educational programs and (3) suggestions for improvements in program content were essentially the same.

Sample

A sampling of the following three groups was made:

1. Students referred to Vocational, Technical and Adult Education schools by the Division of Vocational Rehabilitation (both currently enrolled and graduated)
2. Teachers
3. Employers

Students responding to the questionnaire were either (1) post-secondary and enrolled in vocational and technical schools or (2) former students. Since the study was statewide in scope, an attempt was made to reach a representative number of students across all districts. Two weeks after the initial mailing a second mailing was made. District response to the questionnaire is given in Table 1. The response rate of students who were graduated was greater than from currently enrolled students.

In addition to the questionnaire for students, teachers and employers were also surveyed. Eighty-seven teachers in 11 districts returned questionnaires. Teachers selected came from representative Wisconsin districts; the districts falling along a rural-urban continuum. No attempt was made to specifically identify special education teachers, since handicapped students are often in the same classes as the non-handicapped. Employers interviewed were selected randomly from a list of 214 employers identified by out-of-school students in the mailed questionnaire. Interviews were held with 36 employers.

TABLE 1
 FREQUENCY OF STUDENT RESPONSES BY V.T.A.E. DISTRICTS
 (N = 738)

District	Current Students		Graduates		Total
	Responded	Not Responded	Responded	Not Responded	
1	27	28	40	21	116
2	6	3	-	1	10
3	11	11	23	35	80
4	1	7	6	12	26
5	17	16	18	17	68
6	10	12	-	-	22
8	-	-	7	4	11
9	44	56	51	49	200
10	6	1	6	2	15
11	1	-	-	-	1
12	5	9	3	2	19
13	9	11	47	26	93
14	-	-	21	19	40
15	9	5	3	5	22
16	2	3	-	-	5
17	3	4	-	-	7
18	1	2	-	-	3
Totals	152	168	225	193	738
Percent	.21	.23	.31	.26	1.00

Data Processing

The University of Wisconsin Survey Research Laboratory provided keypunching and printouts of the data gathered through the 738 returned questionnaires. A list of correlations made for this study is included in Appendix B.

Results

Detailed results of responses to the questionnaires and interviews are provided in Chapters II, III and IV. Each chapter treats the results of one of the three groups. Comparisons of the views of students, teachers and employers are provided in the summary of the study.

CHAPTER II
THE STUDENTS

In this chapter, the characteristics and vocational training needs and expectancies of handicapped students are described. Both current and former students provided information for the chapter.

Demographic Data

Sex

There were about twice as many handicapped males (65.3%) as females (34.1%) in the sample (Table 2).

TABLE 2
SEX OF STUDENTS
(N = 738)

Sex	Number	Percent
Males	482	65.3
Females	252	34.1
N/A	4	.5
Total	738	99.9

Age

Over one-half of the population (55%) are between the ages of 18 and 24. After this age level, the number was reduced rather sharply. The sample population included only those who were in school and those who had left school up to 1966. Thus, the group would be young.

TABLE 3
AGE DISTRIBUTION
(N = 738)

Age	Number	Percent
18-21	267	36.2
22-25	156	21.1
26-29	64	8.7
30-33	53	7.2
34-37	33	4.5
38-41	26	3.5
42-45	25	3.4
46-49	25	3.4
50-53	13	1.8
54-57	13	1.8
58+	7	.9
N/A	56	7.6
Total	738	100.1

Table 3 indicates that over 50% of the respondents were under age 25. The age distribution of respondents is reflective of the fact that the majority of vocational students are generally under 25 and data on students prior to 1965 is limited.

Marital Status

Over half of the handicapped respondents were single (59%) and about 30% were married (Table 4).

TABLE 4
MARITAL STATUS OF RESPONDENTS
(N = 738)

Marital Status	Number	Percent
Single	434	58.8
Married	225	30.5
Divorced	59	8.0
Widowed	17	2.3
N/A	3	.4
Total	738	100.0

Disability

Adopting the categories in Vocational Education of Handicapped Persons: Handbook for Program Implementation p. 4-9², respondents fell into the groups indicated in Table 5.

²Young, E. B., Project Director, Vocational Education for Handicapped Persons. U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C., 1970.

TABLE 5

STUDENT DISABILITIES

(N = 738)

Disability	Number	Percent
Crippled and health impaired*	289	39.1
Other	92	12.5
Visually impaired	53	7.2
Emotionally disturbed	43	5.8
Speech and hearing impaired	39	5.3
Multiply disabled	38	5.1
Mentally or educationally retarded	28	3.8
Not ascertained	156	21.2
Total	738	100.0

*Crippled and Health Impaired includes people with the following disabilities: orthopedic affecting mobility (21%) and/or dexterity (7%); circulation; heart; blood pressure (3%); epilepsy (3%); polio (3%); and diabetes (2.1%).

Ethnic Background

Table 6 shows that over 90 percent of respondents were white Americans. The proportion of various ethnic groups who responded closely parallels actual secondary and post secondary vocational enrollments.³

TABLE 6
ETHNIC BACKGROUND OF STUDENTS
(N = 738)

Ethnic background	Number	Percent
White	680	92.1
Black	28	3.8
Indian (American)	13	1.8
Asian	2	.3
Mexican	2	.3
Fuerto Rican	1	.1
Other	-	-
Not ascertained	12	1.6
Totals	738	100.0

³ Strong, M. E., Wisconsin's Vocational and Technical Education Programs for Persons with Special Needs. Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison. 1972, p. 44, Table 11.

Annual Income

The students were asked to indicate their family income before attending VTAE schools. The results are presented in Table 7.

TABLE 7
ANNUAL INCOME OF STUDENT'S FAMILY
(N = 738)

Income	Number	Percent
Less than \$2,500	165	22.4
\$2,500 - \$3,099	45	6.0
\$3,100 - \$3,599	35	4.7
\$3,600 - \$4,099	47	6.3
\$4,100 - \$5,099	50	6.8
\$5,100 - \$6,599	58	7.8
\$6,600 - \$8,599	110	14.9
\$8,600 - \$9,599	78	10.6
\$9,600 - \$12,999	55	7.4
\$13,000 - \$18,999	21	2.8
\$19,000+	5	.7
Not ascertained	69	9.3
Total	738	99.7

Many respondents (22.4%) reported that their family's income was less than \$2,500, hardly a subsistence wage. The median family income is about \$5,700. The average income is about \$5,190. As a group one would call this generally a low income group. A large number of people were at the poverty level. The fact that 92% were white suggests that ethnic background is not a distinguishing factor. Apparently there is a high correlation between the existence of disability and low income. It is not possible to determine cause and effect or the sequence of injury and poverty.

Vocational Program Orientation

Table 8 provides a picture of the major subjects which handicapped students indicated they were taking or had taken in vocational school.

By far the greatest number of handicapped students (43 percent) were enrolled in business administration programs. Among respondents the next largest group were enrolled in industrial, service and engineering technologies (23 percent). Handicapped students appear to enroll in a wide range of courses, just as regular students. A number of students who responded are in general education (9 percent), health related fields (5 percent), and food service management (5 percent).

Type of School Attended Prior to Vocational-Technical School

The intent of the questions dealing with the type of school attended prior to vocational-technical school was to find out whether those with prior disabilities were treated differently. The results indicate that about 80% attended regular schools (Table 9). It is possible that some proportion of this group attended special classes, but for the most part this population was not separated from the non-disabled.

TABLE 8

PROGRAM IN VOCATIONAL SCHOOL

(N = 738)

Program	Number	Percent
Business Administration	317	43.1
Accounting and Bookkeeping	95*	12.9
General Business and Marketing	86*	11.7
Secretarial Science	79*	10.7
Data Processing	41*	5.6
Mid-management	16*	2.2
Industrial, Service and Engineering Technologies	167	22.7
Automotive, Combustion Engine	64*	8.7
Engineering Technologies	59*	8.0
Mechanical Design	44*	6.0
General Education	66	8.9
Health	38	5.1
Home Economics	--	--
Food Service Management	35	4.7
Other	66	8.9
Not Ascertained	49	6.6
TOTAL	738	100.0

*Figures represent sub-totals of larger categories, e.g., Business Administration.

TABLE 9

TYPE OF SCHOOL ATTENDED PRIOR TO
VOCATIONAL-TECHNICAL SCHOOL

(N = 738)

Type of School	Number	Percent
Regular	554	75.1
Special	19	2.6
Other	38	5.1
Regular and Special	17	2.3
Regular and Other	35	4.7
Special and Other	-	-
All three	2	.3
Not ascertained	73	9.9
Total	738	100.0

Highest Grade Completed

The students were asked to indicate the highest grade level completed. Slightly over three-quarters of the responding students had completed high school education.

Despite disabilities, only about 12% completed less than 12th grade education. Since about 80% went to regular schools, it suggests that the group maintained the same grade level pace as the non-disabled students. Whether or not special considerations were made for this group was not ascertained.

Rank in Class

An attempt was made to obtain information about academic retardation. In order to achieve this, questions were asked about the type of school attended and the person's rank in school. With respect to rank, it appears that this population is close to the non-disabled population. The distribution is slightly skewed positively, but on the whole seems to reflect the position of this group as very comparable to the non-disabled. It is expected that on a self-report of rank that there would be a tendency to move in the more positive direction.

Three hundred twenty-nine (52.7%) of the respondents were in the middle percentile (31-70%) of their high school class (Table 10). Those in the upper percentile (71-100%) numbered 192 (26.1%). Very few (8.3%) were in the lower percentile (0-30%).

TABLE 10
STUDENT CLASS RANKING
(N = 738)

Rank (Percentile)	Number	Percent
<u>Lower:</u>		
0 - 10	13	1.8
11 - 20	13	1.8
21 - 30	35	4.7
<u>Middle:</u>		
31 - 40	50	6.6
41 - 50	88	12.0
51 - 60	101	13.6
61 - 70	150	20.4
<u>Upper:</u>		
71 - 80	92	12.5
81 - 90	69	9.3
91 - 100	31	4.3
N/A	96	13.0
Total	738	100.0

Program Needs as Perceived by Current Students and Graduates

Students' perception of the personal, work and skills behaviors which should receive greater emphasis in vocational programming are shown in Table 11.

Students indicated that the most important and most preferred program needs are those related to work. These include: job information, job placement and actual work. Areas relating to personal behaviors, but nonetheless important in the work situation, form a second, rather large group of items needing emphasis. Among these are: stick-to-it-iveness, appearance and manners. Also stressed were such basic skills as reading, writing and mathematics--skills fundamental to almost any job. If students managed the program they would put less emphasis on liberal arts, recreation and citizenship. These areas are not regarded as an integral part of the vocational school curriculum. Students can apparently meet these needs through their own resources.

It should be recognized that most of the listed needs are seen as desirable. Of the 24 program needs, 17 were regarded as desirable, six as neutral and only one as slightly undesirable.

An attempt was made to correlate the perceptions of in-school students with those of graduates in order to determine whether the groups would emphasize different aspects of vocational programming. It was hypothesized that those who have had work experience or are employed would put more emphasis on work-related behaviors rather than on job-getting information.

TABLE 11
PROGRAM NEEDS AS PERCEIVED BY
HANDICAPPED STUDENTS--CURRENT AND GRADUATE

Need	Checked + +2	Not Checked 0	Checked - -2	Total Weight	Rating*
Job information	363	350	25	+676	Most Desirable
Job placement	347	364	27	+640	
Actual work	294	394	50	+487	
Getting along with others	245	441	52	+386	
Speaking	250	438	57	+386	
Self-understanding	246	435	57	+378	
Getting along with bosses	228	454	56	+344	
Reading	216	431	91	+250	Desirable
World of work	192	465	81	+222	
Stick-to-it-iveness	175	494	69	+212	
Appearance	186	462	90	+192	
Personal economics	175	478	85	+180	
Writing	186	449	103	+166	
Safety	151	511	76	+150	
Manners	165	480	93	+144	
General living skills	160	475	103	+114	
Computing	140	507	91	+ 98	
Attendance	164	437	137	+ 54	Neutral
Family relations	136	484	118	+ 36	
Theory	125	490	123	+ 4	
Citizenship	118	490	130	- 24	
Recreation	118	484	136	- 36	
Liberal arts	113	488	137	- 48	
Measuring	90	526	122	- 64	Undesir- able

*(Preferred was given a weight of +2; not preferred was given a weight of -2; and not checked was given a weight of 0.)

Current Students Compared to Graduates

Although some differences exist in program preferences between current and graduated students, both groups tend to stress information related to getting a job. Curriculum that is immediately and directly related to this purpose is seen as positive. Also highly preferred by both groups are programs which stress the improvement of one's social competence. This is reflected in the high position of "getting along with others" and "self-understanding." As was the case with the total groups, curriculum that is directed toward the humanities, citizenship and general knowledge is seen as somewhat negative. (For a more detailed breakdown of differences between in-school and out-of-school students, see Appendix C.

Open-ended Views

In order to gain some insight into attitudes and expectations of the handicapped, respondents were asked to indicate any attitudes and feelings which they could not adequately describe in the more structured sections of the questionnaire. Here they explained their viewpoints with respect to the adequacy and relevance of their training program. Approximately 50% took the opportunity to offer their opinions.

An attempt was made to catalog the responses into the following areas:

1. Employment
2. Knowledge
3. Social skills
4. Other

Very few responses were specific only to one person.

Employment

The preponderance of comments related to the employment area. Respondents suggested very strongly that curriculum and services should be directed toward getting and holding a job. The end goal of a job should be the deciding factor which determines total program.

In the area of curriculum it was strongly felt that there should be greater emphasis on work experience, both simulated in school and in the community. Closely associated to this was the suggestion that prior related work should be given credit toward graduation.

Students' view of work is not entirely realistic in that while they would stress actual work experience, they would like to see certain work-related factors e.g., attendance, de-emphasized.

Students suggested the following improvements be made in job placement services:

1. The school should become more directly involved in providing placement services e.g., finding job openings, posting announcements, teaching methods for obtaining and holding a job, and designating someone to be responsible for placement of students. The underlying assumptions were that the school should not rely too heavily on other agencies for placing their students.
2. The handicapped felt that because of their limitations some special efforts were needed. In a tight employment market where qualified people are plentiful and jobs are scarce, handicapped will find it more difficult than ever to find employment.

3. A number of students suggested the school be involved with them from their entry into school until job placement. Sometimes a student is prepared in a field where employment is scarce or is not able to obtain a job because of his disability.

Academic Knowledge

By far the most frequent academic concern was the need for more courses and help in all kinds of writing--social letters, business letters, technical reports, letters related to obtaining jobs and creative writing. More emphasis was also suggested in help with reading and verbal communication. The concern with verbal communication was seen as a significant factor in achieving vocational success. The ability to get a job and hold it was seen as closely related to the ability to write letters of application and to read.

Social Skills

In the area of social skills it was agreed that there be a greater emphasis on interpersonal relations, manners, communication and self-understanding. Yet despite these preferences there was a generally negative attitude toward courses that included family relationships. There were two kinds of objections to this area: one was that it did not relate to a career and the other was that it was too personal. Although this was not universal, one person expressed it as follows: "Vocational Schools should educate for a career, not for one's personal social and emotional life."

Counseling was seen as a very positive service provided by vocational-technical schools. It was an area of personal contact with

the school. Students suggested that counseling services be expanded, especially in the job placement area.

Students took the opportunity to praise individual teachers and programs. In general they felt that because of their disability they needed extra help with (1) course selection, (2) flexibility in scheduling and assignments and (3) as was stated earlier, in job placement.

Employment Status

1. Vocational Training and Position Found.

An attempt was made to determine the degree to which employed graduates are in fields related to their vocational program (Table 12).

TABLE 12
RELATIONSHIP OF VOCATIONAL TRAINING TO EMPLOYMENT
(N = 418)

Current Job	Number	Percent
Same	130	31.1
Different	88	21.1
Not Ascertained	82	19.6
Unemployed	118	28.2
Totals	418	100.0

Two measures of the success of vocational programs are: (1) the number of graduates who find employment, and (2) the number who find jobs which directly relate to their training. With respect to employment status, 72% are employed, 28% are unemployed. Of those employed

graduates who indicated their current job title, 60% are employed in the same field in which they were trained, 40% are not.

2. The Unemployed

Graduates were asked to indicate whether or not they were employed or, if employed, how long they had been so. Twenty-eight percent indicated that they were unemployed. While 11% did not indicate how long they had been unemployed, 10% indicated they were unemployed for a year or less (Table 13).

TABLE 13
DATE OF LAST EMPLOYMENT OF GRADUATES
(N = 418)

Employed and Unemployed Graduates	Number	Percent
<u>Unemployed Since:</u>		
1957-1961	4	.8
1962-1966	3	.7
1967	6	1.4
1968	6	1.4
1969	9	2.2
1970	24	5.7
1971	19	4.5
Not ascertained	47	11.2
Employed Graduates	300	71.5
Total	418	100.4

3. Job Turnover

Data obtained on job turnover is of limited value, since most of the respondents were recent graduates and had not been out of school long

enough to indicate more long term job stability. The average number of jobs per person are 1.4. Very few had had five or more jobs. (Table 14).

TABLE 14
NUMBER OF JOBS HELD SINCE GRADUATION
(N = 418)

Number of Jobs	Number	Percent
0	60	14.4
1	163	39.0
2	58	13.9
3	23	5.5
4	5	1.2
5	2	.5
6	-	-
7	1	.2
8	7	1.7
Not Ascertained	99	23.7
Total	418	100.1

4. Full or Part Time Status

Of the respondents who had graduated or left the training program, approximately half were working full time (Table 15). A minor percentage (3.8%) were working part time. These groups represented 52.1% of the total sample. Twenty-eight percent of the sample were unemployed at the time of the survey. Since a large percentage of the respondents were recent graduates, it can be assumed that some were seeking employment.

TABLE 15

EMPLOYMENT STATUS OF GRADUATES

(N = 418)

Employment Status	Number	Percent
Full Time	202	48.3
Part Time	16	3.8
Not Ascertained	82	19.6
Unemployed	118	28.2
Total	418	99.9

5. Current Income Level

Graduates indicated their current income (Table 16). Reported levels are lower than the household median income for Wisconsin -- \$8,566 -- in 1971.⁴ The median salary for the total handicapped group is approximately \$5,300. It is questionable whether reported income levels can be generalized for all handicapped, since slightly less than one-third (27.0%) did not give their income.

⁴Sales Management Survey of Buying Power, July 10, 1972 (Annual).

TABLE 16

CURRENT SALARY OF GRADUATES
(N = 418)

Salary Range	Number	Percent
2,000 - 2,999	11	3.0
3,000 - 3,999	40	10.0
4,000 - 4,999	32	8.0
5,000 - 5,999	32	8.0
6,000 - 6,999	33	8.0
7,000 - 7,999	18	4.0
8,000 - 8,999	9	2.0
9,000 - 9,999	7	1.0
10,000 +	6	1.0
Unemployed	118	28.0
Not Ascertained	112	27.0
Total	418	100.0

6. Help in Finding Employment

About one-third of the students reported that the school posted job openings, gave coaching in how to apply for the job and/or gave instructions in how to fill out applications. Only in a few cases (7.9%), did someone from the school call a company for the student (Table 17).

TABLE 17

EMPLOYMENT SERVICES PROVIDED BY VTAE SCHOOLS

(N = 738)

Item	Checked	
	No.	%
1. School posted openings	265	35.9
2. School coached on dressing and interview	253	34.3
3. School coached in applying	242	32.8
4. Instructions on how to fill out applications	225	30.5
5. Other	85	11.5
6. Someone called the company	58	7.9
Total		152.9

TABLE 18

METHODS OF OBTAINING EMPLOYMENT

Employment	Number	Percent
Direct Application to Company	128	30.6
Other	86	20.6
Advertisement	60	14.4
School	59	14.1
State Employment Office	43	10.3
Relatives	33	7.9

7. How Employment was Found

Of those persons responding, the largest number found employment by direct application to an employer. Table 18 indicates that the most effective second approach was through other sources--usually friends or other contact people. These two approaches produced over 50 percent of the positions.

The state employment office assisted slightly over 10% of the graduates with jobs, and a negligible number received employment through assistance from relatives. Another 20% found positions through other channels. The major source of jobs for the 21% who responded under "other" were friends.

CHAPTER III

THE TEACHERS

The sample of classroom teachers was drawn from eleven Vocational, Technical and Adult Education Districts throughout Wisconsin. A minimum of five teachers were contacted in each of the eleven districts. Response resulted in 87 completed questionnaires.

Frequency of Disabling Conditions Observed by Classroom Teachers

Table 19 shows that the most frequently observed disabilities were orthopedic affecting mobility (55%) and manipulation in lower and upper extremities (46%). Emotional problems had been observed in students by over half of the teachers responding (54%). Nearly half of the teachers (46%) had at some time worked with students displaying mental problems. Some of the other more frequently identified disabilities were impairments in speech and hearing.

TABLE 19
TEACHER OBSERVED DISABILITIES
(N = 87)

Observed Disability	No. of Teachers	Percent
Orthopedic affecting mobility (legs, knees)	48	55
Emotional (psychiatric)	47	54
Epilepsy	42	48
Mental (intellectual, educational)	40	46
Orthopedic affecting manipulation (fingers, arthritis)	40	46
Speech and hearing	39	45
Visual	34	39
Diabetes	32	37
Circulation (heart, blood pressure)	22	25
Multiple disabilities	15	17

Special Approaches Used with Handicapped Students

Half the teachers used the same methods as with regular students. A cursory examination of techniques employed by teachers who used a different approach shows that emphasis is on providing both individual help to the handicapped student and on being flexible in expectations (Figure 1).

Figure 1

SPECIAL APPROACHES USED BY TEACHERS

- I. Individual Help
 - Special help in speech and reading
 - Individual instruction
 - Individual counseling

- II. Individualization of program
 - Take condition into consideration, e.g., special seating for hearing problems
 - Relaxing of certain standards, e.g., longer period for completing assignments
 - Special equipment for study, e.g., large type books, braille, etc.

Program Aspects

Teachers were asked to indicate what program aspects should be emphasized in vocational programs for handicapped students. The assumption was that their experience would contribute significant information relating to helping students with disabilities. Their responses are recorded in Table 20.

TABLE 20

TEACHERS' PERCEPTION OF
VOCATIONAL PROGRAM COMPONENTS
WHICH NEED MORE EMPHASIS

(N = 87)

Item	Number	Percent
Self-understanding	75	86.2
Getting along with others	75	86.2
Reading	73	83.9
Job information	68	78.1
Stick-to-it-iveness	67	77.0
General Living Skills	65	74.7
Speaking	61	70.1
Appearance	60	68.9
Writing	59	67.8
Getting along with bosses	59	67.8

Each of the ten items in Table 20 was considered important by at least two-thirds of the respondents. The items can be grouped under three main headings as follows:

- I. Social-Interpersonal
 - Getting along with others
 - Getting along with bosses

- II. Self
 - Self-understanding
 - General living skills
 - Personal appearance

- III. Task Related
- Stick-to-it-iveness
- Reading
- Speaking
- Writing
- Job information

Table 21 provides an indication of which vocational program components teachers would de-emphasize.

TABLE 21

TEACHERS' PERCEPTION OF VOCATIONAL PROGRAM COMPONENTS WHICH COULD BE DE-EMPHASIZED

(N = 87)

Item	Number	Percent
Theory	55	63.2
Liberal arts course	54	62.0
Citizenship	40	45.9
Recreation	35	40.2
Measuring	34	39.0
Family relations	28	32.1
Computing	25	28.7
Manners	24	27.5
Personal economics	23	26.4
Attendance	21	24.1

Using the same three categories, program factors which teachers would de-emphasize can be groups as follows:

- I. Social-Interpersonal
- Family Relations
- Recreation
- Manners

- II. Self
 - Citizenship
 - Personal economics
 - Liberal arts courses

- III. Task Related
 - Measuring
 - Computing
 - Attendance
 - Theory

Certain patterns seem to stand out among those program aspects which teachers felt should be emphasized or de-emphasized. In the social-interpersonal area, those elements which would contribute to job adjustment were seen as needing greater emphasis, whereas those which do not appear to be job related were recommended for de-emphasis. The same principle applies to those program aspects which are related to a student's self-enhancement. Finally, with regard to program components which are task related, teachers felt that those which relate to all jobs should receive greater emphasis than those which relate to specific jobs. The only exception to this is attendance, which relates to all jobs. It is interesting to note that students would also de-emphasize attendance. Overall, it appears that vocational-technical teachers see their role as one of training students on a practical, utilitarian level for immediate and successful performance.

Placement Services

Teachers were asked to indicate which kinds of placement services were most frequently offered at their vocational-technical school. Table 22 shows that vocational schools offered the following services most frequently:

- School posts job openings.
- School gives instructions in how to fill out applications.

- School coaches student on how to apply for a job.
- School coaches student on how to dress and act for a job interview.

TABLE 22
 EMPLOYMENT SERVICES
 PROVIDED BY VTAE SCHOOLS--TEACHERS' PERCEPTION
 (N = 87)

Item	Checked	
1. School posts job openings on bulletin board	79	90.8
2. School gives instructions in how to fill out application	78	89.6
3. School coaches student on how to apply for a job	77	88.5
4. School coaches student on how to dress and act for a job interview	75	86.2
5. Someone calls the company and makes the appointment for the student	25	28.7
6. Other	24	27.5

While these functions prepare the student for his approach to a job, they do little to "break the ice" with the prospective employer. There seems to be more emphasis on in-school job preparation than on outreach functions in placement. Since the school shares its placement responsibilities with the Wisconsin State Employment Service, perhaps it can be assumed that this arrangement adequately satisfied the placement needs of the disabled students. Information from teachers indicates,

however, that this service could be improved. The fact that only 29% of the teachers indicated that their schools actively sought placement for students, coupled with the fact that students wanted their schools to be more active in job placement may indicate that more actually is needed in this area. It may further point up a need for a better cooperative arrangement between vocational-technical schools and the Wisconsin State Employment Service.

Some schools are providing outreach placement service. Twenty nine percent of the responding teachers reported their schools were:

- Inviting company representatives to school to interview graduating students.
- Following up company representatives who have interviewed students.
- Carrying on public relations with industry as preparation for future placement of school graduates in these industries.
- Actively seeking job placement opportunities for its students.

It should be noted here that the above list does not include assistance provided by the Wisconsin State Employment Service and counselors in the Wisconsin Division of Vocational Rehabilitation. School counselors quite routinely refer students to these agencies, although it is mentioned surprisingly infrequently by teachers.

Special Programs

Teachers were to indicate whether there should be separate, special and/or remedial training programs just for the handicapped (Table 23).

TABLE 23

TEACHERS' ATTITUDE TOWARD SEPARATE, SPECIAL
AND REMEDIAL PROGRAMS FOR HANDICAPPED STUDENTS

(N = 87)

Separate Classes for Handicapped Students	Responses
Yes (should be separate classes)	58
No (should not be separate)	13
Depends on handicap severity and program	13
N/A	3
Total	87

Over 2/3 of the respondents felt that there should be separate programs for the handicapped. They offered a number of justifications for suggesting separate or remedial programs. They felt special programs would:

- Help students deal with their self-concept.
- Assist students through individualized training to fit their unique limitations.
- Prepare students with ego strengths for dealing with problems and stress without help.

Teachers who felt students should not receive separate, special or remedial training, suggested that:

- Working with non-handicapped is sound preparation for the reality of the world of work.
- Working with non-handicapped students leads to learning through cooperation with such "normal" or "average" students.
- Working and studying with the "regular" student body in daily classes inspires more independence.

--Such working and studying strengthens handicapped students' self-images.

Some respondents presented a broad outlook, remarking that the approach should be based on the particular handicapping condition and the training that this condition makes necessary.

Granting Academic Credit for Work Experience

Teachers were asked whether academic credit should be given for work experience (Table 24).

TABLE 24

TEACHERS' ATTITUDE TOWARD GIVING ACADEMIC CREDIT FOR WORK EXPERIENCE

(N = 87)

Credit for Work Experience	Number	Percent
Yes	66	75.8
No	13	14.9
Undecided	4	4.5
N/A	4	4.5
Total	87	99.7

Over 75 percent of the teachers were in favor of giving credit for work experience. It was felt that credit should be given when:

- An internship-cooperative program exists.
- The work is related to a course area.
- Work experience is adequately supervised.
- Credit is given for "core" courses.

They qualified their recommendation by placing rather clear boundaries around what form of work experience would be acceptable.

Only thirteen percent gave a "no" response to this question.

Their objections were that:

- Work experience is usually narrow in scope.
- Work experience is often cheap labor for the employer.
- No relationship exists between course and work experience.

There were some indications among the undecided that they tended to favor granting of credit for work experience, but were unable to define the most worthwhile type of experience.

Developing Appropriate Work Behaviors

An attempt was made to determine what teachers felt would be effective approaches to developing proper work behaviors in handicapped students. The most frequently suggested methods were:

1. Requiring appropriate work behaviors in the classroom
2. Using on-the-job work training
3. Using simulation and role playing
4. Having supervisors and instructors be models of suitable behavior
5. Providing intensive human relations courses
6. Counseling
7. Specially encouraging and motivating handicapped students
8. Treating students as individuals, not as handicapped
9. Taking field trips, using guest speakers, assemblies

Respondents were asked to indicate additional activity which could assist a person with a disability in securing and holding a job.

The most frequent suggestions were:

1. Follow-up counseling and studies
2. Active job placement service
3. Continued training after placement
4. Public relations with employers to hire handicapped
5. Guidance and counseling in school
6. Location of jobs in industry for which disabled are qualified

Essentially these services follow the completion of the course of training. The faculty felt that there is a strong unmet need for follow-up services for the handicapped persons whom they trained. Three of these services: follow-up counseling for graduates, active job placement service for graduates, and continued training after graduation and placement, place great emphasis on service beyond the formal training period, which is generally regarded as the basic responsibility of the school.

The strong emphasis on the need for this type of service is underscored heavily by a fourth point: the need for follow-up studies on graduates. The respondents seemed to realize that sound, meaningful planning in the three areas in particular should be rooted in follow-up research, particularly in the case of handicapped students who face greater difficulties than most students in securing jobs, holding them, and up-dating their skills to compensate for changes dictated by a changing technology.

CHAPTER IV

EMPLOYERS OF THE HANDICAPPED

Demographic Characteristics

Of the 214 employers identified by students, 20% were randomly selected for interviews. Thirty-six interviews were completed in eleven Wisconsin Vocational, Technical and Adult Education Districts. Districts where interviews occurred fall along an urban-rural (Milwaukee-Madison-Janesville-Fennimore) continuum. Of the projected 42 interviews, 36 were completed--a response rate of 86%. Employers represented a wide spectrum of vocational areas.

Satisfaction with Employee

Employers expressed a high degree of satisfaction with employees who had vocationally related disabilities. Most (64%) judged employees as satisfactory or very satisfactory, while only a small number (14%) felt they could not meet job expectations (Table 25). In their comments on employees, they were generally enthusiastic, saying that they were glad to have the person work for them, that in some cases they learned something from working with the handicapped themselves and that the person was exceptional in attitude and work.

Among the employers (14%) dissatisfied with handicapped employees, it is not clear whether their dissatisfaction is related to the employee's disability or whether it was for other reasons. In one instance, the employer expressed a negative attitude because the employee did not have the capacity to easily switch to other activities. The disability in this instance was retardation. In another instance, the employer complained that the employee was unstable and too emotional. The disability in this instance was physical.

TABLE 25

EMPLOYER SATISFACTION WITH EMPLOYEE

(N = 36)

Level of Satisfaction	Number	Percent
1 Very satisfactory	17	47
2 Somewhat satisfactory	6	17
3 Average	3	8
4 Somewhat unsatisfactory	2	6
5 Very unsatisfactory	3	8
6 N/A	5	14
Total	36	100

Length of Employment

Only a small number of employers (14%) responded that the employees who had known disabilities had stayed with them less than six months (Table 26). In several instances the employee had entered employment less than six months before the interview with the employer. Most graduates (69%) remained with the employer at least six months.

TABLE 26

LENGTH OF EMPLOYMENT AS REPORTED BY EMPLOYER

(N = 36)

Length of Employment	Number	Percent
1 Over six months	25	69
2 Between a month and six months	4	11
3 Between a week and a month	1	3
4 N/A	6	17
Total	36	100

Employment Status

Table 27 shows that twenty (56%) of the handicapped graduates were still employed and ten (28%) were no longer employed.

TABLE 27
CURRENT EMPLOYMENT STATUS OF GRADUATES
(N = 36)

Status	Number	Percent
Still employed	20	56
No longer employed	10	28
N/A	6	16
Total	36	100

Of the ten no longer employed, two had left for other jobs, one had moved, one died and one was asked to resign. Reasons why the other five are no longer employed were not ascertained.

In general, the handicapped tended to stay with the job and were satisfactory employees. There were a few who did not meet these standards.

Emphasis in Training Program

More Emphasis.

Somewhat expectedly, since they are typically work-related items, attendance (67%), punctuality (69%), appearance (56%) and manners (53%) were items on which employers would place greater emphasis. In the area

of interpersonal relations, employers would stress getting along with others on the job (75%) and getting along with supervisors and bosses (58%). Apparently, motivation is viewed as a crucial factor in job performance since initiative (75%) and stick-to-it-iveness (67%) were among the top five items checked (Table 28). Employers placed greatest weight on an employee's ability to get along with fellow employees. Notably absent is any emphasis on better work skills or on academic subjects. Work habits, motivation and interpersonal relations are seen as essential qualities for a good worker--handicapped or otherwise.

Moderation.

Logically, employers would tend to stress improvement in areas which directly affect on-the-job performance. That seemed to be the pattern with those items receiving most emphasis. Areas they feel should be given "moderate" emphasis relate more to the handicapped workers' personal needs. In this second category, areas which should receive moderate stress in program planning are personal economics (47%), family relations (39%), self-understanding (36%) and how to find a job (36%). Although these items impinge on work behavior, they are somewhat less related to the immediate work situation.

Less Emphasis.

With a few notable exceptions, those things which employers felt should receive less attention in vocational and technical programs were furthest away from the work situation. Liberal arts (47%) and recreation courses (36%) were viewed as the least important of the 29 listed items. Citizenship (28%), general living skills (17%) and getting along with others off the job (19%), while important to a person in his own non-work world, are not seen as significant for the work situation.

TABLE 28

EMPLOYERS' PERCEPTION OF VOCATIONAL
PROGRAM COMPONENTS WHICH NEED MORE EMPHASIS
(N = 36)

Percent	More Emphasis	Moderation		Less Emphasis	
		Percent	Percent		
75	Getting along with others on the job	47	Personal economics	47	Liberal arts courses
75	Initiative	39	Family relations	36	Recreation
69	Punctuality	36	Self-understanding	28	Citizenship
67	Stick-to-it-iveness (Perseverance)	36	How to find a job	22	Computing
67	Attendance	36	Reading	22	Measuring
58	Getting along with supervisors/bosses	36	Writing	19	Theory concerning job
58	Safety	33	Self-acceptance	19	Getting along with others off job
56	Appearance	31	Speaking		
53	Manners				
50	Speaking				

Comments varied widely on other ways employers felt vocational and technical school programs could be improved. Some reference was made to qualities over which the school exercises only indirect control--enthusiasm, neatness, attitude, dependability, honesty and "willingness to help the next guy and doing a little extra". Yet these qualities, which relate to work habits, motivation and dress, are areas on which employers would like to see the schools place emphasis. Another factor over which the school has more control--flexibility--was stressed by several employers. Some felt that a person's preparation should be broad enough so that he does not come to them committed to a preconceived way of doing things. They would teach specific skills, but insure flexibility. Other comments related to employers' specific needs for their jobs and so are less generalizable for suggesting curriculum improvements.

Employers give the overall impression that program content aimed at skill training be supplemented by good work habits, motivation and interpersonal relations. Whether or not these characteristics can or should be taught by the vocational schools are decisions which go beyond the scope of this study. However, they do suggest that new methods of dealing with these characteristics be examined and explored.

One might conclude from this that such areas as specific work skills are not seen as needing increased program emphasis, because vocational, technical and adult education programs do an adequate job in this area. It suggests that there may be a hierarchy of exposure to observed need. Perhaps, first comes skill. If this is inadequate one doesn't see, or need to see, other work characteristics. However, if

Employers rated their handicapped employee in terms of how successful he was in certain work and work-related areas. Some employees were rated high, some low on almost every item. Thus 47% of the employers rated their employee as "adequate-good" in appearance, 27% "average" and 11% as poor (Table 29). Ratings, naturally, relate to individual perception of behavior. Behavioral qualities most frequently viewed as positive were: appearance, getting along with others on the job, initiative, stick-to-it-iveness, manners, punctuality and attendance. Some employers, naturally, found their employees deficient in these attributes. On the whole, however, the handicapped were regarded as quite favorable employees, capable of persisting on the job and meeting the social needs of the work situation.

Employee Characteristics

skill is adequate, then one is able to observe personal and interpersonal work-related characteristics.

The basis for hiring appears to be that the person has competence to do the job. Thus, the area of skill and job competence is not a factor which is seen to need greater stress. However, after hiring, such characteristics as attendance and social relations become more apparent.

If certain factors are regarded as important for the average, non-disabled worker, the relative importance of such attributes is vastly increased when applied to the situation of workers with a disability. Thus, the observations of employers interviewed take on added weight, when viewed in terms of their meaning to the job success of workers with disabilities.

TABLE 29

EMPLOYER ASSESSMENT OF
VOCATIONAL SCHOOL HANDICAPPED GRADUATES

Adequate-good		Average		Inadequate-poor	
Percent		Percent		Percent	
47	Appearance	29	Writing	17	Initiative
47	Getting along with others on job	26	Safety	14	Getting along with others on job
47	Initiative	23	Reading	12	Stick-to-it-iveness
47	Stick-to-it-iveness	22	Appearance	12	Getting along with supervisors/bosses
45	Manners	22	Speaking	12	Dress
45	Getting along with supervisors/bosses	21	Flexibility	12	Attendance
44	Punctuality	20	Self-acceptance	12	Self-acceptance
42	Attendance	20	Getting along with others on the job	12	Family relations
42	Dress	18	Initiative	11	Appearance
39	Theory concerning job	18	Actual work in industry		
		18	Job information		

In speaking of their handicapped employees, employers were generally positive, although a few were obviously dissatisfied. While one employer indicated that his employee was confined to a chair and consequently worked slowly, other comments such as "in one ear and out the other" are not specifically related to the handicapped, but rather to people in general. They were pleased at the person's ability to learn and to grow in the job. One employer stressed that if the vocational school would give him someone with a basic, general knowledge, that he could train him for the job. Employers found the handicapped enthusiastic, motivated and dependable. In one instance, where a handicapped girl had to leave her job, the employer said that he would be hiring another handicapped person on the basis of his experience with her. Apparently, in many instances, the handicap was no obvious problem since some employers were not aware that the employee had a handicap, or, after a while, as one said, if the person does a good job you soon forget he has a handicap.

CHAPTER V

SUMMARY

In as much as vocational schools in Wisconsin are concerned with offering handicapped students the skills necessary for entry into the world of work, they must concern themselves with the whole person. This study on the efficacy of vocational programs for handicapped persons, focuses on one aspect of this total preparation. Current and graduated students, teachers and employers were surveyed through interviews and questionnaires to assess how adequately vocational programs were dealing with certain work attitudes and behaviors. These factors, such as, appearance and work experience, while not skill training per se, are often the critical determinants in how successful a person is in obtaining and holding a job. Emphasis, then, is not on the quality and content of individual vocational programs in each district, but rather with specific needs of the total work situation. An attempt was made to compare current students' perception of these needs with graduates who had entered the work world.

Certain salient characteristics of the student sample deserve mention. Due to the limited nature of records on past handicapped students, contact with graduates was limited primarily to those who had graduated since 1965. Questionnaires were sent to graduates and current students in all VTAE districts. Of the 738 respondents, twice as many were males as females. By and large respondents were young (55 percent between 18 and 24), single (60 percent). Family incomes, as reported, would not place them in a high income group--their median income is \$5,700. Most handicapped vocational students (75 percent) received their previous education in regular, not special, high school programs.

With respect to grade level completed and rank in class, handicapped students compare favorably with their non-handicapped classmates. The largest single disability category among respondents (40%) was crippled and health impaired. This group includes epileptics, diabetics and those with orthopedic, circulatory and polio related handicaps. Other major disability groups are also represented (see p. 9).

Program Needs

Work related needs are perceived by students as far more important than recreational and liberal arts needs. Stress is placed on job information, job placement and work experience. Getting along with people on the job (bosses and other employers) is critical. Social competence in all aspects is important. The vocational school's role in this endeavor is important and goes beyond helping the student develop job skills. Less related to a student's vocational purpose are courses in the humanities, citizenship and recreational activities.

Students would value or would see the end goal of vocational training to be their ability to obtain and hold a job at adequate entry level competency. They would like to see more emphasis placed on actual work experience. Too often they are trained without doing. In order to help them obtain work, students would like school counselors to become more actively involved in helping them find employment. Handicapped students generally saw their disability as presenting an additional employment difficulty in an already difficult labor market. Qualified people are plentiful, so they need some additional help. They would like counselors to work closely with them from program entry to job follow up.

Students placed stress on learning of certain basic skills--the 3 r's--as essential to any job. Although, for the most part, students would like the schools to stay out of their personal, family lives, they would like help in developing the kind of interpersonal skills which are often the crucial determinantes in maintaining a job. In this regard, counseling was seen as an important adjunct to the vocational program itself. Counselors provide an area of personal contact with the vocational program. Although few students suggested that their handicap would prevent them from completing a program, some felt that flexibility in standard program requirements and teacher expectations would enable them to pace themselves better.

Looking at the employment picture of these--for the most part--recent graduates, it was found that three-fourths were employed and a quarter, unemployed. Of those who were employed, only 60% were in the same field for which they were vocationally prepared. The fact that 40% of employed students were in fields other than which they were trained may be due to the changing needs of the labor market or to personal variances in a person's view and approach to employment. Chance still plays a major role in job attainment. The high rate of unemployment--over 25 percent of the total group--may be slightly misleading, since many of the respondents were recent graduates and may not have found employment by the time the survey was conducted. Nonetheless, the high employment rate among these students is another indication of the difficulty of finding work. Reported income levels among handicapped graduates was lower than the State average. The median salary of \$5,300 compares unfavorably with the household median income for Wisconsin--\$8,566 (1971).

Obtaining accurate family and personal income was limited by the reluctance of many respondents to reveal this information.

The largest number of students found employment either by making direct application to an employer or through friends who provided employment leads. Apparently neither the vocational school counseling staff or the state employment office play a major role in helping vocational students find jobs. Only 25 percent reported that they had found employment through these sources.

Teachers from eleven VTAE districts in Wisconsin were surveyed to provide their perception of the quality of programming being provided to handicapped students. While the sample is small (87 teachers), a number of interesting results were obtained. The most often teacher-observed disabilities among students were those affecting mobility and emotional disturbance. The least observed were circulatory (heart, blood pressure) problems. Most teachers said that they had recognized students with epilepsy, mental (intellectual) problems and speech and hearing.

To provide programs to students with these disabilities, teachers often used the same techniques or modifications of techniques they used with all students. Modifications in programs took the form of special help in speech and reading, counseling, tutoring and other forms of increased personal attention. Other adjustments were made in the learning situation itself, such as, using special seating or equipment, or in the requirements for completing a program.

Teacher emphasis in vocational program needs compares favorably with those of students. Just as students, teachers would stress the need for job information, self-understanding, getting along with fellow

employees, and the ability to present ideas clearly. Teachers do not, however, put as much emphasis on actual work experience as students. They would put somewhat more emphasis on the reading and writing and student's general living skills. Both teacher and students would make vocational programs as practical and job related as possible. They see less need for emphasis in the areas of theory, liberal arts, and citizenship, and more in the development of usable skills and job related work behaviors.

Teachers indicated the type of employment services which their schools offered to assist handicapped students to find employment. Services which the schools provide are mainly in-house--posting job openings, giving instructions how to apply, dress and act for an interview. While these functions are important, out-reach services into the business community are also necessary to locate and find suitable jobs. The fact that only 29 percent of responding teachers indicated that their schools actively sought placement for students, coupled with the fact that students want their schools to be more actively involved in placement, suggests schools may need to be more active in this area than formerly. It also suggests the need for more cooperation between the vocational schools and the Wisconsin State Employment Service.

With regard to the need for separate courses or special programs for handicapped students, over two-thirds of the teachers felt that there should be separate programs. The primary reason given was that a separate course would allow for individualized training and reduce stress. Those who rejected separate classes felt that (1) separating handicapped and non-handicapped students is not realistic and (2) programs could account for individual differences without separating students.

Teachers strongly supported the idea of giving credit for work experience. They stipulated, however, that the work had to be course related and adequately supervised. Although work stations are sometimes difficult to locate for handicapped or disadvantaged students, the use of actual work to support the vocational program is strongly supported by students and teachers and is worth the extra administrative staff and effort to arrange.

In order to develop behaviors related to the world of work, teachers suggested a number of techniques, some of which are widely used in special projects throughout the State. Among the methods suggested were (1) modeling, (2) simulations, (3) role playing and (4) more extensive involvement of counseling staff. Teachers felt that there is a strong need to plan a total program for the handicapped student, putting emphasis on him as an individual and not on the handicapping condition. One important need which teachers identified was for follow up services to provide students with (1) help in maintaining employment, (2) counseling and (3) continuing education.

Employers of handicapped graduates around the State were interviewed regarding their satisfaction with the work performance of vocational students; what they would like to have emphasized in vocational programs; and how they viewed their employees with respect to certain work and socially related characteristics. Employers were generally enthusiastic about their handicapped employee--even though in several cases employers did not know the employee was handicapped. Most (64%) judged employees as satisfactory or very satisfactory. Criticism of employees was in almost every instance directed toward some inadequacy on the job and not toward a limitation imposed by the handicap per se.

Employers would like to have vocational programs place greater emphasis on behaviors needed in the actual work situation--initiative, punctuality, attendance, manners, appearance and safety. They would agree with students and teachers that getting along with others and with bosses, those interpersonal skills, are important components in the vocational program. Their emphasis in the main falls on job performance. Understandably, they do not stress job information, although they are a part of the communication system which leads a student into the world of work. Little interest was expressed in having a student experience actual work situations before he becomes employed.

Comments varied widely on other ways employers felt vocational and technical school programs could be improved. Some reference was made to qualities over which the school exercises only indirect control--enthusiasm, neatness, attitudes, dependability, honesty and "willingness to aid the next guy and doing a little extra." Yet these qualities, which relate to work habits, motivation and dress, are areas on which the employers would like to see the schools place more emphasis. Another factor over which the school has more control--flexibility--was stressed by several employers. They felt that a person's preparation should be broad enough so that he does not come to them committed to a preconceived way of doing things. They would teach specific skills, but insure flexibility. Many comments related to specific needs of employers for their jobs and so are less generalizable for suggesting overall curriculum emphasis for handicapped students.

Employers give the overall impression that program content aimed at skill training be supplement by good work habits, motivation and inter-

personal relations. Whether or not these characteristics can or should be taught by the vocational school are decisions which go beyond the scope of this study.

CHAPTER VI
RECOMMENDATIONS

1. That vocational schools actively participate in the job placement of their handicapped graduates.

Adequate placement of handicapped students requires the close cooperation of vocational school counselors, vocational rehabilitation counselors, the Wisconsin State Employment Service and those in the business community. While much is being done in the schools to prepare students to enter the labor market, more out-reach into the community to help students find and keep a job is essential. Handicapped students strongly expressed the need for the more active involvement of schools in the placement process. This study shows that students rely heavily on chance application to a company and on suggestions from friends and very little on school placement services or WSES.

2. That vocational school programs continue to help handicapped students develop work attitudes and behaviors which will enable them to locate and hold a job.

This study points out the relationship between skill training and the development of appropriate work behaviors, values and attitudes. There is a relatively strong concensus among current and graduate students, their teachers and their employees that certain employment related values, attitudes and behaviors need to be emphasized in vocational programs. These factors--coupled with proper skill training--are seen as essential tools in helping a handicapped student train and keep a job. While difficult to teach, these components, such as, the ability to get along with others, motivation and skill in presenting

ideas, often make the difference in a person's employment ability, regardless of his vocational training. Vocational programs for the handicapped need to make these components an important part of vocational education.

3. That vocational school curriculums should have employment as their goal and to that end should stress work experience, both simulated and in the community.

The strong emphasis which students, teachers and employers place on the practical aspects of vocational education is made evident in their agreement that a job (employment) should be the end goal of training. All would tend to deemphasize the liberal arts, theory per se and recreational activities. Both students and teachers would like to see supervised work experience in the community and simulated experience in the school itself. Learning by doing, by experiencing possible failure in a protected situation is very much wanted. Students want the skills and information to make a smooth transition from school into the working world.

4. That follow up of handicapped students in the community be made as important a facet of vocational training as recruitment, skill training and placement.

Not all handicapped students find employment immediately after graduation (28 percent of graduates were unemployed) or necessarily continue at the same job. These students need a carefully planned follow up program that will: (1) help them to stay employed; (2) provide them with a continuing contact with the school and its vocational program

and (3) offer them the necessary upgrading or retraining to remain competitive in a difficult labor market. In addition, an active recruitment program needs to be maintained which will bring more of the "unidentified" handicapped into the schools and broaden the range of disabilities being served. To be effective the vocational program must be continuous with the life needs of the handicapped person.

5. That vocational school teachers be familiar with and employ techniques which will enable the handicapped student to succeed in the regular program.

Recent training programs to help teachers develop techniques to work effectively with handicapped students (AMIDS, 1971 and Stout's Training Sessions, 1972) are important first steps. Integrating students into regular programs, a major emphasis in the 1968 Amendments to the Vocational Education Act of 1963, is apparently not a widely accepted idea among State vocational teachers. Although our sample was small (87 teachers), 58 said that there should be separate classes for the handicapped. In the main, techniques which they would emphasize, such as, remedial or tutorial help and counseling, are seen as adjunctive or supportive of a student's involvement in the regular program. The concept of a "regular" program is perhaps, outdated.

6. That handicapped students receive skill training which will allow them job flexibility upon graduation or termination.

Employers emphasized the uniqueness of each job and each employment situation. They placed emphasis on a person's flexibility in meeting job demands. Either they disregard or assume that a person comes to them with certain basic job competencies, because they stressed

appropriate work behaviors (attendance, punctuality); interpersonal skills (getting along with others) and attitudes (initiative). Certainly entry level of job competence is important, but basically employers seem to want a person who can adjust to their work environment. Handicapped persons are viewed no differently than non-handicapped in this respect. Employers give the overall impression that program content aimed at skill training be supplemented by good work habits, motivation and interpersonal relations.

7. That the continuing education needs of graduates and non-graduates in vocational school districts be carefully considered and programs developed to meet these needs.

Efforts should be made to locate handicapped persons who have been in the vocational system to determine if they need job upgrading or re-training and to locate those who could use vocational training but have not availed themselves of the State's vocational programs. This latter group is difficult to identify, but individual districts through the implementation of special projects funded under the 1968 Amendments, have begun to broaden their programs to include more disadvantaged and handicapped persons in their communities. These efforts should be supported and expanded.

8. That by encouraging employers in the community to take an active role in the development of vocational programs for the handicapped, some of the barriers toward student employment could be removed.

Employers interviewed for this study were quite receptive to having handicapped employees (64% found their handicapped employee at least satisfactory). Those who were dissatisfied were often dissatisfied

with things unrelated to the employee's handicap. Once the initial stigma of handicapped is overcome, employers seem concerned with a person's competence to do the job. Through cooperative education experiences and through the direct involvement in program planning, employers must be brought closer to the process of vocational education. Only in this way, and especially through personally knowing and accepting handicapped people, will these illusory barriers to employment come down.

9. That Wisconsin's vocational and technical education system through projects sponsored under the Vocational Education Amendments of 1968 and through an increasing awareness of problems of the handicapped at the district level continue to meet the needs of the State's adult handicapped population.

This study was intended to call attention to the broad components of vocational education programs for the handicapped. Emphasis is on work values, attitudes and behaviors which are essential complements to skill training. Students, teachers and employers were generous in offering their opinions on the impact of Wisconsin's vocational programs for persons with special needs. Beyond the numbers of State projects and allocations for handicapped students, one measure of the effectiveness of vocational education is its preparation of the total person for employment. Much has been done, much still remains.

APPENDICIES

A. Student Questionnaire

In addition to the student questionnaire, there was one for vocational teachers and an interview schedule for employers. Since the intent of the three instruments was essentially the same, only one is included.

B. Correlations Made on Data

An additional small grant enabled project staff to have correlations performed on data collected through the survey instruments. To the extent possible, results of these correlations are included in the report.

C. Differences in Program Needs as Perceived by Current Students and Graduates

For the most part, current students and graduates were in close agreement on which vocational program aspects should be given strong emphasis. Additional information is provided to show areas of difference.

APPENDIX A

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND
ADULT EDUCATION

VTAE TRAINING PROGRAM QUESTIONNAIRE
MAY, 1971

1. Your address (city or town only) _____
2. Check one: Male _____ Female _____ 3. Present age: _____ years.
4. Check one: Single _____ Married _____ Divorced _____ Widowed _____
Other (specify) _____
5. If you left school, give date when you left: _____
6. What is (was) your subject major at Vocational Technical School?

7. What kind of disability or handicap do you have? _____
8. Race, Ethnic and National Background (check all that apply):
a) African _____ e) Black _____ i) South American _____
b) American _____ f) European _____ j) White _____
c) American Indian _____ g) Mexican _____ k) Other (indicate
d) Asian _____ h) Puerto Rican _____ which) _____
9. Check the approximate annual income of your family (before taxes)
and the size of your family. (If you are no longer attending the
Vocational-Technical School, check as it was. If you are currently
attending, check as it is.)
a) Annual income:
Less than \$2500 _____ 4000-5000 _____ 10,000-13,000 _____
\$2500-3000 _____ 5000-6000 _____ 13,000-16,000 _____
\$3000-3500 _____ 6000-8000 _____ 16,000-19,000 _____
\$3500-4000 _____ 8000-10,000 _____ 19,000 and more _____
b) Size of family:
1 _____ 4 _____ 7 _____ 10 _____
2 _____ 5 _____ 8 _____ 11 _____
3 _____ 6 _____ 9 _____ 12 or more _____
10. Before you entered the Vocational-Technical School:
a) What type of school or classes did you attend? (check one)
Regular: _____
Special (explain): _____
Other (explain): _____

10 b) Highest grade you have completed: _____

c) About what position or rank were you in high school? (Check one.)

<u>Upper</u>	<u>Middle</u>	<u>Lower</u>
91% to 100% _____	61% to 70% _____	21% to 30% _____
81% to 90% _____	51% to 60% _____	11% to 20% _____
71% to 80% _____	41% to 50% _____	0% to 10% _____
	31% to 40% _____	

11. What did the Vocational-Technical School do to help you get a job? Go through the list and make a check (✓) in the first column ("School did" column) for things the school did.

	School did	Most helpful
a. Someone called the company and made my appointment.		
b. School posted job openings on bulletin board.		
c. School gave instructions in how to fill out application.		
d. School coached me on how to apply for a job.		
e. School coached me on how to dress and act for a job interview.		
f. Other (explain) _____ _____		
g. Other (explain) _____ _____		

Now read each sentence above and check (✓) under the "Most Helpful" column the thing you think was the most helpful.

12. In the program you took (are taking) at Vocational-Technical School:
- (1) Put a plus (+) next to things which you feel should be given greater emphasis, more time, or added to the program.
 - (2) Put a minus (-) next to things which you feel should be given less time, less emphasis, or omitted from the program.

- Reading
- Writing
- Computing
- Measuring
- Speaking
- Citizenship
(government)
- General living skills
- Personal economics
- Other (specify) _____
- Other (specify) _____

- Job information
- World of Work
- Attendance
- Safety
- Actual work in
industry
- Theory
- Stick-to-itiveness
- Job placement

- Family relations
- Self-understanding
- Manners
- Appearance
- Getting along with
others
- Getting along with
bosses
- Liberal Arts course
- Recreation

13. Please explain any of the above which you have checked. Use other side of paper if necessary.

The following questions are to be answered only by those who are no longer in training programs at Vocational-Technical School.

14. What was the job you obtained right after leaving Vocational-Technical School?

Job title _____ Salary _____
Name of Company _____
Address _____
Duties _____
Date started _____

- 15a If unemployed, indicate date of last employment _____
or
15b What job do you have now?

Job title _____ Salary _____
Name of Company _____
Address _____
Duties _____
Date started _____

16. How many jobs have you had since leaving the Vocational-Technical School? _____

17. How did you get your job or jobs? (Put a 1 next to the most important, and a 2 next to the next important.)

Through a relative _____. Through school _____. Answering an ad _____. Through the State Employment Office _____. Applying to the company _____. Other (explain) _____

APPENDIX B

CORRELATIONS ON DATA

Following are the correlations made on data gathered from questionnaires sent to current students and graduates:

1. Between the views of in-school and out of school students with respect to program emphases.
2. Between the disabilities of respondents and their preferences for program emphases.
3. Between the age of respondents and their preferences with respect to program emphases.
4. Between the disabilities of respondents and their current employment status.

APPENDIX C

TEN MOST FREQUENTLY CHECKED ITEMS
TO BE EMPHASIZED IN VOCATIONAL PROGRAMS

IN-SCHOOL STUDENTS

Item	Number	Percent
Job information	160	50.0
Job placement	149	46.6
Getting along with others	117	36.6
Self-understanding	112	35.0
Reading	111	34.7
Actual work	107	33.4
Speaking	105	32.8
Getting along with bosses	100	31.3
World of work	88	27.5
Stick-to-it-iveness	79	24.7
Appearance	79	24.7

TEN MOST FREQUENTLY CHECKED ITEMS
TO BE EMPHASIZED IN VOCATIONAL PROGRAMS

OUT-OF-SCHOOL STUDENTS

Item	Number	Percent
Job information	203	48.6
Job placement	198	47.4
Actual work	187	44.7
Speaking	145	34.7
Self-understanding	134	32.1
Getting along with others	128	30.6
Getting along with bosses	128	30.6
Writing	108	25.8
Appearance	107	25.6
Reading	105	25.1

APPENDIX C CONTINUED

TEN MOST FREQUENTLY CHECKED ITEMS
TO BE DE-EMPHASIZED IN VOCATIONAL PROGRAMS

IN-SCHOOL STUDENTS

Item	Number	Percent
Attendance	64	20.0
Liberal arts courses	55	17.2
Recreation	55	17.2
Measuring	52	16.3
Theory	52	16.3
Citizenship	51	15.9
Family relations	48	15.0
Writing	43	13.4
Computing	43	13.4
General living skills	42	13.1

TEN MOST FREQUENTLY CHECKED ITEMS
TO BE DE-EMPHASIZED IN VOCATIONAL PROGRAMS

OUT-OF-SCHOOL STUDENTS

Item	Number	Percent
Liberal arts courses	82	19.6
Recreation	81	19.4
Citizenship	79	18.9
Attendance	73	17.5
Theory	71	17.0
Family relations	70	16.7
Measuring	70	16.7
General living skills	61	14.6
Reading	60	14.4
Writing	60	14.4