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ABSTRACT

This longitudinal study provides the Los Angeles (California) Unified School District with information on the educational experience of handicapped minors in high school and on their experiences during the first five years following departure from high school. This report covers the 1986-87 school year, and concerns 760 senior high school handicapped students, representing all disability groups except students with language and speech disabilities and non-categorical disabilities and students under the control of the Assessment Service Center. A total of 102 subjects dropped out of the school by the second year of the study. Focus was on determining whether or not the training provided to handicapped students in high school effectively prepares them for the working world and independent living. Data were generated via a pre-graduation data form, a graduate plans survey, and a graduate follow-up survey. Data on dropouts were also collected. Recommendations based on study findings cover college and career counseling, dropout incidence, and data collection. Twenty-eight data tables and 17 figures are included. Training materials, evaluation forms, and handicap class codes are appended. (TJH)

LONGITUDINAL AND CROSS-SECTIONAL STUDY OF SPECIAL EDUCATION STUDENTS, 2ND YEAR REPORT, 1986-87

PUBLICATION NO. 505

RESEARCH & EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

LONGITUDINAL AND CROSS-SECTIONAL STUDY OF SPECIAL EDUCATION STUDENTS, 2ND YEAR REPORT, 1986-87

Publication No. 505

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EXECUTIVE SUMMARY

Introduction

This longitudinal study provides the Los Angeles Unified School District (LAUSD) information on the educational experience of handicapped minors in high school and what happens to them the first 5 years afterward. Specifically, the study investigates the training and employment provided handicapped students in school and their post-high-school activities.

Throughout the 5 years in which this study is conducted, findings will be reported annually. For the 1st (1985-86), only baseline data were reported. This report, the 2nd year (1986-87) preliminary, includes baseline data and follow-up information that will be reported later in an addendum.

The participants in this study are 760 senior high school handicapped students who were randomly selected from the LAUSD special education population. The sample includes all disability groups except Language and Speech (LAS), Noncategorical (NC), and Assessment Service Center (ASC).

Three instruments were used for this longitudinal study: A pregraduation data form, a graduate plans survey, and a graduate follow-up survey. The first two instruments gathered data for the 1st

and 2nd year preliminary reports. A follow-up survey has already started to collect information on the June 1986 graduates.

Special education vocational education itinerant (traveling) teachers interviewed students and teachers and examined student records over a period of 8 weeks, thus generating data for this report.

Findings and Recommendations

Findings

Preliminary Analysis of Postgraduate Data

- The 1986-87 grade 10 sample is similar in composition to the 1st year (1985-86) grade 10 sample.
- Even though a large number of students were lost due to attrition, the major characteristics of the sample remain intact.
- Most Learning-Disabled sample students graduate or leave high school at the end of grade 12.
- Most sample students take regular or modified vocational training classes at their schools. Few students have taken more than 1 year of training.
- A large number of grade 12 students receive Vocational Education Services during their senior year.
- The popular vocational training classes taken by sample students are those in the arts/crafts/design/graphics category.
- Fewer sample students worked during the 2nd year of the study than during the 1st year. Almost all who worked were paid a salary. Most students work less than 30 hours each week and are satisfied with their jobs.
- Instructions for collecting data, replacing sample students,

and adhering to deadlines have not been strictly followed by data collectors. A number of forms were incomplete and data for two schools were turned in too late to be included in this report.

Plans of the Graduates, June 1987

Even though the sample of graduates studied for the 2nd year of this longitudinal study is smaller than the 1985-86 sample, their characteristics are essentially the same. Consequently, the following findings for the June 1987 graduates approximate the findings reported for those of June 1986.

- Graduates comprised significantly more males than females, approximately 2:1.
- The percentage of graduates expecting to receive a diploma differed by gender. Slightly more than 60% of males expected diplomas compared to 41% of the females.
- Less than half of the graduates planned to continue their education in fall 1987.
- Of the graduates planning to attend school in fall 1987, the largest number were going to 2-year colleges.
- Only 5% planned to enroll in 4-year colleges or universities.
- Part-time study and work was the choice stated by 35% of students planning post-high-school studies.
- Of those planning post-high-school studies, more than half expressed interest in vocational or technical courses, 15% planned to pursue academic courses, and 27% were undecided.
- Most institutions named as schools the students planned to attend were local community colleges and vocational/technical schools.
- Almost two-thirds of the graduates planned to be employed by fall 1987.

Dropouts

- o A total of 102 students in the 1st year (1985-86) sample dropped out of school by the time data were gathered for the 2nd year of this longitudinal study.
- o Males accounted for more than half of the dropouts.
- o As for disability groups, the learning handicapped accounted for the largest proportion of dropouts.
- o Almost two-thirds of the dropouts were from SDC programs in regular high schools.
- o Students dropped out of school for different reasons. Included were problems at home, problems at school, and problems in other areas such as needing money or feeling too old to remain in school.

Recommendations

A. Based on the analysis of data collected during this 2nd year of a 5-year longitudinal and cross-sectional study (evaluating the extent to which present services and instruction received by special education students are effective in preparing them to live independently and to earn a living), it is recommended that:

   - o Each student receive adequate college and career counseling. In addition, periodically, counselors should provide counseling sessions in which students are given information about their progress. In the sessions, counselors should make sure students understand the credits they have earned and the number they need to earn for graduation.

- o Counselors, in helping students plan their high school program, stress the differences between a diploma and a letter of r commendation.
- o A follow-up study be planned to determine the incidence of dropouts across all district special education programs. In studying dropouts, efforts should be made to determine the factors that lead to their dropping out.

B. In order to have complete and accurate records and information for data analysis, the following are recommended:

- o Staff continue to develop procedures to monitor data collection in order to ensure the gathering of complete data for all sample students.
- o Staff plan a second session with data collectors approximately 2 weeks following the training sessions. The purpose of the meeting will be to monitor the progress of the data gathering as well as the quality of the data being recorded. Approximately 2 weeks prior to the end of the collection period, staff should telephone each data collector to determine if the deadline will be met.
- o Staff develop a checksheet to be used by senior high special education staff to ensure that forms turned in are as complete as possible. A similar checklist should be given to data collectors for use as a self-check.
- o Staff determine if all vocational training classes are taught each year in all schools. If classes are not available at all schools each year, then a schedule of those classes available each year should be obtained to be used in future analysis.

Chapter 1

Introduction

State legislation requires local education agencies to develop and implement annual evaluation plans to improve local special education programs. Pursuant to this mandate, in September 1985 the LAUSD Instructional Services Section, Division of Special Education, submitted to the California Department of Education, Office of Program Evaluation and Research, a proposal for a 5-year longitudinal and cross-sectional study.

This longitudinal and cross-sectional study will provide the LAUSD with information about handicapped minors in high school and what happens to them the first 5 years they are out of high school. Specifically, this study investigates the training and employment provided handicapped students in high school, and their post-high-school activities.

Purpose of Study

This investigation will determine whether or not the training provided handicapped students in high school effectively prepares them for the world of work and independent living. Five specific questions are addressed:

1. What vocational training is provided for handicapped high school students?
2. What employment opportunities are provided for handicapped high school students?

3. What are the plans of the 1987 graduates?
4. What are the post-high-school activities of handicapped students?
5. What is the relationship between high school curriculum and services provided handicapped students and their post-high-school activities?

In addition to these primary questions, pertinent student data such as education history, family information, and school dropout information will be obtained and analyzed.

The information found in this report and that which is to be collected over the remaining 3 years (Appendix E) of this study should prove helpful to understanding the needs of handicapped minors in school and after they leave school.

Students

The participants in this study were 10th, 11th, and 12th graders and postgraduate (PG) handicapped students enrolled in fall 1986 in regular high schools and schools for the handicapped. Postgraduates were students who were over 18 and who had chosen to remain in high school until age 22. Handicapped students may remain in school until they are 22 and receive the same educational services as other students.

The sample includes all of the district disability groups except Language and Speech (LAS), Noncategorical (NC), and Assessment Service Center (ASC). These groups were excluded because their populations are too small to provide useful or sufficient data over the project's duration or they are not of an appropriate age to be considered for this study.

A total of 760 senior high handicapped students served as subjects for this study. The 11th and 12th graders involved were randomly selected from the district's fall 1985 senior high special education population of 4,221 students. Tenth graders, new to the study, were randomly selected from the district's fall 1986 grade 10 senior high special education population of 1,804.

The sampling process used in fall 1986 for selecting 10th graders involved three steps. First, the 90% confidence level with a .05 error margin provided the bases for determining how many subjects to select from each grade. Secondly, disability group proportions within each grade were determined. This involved calculating how many subjects to select from each disability group based on the group's percentage in the grade. The third step involved using a table of random numbers to select subjects' names from a computer generated SDC roster.

In some cases, selected 10th graders had dropped, had moved to another school district, or could not be located. To replace these subjects, other names were randomly selected from the roster. In rare cases, the replacement process had to be repeated several times until the list of names for that disability group was exhausted. Sample attrition for 11th graders, 12th graders, and PG's is discussed in detail in this report. Replacement was not used for these grades.

Data Gathering Instruments

Three instruments were used to collect data for this longitudinal and cross-sectional study: a pregraduation data form, a graduate plans survey, and a graduate follow-up survey (Appendix D). The first two instruments gathered data for the 1st and 2nd year preliminary report.

The follow-up survey was used to collect information on the June 1986 graduates.

The pregraduation data form, a two-section questionnaire, gathered background information on the sample students. The first section collected general information about the students which included:

- ethnicity
- initial year in special education
- designated instruction/services
- culmination goal
- proficiency tests passed
- school location information
- attitude/behavior rating

The second section gathered information about vocational training classes taken and jobs held during senior high school. This instrument will be updated each year the student is enrolled.

The graduate plans survey, a short questionnaire, gathered information about future schooling and/or work plans of students who met the study definition of a graduate (students who will receive a diploma or a letter of recommendation, or will be leaving school because they will reach age 22 by June).

A third instrument, The Follow-up Survey, collects information about handicapped students' post-high-school activities. These students will be followed for 5 years after they leave high school. Follow-up information on June 1986 graduates will be reported as an addendum to this report.

The three instruments, designed to be completed by adult interviewers, were developed by Research and Evaluation Branch staff with suggestions from Special Education Division and Senior High Division staff.

Prior to the data gathering, the instruments were field tested. The field testing determined if the data could be collected, the amount of time required to collect, and what problems might be encountered in gathering the information needed. Minor adjustments were made in the instruments following the field tests.

Data Collector Training

Special education vocational education itinerant (traveling) teachers gathered the data for this preliminary report. Prior to the data gathering period, the teachers attended one training session. The session was conducted by the project staff and the Special Education Vocational Education Programs Staff. Each data collector received a packet (Appendix B) containing:

- data collection instructions
- training codes
- two-digit occupational codes
- reasons for leaving codes
- names of sample students and their schools
- a supply of Pregraduation Forms and Plans of Graduates Surveys

The group was provided step-by-step instructions on how to use these materials. At the end of the session, the data collectors were instructed to call Research and Evaluation staff if they had questions or problems during the collection period.

Data collection was to occur over 8 weeks. The information was collected in this priority order:

- 12th graders and postgraduates (students aged 18-22)
- 11th graders
- 10th graders

This order was selected because many 12th graders and PG's were expected to graduate and might not be available to be interviewed.

Method of Analysis

Because of the extended data gathering period and the necessity to prepare a preliminary report by mid-July, the project staff decided to generate preliminary data by hand tally and to use the results as a basis for making decisions about the study. It was essential for staff to know if the sample that provided data for this report was the same as or similar to the planned sample. If not, adjustments would have to be made in the fall.

Selected items on the pregraduation data form were tallied by grade level. Tallies were also made for each grade by ethnicity, handicapping condition, sex, instructional setting, culmination goal, and proficiency tests passed. These tallies gave an overall picture of the sample.

Additional items pertaining to the vocational training and employment history were also tallied.

A similar hand tally was done for the Plans of Graduates Survey. This included a tally by ethnicity, sex, and handicapping condition. Since we had no method to predetermine which students in our sample would be graduates, this hand tally provided the first profile of this group.

Further tallies were done for the plans of the graduates. The results of all tallies are presented in figures and tables as frequencies and percentages.

In preparation for analysis, each student was assigned a unique five-digit identification (ID) number. The ID number allowed individual student files to be updated and connections were made between the pregraduation data form, the graduate plans survey, and follow-up survey. This arrangement is important to the success of this longitudinal and cross-sectional study.

Survey forms for two high schools were not returned in time to be included in this preliminary report. The forms, however, have been filed for future reporting. There were no graduates from the two schools.

Reporting Format

The study findings are presented in tables, figures, and narrative form. Figures are presented with text. Information in each figure is detailed in tables, arranged in the appendixes. Tables accompanying text are numbered 1-13; tables in Appendix A are A-1 -- A-15.

Chapter 2

Analysis of Pregraduation Data for Year 2 of Project

New Grade 10 Sample

The 2nd year of this 5-year study involved the drawing of a new grade 10 sample as initially proposed. The first analysis determined how closely the planned sample resembled the actual sample. Figure 1 compares the two by handicapping condition (See Appendix D for a translation of handicapped class codes) and shows that the actual sample is smaller than planned by 80 students.

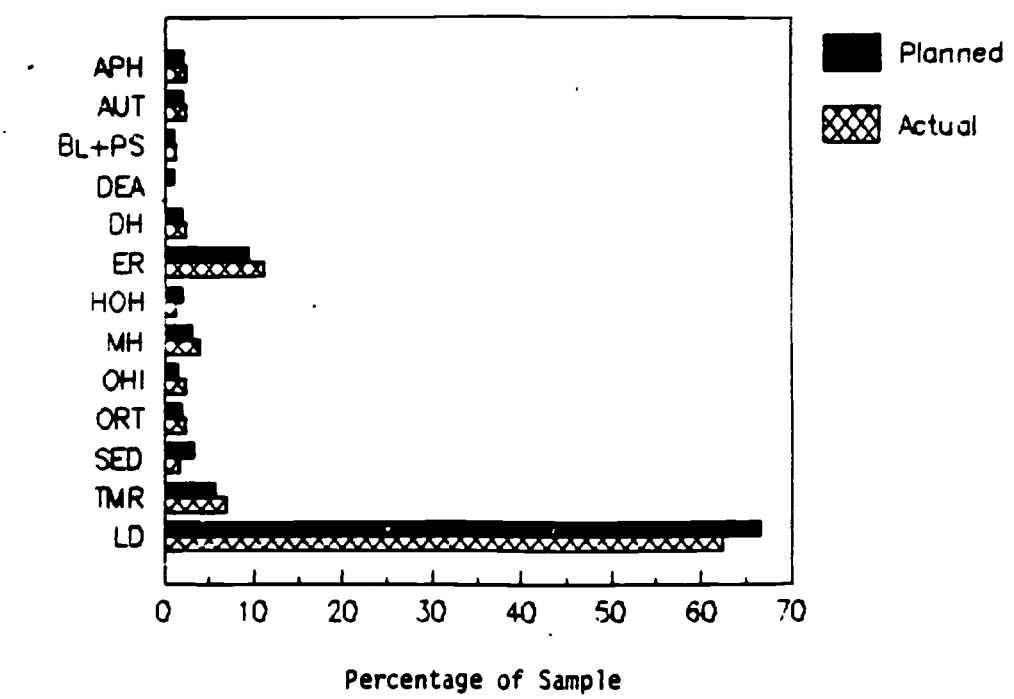

Figure 1. Comparison of planned and actual 1986-87 grade 10 sample by handicapping condition.

The same explanation used last year to explain the difference seems to be appropriate for explaining the 1986-87 difference. Again, special education computer records (monthly reports of students receiving special education services) are not organized by grade, so grades had to be estimated by grouping the students by birthdates. Students 15 and 16 years old were classified as 10th graders. Some of this age group were later found to be enrolled in higher grades.

Another fact contributing to this difference in planned and actual sample is that students who could not be located or who had very poor attendance were not always replaced. For the 2nd year, some data collectors turned in forms with incomplete data and notations that the students could not be located or were never present.

Even though there is a difference between the planned and actual sample of 80 students, the largest discrepancies are: learning disabled (225 vs. 161, respectively) and seriously emotionally disturbed (11 vs. 4, respectively). These discrepancies are, however, not so great as to be significantly detrimental to the study.

1986-87 Grade 10 Sample by Ethnicity

As was true during the 1st year of the study, there was no requirement to balance the sample to reflect district ethnic proportions. In the 1985-86 baseline sample, Asian and Hispanic groups were underrepresented and the Black and White (not of Hispanic origin) groups were overrepresented, relative to district enrollment.

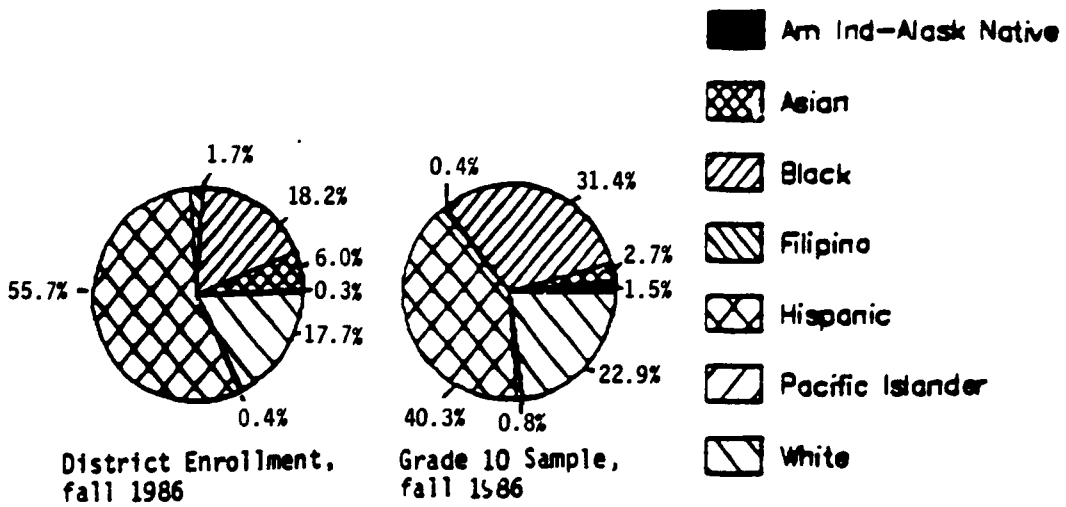

Figure 2. District enrollment and 1986-87 grade 10 sample by ethnicity, fall 1986.

Figure 2 shows district fall 1986 enrollment and 1986-87 grade 10 sample. Even though the grade 10 sample ethnic proportions differ from their representation in the district fall 1986 enrollment, the sample does include all seven ethnic groups.

Sample by Sex

An analysis of the new (1986-87) grade 10 sample by gender showed that the total male representation (68.1%) is more than twice that of females (31.9%) (Figure 3). This same proportion was true for the original 1985-86 grade 10 sample. Inquiries answered by special education division personnel confirmed that males constitute about two-thirds of the senior high special education student population.

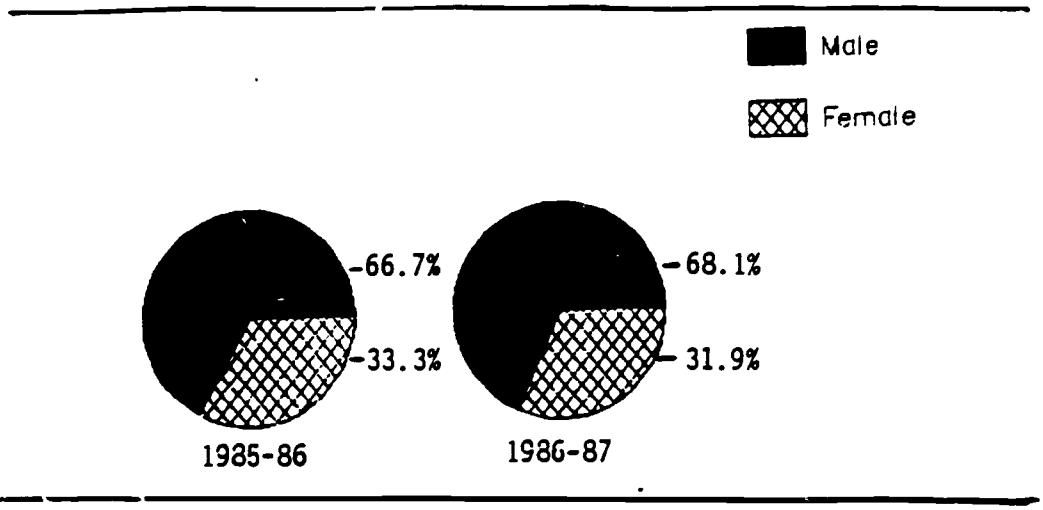

Figure 3. Grade 10 samples by sex.

Language Spoken by 1986-87 Grade 10 Sample Students

Data collectors were asked to determine the language(s) of the home and the language(s) spoken by the student at school. Table 1 shows that English is the home language of more than two-thirds (69.8%) of the sample students, and is spoken by 77.7% of the students. These percentages are slightly less than those for the 1985-86 grade 10 sample. Although Hispanic students constitute 40.3% of the new grade 10 sample (Figure 2), only 19% of this population is reported as not speaking English (Table 1).

Because more than one language is spoken in some homes, as well as by some students, the totals for both groups exceed the sample size (258). This was also true for the 1985-86 sample.

Table 1

Number and Percentage of 1986-87 Grade 10 Sample Students by Language

Language	Home Language N	Home Language %	Student Language N	Student Language %
English	196	69.8%	233	77.7%
Spanish	76	27.0	57	19.0
Sign	0	0.0	1	0.3
Other	9	3.2	9	3.0
Total	281	100.0	300	100.0

Note. The totals for language spoken in the home and that spoken by the student may exceed the total sample number. More than one language is spoken in some homes and by some students.

Instructional Setting

A tally of the type of school sample students attend revealed that slightly less than one-fifth (49 or 18%) of the 1986-87 grade 10 sample students attend special schools. This ratio is consistent with that of the 1985-86 grade 10 sample.

An analysis determined the number of students who receive specific designated instruction/services (DIS). Some students may receive more than one service while others may receive none. Vocational education and adaptive physical education were the services received by the largest number of sample students (Table 2).

Table 2

Number of 1986-87 Grade 10 Sample Students Receiving Designated Instruction/Services (DIS)

Instruction/Service	Student N
Vocational Education	56
Adaptive PE	55
Language and Speech	26
Counseling	18
Visual Handicap	6
Physically Handicapped	3
Hard of Hearing	1
Total	195

Note. Some students may be enrolled in more than one DIS while others may be enrolled in none.

Culmination Goal and Proficiency Tests

Data collectors were asked to determine the culmination goal for the sample students. Cumulative records and Individual Education Programs (IEP) were reviewed to ascertain whether the sample students were working toward a diploma or a letter of recommendation. There was no goal recorded on either of these two documents for some students.

This review showed that slightly more than two-thirds (68.1%) of this 1986-87 grade 10 sample are seeking a diploma (Figure 4). In 1985-86, the percentage of grade 10 students seeking a diploma was 72.4%.

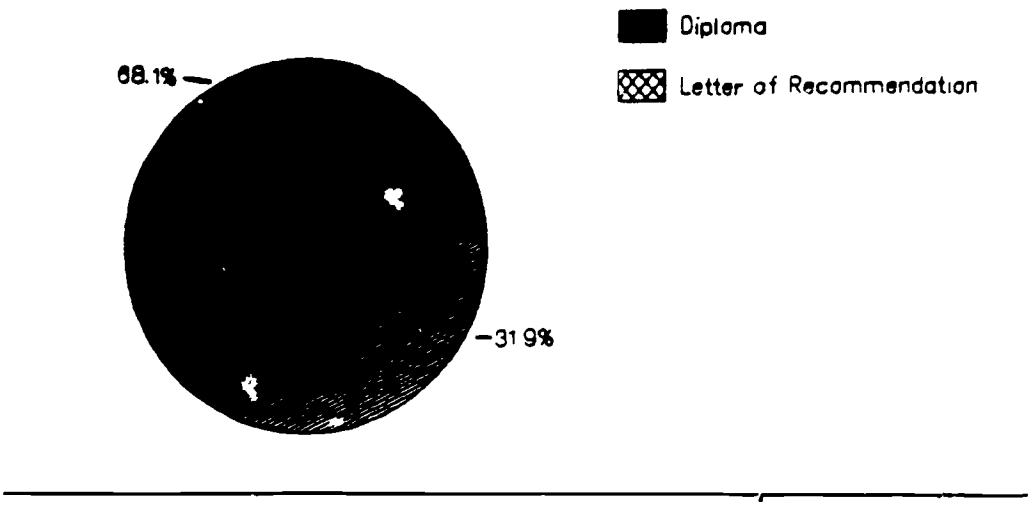

Figure 4. New (1986-87) grade 10 sample students by culmination goal.

Students planning to receive a diploma must satisfactorily complete the prescribed district curriculum and pass all three district proficiency tests. The tests are administered to students in their 1st year of high school. Students who fail have additional opportunities to take the tests in their remaining senior high years.

A review of records showed 41 students passing the SHARP (Senior High Assessment of Reading Performance, 22 passing TOPICS (Test of Performance in Computational Skills), and 35 passing WRITE:SR. (Test of Performance in Composition Skills). The number of students passing SHARP represents about one-fourth of the 160 seeking a diploma upon graduation (Figure 4).

Vocational Training History

Vocational training classes (classes that teach skills useful in obtaining a job) are offered at local schools and at other sites in the community such as occupational centers. As was true for the 1st year

of the study, almost all classes (304 of 313) were attended at the students' schools (Table 3).

Table 3

Vocational Training History of 1986-87 Grade 10 Sample Students

Item	Number
Location of classes taken	Classes
Local school	304
Community	9
Type of classes taken	
Regular/modified	259
ROP/ROC[a]	9
VEH[b]	32
Weeks in training	Students
1-9	32
10-20	213
21-30	2
31-40	49
41-60	1
61-80	5
81-100	0
More than 100	2
Number of classes completed (at least one class)	246
Number of classes begun by students	
0	105
1	66
2	56
3	16
4	12
5 or more	5

Note. Numbers in this table represent a duplicated count. Students may have been enrolled in more than one type of training. [a]ROP/ROC = Regional Occupational Program/Regional Occupational Center. [b]VEH = Vocational Education Handicap Services.

Several types of training are available to students: regular classes or modified classes, those provided in Regional Occupational Centers (ROC) or as part of the Regional Occupational Program (ROP), and training provided through Vocational Education Handicap (VEH) Services. Data collectors identified the type of training students have taken. Preliminary tallies show that almost all students have taken regular or modified classes at their school (Table 3). A modified class is one in which instructional methods and requirements are changed to accommodate students' handicaps.

Table 3 also shows the number of weeks of training students spent on a particular skill. The largest group (213) completed between 10 and 20 weeks of training in a specific skill. This is equivalent to between one-half and one full semester of training. Only eight sample students had more than 1 year of vocational training by the end of grade 10. This is also consistent with data collected in 1985-86.

Almost 40% (105 of 258) of the 10th graders have not taken any vocational education classes, while almost half (122 or 47%) have taken from one to two classes by this time. Most classes (246 of 313) are continued until completed (Table 3).

Employment History of 1986-87 Grade 10 Sample

Data were collected about student work history. Teachers and the students, themselves, were the primary sources for these data. because employment tied directly to vocational training is the only kind of work information routinely recorded on student files.

About 37% (96 of 258) of the grade 10 students worked during the 1986-87 school year. Of this number, 89.6% received pay for their labors. Only two students (2%) were involved in the Work Incentive Program (Table 4).

Over one-half (56%) of the working students have worked between 5 and 20 weeks on a single job. Thirteen students (16%) worked more than 50 weeks on one job (Table 4). This represents about twice the percentage of 1985-86 10th graders who worked this length of time.

Data were also gathered about the number of hours worked and the weekly salary earned by sample students. As was true for the 1st-year grade 10 sample students, more than three-fourths (86.4%) worked up to 30 hours per week (Table 4). Slightly less than two-thirds (62%) of the working students earned between $26 and $100 per week, with 25.3% of that group earning between $76 and $100.

Data collectors asked working students to rate how satisfied they were with their jobs using a 3-point scale (not satisfied, somewhat satisfied, satisfied). Almost three-fourths (74.2%) were satisfied with their jobs and only 4.1% were not satisfied (Table 4).

Table 4

Employment History of 1986-87 Grade 10 Sample Students

Item	Student N	%
Type of work compensation		
Paid	86	89.6%
Unpaid	8	8.3
Work Incentive Program	2	2.1
Weeks on the job		
Less than 5	10	12.2
5-10	21	25.6
11-20	25	30.5
21-30	8	9.8
31-50	5	6.1
More than 50	13	15.8
Hours worked per week		
Less than 10	32	36.4
11-20	22	25.0
21-30	22	25.0
31-40	10	11.4
More than 40	2	2.2
Weekly salary earned		
$1-25	14	17.7
26-50	15	19.0
51-75	14	17.7
76-100	20	25.3
101-150	6	7.6
151-200	7	8.9
201-250	2	2.5
251 and over	1	1.3
Satisfaction with job		
Satisfied	72	74.2
Somewhat satisfied	21	21.7
Not Satisfied	4	4.1
Number of jobs held		
0	186	74.1
1	51	20.3
2	12	4.8
3	1	0.4
4	1	0.4

Finally, a tally was made of the number of jobs sample students held. Almost three-fourths (74.1%) have not worked and about one-fifth (20.3%) have held one job.

In future years, analysis will include the types of jobs performed and the salaries earned.

Sample--Year 2

Baseline data were collected during the 1st year of the study (1985-86) for grades 10 through 12 and postgraduate (students aged 19-22 who have not graduated or left school). These students are now considered to be in grades 11, 12, postgraduate 1st year (PG-1), and postgraduate 2nd year (PG-2).

Data collectors were to update the information for this group of sample students. Included in the update would be proficiency tests passed, vocational training classes taken, and jobs held during the period since the original data were gathered.

Sample by Handicap

A data analysis determined if the original sample was intact. Figure 5 compares the 1985-86 sample with its 1986-87 equivalent. The original sample contained 192 grade 10 students and 262 grade 11 students. One year later the sample size had reduced itself by 47% in the now-grade-11 group, with only 102 students still enrolled, and by 20% in the now-grade-12 group, with 209 students remaining.

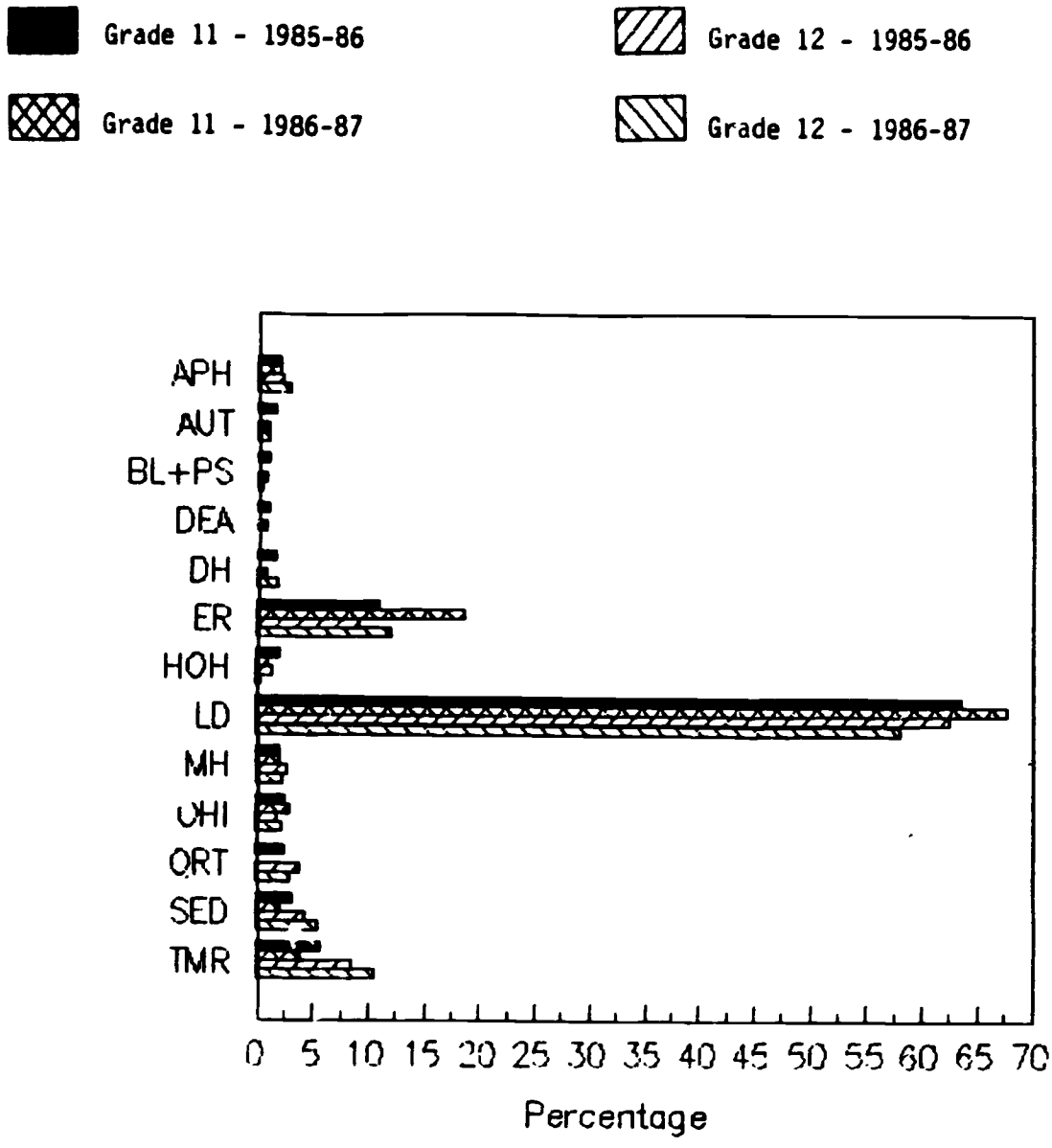

Figure 5. Percentage of sample students by year and by handicapping condition.

Such large decreases had not been projected by the Research and Evaluation Project staff. An analysis was done to determine the reasons this occurred; results are presented in Chapter 4.

Althougn the original sample has become reduced in size (Figure 5), the percentages of the handicap groups in the sample remain substantially the same, especially for grade 12. The largest handicap group (learning disabled) still constitutes approximately two-thirds of the sample. In the grade 11 sample, several handicap groups were lost (e.g., autistic (AUT), blind and partially sighted (BL+PS), deaf (DEA), developmentally handicapped (DH), and orthopedically handicapped (ORT). Only one handicap group (deaf) was lost from the grade 12 sample (Figure 5). The presence of these groups in the special education student population is very small in comparison to other groups, so their proportion in the sample was, likewise, very small. No students are being added to these sample groups.

Students who remain in school after grade 12 are considered by the Special Education Division to be postgraduates (students aged 19-22). Those students who returned after grade 12 for the 1986-87 school year have been labeled PG-1, 1986-87, and those who began in the study as postgraduates and remain have been relabeled PG-2, 1985-86, for analysis purposes.

About one-third (97 of 310) of the 1986 grade 12 sample students returned in fall 1986 as 1st-year postgraduate students and about one-half (96 of 181) of the 1986 postgraduates returned. Almost all of the grade 12 learning disabled students (140 of 158) left high school at the end of the 1985-86 school year, while most of the trainable mentally

retarded (33 of 36 students), autistic (8 of 9), developmentally handicapped (4 of 5), and other health impaired students (7 of 10) returned to school in fall 1986 for another year. This remaining group represents some of the most severely handicapped of the sample students.

Figure 6 shows that, because of the attrition at the end of grade 12, the postgraduate sample (both PG-1 and PG-2) assumes a different configuration than the samples of regular grades. For example, instead of LD students being approximately two-thirds of the sample, they now are a very small portion of the sample, especially as 2nd-year postgraduates, and the TMR students now make up the largest handicap group.

Sample by Ethnicity

A comparison was made to see if the remaining sample approximated the same ethnic distribution as did the original sample. This analysis showed that, although the sample size decreased sharply, the proportions for each ethnic group remained somewhat constant (Figures 7 and 8).

The original postgraduate group experienced almost a 50% attrition between school years (Figure 8). However, if the PG group is added, the combined group almost approximates the original postgraduate sample size (180 vs. 193).

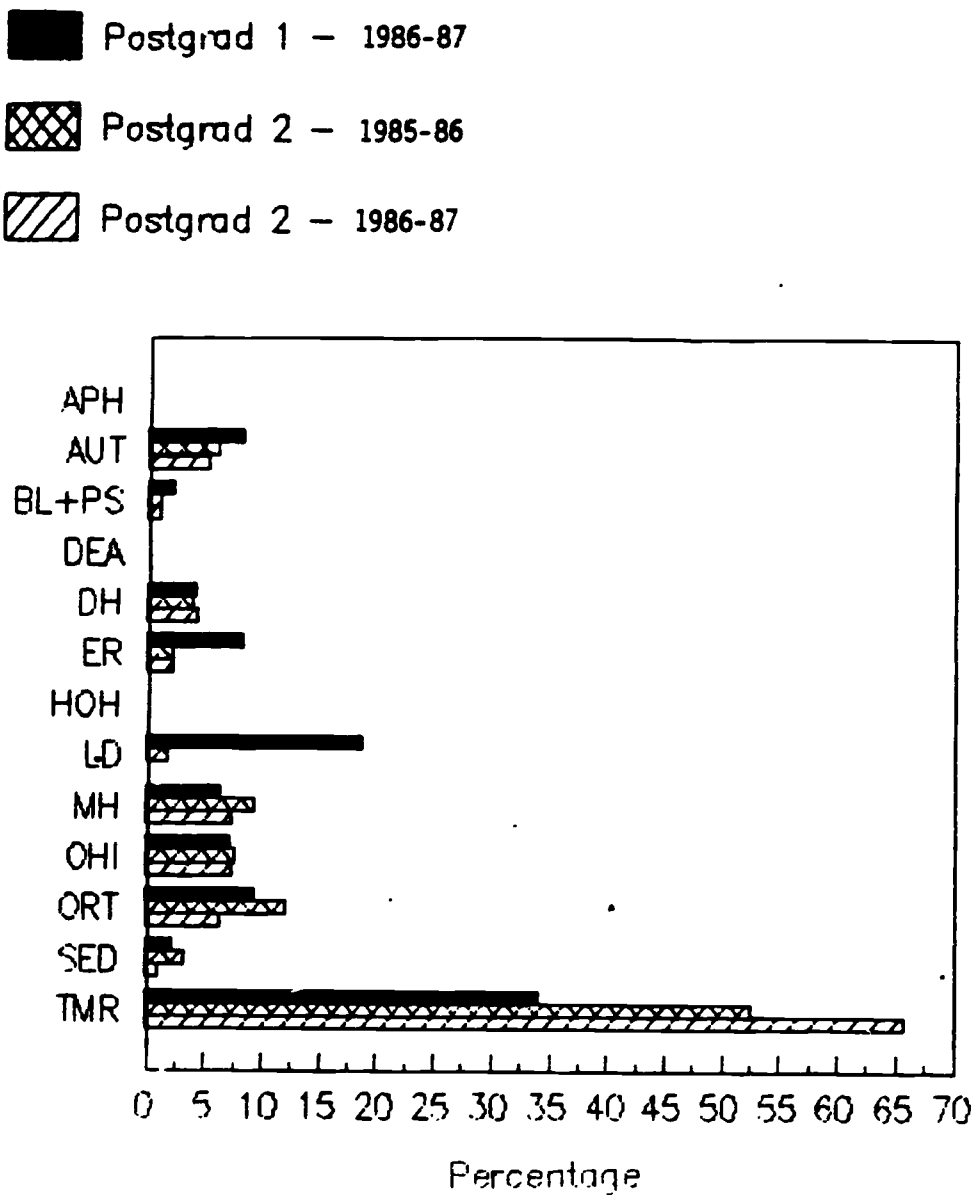

Figure 6. Percentage of postgraduate sample students by year and handicapping condition.

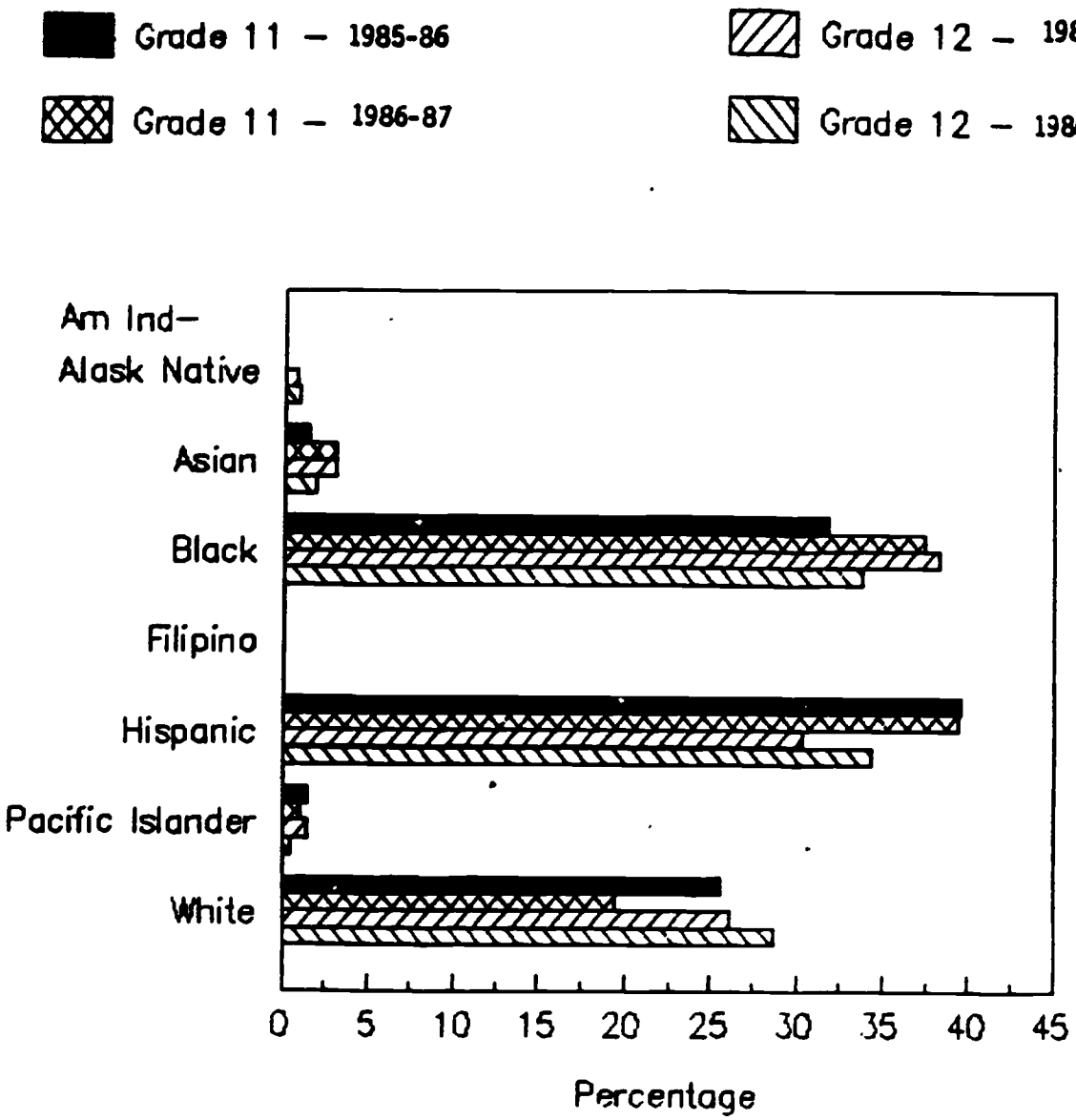

Figure 7. Comparison of grades 11 and 12 sample students with original sample, by ethnicity and grade.

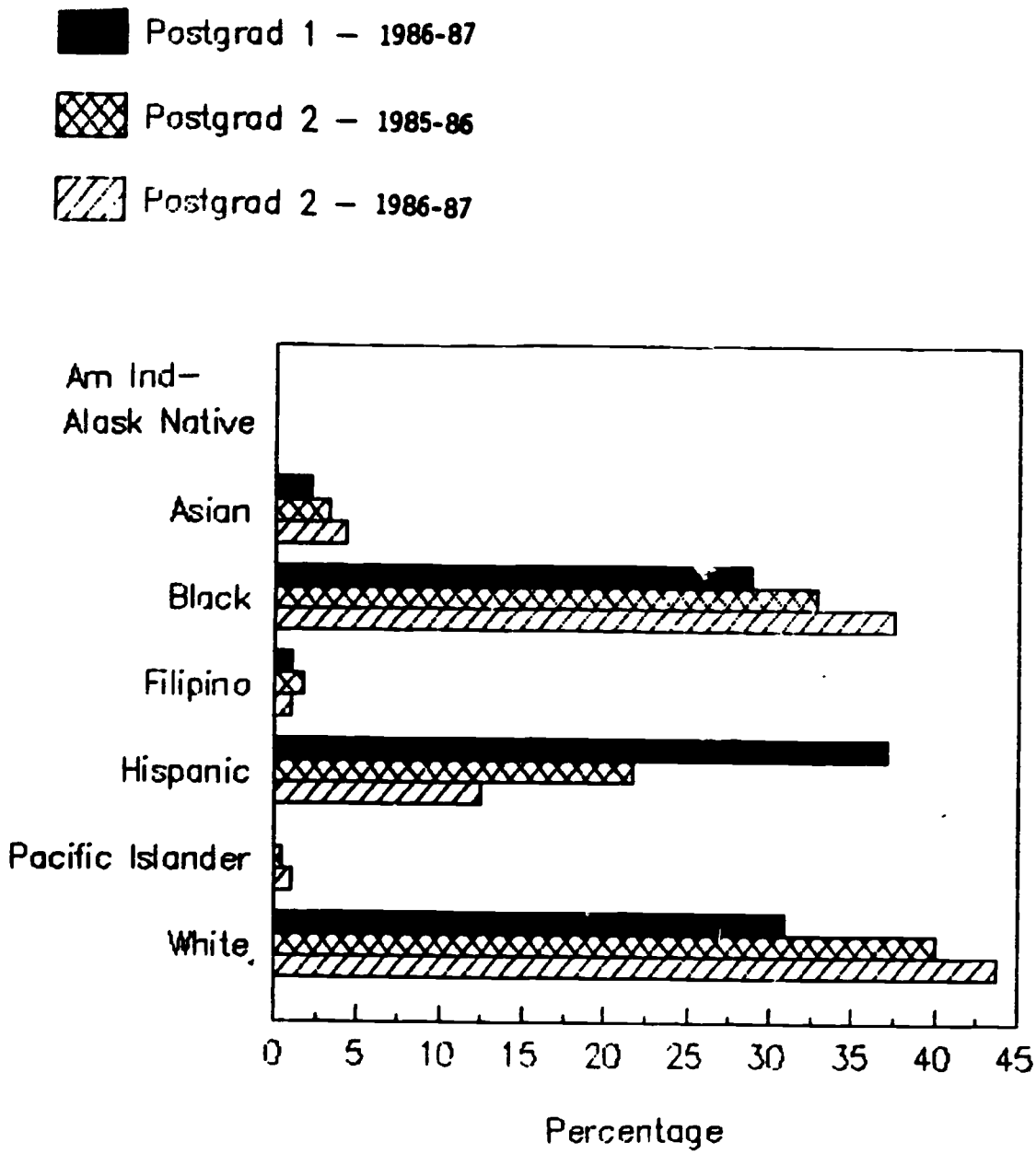

Figure 8. Percentage of postgraduate students, by ethnicity and by year.

Sample by Sex

An analysis of the 1986 and 1987 sample groups by gender (Figure 9) shows that, even with attrition, the total male representation remains twice (66.9%) that for females (33.1%). Only in the postgraduate groups do female students exceed the one-third/two-thirds ratio. Discussions held with Special Education Division staff following the publishing of the 1st-year study report affirmed that this ratio approximates special education student enrollment at the senior high level.

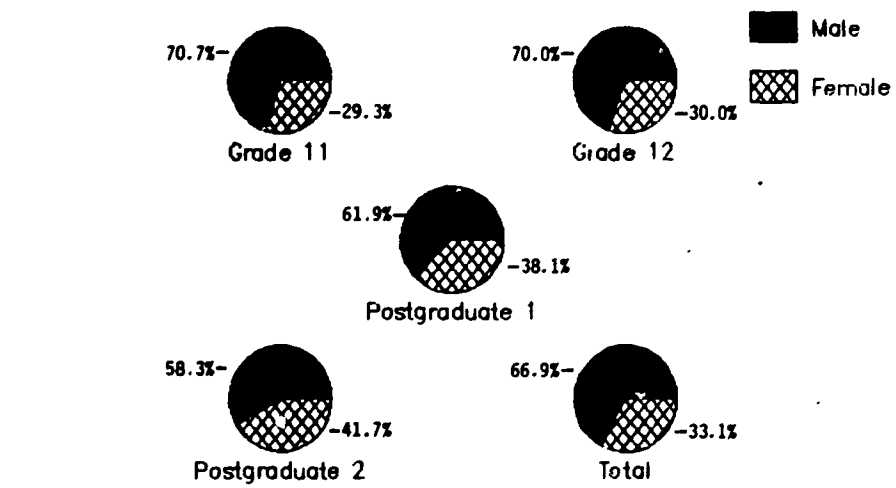

Figure 9. Sample by sex and by grade.

Vocational Training History

An analysis determined the number and type of vocational classes taken during the 1986-87 school year.

Table 5 shows that in grades 11 and 12, as in the new grade 10, students attend vocational classes primarily at their schools rather than in other community locations. However, once the students become part of

the postgraduate group they begin to attend a larger proportion of classes away from their schools. As second-year postgraduates, students attend almost the same number of classes elsewhere in the community as at their school (41 vs. 48, respectively).

Table 5

1986-87 Vocational Training History of Sample Students by Grade

Item	Grade 11 N	Grade 12 N	PG-1 N	PG-2 N
Location of classes taken				
Local school	61	199	45	48
Community	6	15	25	41
Type of classes taken				
Regular/Modified	40	100	39	48
ROP/ROC[a]	13	26	12	12
VEH[b]	19	87	19	29
Weeks in training				
1-9	4	9	5	4
10-20	49	85	31	12
21-30	0	4	1	1
31-40	10	48	33	70
41-60	0	3	0	0
61-80	0	0	0	0
81-100	0	0	0	0
More than 100	0	2	0	0
Number of classes completed	45	89	38	68
Number of classes begun by students				
0	52	71	27	13
1	32	61	55	77
2	11	23	6	6
3	4	15	1	0
4	4	7	0	1
5 or more	0	4	0	0

Note. Numbers in this table represent a duplicated count. Students may have been enrolled in more than one type of training. PG-1 and PG-2 = 1st- and 2nd-year postgraduate (ages 19-22). [a]ROP/ROC = Regional Occupational Program/Regional Occupational Center. [b]VEH = Vocational Education Handicap Services.

As was true during the study's 1st year, most classes taken were regular or modified classes. This parallels the earlier finding that the majority of classes were taken at schools rather than at community facilities.

Interestingly, a large number of grade 12 students (87) received Vocational Education Handicapped Services (VEH) during their senior year (Table 5). VEH services include vocational career counseling; vocational assessment; job placement; and referrals to community agencies, such as the Department of Rehabilitation. A closer look at VEH services revealed that those most often utilized were counseling (70 students) and referrals to community agencies (32 students); additionally, 1 student was enrolled in the specially funded High-Tech Program, 10 were referred for job placement, and 6 attended occupational centers, either full-time or concurrently with regular/special school attendance.

For the first time, an analysis was made of the kinds of vocational training classes taken by students while in high school. Table 6 shows the results.

Table 6

Number and Percentage of Vocational Classes, by Grade and by Type, 1986-87

Regular Schools	Grade 11		Grade 12		PG-1		PG-2	
	N	%	N	%	N	%	N	%
Adult Living Skills	1	1.8%	1	1.1%	1	6.6%	0	0.0%
Agricultural/ Environmental	1	1.8	3	3.3	0	0.0	2	50.0
Arts/Crafts/ Design/Graphics	7	12.7	26	28.9	3	20.0	0	0.0
Auto Mechanics	3	5.5	6	6.7	1	6.7	0	0.0
Clerical	3	5.5	5	5.6	0	0.0	0	0.0
Child Care	0	0.0	3	3.3	0	0.0	0	0.0
Computers	2	3.6	5	5.6	1	6.7	0	0.0
Cosmetology/Barbering	0	0.0	0	0.0	0	0.0	0	0.0
Drafting	0	0.0	0	0.0	2	13.3	0	0.0
Food Services	5	9.1	4	4.4	0	0.0	0	0.0
Health Services	2	3.6	4	4.4	0	0.0	1	25.0
Horticulture/ Floriculture	3	5.5	7	7.8	0	0.0	0	0.0
Landscaping	1	1.8	2	2.2	0	0.0	0	0.0
Maintenance/Building and Grounds	1	1.8	5	5.6	0	0.0	0	0.0
Metalworking/Machine Shop	0	0.0	3	3.3	0	0.0	0	0.0
Military	0	0.0	0	0.0	0	0.0	0	0.0
Plastics/Industrial Crafts	0	0.0	0	0.0	0	0.0	0	0.0
Upholstery	9	16.4	1	1.1	1	6.7	0	0.0
Woodworking	6	10.9	3	3.3	2	13.3	0	0.0

Table 6, continued

Regular Schools	Grade 11 N	Grade 11 %	Grade 12 N	Grade 12 %	PG-1 N	PG-1 %	PG-2 N	PG-2 %
ROP/ROC[a]	8	14.5%	8	8.9%	0	0.0	0	0.0
Other[b]	3	5.5	4	4.5	4	26.7	1	25.0
Total	55	100.0	90	100.0	15	100.0	4	100.0
Special Schools								
Adult Living Skills	0	0.0	1	2.7	0	0.0	2	2.9
Agriculture	1	50.0	5	13.5	2	6.2	3	4.4
Business	0	0.0	4	10.8	0	0.0	2	2.9
Crafts	0	0.0	1	2.7	0	0.0	2	2.9
Driver Education	0	0.0	0	0.0	0	0.0	0	0.0
Industrial Arts	0	0.0	1	2.7	0	0 0	4	5.9
Laundry	0	0.0	0	0.0	0	0.0	1	1.5
Maintenance	1	50.0	4	10.8	7	21.9	11	16.2
Mobility	0	0.0	0	0.0	0	0.0	0	0.0
Occupational Training	0	0.0	1	2.7	0	0.0	1	1.5
Work Experience	0	0.0	0	0.0	4	12.5	2	2.9
Workshop (Off-Campus)	0	0.0	1	2.7	5	15.6	22	32.4
Workshop (On Campus)	0	0.0	11	29.8	14	43.8	18	26.5
ROP/ROC[a]	0	0.0	8	21.6	0	0.0	0	0.0
Total	2	100.0	37	100.0	32	100.0	68	100.0
Grand otal	57		127		47		72	

Note. PG-1 and PG-2 = 1st- or 2nd-year postgraduate (ages 19-22). [a]ROP/ROC = Regional Occupational Program/ gional Occupational Center. [b]Other = Preoccupational and Prevocational Training, Sheltered Workshop (on and off campus), and Work Experience classes.

A wide selection of vocational training classes are available for students to take, especially special education students attending regular schools. These classes range from those teaching basic living skills to more occupation-oriented classes, such as typewriting, word processing, auto mechanics, child care, floriculture, landscape design and maintenance, building maintenance, and woodwork. A review of the types of classes taken by sample students shows several categories in which no students or only a few students enroll. For example, no sample students have taken cosmetology/barbering, junior ROTC, or plastics/industrial crafts at regular schools or mobility training at special schools.

The most popular classes at regular schools are those teaching arts/crafts/design/graphics (36 classes taken), ROP (16), upholstery and woodworking (11 each), auto mechanics and horticulture/floriculture (10 each), and food services (9). Sample students attending special education schools selected on-campus workshops (43 classes), off-campus workshops and maintenance (23 each), and agriculture (11) most often.

Future analysis will determine which handicap groups and which sex tend to take certain classes.

Employment History

An analysis of jobs held by sample students since the first data collection period (year 1) was made. The results are presented in Table 7.

Table 7

1986-87 Employment History of Sample Students by Grade

Item	Grade 11 N	Grade 11 %	Grade 12 N	Grade 12 %	PG-1 N	PG-1 %	PG-2 N	PG-2 %
Type of work compensation								
Paid	16	80.0%	78	92.8%	9	52.9%	11	84.6%
Unpaid	0	0.0	3	3.6	7	41.2	2	15.4
Work Incentive Program	4	20.0	3	3.6	1	5.9	0	0.0
Weeks on the job								
Less than 5	1	5.6	16	19.2	4	23.5	2	20.0
5-10	6	33.3	25	30.1	2	11.8	3	30.0
11-20	7	38.8	12	14.5	6	35.3	3	30.0
21-30	0	0.0	14	16.9	0	0.0	0	0.0
31-50	3	16.7	4	4.8	4	23.5	2	20.0
More than 50	1	5.6	12	14.5	1	5.9	0	0.0
Hours worked per week								
Less than 10	11	57.9	18	22.5	9	56.3	9	81.8
11-20	4	21.0	38	47.5	4	25.0	2	18.2
21-30	3	15.8	18	22.5	0	0.0	0	0.0
31-40	1	5.3	5	6.3	3	18.7	0	0.0
More than 40	0	0.0	1	1.2	0	0.0	0	0.0
Weekly salary								
$1-25	6	31.6	4	5.0	2	16.7	1	12.5
26-50	4	21.0	16	20.0	6	50.0	3	37.5
51-75	5	26.3	27	33.8	2	16.7	2	25.0
76-100	2	10.5	17	21.2	1	8.3	1	12.5
101-150	0	0.0	12	15.0	0	0.0	0	0.0
151-200	1	5.3	3	3.8	1	8.3	1	12.5
201-250	1	5.3	0	0.0	0	0.0	0	0.0
251 and over	0	0.0	1	1.2	0	0.0	0	0.0
Satisfaction with job								
Satisfied	14	82.4	58	70.7	15	88.2	12	100.0
Somewhat satisfied	3	17.6	21	25.6	2	11.8	0	0.0
Not satisfied	0	0.0	3	3.7	0	0.0	0	0.0
Number of jobs held								
0	74	79.6	101	61.6	80	82.5	83	86.5
1	18	19.3	49	29.9	16	16.5	12	12.5
2	1	1.1	13	7.9	1	1.0	1	1.0

Note. PG-1 and PG-2 = 1st- and 2nd-year postgraduate (ages 19-22). Totals may vary due to incomplete data reported in some categories.

Almost all grade 11, 12, and PG-2 sample students who work receive pay for their labors (80%, 92.8%, 84.6%, respectively), while PG-1 sample students who work are almost evenly divided between being paid (52.9%) and unpaid (41.2%).

Data were gathered on the number of weeks students had been on their jobs, the number of hours worked a week, and the weekly salary they earned. The largest percentage of students, ranging from 44% to 72% according to the grade, worked from 5 to 20 weeks on their jobs; they work up to 20 hours each week, varying from 70% to 100%; and from 59% to 83% earn from $1 to $75 each week. About one-fourth of the working students earn between $51 and $75 per week.

Students were asked to rate their satisfaction with the job they were working on using a 3-point scale (not satisfied, somewhat satisfied, satisfied). Almost all sample students said they were satisfied. Only a few (3 or 4% of) 12th graders were not satisfied. This grade also had the greatest percentage of students (25.6%) who indicated they were only somewhat satisfied.

The number of jobs students had held during the year was tallied. More than half of the students at every grade level had not held a job during the past year. The largest group of working students (29.9%) were in grade 12. A total of 112 students, about one-fifth of the entire grade 11 through PG-2, worked at least a part of the year.

Finally, an analysis determined the kind of jobs held by working students (Table 8). Almost all working students worked in some service occupation, mostly in fast food businesses. Students held jobs primarily of three types: service, clerical/sales, or benchwork. Typical jobs held outside the fast food industry included stock clerk, grocery bagger, custodian, packer, sales person, gasoline station worker, cafeteria worker, child care aide, and office clerk.

Table 8

Number and Percentage of Jobs Held, by Grade and by Type, 1986-87

Job Type	Grade 11 N	Grade 11 %	Grade 12 N	Grade 12 %	PG-1[a] N	PG-1[a] %	PG-2[a] N	PG-2[a] %	Total
Clerical/Sales	2	9.5%	9	26.5%	3	18.8%	0	0.0	14
Service	18	85.7	23	67.7	12	75.0	7	58.3	60
Agricultural/ Fishery/ Forestry	0	0.0	0	0.0	0	0.0	0	0.0	0
Processing	0	0.0	0	0.0	0	0.0	0	0.0	0
Machine Trades	0	0.0	0	0.0	0	0.0	0	0.0	0
Benchwork	0	0.0	1	2.9	1	6.2	3	25.0	5
Structural Work	0	0.0	0	0.0	0	0.0	0	0.0	0
Miscellaneous	1	4.8	1	2.9	0	0.0	2	16.7	4
Total	21	100.0	34	100.0	16	100.0	12	100.0	83

[a]PG-1 and PG-2 = 1st- or 2nd-year postgraduate student.

The largest employers of the sample students were fast food companies, such as McDonald's and Burger King, and the Los Angeles Unified

School District. LAUSD employed many students in maintenance and food service jobs.

A comparison was made of the total number of sample students who worked during the 1st year and the year since. During the study's 1st year about 50% of the total sample worked as compared to about 20% who worked during the 2nd year.

Summary

The 1986-87 grade 10 sample is similar to the grade 10 sample of a year ago. The sample majority consists of Hispanic, Black, and White students in that order. There are twice as many male students as female students and most sample students speak English and come from homes where English is spoken.

A sizable number of students were lost from the original sample during the 1986-87 year. About one-third of the original grade 12 students returned to school in fall 1986 as 1st-year postgraduates. Although there was major attrition, the ethnic, handicap, and sex proportions remain similar to the original configuration.

Most LD students graduate or leave high school at the end of grade 12. TMR, autistic, developmentally handicapped, and other health impaired students tend to return to school for at least 1 additional year.

Sample students attending regular senior high schools take almost all of their vocational classes at their school. Most students take classes for one to two semesters. Slightly less than one-third (30%) of the

students have taken no vocational classes. A little more than one-third have taken only one vocational class.

Most students attending regular senior high schools take vocational training classes related to arts/crafts/design/graphics. On-campus workshops were the most popular classes taken by students attending special education schools. A large number of 12th graders received VEH services during their senior year.

Fewer sample students (about 20%) held jobs during the study's 2nd year than during year 1 (about 50%). Almost all of this working group receive pay for their labor. More than three-fourths work up to 30 hours each week and about one-fourth earn between $51 and $75 per week. Most working students were involved in the service industry. Almost all working students said they were satisfied with their jobs as opposed to two-thirds who said they were satisfied the 1st year.

Chapter 3

Plans of the Graduates

At the time of this survey, 181 sampled students expected to meet graduation requirements as set forth for this study. By definition, graduates were students who expected to receive diplomas or letters of recommendation, or those who would become 22 by the end of the school term, thus becoming ineligible for instruction and subsequently leaving school. In June 1986, 253 sampled students met these criteria and were thus termed graduates, 32% more than this year's.

The way students are counted as graduates, that is, counting those who expect to graduate rather than those who actually receive diplomas or letters of recommendation, sometimes leads to two problems that deserve noting at this point. The first is that some students may meet established criteria and graduate but are not counted as graduates. Secondly, some students may expect to graduate but fail to do so for a number of reasons. Even though failing to graduate, they may be counted as graduates when in reality they did not. As a result of these problems, 28 subjects reported they graduated in 1986. And they were not counted in the sample of graduates. Also, 4 or 5 may have been counted but didn't graduate. Attempts will be made to remedy these problems for the 1988 data gathering period, thus giving a more accurate account of the graduates.

Male/Female Representation

As in 1986, the sample of graduates for this study comprised significantly more males than females. A data analysis revealed that 68% were males and 32% were females, approximately a 2:1 ratio (See Figure 10).

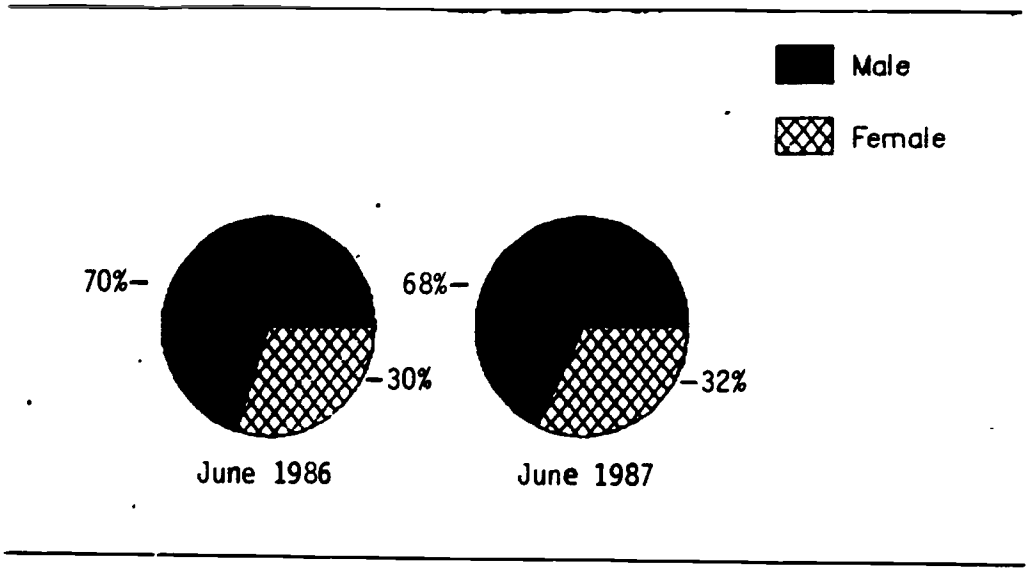

Figure 10. Graduates by year and sex.

Ethnic Representation

As shown in Figure 11, ethnic group proportions represented in this report closely approximate their representation in the 1986 report. For 1987, Whites (34%) were the largest group of graduates followed by Blacks (33%) and Hispanics (30%). In 1986, Blacks were the largest group. Other groups in 1986 (American Indian/Alaskan Native, Asian, Filipino, and Pacific Islander) accounted for 5% of the sample; these groups account for only 3% of the present study's sample.

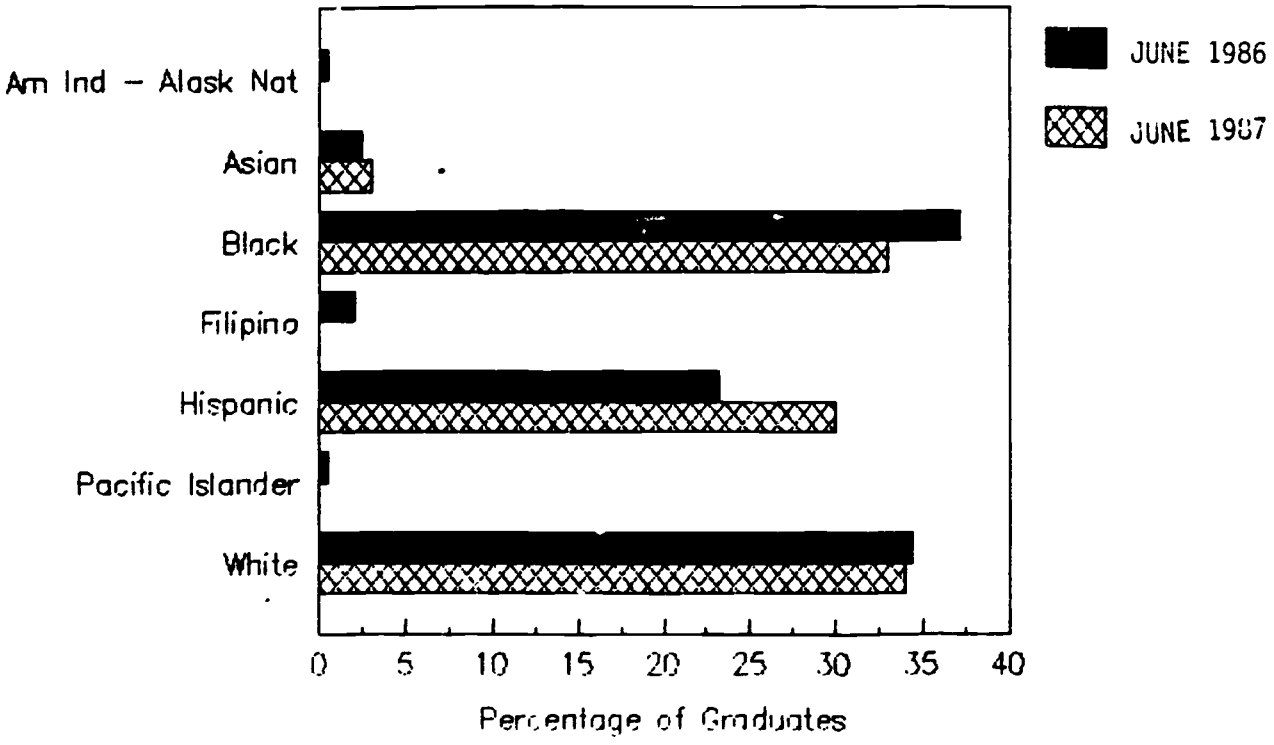

Figure 11. Graduates by year and ethnic group.

Representation by Disability Group

Figure 12 shows that the sample of graduates includes students from all disability groups except deaf and hard of hearing. In the 1986 sample, deaf students were the only missing group. Also similar to 1986, ethnic groups sizes closely parallel their proportions in the larger sample. As in the larger sample, the learning handicapped students accounts for the largest group whereas the trainable mentally retarded students (15%) are second followed by educable retarded students (10%).

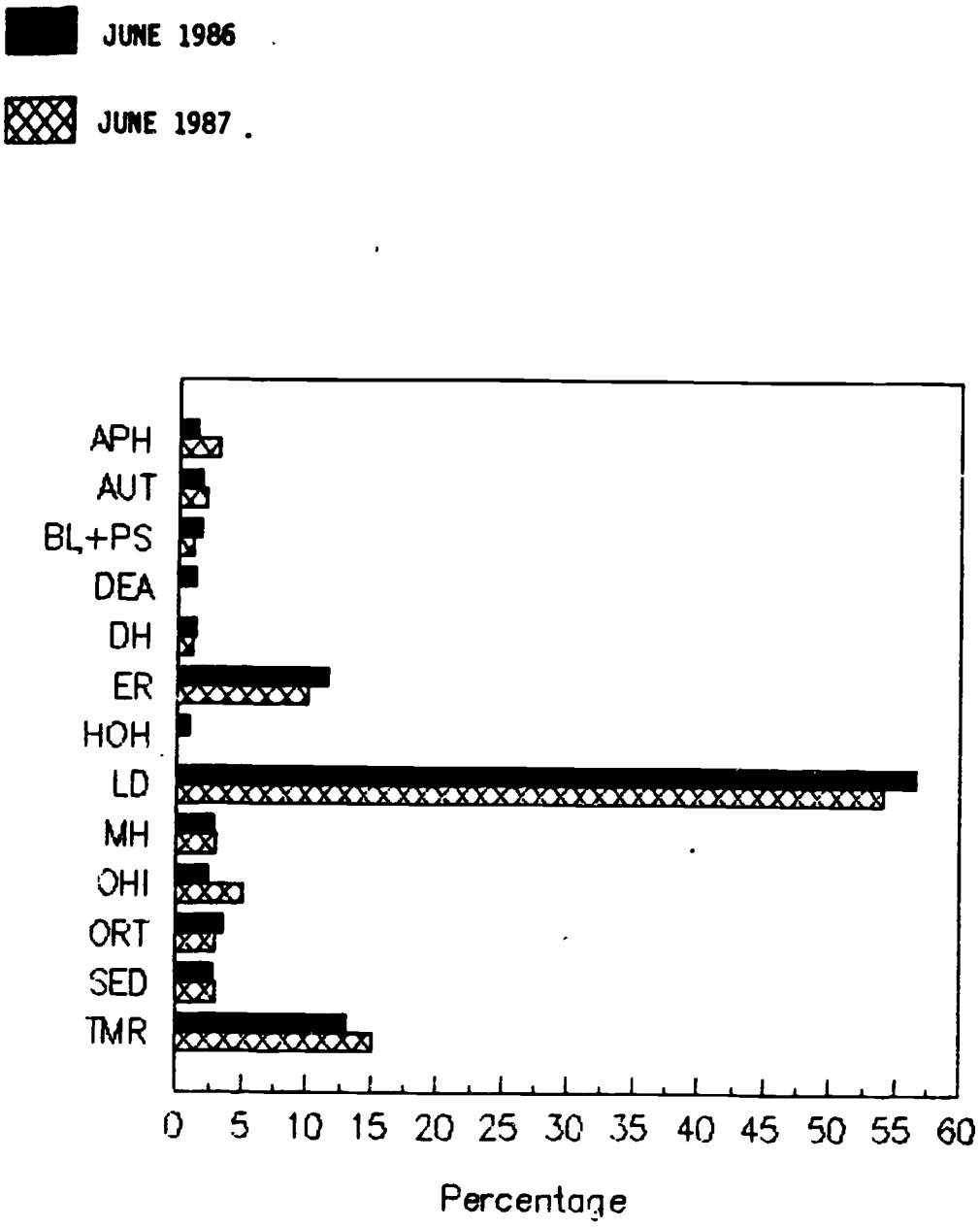

Figure 12. Graduates by year and disability group.

Certificate Received

The diploma is the goal of students as they enter high school, but by the end of their secondary tenure, many settle for letters of recommendation instead. This typical occurrence was recognized with the graduates in this study. A majority (56%) expected a diploma, and (39%) expected letters of recommendation instead of diplomas.

The number and percentage expecting diplomas and letters of recommendation differed by gender. About 63% of the males expected to be granted diplomas while only 41% of th females expected diplomas. A few more females than males were undecided about the kind of certificate they would receive (Figure 13).

Information about certificate expected was not collected from the 1986 graduates; therefore, there is no basis for comparisons across 2 years.

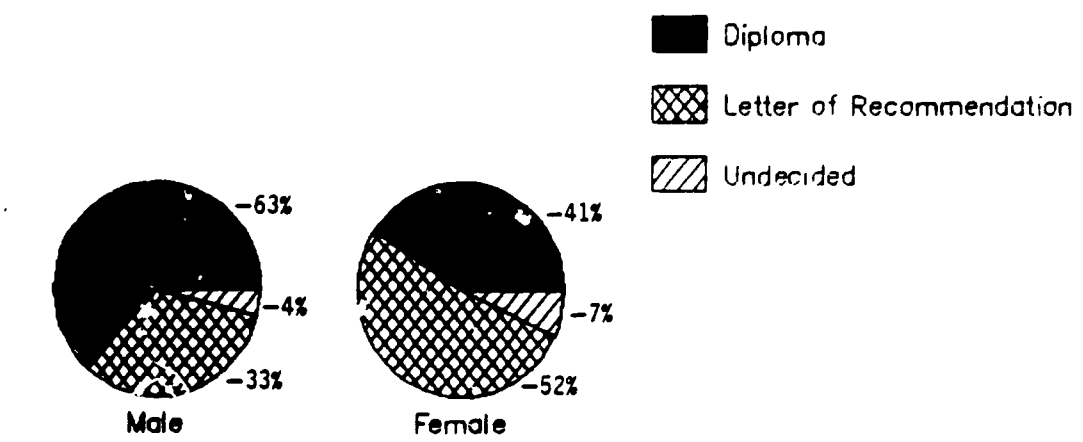

Figure 13. Type of certificate received.

Part II: Plans

Plans for Furth r Schooling

The percentage of graduates (43%) who planned to continue their education in fall 1987 is a slight decline from the percentage of fall 1986 graduates who had similar plans. The percentage (57%) who had no plans for further school was identical to the 1986 proportion of graduates who had no plans to continue their education (Table 9).

A data analysis by sex shows that a larger percentage of males than females planned to continue their schooling. The number of graduates continuing their schooling was not analyzed by sex in June 1986, thus providing no basis for compa between the 2 years.

The proportion of respondents planning to attend various kinds of schools mirrored the plans of the 1986 graduates. A majority (49%) in this study planned to attend vocational/technical schools or skills centers. Only four graduates anticipated enrolling in 4-year colleges/universities, one less than in 1986. Similar to the 1986 graduates, respondents in this survey who were planning to attend schools after graduation had decided whether they would be full-time or part-time students. Slightly more than half (54%) expected to be full-time, an increase of 16 percentage points over 1986, followed by 25% who planned to be part-time students and part-time workers. Only 11% anticipated being part-time with no specified plans for other involvements. Identical to the 1986 finding, not a single student anticipated attending school and being a homemaker (Table 9).

Table 9

Plans of June 1987 Graduates

Plans to attend school in fall 1987

Male (N = 123)				Female (N = 58)			
yes		no		yes		no	
N	%	N	%	N	%	N	%
58	47	65	52	20	34	38	66

Type of school students plan to attend

	N of students	%
A 4-year college/university	4	5
A 2-year college	38	49
A vocational/tech school or skill center	36	46

Plan to attend school as a:

	N of students	%
Full-time student	42	54
Part-time student	9	11
Part-time student and part-time worker	27	35
Part-time student, homemaker	0	0

If attending 2-year college or vocational/technical school in fall 1987, what type course will be taken?

	N of students	%
Vocational or technical emphasis	40	51
Academic emphasis	12	15
Uncertain (5 did not respond)	21	27

Do you plan to work in fall 1987?

Male (N = 123)				Female (N = 58)			
yes		no		yes		no	
N	%	N	%	N	%	N	%
90	73	22	18	42	72	12	21

Table 9 (continued)

Work plans	N of students	%
Full-time worker	35	27
Part-time worker	60	45
Full- or part-time worker in an apprenticeship program	5	4
Worker in a sheltered workshop	27	20
Full-time military person	5	4
Full- or part-time homemaker	0	0

Note. Table based on the responses of 181 graduates.

The Schools That Graduates Planned to Attend

The schools that graduates planned to attend in fall 1987 were community colleges, vocational/technical school, and 4-year colleges or universities. Both males and females named local community colleges and local vocational/technical schools more often than other schools.

There was no significant difference in male and female preferences for certain types of schools. Slightly more than half of both groups said they were planning to attend community colleges. A higher percentage of males than females planned to attend district occupational centers. Four year colleges were in the plans of only five graduates, one female and four males. Considering percentages planning to attend 4-year colleges, males exceeded females by 2 points.

The graduates' chosen schools, with one exception, were all located within California. The one out-of-state school, selected by a female graduate, is a 4-year liberal arts college (Tables 10 and 11).

Like the June 1986 graduates, respondents in this study were asked, if they planned to attend a 2-year college or vocational/technical school, what type of courses they would take. Their interests were about the same as the 1986 graduates'. About 51% expressed interest in vocational or technical courses, while 63% in 1986 expressed such interest. About 15% were interested in courses with academic emphasis, 12% of the 1986 respondents has such interests.

Table 10

Schools Male Graduates Plan to Attend in Fall 1987

School	Number of Graduates
L.A. Trade Technical College	7
East L.A Occupational Center	6
L.A. Valley College	5
Pierce College	5
El Camino College	4
Santa Monica College	4
Pasadena City College	-
North Valley Occupational Center	3
West Valley Occupational Center	3
Cal. State University Northridge	2
Friedman Occupational Center	2
Cal. State University, San Bernardino	1
College of Canyons	1
Harbor College	1
L.A. City College	1
Long Beach City College	1
North Hollywood College	1
Western Technical College	1
Phoenix Institute of Technology	1
East Los Angeles Occupational Center	1
North Valley Occupational Center	1
Plan to attend college, but not sure about a specific school	4

Note: Table based on the responses of 58 male graduates.

Table 11

Schools Female Graduates Plan to Attend in Fall 1987

School	Number of Graduates
L.A. Valley College	5
Pierce College	2
North Valley Occupational Center	2
Antelope Valley College	1
El Camino College	1
Harbor College	1
Spellman College	1
Santa Monica College	1
Trade Technical College	1
Harbor Occupational Center	1
Venice Skill Center	1
Uncertain	3

Note: Table based on the responses of 20 female graduates.

Plans for Employment in Fall 1987

As in 1986, an overwhelming majority of graduating respondents (73%) planned to be employed the fall following their graduation. As in the 1986 findings, some graduates (19%) said they wouldn't be working, and a few also were undecided (8%).

Gender appeared not to be a determining factor when it came to graduates planning to work. The percentage of males and females who anticipated working differed by 1 point (Table 9).

About two thirds of the respondents planning to work had decided what their work plans would be in the fall. The largest group, comprising 45% of those who stated their work plans, said they would be part-time workers whereas 35% planned to be employed full-time. Fewer graduates in 1987 than in 1986 expected to work in sheltered workshops (Table 9).

Graduates' job preferences for the future differ by gender. The preference of the largest group of males was to become mechanics; the largest group of females named sheltered workshop as their future occupation. Other males planned to be food services workers and day activity center workers. Other females identified child care, clerical, food services, and sales as future occupations (Tables 12 and 13).

Other Plans

At the time of this study 15 graduates were not planning to attend school or to work in the fall. Most often mentioned among other plans were Easter Seal Independent Living Programs, activity center programs, and residential care home programs.

Table 12

Male Graduates' Future Occupations

Job/Occupation	N of Graduates	Job/Occupation	N of Graduates
Mechanic	11	Electrician Helper	1
Food Services	8	Psychologist	1
Day Activity Center Worker	7	Business	1
Building Construction	5	Meat Cutter	1
Maintenance	4	Uncertain	18
Military	4		
Security	3		
Computers	3		
Custodial	3		
Assembly	3		
Electronics	2		
Plumbing	2		
Shipyard	2		
Motion Picture Ind.	2		
Printer	2		
Welding	2		
Accountant	1		
Deliverer	1		
Art	1		
Dental Assistant	1		
Communications	1		

Table 13

Female Graduates' Future Occupations

Job/Occupation	N of Graduates
Seltered Workshop	6
Child Care	3
Clerical	3
Food Services	3
Sales	3
Mechanic	2
Recreation	1
Computer	1
Stock Clerk	1
Cosmetology	1
Theater	1
Uncertain	9

In three cases, parents were taking responsibility for getting their children into a work program. First, these parents planned to investigate options such as sheltered workshops, activity centers, and independent living centers. Then, based on their findings, they planned to select the best program. In two cases, parents planned to seek counselors' advice before deciding on a program.

Summary

Similar to 1986, the sample of graduates, grouped by gender, ethnicity, and disability, closely paralleled their proportions in the general sample. As in the general sample, males outnumbered females 2 to 1. Ethnic groups with the largest representation were Whites, Blacks, and Hispanics. American Indians/Alaskan Natives, Filipinos, and Pacific Islanders were not represented. In terms of disability group, as in 1986, the learning handicapped had the most graduates.

Consistent with 1986 findings, in spite of different handicaps and varying degrees of these handicaps, graduates reported a wide range of plans for the following fall. About 43% planned to continue their education while others (57%) planned to work.

Graduates not planning to work or attend school reported plans that included staying home, being placed in a residential care home, being a church missionary, and working in an activity center.

Chapter 4

Dropouts

The initial proposal for this longitudinal study did not include plans to discuss in detail sampled students who dropped out of school before they graduated. Since LAUSD is committed to counting dropouts, identifying at-risk students, and developing programs to keep at-risk students in school, the researchers believed it to be important to go beyond treating the dropouts as typical sample attrition. Consequently, a review of information about the dropouts is presented in this chapter.

Method of Gathering Dropout Data

Information on student dropouts was collected by using the same survey forms and procedures used to collect other baseline data for this report. Specifically, the process involved vocational education teachers interviewing students and investigating their records. For students who were no longer attending school, teachers investigated to determine their whereabouts. If these students had transferred within the district to schools for the handicapped or to regular high schools, their survey forms were forwarded. For other students, such as those who transferred to continuation schools, to regular school programs, to adult schools, or to schools out of the district, interviewers noted this information on their survey forms and saved these documents for data analysis.

During data analysis, forms showing student status as dropped out or transferred were sorted into separate groups to be analyzed by their groupings. Following the sorting, attempts were made to telephone all students listed as dropouts or transfers to confirm their status. Through phone conversations, researchers discovered that a number of students designated as dropouts were in fact attending other schools within LAUSD, or other public schools within California. Other students were confirmed to be dropouts, and remain in the dropout count. Students dropped from school rolls for 45 days or longer, and whose whereabouts were unknown, were also counted as dropouts.

Many dropouts in this study may be older than the typical high school dropout, who is under 19. This, however, is due to the fact that the sample included regular high school aged students and postgraduates whose ages ranged from 19 to 22.

Number of Dropouts

A total of 102 sampled students (11% of the initial sample) dropped out of school by the time data were gathered for the 2nd year of this 5-year study. The dropouts were distributed across grades 11, 12, and postgraduates (Figure 14). Because they were new to the study, the 1986-87 10th graders were not part of the dropout count. Their attrition was handled by replacement, randomly selecting other students from the same population.

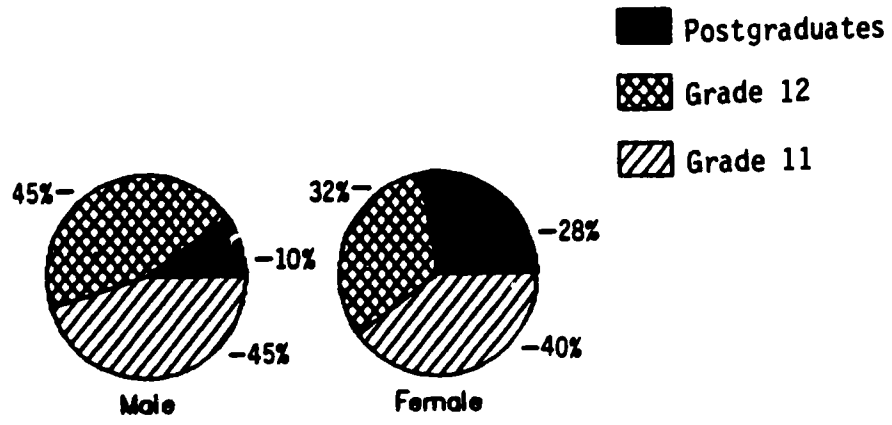

Figure 14. Dropouts by sex and by grade, 1986-87.

Dropouts by Sex

As shown in Figure 15, males dropped out more often then females. Males accounted for 61%, and females for 39%. Most dropouts were 11th and 12th graders, with grade 11 accounting for more than other grades. Numbers of dropouts progressively decreased as grade levels increased. Consequently, the group of postgraduates had the smallest numbers (Figure 14).

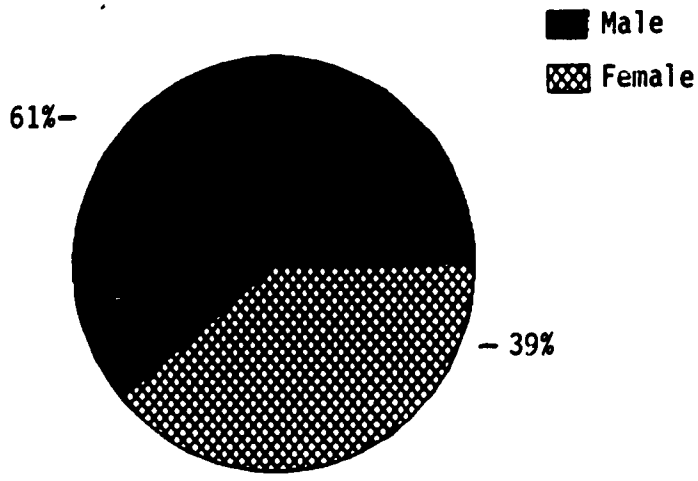

Figure 15. Dropouts by sex, 1986-87.

Dropouts by Ethnic Group

Even though the original general sample was a random selection of students from the district's seven ethnic groups, the dropouts were exclusively Blacks, Hispanics, and Whites. It should be noted that the ethnic groups represented also have the largest representation in the general sample (Figure 16).

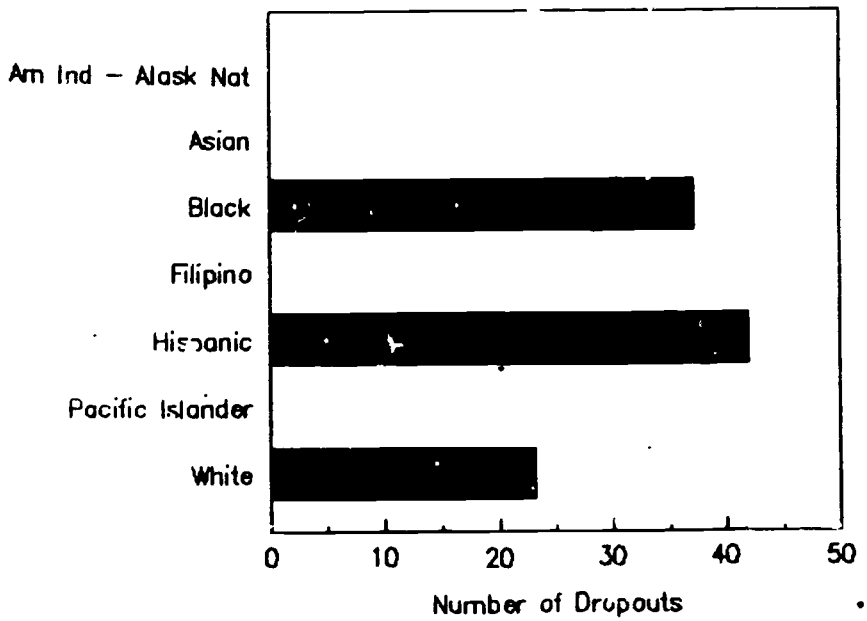

Figure 16. Dropouts by ethnic group, 1986-87.

Dropouts by Disability Group

All disability groups except the deaf are represented in the dropout count. Having the largest representation in the general sample, the learning handicapped dropped out more often than other students. Other groups amassing higher percentages were the educable retarded, and the orthopedically handicapped (Figure 17).

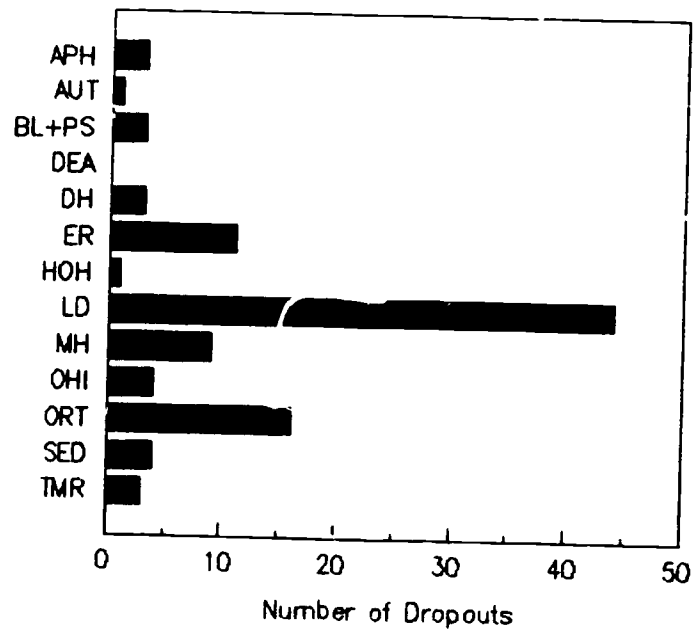

Figure 17. Dropouts by disability group, 1986-87.

Dropouts by Instructional Setting

Data on Instructional settings were analyzed with special attention being given to whether dropouts had attended special or regular schools and whether they were Special Day Class or resource Specialist Program students. This analysis seemed vital since it provided an opportunity to study the dropout situation in two different instructional settings.

The dropouts had attended regular high school and schools for the handicapped. The largest number (72 or 71%), however, were from regular school, the source of the largest proportion of the sample. Also in regular schools, more dropouts had been in special day classes than in the Resource Specialist Program. Special education schools accounted for 37 (29%), all from special day classes, the only instructional option in schools for the handicapped.

DIS Completed

The dropouts, irrespective of instructional setting, in addition to their academics, had availed themselves of Designated Instructional Services. Of the 72 from regular high schools, 60 had received at least one DIS. These DIS ranged across all such services offered in regular high schools, with counseling, vocational education, and language and speech being the most popular. Averaging one service per person, dropouts from special education schools generally had adaptive physical education and vocational education.

Reasons for Dropping Out

A telephone survey of 10 (of 102) dropouts revealed that they left school for different reasons. In summary, students dropped out because they:

- needed to earn money
- had problems with other students
- were frustrated with school
- had problems in school such as fighting and ditching classes
- had family problems
- had problems with teachers
- had not learned to read, and therefore believed school was a waste of time
- was encouraged by an administrator, because of chronic problems, to drop out and enroll in an occupational center
- believed they were too old to remain in school

Other reasons for not attending school were atypical: one student was incarcerated and another was decreased.

Other Sample Attrition

Besides the dropouts, 13 other students left school for various reasons. Of the 13, 8 transferred out of the district, 4 went to continuation schools, and 1 enrolled in a regular school program.

Summary

About 11% of the study sample reduction is due to students dropping out of school. The dropouts, representing all disability groups except deaf, had pursued their academics, and had availed themselves of services provided in their schools, but before receiving a diploma or a letter of recommendation, they dropped out.

Students who dropped out did so for different reasons, such as problems at home, problems at school, and problems in other areas such as needing money and feeling to old to remain in school.

Chapter 5

Findings and Recommendations

Findings

Preliminary Analysis - Postgraduate Data

- The 1986-87 grade 10 sample is similar in composition to the 1st-year (1985-86) grade 10 sample.
- Even though a large number of 1st year sample students was lost due to attrition over the 2 years, the major characteristics of the sample remain intact.
- Most LD sample students graduate or leave high school at the end of grade 12.
- Most sample students take regular or modified vocational training classes at their schools. Few students have taken more than 1 year of training
- A large number of grade 12 students receive Vocational Education Handicapped Services during their senior year.
- The popular vocational training classes taken by sample students are those in the arts/crafts/design/graphics category.
- Fewer sample students worked during the 2nd year of the study than during the 1st year. Almost all who worked were paid a salary. Most students work less than 30 hours each week and are satisfied with their jobs.
- Instructions for collecting data, replacing sample students, and adhering to deadlines have not been strictly followed by data collectors. A number of forms were incomplete and data for two schools were turned in too late to be included in this report.

Plans of the Graduates

Even though the sample of graduates studied for the 2nd year of this longitudinal study is smaller than the 1986 sample, their characteristics are essentially the same. Consequently, the following findings approximated the findings reported for the June 1986 graduates.

- Graduates comprised significantly more males than females, approximately 2:1.
- The percentage of graduates expecting to receive diplomas differed by gender. Slightly more than 60% of males expected diplomas, compared to 41% of females.
- Less than half (43%) of the graduates planned to continue their education in fall 1987.
- Of the graduates planning to attend school in fall 1987, the largest number planned to attend 2-year colleges.
- Only 5% (1 percentage point increase over 1986) planned to enroll in 4- colleges or universities.
- Part-time study and work was the choice stated by 35% of students planning post-high-school studies.
- Of those planning post-high-school studies, 51% expressed interest in vocational or technical courses, 15% planned to pursue academic courses, and 27% were undecided.
- Most institutions named by male and female students as schools they planned to attend were local community colleges and vocational/technical schools.
- Almost two-third of the graduates planned to be employed by fall 1987.

Dropouts

- o A total of 102 students (11%) in the initial (1985-86) sample dropped out of school by the time data were gathered for the 2nd year of this longitudinal study.
- o Males accounted for 61% of the dropouts, and females, 29%.
- o As for disability groups, the learning handicapped accounted for the largest proportion of dropouts.
- o About 71% of the dropouts were from SDC programs in regular high schools.
- o Students dropped out of school for different reasons. Included were, problems at home, problems at school, and problems in other areas such as needing money and feeling too old to remain in school.

Recommendations

A. Based on the analysis of data collected during this 2nd year of a 5-year longitudinal study to determine the extent to which present services and instruction received by special education students are effective in preparing them to live independently and to earn a living, it is recommended that:

- o Each student receive adequate college and career counseling. In addition, periodically, counselors should provide counseling sessions in which students are given information about their progress. In the sessions, counselors should make sure students understand the credits tney have earned and the number they need to earn for graduation.

- o Counselors, in helping students plan their high school program, stress the differences between a diploma and a letter of recommendation.
- o A follow-up study be planned to determine the incidence of dropouts across all district special education programs. In studying dropouts, efforts should be made to determine the factors that lead to their dropping out.

B. In order to have complete and accurate records and information for data analysis, the following are recommended:

- o Staff continue to develop procedures to monitor data collection in order to ensure the gathering of complete data for all sample students.
- o Staff plan a second session with data collectors approximately 2 weeks following the training sessions. The purpose will be to monitor the progress of the data gathering as well as the quality of the data being recorded. Approximately 2 weeks prior to the end of the collection period, staff should speak with each data collector to determine if the deadline will be met.
- o Staff develop a checksheet to be used by senior high special education staff to ensure that forms turned in are as complete as possible. A similar checklist should be given to data collectors for use as a self-check.
- o Staff determine if all vocational training classes are taught each year in all schools. If classes are not available at all schools each year, then a schedule of those classes available each year should be obtained to be used in future analysis.

APPENDIX A

Students in Sample

Table A-1

Comparison of Planned and Actual 1986-87 Grade 10 Sample by Handicap

Handicap	Sample			
	Planned		Actual	
	N	%	N	%
APH	6	1.8%	6	2.3%
AUT	6	1.8	6	2.3
BL+PS	3	0.9	3	1.2
DEA	3	0.9	0	0.0
DH	6	1.8	6	2.3
ER	32	9.4	29	11.2
HOH	6	1.8	3	1.2
MH	10	2.9	10	3.9
OHI	5	1.5	6	2.3
ORT	6	1.8	6	2.3
SED	11	3.2	4	1.6
TMR	19	5.6	18	7.0
LD	225	66.6	161	62.4
Total	338	100.0	258	100.0

Note. See Apppendix D for handicap terms and abbreviations.

Table A-2

Number and Percentage of 1986-87 Grade 10 Sample Students by Ethnicity

Ethnic Group	Number	Percentage
American Indian/Alaskan Native	4	1.5%
Asian	7	2.7
Black, not Hispanic	81	31.4
Filipino	1	0.4
Hispanic	104	40.3
Pacific Islander	2	0.8
White, not Hispanic	59	22.9
Total	258	100.0

Note. Totals may vary from other table totals. A few students were not identified by ethnic group.

Table A-3

Grade 10 Sample by Sex

Year	Sex				Total
	Male		Female		
	N	%	N	%	
1986	130	66.7%	65	33.3%	195
1987	177	68.1	83	31.9	260

Table A-4

Number and Percentage of 1986-87 Grade 10 Sample Students by Culmination Goal

Goal	Number of Students	Percentages
Diploma	160	68.1%
Letter of Recommendation	75	31.9
Total	235	100.0

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics.

Table A-5

Number and Percentage of Sample Students by Year and by Handicapping Condition

Handicapping Condition	Grade 11				Grade 12			
	1986		1987		1986		1987	
	N	%	N	%	N	%	N	%
APH	4	2.1%	2	2.0%	6	2.3%	6	2.9%
AUT	3	1.6	0	0.0	3	1.1	2	1.0
BL+PS	2	1.0	0	0.0	2	0.8	1	0.4
DEA	2	1.0	0	0.0	2	0.8	0	0.0
DH	3	1.6	0	0.0	2	0.8	4	1.9
ER	21	10.9	19	18.6	24	9.2	25	12.0
HOH	4	2.1	1	1.0	4	1.5	1	0.4
LD	122	63.6	69	67.6	164	62.5	121	57.9
MH	4	2.1	2	2.0	7	2.7	5	2.4
OHI	5	2.6	3	2.9	5	1.9	5	2.4
ORT	5	2.6	0	0.0	10	3.8	6	2.9
SED	6	3.1	2	2.0	11	4.2	11	5.3
TMR	11	5.7	4	3.9	22	8.4	22	10.5
Total	192	100.0	102	100.0	262	100.0	209	100.0

Note. See Appendix D for handicap terms and abbreviations. The 1986 numbers are from the previous grade.

Table A-6

Number and Percentage of Postgraduate Sample Students by Year and Handicapping Condition

Handicapping Condition	PG-1				PG-2			
	1986		1987		1986		1987	
	N	%	N	%	N	%	N	%
APH			0	0.0%	0	0.0%	0	0.0%
AUT			8	8.2	11	6.1	5	5.2
BL+PS			2	2.1	2	1.1	1	1.0
DEA			0	0.0	0	0.0	0	0.0
DH			4	4.1	7	3.9	4	4.2
ER			8	8.2	4	2.2	2	2.1
HOH			0	0.0	0	0.0	0	0.0
LD			18	18.6	3	1.7	0	0.0
MH			6	6.2	17	9.4	7	7.3
OHI			7	7.2	14	7.7	7	7.3
ORT			9	9.3	22	12.1	6	6.3
SED			2	2.1	6	3.3	1	1.0
TMR			33	34.0	95	52.5	63	65.6
Total			97	100.0	181	100.0	96	100.0

Note. See Appendix D for handicap terms and abbreviations. The 1986 numbers are from the previous grade. PG-1 and PG-2 = 1st- or 2nd year postgraduate (ages 19-22). PG-1 students are those who did not graduate in June 1986 and returned for the 1986-87 school year.

Table A-7

Comparison of Grades 11 and 12 Sample Students With Original Sample, by Ethnicity and by Grade

Ethnic Group	Grade 11				Grade 12			
	1986		1987		1986		1987	
	N	%	N	%	N	%	N	%
American Indian/ Alaskan Native	0	0.0%	0	0.0%	2	0.8%	2	0.9%
Asian	3	1.5	3	3.0	8	3.0	4	1.9
Black, not Hispanic	62	31.8	37	37.4	101	38.3	71	33.8
Filipino	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic	77	39.5	39	39.4	80	30.3	72	34.3
Pacific Islander	3	1.5	1	1.0	4	1.5	1	0.5
White, not Hispanic	50	25.6	19	19.2	69	26.1	60	28.6
Total	195	100.0	99	100.0	264	100.0	210	100.0

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. The 1986 figures are for the previous grade.

Table A-8

Number and Percentage of Postgraduate[a] Students, by Ethnicity and by Year

Ethnic Group	Postgraduate-1[b] 1986 N	%	Postgraduate-1[b] 1987 N	%	Postgraduate-2[b] 1986 N	%	Postgraduate-2[b] 1987 N	%	1987 Total
American Indian/ Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Asian	2	2.1	6	3.3	4	4.2			10
Black, not Hispanic	28	28.9	59	32.8	36	37.5			87
Filipino	1	1.0	3	1.7	1	1.0			2
Hispanic	36	37.1	39	21.7	12	12.5			48
Pacific Islander	0	0.0	1	0.5	1	1.0			1
White, not Hispanic	30	30.9	72	40.0	42	43.8			72
Total	97	100.0	180	100.0	96	100.0			193

Note. Totals may vary from other table totals due to incomplete data for some categories of student characteristics. [a]Postgraduate = students ages 19-22. [b]Postgraduate-1 and Postgraduate-2 = first or second year as a postgraduate student. These are students who did not graduate or leave school spring 1986 or 1987.

Table A-9

Sample by Sex and by Grade

Grade	Sex				Total
	Male		Female		
	N	%	N	%	
10	177	68.1%	83	31.9%	260
11	70	70.7	29	29.3	99
12	147	70.0	63	30.0	210
PG-1	60	61.9	37	38.1	97
PG-2	56	58.3	40	41.7	96
Total	510	66.9	252	33.1	762

Note. PG-1 and PG-2 = 1st- or 2nd-year postgraduate (ages 19-22).

Table A-10

Graduates by Sex

Sex	Number	%
Male	123	68%
Female	58	32
Total	181	100

Table A-11

Graduates by Ethnic Group

Ethnic Group	Number	%
American Indian/ Alaskan Native	0	0%
Asian	5	3
Black, not Hispanic	60	33
Filipino	0	0
Hispanic	54	30
Pacific Islander	0	0
White, not Hispanic	62	34
Total	181	100

Note. Three students were not identified by ethnic group; therefore, table total does not equal sample total.

Table A-12

Graduates by Disability Group

Disability Group	Number	%
Aphasia	6	3%
Autistic	3	2
Blind/Partially Sighted	1	1
Deaf	0	0
Developmentally Handicapped	2	1
Educable Retarded	18	10
Hard of Hearing	0	0
Learning Handicapped	97	54
Multihandicapped	6	3
Other Health Impaired	9	5
Orthopedically Handicapped	5	3
Seriously Emotionally Disturbed	6	3
Trainable Mentally Retarded	28	15
Total	181	100

Table A-13

Dropouts by Sex and by Grade

Grade	Male		Female	
	N	%	N	%
PG	6	10%	11	28%
12	28	45	13	32
11	28	45	16	40
Total	62		40	

Table A-14

Dropouts by Ethnic Group

Ethnic Group	Number	%
American Indian/ Alaskan Native	0	0%
Asian	0	0
Black, not Hispanic	37	36
Filipino	0	0
Hispanic	42	41
Pacific Islander	0	0
White, not Hispanic	23	23
Total	102	100

Table A-15

Dropouts by Disability Group

Disability Group	Number	%
Aphasia	3	3%
Autistic	1	1
Blind/Partially Sighted	3	3
Deaf	0	0
Developmentally Handicapped	3	3
Educable Retarded	11	11
Hard of Hearing	1	1
Learning Handicapped	44	43
Multihandicapped	9	9
Other Health Impaired	4	4
Orthopedically Handicapped	16	15
Seriously Emotionally Disturbed	4	4
Trainable Mentally Retarded	3	3
Total	102	100

APPENDIX B

Training Materials

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Data Collection Instructions for
Longitudinal Special Education Postsecondary Study

General Instructions

Data will be collected from March 9 thru May 18 by DIS teachers. Two forms will be used:

- Special Education Post-High-School Activities Study: Pregraduation (Completed for all 10th graders in sample. Forms for 11th and 12th graders were completed last school term and will only have to be updated)
- Special Education Survey: Plans of Graduates (Completed for students who fit the study definition of graduates)

Data should be collected in this priority order:

- 12th graders and postgraduates (students aged 19-22)
- 11th graders
- 10th graders

If a 10th grade student listed on a roster cannot be located, the responsible DIS teacher should contact William Renfroe or Lola Hendricks, Research and Evaluation at 625-6207 for a replacement.

All forms should be completed in ink.

If you have questions, please call William Renfroe or Lola Hendricks (625-6207), or Mark Stevens (742-7562).

Instruction for Completing the Special Education Post-High-School Activities Study: Pregraduation Form

All items on the form should be completed for 10th graders on your list.

Teachers packets of materials contain a lists of 11th and 12th graders and sets of forms for these students that were filled out last school term. These forms only need to be updated by adding new information. In most cases, new information will be students pregraduation experience, which include vocational training history and employment history. Information overlooked 1st year should be recorded.

If 11th or 12th graders listed on a roster cannot be located, the responsible DIS teachers should check with the school attendance office to see if the students transferred to other schools in the district. If so, this information should be communicated to Renfroe or Hendricks and the appropriate DIS teachers will be contacted. If it is determined that a student dropped out or moved out of the district, the teacher should write a note to this effect on the front of that student's form.

In order to save time and not gather information on students who are no longer in district schools, DIS teachers should first determine the enrollment status of all students on their lists.

If information for an item is unavailable, write 99 in the blank. If the response is zero, write 0 in the blank.

General Information

A. Information for A and B of the General Information section, except for ethnicity, should be available in student records (e.g., Cumulative file, IEP, etc.).

B. To complete the item requesting student ethnicity, you should refer to the section below, ethnic designations.

Ethnic Designations

Count students in the most applicable ethnic category to which they belong or with which they most closely identify. Use your personal judgment and do not question students. The ethnic designations defined are those used by the U.S. Department of Education, Office for Civil Rights, and by the California State Department of Education. They do not denote scientific definitions or anthropological origins.

- AMERICAN INDIAN OR ALASKAN NATIVE: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- ASIAN: A person having origins in any of the original peoples of the Far East, South Asia, or the Indian Subcontinent, e.g., China, India, Japan, and Korea.
- BLACK, NOT OF HISPANIC ORIGIN: A non- Hispanic person having origins in any of the black racial groups of Africa.
- FILIPINO: A person having origins in any of the original peoples of the Philippine Islands.
- HISPANIC: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin--regardless of race.
- PACIFIC ISLANDER: A person having origins in any of the original peoples of the Polynesian, Micronesian, or Melanesian Islands. Do not include the Philippine Islands.
- WHITE, NOT OF HISPANIC ORIGIN: A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England. Portugal. Egypt, and Iran.

C. Attitude/Behavior Rating - This section should be completed by persons

well-acquainted with the student. The DIS teacher should ask someone who, in their judgment, will have enough information about the student to provide a valid assessment. Show who provided the information by checking the appropriate category under item 49.

Pregraduation Experience

This section collects information on sample students' training and employment activities prior to graduating or leaving high school. Items in this section should be as complete as possible, although all information may not be available in regular student records. Persons collecting this information will need to use their judgement to determine the best data sources.

A. Section A - Vocational Training History

1. Record the grade student was in at the time training occurred.

2. Record the code (1 or 2) that indicates if the training took place at a school or in a community facility.

3. Refer to "Training Codes." Locate the category that best describes the training and training setting student was/is involved in.

4. Check the type of training:

Type	Check
a. Regular or modified classes	REG/MOD
b. Regional Occupational Program or Regional Occupational Center	ROP/ROC
c. Vocational Education Handicap Services	VEH

5. Record the general category, category code, number of weeks student was in training, if training was completed, and when. If training is ROP/ROC, check and record the code 000 in the appropriate box.

B. Section B - Employment History

1. Complete this section for students who have worked in a paid, unpaid or work incentive program. Write 99 in the "Employer Name" box for students who have no known work experience.

2. Refer to the "Two Digit Occupational Division" codes for the general occupational category and code that best describe the work a student is performing.

3. If a student is no longer employed in a position, refer to "Reasons for Leaving Employment" and record the code that best describes the reason for leaving. If the student is still employed, place a 0 in the blank.

4. To determine the level of job satisfaction for students, it

may be necessary to question the student. The interviewer, in asking for this information, should try not to direct the students' response, but rather "interpret" the response.

Instructions for Completing the Special Education Survey: Plans of Graduates

1. Plans of Graduates forms should be completed for all students in the sample who plan to graduate in June 1987. For this study, a graduate is a student who will receive a diploma, who will receive a letter of recommendation instead of a diploma. Students who will reach age 22 by June and become ineligible for instruction should be considered graduates.

2. Special education teachers or counselors will need to be consulted to determine who will graduate.

3. The form should be completed at the time the pregraduation information is collected.

4. Information (plans) should be obtained through interviews with graduates. If graduates are unable to give the information, the interviewer should consult their parents, teachers, or counselors. The interviewer should record the information, not the graduate.

5. The interviewer should use professional judgement in questioning students and recording their responses. A student may verbalize plans that are not logical for a person with the student's handicapping condition. Situations of this nature require the interviewer to ask the student to clarify his/her response.

6. Because of individual differences, some students will require more time to answer questions, slower pace questioning, or additional questioning to obtain good responses. of course, the students' handicapping condition must be considered at all times.

7. If needed, the interviewer should give breaks, time out, or whatever consideration is needed to get good information.

8. Complete all questions. It might be necessary to check students' records for background information. Items in Part II: Plans, require checking or circling the student response. Follow directions.

9. Item 15 asks for plans not already explained. To get good information, the interviewer may have to probe a bit to get the student to reveal information not already discussed.

Returning Forms

When each grade level set is completed, clip the forms to the appropriate sample list, place in an envelop, and have someone personally deliver to:

Special Education Offices
Senior High Division
Attn.: Mark Stevens, VEH Coordinator

TRAINING CODES
Vocational Classes in Regular Schools

Classes	Code
ADULT LIVING SKILLS	(001)
Basic Living Skills	
Independent Living	
Mobility	
Orientation and Mobility	
Social and Environmental Skills	
Law and You	
Communication Skills for Independent Living	
Driver Education	
AGRICULTURAL/ENVIRONMENTAL	(002)
Agriculture	
Introduction to Agriculture	
Plant and Soil Science	
Animal Science	
Vocational Agriculture	
Environmental Management	
Environmental Science	
Forestry	
Vocational Forestry/Natural Resources	
ARTS/CRAFTS/DESIGN/GRAPHICS	(003)
Ceramics	
Design Crafts	
Jewelry	
Folk Arts and Contemporary Crafts	
Design	
Art Production	
Advertising Design	
Stage Design	
Calligraphy	
Computer Graphics	
Printmaking	
Photography	
Photo Production	
Filmmaking	
Graphic Arts	
Modified Graphic Arts	
CLERICAL	
Typewriting	
Clerical Program	
Modified Basic Typewriting	
Word Processing	

Classes	Code
AUTO MECHANICS	(004)
Auto Mechanics	
CHILD CARE	(005)
Careers with Children	
Modified Child Care	
COMPUTERS	(006)
Introduction to Computers	
Computer Programming	
Data Processing	
DRAFTING	(007)
Drafting, Technical	
Drafting, Architectural	
Blueprint Reading and Sketching	
COSMETOLOGY/BARBERING	(008)
Cosmetology	
Manicurist	
FOOD SERVICES	(009)
Food Service Occupations	
Hotel and Restaurant Occupations	
HEALTH CAREERS	(010)
Health Careers Survey	
Hospital Occupations	
Nursing Assistant	
Modified Nursing Aide/Long-Term Care	
HORTICULTURE/FLORICULTURE	(011)
Horticulture	
Vocational Horticulture	
Floriculture	
Floral Occupations	
Modified Vocational Horticulture	
LANDSCAPING	(012)
Landscape Design, Construction, and Maintenance	

VOCATIONAL CLASSES IN SPECIAL SCHOOLS (MODIFIED)

Classes	Code
ADULT LIVING SKILLS	101
Independent Living	
Daily Living	
AGRICULTURE	102
Agriculture	
Floriculture	
Gardening	
Horticulture	
BUSINESS	103
Business English	
Computers	
Typing	
CRAFTS	104
Art	
Arts/Crafts	
Crafts	
Design Crafts	
Sewing	
DRIVER EDUCATION	105
INDUSTRIAL ARTS	106
Drafting	
Graphic Arts	
Jewelry	
Wood	
LAUNDRY	107
MAINTENANCE	108
Beach Maintenance	
Building Maintenance	
Grounds Maintenance	
Landscape Maintenance	
MOBILITY	109
OCCUPATIONAL TRAINING	110
Preoccupational Training	
Prevocational Training	
Teacher's Helper	
Vocational Orientation	
WORK EXPERIENCE	111
WORKSHOP (OFF-CAMPUS)	112
WORKSHOP (ON-CAMPUS)	113

Classes	Code
MAINTENANCE, BUILDING AND GROUNDS	(013)
Modified Building Maintenance/ Service	
METALWORKING/MACHINE SHOP	(014)
General Metal	
Sheet Metal	
Machine Shop	
MILITARY	(015)
PLASTICS AND INDUSTRIAL CRAFTS	(016)
Plastics, Industrial	
UPHOLSTERY	(017)
Modified Upholstery	
Upholstery	

Classes	Code
WOODWORKING	(018)
Modified Woodshop	
Wood, Cabinetmaking	
Wood, Carpentry, and Construction	
Wood, Industrial	
* OTHER	(019)
Preoccupational Training	
Prevocational Training	
Sheltered Workshop (on campus)	
Sheltered Workshop (off Campus)	
Work Experience	

VEH SERVICES

Service	Code
HIGH TECH PROGRAM	201
JOB PLACEMENT	202
OCCUPATIONAL CENTERS	203
Full-time	
Concurrent	
REFERRAL TO COMMUNITY AGENCY	204
Department of Rehabilitation	
Regional Centers	
Other	
VOCATIONAL CAREER COUNSELING	205
VOCATIONAL ASSESSMENT	206
WORK ABILITY	207
WORK INCENTIVE	208

SUMMARY LISTING OF OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES

0/1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Agricultural, fishery, forestry, and related occupations
5 Processing occupations
6 Machine trades occupations
7 Benchwork occupations
8 Structural work occupations
9 Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00/01 Occupations in architecture, enginneering, and surveying
02 Occupations in mathematics and physical sciences
04 Occupations in life sciences
05 Occupations in social sciences
07 Occupations in medicine and health
09 Occupations in education
10 Occupations in museum, library, and archival sciences
11 Occupations in law and jurisprudence
12 Occupations in religion and theology
13 Occupations in writing
14 Occupations in art
15 Occupations in entertainment and recreation
16 Occupations in administrative specialization
18 Managers and official, n.e.c.
19 Miscellaneoous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20 Stenography, typing, filing, and related occupations
21 Computing and account-recording occupations
22 Production and stock clerks and related occupations
23 Information and message distribution occupations
24 Miscellaneous clerical occupations
25 Sales occupations, service
26 Sales occupations, consumable commodities
27 Sales occupations, commodities, n.e.c.
29 Miscellaneous sales occupations

SUMMARY LISTING OF OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS (CONTINUED)

SERVICE OCCUPATIONS

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations
33 Barbering, cosmetology, and related service occupations
34 Amusement and recreation sercice occupations
35 Miscellaneous personal service occupations
36 Apparel and furnishings service occupations
37 Protective service occupations
38 Building and related service occupations

AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous agricultural and related occupations
44 Fishery and related occupations
45 Forestry occupations
46 Hunting, trapping, and related occupations

PROCESSING OCCUPATIONS

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62/63 Mechanics and machinery repairers
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine traders occupations, n.e.c.

SUMMARY LISTING OF OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS (CONTINUED)

BENCHWORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal prduct, n.e.c.
71 Occupations in fabrication and repair of scientific, medical photograhic, optical, horological, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76 Occupations in fabrication and repair of wood products
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, and related products
79 Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.
81 Welders, cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c.
89 Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor frieght occupatons
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
95 Occupations in production and distribution of utilities
96 Amusement, recreation, motion picture, radio and television occupations, n.e.c.
97 Occupations in graphic art work

Reasons for Leaving Employment

Reason	Code
o No transportation	01
o Conflicted with school hours	02
o Job too difficult	03
o Job too easy	04
o Left for a better paying job	05
o Left for a more interesting/challenging job	06
o Pay too low	07
o Employer termination	08
o Personal illness	09
o Family problems	10
o Parental influence	11
o Work station not accessible for handicapping condition	12
o Married	13
o Change of residence	14
o Conflict with supervisor	15
o Conflict with co-workers	16
o Other (explain)	17

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APPENDIX C

Evaluation Forms

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SPECIAL EDUCATION POST-HIGH-SCHOOL ACTIVITIES STUDY: PREGRADUATION

GENERAL INFORMATION

A. Student Information

(1) Student Name _____ (2) Sex (Circle one) Male 1 Female 2 (3) Student ID _____
Last First

(4) Grade 10 11 12 PG (5) Birthdate _____
Month Day Year

(6) Home Address _____
Street City Zip Code

(7) Ethnicity (Circle one) American Indian Alaskan Native 1; Asian 2; Black, Not Hispanic 3; Filipino 4; Hispanic 5; Pacific Islander 6; White, Not Hispanic 7

(8) Home Language _____ (9) Student Language _____

(10) Handicapping Condition (Circle one) APH 01 AUT 02 BL 03 DEA 04 DH 05 ER 06 HOH 07 LD 08 MH 09 OHI 10 ORT 11 PS 12 SED 13 TMR 14

(11) Initial Year in Special Education _____

(12) School of Residence _____ (13) Location Code _____ (14) School of Attendance _____ (15) Location Code _____

(16) Instructional Setting (Check all that apply)

a. Regular School ___

b. Special School ___

c. Resource Specialist Program (RSP)___

d. Special Day Class (SDC)___

(17) Designated Instruction/Services (DIS) ___
(Specify) APE ___ PH ___
Counseling ___ Voc./Educ. ___
HOH ___ VH ___
LAS ___

(18) Culmination Goal (Circle one) Diploma 1 Letter of Recommendation 2

(19) Proficiency Tests Passed SHARP___ Year TOPICS___ Year WRITE SR___ Year

B. Location Information

(20) Parent/Guardian _____ (21) _____
Male Female

(22) Address _____ (23) Telephone ( ) _____
Street City Zip Code

(24) Employer _____ (25) Telephone _____ (26) Employer _____ (27) Telephone _____

(28) Foster Home/Licensed Children's Institution _____

(30) Relative _____ (31) Relationship _____

(32) Address _____ (33) Telephone ( ) _____

(34) Other _____ (35) Relationship _____

(36) Address _____ (37) Telephone ( ) _____

C. Attitude/Behavior Rating

This student:	Almost never	Seldom	About 50% of the time	Usually	Almost always
(38) Is responsible	___	___	___	___	___
(39) Attends school	___	___	___	___	___
(40) Is punctual	___	___	___	___	___
(41) Has good work habits	___	___	___	___	___
(42) Performs all class tasks well	___	___	___	___	___
(43) Performs academic tasks well	___	___	___	___	___
(44) Exhibits good social behavior/adjustment	___	___	___	___	___
(45) Is attentive in class	___	___	___	___	___
(46) Gets along well with peers	___	___	___	___	___
(47) Gets along well with adults	___	___	___	___	___
(48) Appears to enjoy school	___	___	___	___	___

(49) Info Obtained from:

- Counselor___
- Home Room Tchr___
- Other (Specify)___

PREGRADUATION EXPERIENCE

A. Vocational Training History

Student Name _____

	Grade	Location 1=School 2=Community	Type Training* Reg/ Mod	ROP/ ROC	VEH	Category	Code	Weeks in Training	Training Completed 1=Yes 2=No	Year
(50)										
(51)										
(52)										
(53)										
(54)										
(55)										
(56)										

* Refer to "Training Codes."

B. Employment History

	Date From-To	Employer Name	Employer Address	Payment Type 1=Paid 2=Unpaid 3=Wrk.Incen.	Job Description Code**	Weeks on Job	Hours Per Week	Weekly Salary	Reason for Leaving Codes***	Job Satisfaction 1=yes 2=no 3=Somewhat
(57)										
(58)										
(59)										
(60)										

** Refer to "Two-Digit Occupational Division" codes. ***Refer to "Reasons for Leaving Employment."

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Special Education Survey: Plans of Graduates
May 1987

Part I: Background Information

1. School Name _____ Location Code _____

2. Student Name _____ Student ID# _____
   Last First Initial

3. Sex (Circle one): Male Female

4. Birthdate: Month ___ Day ___ Year ___ Telephone No. _____

5. Permanent address: _____
   Street City State Zip Code

6. Ethnic group: (Mark one only)

   American Indian/ Alaskan Native___ Asian___ Black, Not Hispanic___ Filipino___ Hispanic___ Pacific Islander___

   White, Not Hispanic___

7. Handicapping Condition: (Circle one only)

APH	AUT	BL	DEA	DH	ER	HOH	LD	MH	OHI	ORT	PS	SED	TMR
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Part II: Plans

8. When you graduate, which will you receive? (Check one)
   A diploma ___ A letter of recommendation instead of a diploma ___

9. Are you planning to attend school in fall 1987?

   Yes ☐ (If yes, go to #10) No ☐ (If no, go to #14)

10. What best describes the school you plan to attend? (Mark one in each group)

    I plan to attend:

    a. ☐ A 4-year college/university

    b. ☐ A 2-year college

    c. ☐ A vocational/technical school or skill center

11. I plan to be a:

    d. ☐ Full-time student

    e. ☐ Part-time student

    f. ☐ Part-time student and part-time worker

    g. ☐ Part-time student, homemaker

over

12. Please name the school you will be attending in fall 1987.

_____

13. If you will be attending a 2-year college or vocational/technical school in fall 1987, wnat type of course will you be taking? (Mark only one)

a. ☐ Vocational or technical emphasis

b. ☐ Academic emphasis

c. ☐ Uncertain

14. Do you plan to have a job in fall 1987?

Yes ☐ (If yes, go to #15) No ☐ (If no, go to #17)

15. What best describes your plan for work?

I plan to be a: (Mark one only)

a. ☐ Full-time worker

b. ☐ Part-time worker

c. ☐ Full- or part-time worker in an apprenticeship program

d. ☐ Worker in a sheltered workshop

e. ☐ Full-time military person

f. ☐ Full- or part-time homemaker

16. What is the name of the job or occupation you plan to have?

_____

17. If you don't plan to work or attend school in fall 1987, please explain any other plans you might nave.

_____

_____

_____

Information obtained from:

- Student___
- Parent___
- Counselor___
- Teacher___
- Other (Specify)___

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APPENDIX D

Handicap Class Codes

HANDICAP CLASS CODES

Codes	Description
APH	Severe Disorders of Language/Aphasia
ASC	Assessment Service Center
AUT	Autistic
DH	Developmentally Handicapped
DHH	Deaf/Hard of Hearing
ER	Educable Retarded
LH	Learning Handicapped (EH)
MH	Multihandicapped
NC	Noncategorical
OH	Orthopedic/Other Health Impaired
RSP	Resource Specialist Program
SED	Seriously Emotionally Disturbed
TEL	Teleclass
TMR	Trainable Mentally Retarded
VH	Visually Handicapped

APPENDIX E

Longitudinal and Cross-Sectional Study

LONGITUDINAL AND CROSS-SECTIONAL STUDY OF SPECIAL EDUCATION STUDENTS, 1985-1990