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CONTINUING EMPLOYMENT THROUGH TRAINING.

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THE EFFECTIVENESS OF MODESTO JUNIOR COLLEGE'S MULTIOCCUPATIONAL TRAINING PROJECT AT NEW HOPE SCHOOL WAS EVALUATED ON THE BASIS OF SUBSEQUENT EMPLOYMENT OF TRAINEES. DATA ON THE CURRENT EMPLOYMENT STATUSES OF TRAINEES AND DROPOUTS, REASONS FOR BEING OUT OF THE LABOR FORCE, ANTICIPATED EMPLOYMENT, EMPLOYMENT PATTERNS AND EARNING POWER OF EMPLOYED TRAINEES, SOURCES OF PRESENT JOBS, REFERRAL PATTERNS, AND ASSESSMENTS OF THE VALUE OF TRAINING WERE OBTAINED WITH A POST-TRAINING REPORT, GENERALLY IN CONJUCTION WITH INTERVIEWS, 3, 6, AND 12 MONTHS AFTER TRAINING. NEW HOPE PROJECT EMPLOYMENT RATES FOR ANY GIVEN WEEK RAN BETWEEN 55 AND 60 PERCENT. THE ACTUAL UNEMPLOYMENT RATE FOR THE PROJECT WAS BETWEEN 10 AND 15 PERCENT. EIGHT PERCENT OF THE TRAINEES WERE OUT OF THE LABOR FORCE. TRAINEES TENDED TO ENTER TRAINING-RELATED JOBS, AND THOSE WHO DID SO OVERWHELMINGLY FOUND THEIR TRAINING OF VALUE. JOB PLACEMENT WAS DONE MORE SUCCESSFULLY BY THE TRAINING PROJECT THAN BY EMPLOYMENT SERVICES. THE AVERAGE EARNING POWER WAS LISTED AS $1.82 PER HOUR AND COMPARED FAVORABLY WITH THE EARNING POWER OF OTHERS IN THE SUBCULTURE. PREVOCATIONAL TRAINING OR LACK THEREOF APPEARED TO HAVE LITTLE BEARING ON SUBSEQUENT EMPLOYMENT. A COMPREHENSIVE FOLLOWUP STUDY OF TRAINEES AND EVALUATIVE STUDIES OF TRAINING PROGRAMS, TRAINING NEEDS, PARTICIPANT CHARACTERISTICS, AND REASONS FOR NONPARTICIPATION WERE RECOMMENDED. THE DOCUMENT INCLUDES 13 TABLES. (LY)

Report No. 7
Follow-Up
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Stanislaus County Multi-Occupational
Adult Training Project
MDTA New Hope School

CONTINUING EMPLOYMENT

THROUGH

TRAINING

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CONTINUING EMPLOYMENT THROUGH TRAINING

All educational programs are constantly faced with the task of determining their effectiveness. In many cases this is an attempt to measure success. However, success is a very difficult thing to measure since it is composed of a great variety of factors. For example, if adult students know more about a subject and can use that knowledge in a useful manner, if adult students who were school dropouts do not fall out of the educational program, if adult students who had committed a variety of criminal offenses do not repeat such offenses, if adult students who had been on welfare do not return to the relief roles, then an educational program can speak of success. In effect, success means many things, but it can be defined in a logical manner so that all can agree that the measurement does reflect success.

The success of an educational program to train the undereducated and unemployed for continuing employment can be partially reflected by calculating the number of students who become employed. This can be accomplished providing that there are funds and time allotted to this purpose. Unfortunately, very few MDTA programs are allowed this opportunity. Such programs must rely upon casual observance, opinion and general feeling that they are assisting people to become employed. In essence, there are no provisions for any evaluative process. Instead, the local MDTA program usually relies on a very few individual project reports and national statistics hoping that they reflect the local program and simply guess about their own effectiveness.

Often these reports do not reflect the local program in terms of even the most fundamental statistics such as education. For example, the New Hope Project [1]

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[1] A Manpower Training Project at Modesto, California which is practically the only one in the state with evaluative services, and these services are not even funded by the Manpower Act.

reported that 19.2 percent of its enrollees had less than an eighth grade education, while the national MDTA program found 7.6 percent had less than an eighth grade education.[2] The national program report found that nearly one-half of the trainees have twelve or more years of education, while the New Hope Project could only find 23 percent with this much education. One of the very few individual programs to publish such statistics, the Norfolk Project,[3] reports that one-third of its trainees had completed twelve years of school. This is 10 percent more than the New Hope Project and 15 percent less than the national program reports. When one recognizes that the New Hope Project has had over 1,000 referrals and that 10 percent represents over 100 people, the differences no longer seem remote or small.

These reports are not always so radically different from one another. For example, the average ages of trainees were similar; Norfolk 30.9 years, national reported a range of 22 to 44, and New Hope 33.2 years; the age split 40 percent men and 60 percent women as reported by the national program and the New Hope Project was identical. All of these figures, however, neglect one critical aspect even when they are the same. There is no point in reporting any figure if it has no meaning for modifying and improving the local educational program so that it may become more effective. Even sex and age distributions have rather limited implications for program building on the local level when a local program has no comparative figures.

Perhaps even more basic than the limitations that available data describe

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[2] Report of the Secretary of Labor on Manpower Research and Training under MDTA, U. S. Government Printing Office, Washington, D.C., March, 1966.

[3] Manpower Evaluation Report #5, U. S. Department of Labor Office, Manpower, Automation and Training, Washington, D.C., October, 1965.

different populations or that there isn't any data with which to compare is that the employment opportunities between California and Virginia or between California and a national picture are considerably different. This obvious difference becomes even more dramatic when one tries to compare a rural MDTA project with an urban project.

This review of the existing literature brings one to the discouraging realization that if funds and time are found to measure program success in terms of continuing employment the findings cannot be compared to other similar programs. In effect, there is no basis upon which to decide that a given rate of employment is satisfactory or not. Specifically, if the local program has students with less education, more time on welfare, lower levels of income, more of its women students as the head of the household, etc., than the national average, should they be expected to have the same rate of employment as reported in the national averages?

PURPOSE

The purpose of this report was to determine the effectiveness of the New Hope Project through a computation of rates of employment. In this way a partial attempt to measure success was undertaken. This report was seen as an intermediate step that was needed before one could begin to explore the "why?" behind these rates, which would have the greatest implications for program building. Such an exploration, however, is underway and will be the subject of a more comprehensive report.

PROCEDURE

Data was gathered by the employment service and the training facility using employment's Post Training Report. In most instances this meant a personal interview with the trainee at three, six, and twelve month intervals after training was completed. Data from the reports were coded and placed on machine cards. A program prepared by the college was used in the computer to provide a tabular analysis.

FINDINGS

Table I provides an overall picture of trainees who have been or are at present participants in the New Hope Project. Although it provides a current overview, it does so by including prevocational trainees who have not been trained for a specific occupation, individuals who dropped before they completed training, and persons still engaged in prevocational and vocational classes. Thus, it is more of a status chart than a follow-up, since it provides little clarity to the employment picture. Table I suggests that the project has lost contact with one out of every four persons who had been referred for training. This may not be too unusual if the population is as mobile as casual observance would seem to suggest. It is apparent, however, that improvements in maintaining personal contact with former students are needed if more complete follow-ups are to become available. At this time 1006 different referrals have been made to the New Hope Project; 11 percent are enrolled in classes, 27 percent were not located, 15 percent were out of the labor force, 10 percent were unemployed, and 37.5 percent were working.

TABLE I

PRESENT STATUS OF ALL FORMER AND CURRENT MODESTO MANPOWER TRAINEES

EDUCATIONAL PROGRAM	Employed f*	Employed %	Unemployed f	Unemployed %	Out of the Labor Force f	Out of the Labor Force %	Unknown f	Unknown %	Active f	Active %	Total f
Prevocational	12	8.8	4	2.9	16	11.8	53	39.0	51	37.5	136
Homemaker	3	50.0	1	16.7	0	0.0	2	33.3	-	-	6
TRADE AND INDUSTRIAL VOCATIONS											
Custodian	75	64.7	11	9.5	6	5.2	24	20.6	-	-	116
Cook	24	40.8	11	18.6	14	23.7	10	16.9	-	-	59
Waitress	14	32.6	7	16.2	10	23.3	12	27.9	-	-	43
Service Station	12	35.3	4	11.8	3	8.8	15	44.1	-	-	34
Dry Cleaning	15	29.4	7	13.7	8	15.7	8	15.7	13	25.5	51
Nurse Aide	85	42.3	11	5.5	33	16.4	72	35.8	-	-	201
L P N	35	48.0	-	-	11	15.1	12	16.4	15	20.5	73
Dental Ass't.	2	13.3	2	13.3	4	26.7	2	13.3	5	33.4	15
TOTAL	262	44.3	53	9.0	89	15.0	155	26.1	33	5.6	592
BUSINESS VOCATIONS											
Bank Teller	8	47.1	5	29.3	2	11.8	2	11.8	-	-	17
Bookkeeper	14	31.8	4	9.1	7	15.9	4	9.1	15	34.1	44
Cashier	5	62.5	2	25.0	0	-	1	12.5	-	-	8
Clerk Typist	19	30.6	9	14.5	13	21.0	10	16.1	11	17.8	62
Sales	29	43.9	12	18.2	17	25.8	8	12.1	-	-	66
TOTAL	75	38.1	32	16.2	39	19.8	25	12.7	26	13.2	197
AGRICULTURAL VOCATIONS											
Milker	1	7.7	1	7.7	1	7.7	10	76.9	-	-	13
Farm Mech.	15	57.7	3	11.5	0	-	8	30.8	-	-	26
Groundsman	6	54.5	0	-	3	27.3	2	18.2	-	-	11
Pruner	2	8.0	1	4.0	0	-	22	88.0	-	-	25
TOTAL	24	32.0	5	6.7	4	5.3	42	56.0	-	-	75
GRAND TOTAL ALL PROGRAMS	376	37.5	95	9.4	148	14.7	277	27.5	110	10.9	1006

f = frequency

Table I includes 289 individuals who dropped from the various programs and who were not included in the follow-up tables. One cannot assume that their educational exposure was sufficient to cause them to go to work as they might have gone to work even if they were not exposed to the New Hope Project. At the same time, however, one cannot say that they didn't go to work because of the exposure to the New Hope training program. Without trying to explain or allude to the cause of going to work, an analysis of the employment picture of dropouts was undertaken.

Table II indicates that approximately one-fifth of the vocational dropouts are employed. The percentage of dropouts who were unemployed or out of the labor force was very similar in the industrial and business vocational areas. Since about one-half of the dropouts were not contacted, however, the meaningfulness of the figures was limited. The efforts of the business areas could be imitated to make improvements in reducing the number of unknowns since they have between 10 and 22 percent fewer unknowns than do the other educational programs. Dropouts do become employed, but without a modification in the research design, one cannot tell if the employment rates are related to training or simply what one would expect on the basis of chance. If such a question is deemed of sufficient importance, then a design to provide such an answer could be considered.

Although not shown in Table II, it was found that one-half of the dropouts who were employed had entered occupations related to the training they did not complete. This seems to suggest a value for such training, but the numbers are small and meaningful findings based on the data could not be described.

TABLE II

EMPLOYMENT STATUS OF NEW HOPE DROPOUTS

TRAINING PROGRAM	Employed f	Employed %	Unemployed f	Unemployed %	Out of the Labor Force f	Out of the Labor Force %	Unknown f	Unknown %	Total f
Prevocational	12	14.1	4	4.7	16	18.9	53	62.3	85
TRADE & INDUSTRIAL									
Homemaker	0		0		0		2		2
Custodian	6		1		2		10		19
Waitress	2		0		1		4		7
Cook	3		0		2		4		9
Service Sta.	0		1		0		3		4
Dry Cleaning	5		2		6		5		18
Nurse Aide	2		0		10		29		41
L V N	11		0		9		11		31
Dental Ass't.	2		2		4		2		10
SUBTOTAL	31	22.0	6	4.2	34	24.1	70	49.7	141
BUSINESS									
Sales	1		0		1		5		7
Clerk-Typist	7		4		8		9		28
Bookkeeper	3		0		3		4		10
SUBTOTAL	11	24.4	4	8.9	12	26.7	18	40.0	45
AGRICULTURE									
Groundsman	0		0		1		1		2
Dairy	0		0		0		3		3
Farm Mech.	6		1		0		6		13
SUBTOTAL	6	33.3	1	5.6	1	5.6	10	55.5	18
GRAND TOTAL	60	20.8	15	5.2	63	21.8	151	52.2	289

The follow-up tables III through XIII include only those individuals for whom employment completed a follow-up, plus individuals who they were unable to locate, individuals who had not been out of training long enough for employment to follow up and individuals who completed training before employment was using its current follow-up procedure (this included one custodial class and four nurse aide classes). If the training facility was able to locate a student that employment had not been able to follow up, and if they could acquire exactly the same information that employment gathers, and if the information met all of employment's check procedures, then that individual was included in the follow-up tables. In this way some 607 persons were identified, 350 followed up by employment, and 257 by the training facility. This is the basis of Tables III through XIII.

In consulting Table III it was found that as of October 1, 1966 one out of every two persons who had completed vocational training was employed, while approximately one out of ten was unemployed. The remaining one-third were either out of the labor force (14.0 percent) or unknown (20.7 percent). Although every effort had been made to reach each trainee, the 21 percent who were not contacted may change materially the employment rates reported in Table II. For example, it was possible to establish that over 15 percent were working elsewhere in the state, but the name of the firm for whom they were working, at what rate of pay, etc., was not determined; therefore, these persons were reported as unknown.

The rate of employment for the industrial and business vocations was very similar to the overall rate reported above. On the other hand, the rate of unemployment and persons out of the labor force in the business occupations were eleven to fifteen percent higher than the industrial occupations; while the percent unknown decreased 15 percent.

TABLE III

EMPLOYMENT STATUS OF INDIVIDUALS
WHO COMPLETED TRAINING AS OF OCTOBER 1, 1966

EDUCATIONAL PROGRAM	Employed f	Employed %	Unemployed f	Unemployed %	Out of Labor Force f	Out of Labor Force %	Unknown f	Unknown %	Total f
Homemaker	3	75.0	1	25.0	0	-	0	-	4
TRADE AND INDUSTRIAL									
Custodian	69	71.2	10	10.3	4	4.1	14	14.4	97
Cook	21	42.0	11	22.0	12	24.0	6	12.0	50
Waitress	12	33.4	7	19.4	9	25.0	8	22.2	36
Service Station	12	40.0	3	10.0	3	10.0	12	40.0	30
Dry Cleaning	10	50.0	5	25.0	2	10.0	3	15.0	20
Nurse Aide	83	51.8	11	6.9	23	14.4	43	26.9	160
L P N	24	88.9	0	-	2	7.4	1	3.7	27
Dental Ass't.	0	-	0	-	0	-	0	-	0
TOTAL	231	55.0	47	11.2	55	13.1	87	20.7	420
BUSINESS VOCATIONS									
Bank Teller	8	47.0	5	29.4	2	11.8	2	11.8	17
Bookkeeper	11	57.9	4	21.0	4	21.1	0	-	19
Cashier	5	62.5	2	25.0	0	-	1	12.5	8
Clerk Typist	12	52.3	5	21.7	5	21.7	1	4.3	23
Sales	28	47.5	12	20.3	16	27.1	3	5.1	59
TOTAL	64	50.8	28	22.2	27	21.4	7	5.6	126
AGRICULTURAL VOCATIONS									
Milker	1	10.0	1	10.0	1	10.0	7	70.0	10
Farm Mech.	9	69.2	2	15.4	0	-	2	15.4	13
Groundsman	6	66.7	0	-	2	22.2	1	11.1	9
Pruner	2	8.0	1	4.0	0	-	22	88.0	25
TOTAL	18	31.6	4	7.0	3	5.3	32	56.1	57
GRAND TOTAL ALL PROGRAMS	316	52.1	80	13.2	85	14.0	126	20.7	607

If business trainees were representative of all individuals who completed training programs, it would appear that as the percentage of unknowns decrease, the rate of unemployment and out of the labor force would increase. However, with the exception of business occupations there is no basis for such a finding for the total project. Business accounts for only one-fifth of the total trainees and could not be considered representative of the total project. Moreover, the finding that 15 percent of the unknowns were apparently employed elsewhere in the state tends to negate any such conclusion. The rate of employment in the agricultural occupations was 31.6 percent and the rate of unemployment was 7 percent. Over one-half of the trainees were not located (56.1 percent) and 5.3 percent were out of the labor force. This low rate of employment had little effect on the overall rate since agriculture represents only 8 percent of total graduates to date. The high percentage of unknowns in this occupational area would appear to represent a higher mobility often associated with agricultural workers. For example, well over one-half of the total unknowns came from the vine & tree pruner class where persons are employed for short periods during the winter months. Therefore, persons employed as tree or vine pruners would have to move repeatedly from one employer to the next and also seek other types of employment during the remainder of the year.

The finding that nearly nine out of ten practical nurses were employed raises an interesting problem brought to light in previous reports. It would appear that by raising standards, nearly all persons who graduate from that training class can and will be employed. If this is accomplished, however, in such a way that very little attempt is made to assist persons who do not have a high practical nurse potential, then the vocational class cannot really be considered a success. Moreover, a high rate of employment can be obtained by means other than simply raising standards as was evidenced in the custodial classes.

The variations in rate of employment cannot be explained by the data presented in Table III. In fact, one cannot determine if the reported rates are within those that could be anticipated and are therefore representative and realistic. To partially accomplish this, attention was given to the category out of the labor force, where the reason for being out of work was known.

Table IV indicates that most of the reasons given for being out of the labor force preclude the individual's availability for work. Specifically, persons who were going to school, ill, in jail, physically handicapped, in the armed services, or deceased, represent particularly valid reasons for being out of the labor force, and are called Type I reasons. Such reasons account for 59 percent of all individuals out of the labor force. These were the types of reasons given by 64 percent of the individuals out of the labor force in the industrial vocations, 48 percent in the business vocations, and 67 percent in the agricultural occupations.

It would appear that one out of every three persons who are out of the labor force, gave reasons that may not be entirely acceptable to all concerned. These were called Type II reasons such as keeping house, domestic problems, married recently, and personality problems. This finding suggested that 8 percent of the trainees were out of the labor force rather than 14 percent as suggested in Table II. The other 6 percent could go to work if circumstances warranted such action. The 27 individuals who were keeping house would represent such an example. This is not to suggest they should go to work, but simply that they could. A value judgment cannot be assigned to this category of reasons as no one would suggest that being a housewife means that you do not wish to work. In fact, to place them in any category of unemployment could raise some interesting responses by the millions of housewives in America.

TABLE IV

REASONS GIVEN FOR BEING OUT OF THE LABOR FORCE

EDUCATIONAL PROGRAMS	TYPE I f	TYPE I %	TYPE II f	TYPE II %	TOTAL f
TRADE & INDUSTRIAL					
Custodian	4	100.0	0	0.0	4
Cook	11	91.7	1	8.3	12
Waitress	4	44.4	5	56.6	9
Service Sta.	3	100.0	0	0.0	3
Dry Cleaning	1	50.0	1	50.0	2
Nurse Aide	10	43.5	13	56.5	23
L P N	2	100.0	0	0.0	2
SUBTOTAL	35	63.6	20	36.4	55
BUSINESS					
Bank Teller	1	50.0	1	50.0	2
Bookkeeper	2	50.0	2	50.0	4
Clerk Typist	2	40.0	3	60.0	5
Sales	8	50.0	8	50.0	16
SUBTOTAL	13	48.1	14	51.9	27
AGRICULTURE					
Milker	1	100.0	0	0.0	1
Groundsman	1	50.0	1	50.0	2
SUBTOTAL	2	66.7	1	33.3	3
GRAND TOTAL	50	58.8	35	41.2	85

Although the above averages give an overall picture of the reasons for being out of the labor force, it was found that in many specific classes the percentage of Type I and Type II reasons were very similar. In either event, however, it was found that only some 5 to 6 percent of all follow ups represented reasons for not working that could be considered rationalizing rather than valid reasons even by the most rigid criteria. Thirty-five people out of six hundred and seven in this type of population would appear to be a very reasonable finding.

Another way to analyze the rate of employment is to consider those who were unemployed when the survey was conducted, but who were able to support an expectancy of going to work within the next 30 days. It was found in Table V that 27.7 percent of those who were unemployed following industrial vocational training expected to go to work within thirty days, 25.0 percent of the business vocational trainees, and 25.0 percent of the agricultural vocations trainees. In all, it was found that 26.3 percent expected to go to work within thirty days, 68.7 percent did not expect to go to work, while 5.0 percent were unknown. If the expectations of these persons are fulfilled, the rate of unemployment would be 9.7 percent. In effect, this means that one out of ten persons in the New Hope Project will probably be unemployed following completion of their training programs. It did not follow that ninety percent were employed, but that only 10 percent were unemployed.

If one combined this figure with those out of the labor force that were able to become employed (gave Type II reasons), it was found that the actual rate of unemployment was 15.4 percent and out of the labor force 8.3 percent.

TABLE V

ANTICIPATED EMPLOYMENT OF PERSONS CURRENTLY UNEMPLOYED

EDUCATIONAL PROGRAM	YES f	YES %	NO f	NO %	UNKNOWN f	UNKNOWN %	TOTAL f
Homemaker	0		0		1	100.0	1
TRADE AND INDUSTRIAL							
Custodian	3	30.0	7	70.0	-	-	10
Cook	4	36.4	7	63.6	0	-	11
Waitress	2	28.8	4	57.1	1	14.1	7
Service Station	1	33.3	2	66.7	0	-	3
Dry Cleaning	2	40.0	2	40.0	1	20.0	5
Nurse Aide	1	9.1	9	81.8	1	9.1	11
L P N	0	-	0	-	0	-	0
Dental Ass't.	0	-	0	-	0	-	0
TOTAL	13	27.7	31	66.0	3	6.3	47
BUSINESS VOCATIONS							
Bank Teller	1	20.0	4	80.0	0	-	5
Bookkeeper	2	50.0	2	50.0	0	-	4
Cashier	1	50.0	1	50.0	0	-	2
Clerk Typist	1	20.0	4	80.0	0	-	5
Sales	2	16.7	10	83.3	0	-	12
TOTAL	7	25.0	21	75.0	0	-	28
AGRICULTURAL VOCATIONS							
Milker	1	100.0	0	-	0	-	1
Farm Mech.	0	-	2	100.0	0	-	2
Groundsman	0	-	0	-	0	-	0
Pruner	0	-	1	100.0	0	-	1
TOTAL	1	25.0	3	75.0	0	-	4
GRAND TOTAL ALL PROGRAMS	21	26.3	55	68.7	4	5.0	80

The previous follow-up statistics were gathered by vocational class at three, six, and twelve month intervals. If during the week that follow up was conducted, (known as the "reference week") a person was unemployed, he is then included in the previous figures as unemployed. Even if he had worked during the previous week, but was not working during the week the follow up was conducted, he would be reported as unemployed. This would also be the case for those reported as out of the labor force. Therefore, to clarify how unemployed trainees from the New Hope Project are, one needs to know if they have worked at all and for how long.

Table VI indicates that of those who were unemployed or out of the work force during the week the survey was conducted, one-third had worked two weeks or less, one-third between three weeks and three months, and one-third between three months and one year. In effect, it was found that one-half of these individuals had actually worked between two months and a full year. This analysis suggests that the rate of employment was actually 65 percent rather than 52 percent as reported in Table I.

In order to demonstrate how misleading employment rates based on the reference week alone can be, the average number of weeks employed during the year or less since a class completed training was calculated. Specifically, it was found that unemployed and out of the work force trainees from custodial classes had been actually employed 5 months, cooks 2 months, waitresses 4 months, service station 6 months, dry cleaners 1 month, nurse aides 3 months, LPN's 8 months, bank tellers 2 months, bookkeepers less than 1 month, cashier 5 months, clerk typists 1 month, and sales 3 months. Such a few individuals were in these categories in the agricultural occupations, meaningful averages are unavailable.

TABLE VI

WEEKS OF EMPLOYMENT FOR INDIVIDUALS UNEMPLOYED OR OUT OF THE LABOR FORCE DURING THE REFERENCE WEEK

Educational Program	0-2 Weeks		3-12 Weeks		13-26 Weeks		27-39 Weeks		40-52 Weeks		Total	Avg.
	f	%	f	%	f	%	f	%	f	%	f	Wks.
Homemaker	1	100	-	-	-	-	-	-	-	-	1	1
TRADE & INDUSTRIAL VOCATIONS												
Custodian	2	15.4	4	30.7	2	15.4	3	23.1	2	15.4	13	19
Cook	8	40.0	9	45.0	1	5.0	2	10.0	-	-	20	8
Waitress	2	12.5	7	43.8	2	12.5	4	25.0	1	6.2	16	16
Service Sta.	1	16.7	2	33.3	-	-	1	16.6	2	33.3	6	23
Dry Cleaning	3	42.8	3	42.9	1	14.3	-	-	-	-	7	5
Nurse Aide	9	28.1	13	40.6	6	18.8	3	9.4	1	3.1	32	14
L P N	-	-	-	-	1	-	-	-	1	-	2	32
Dental Ass't.	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	25	26.1	38	39.6	13	13.5	13	13.5	7	7.3	96	-
BUSINESS VOCATIONS												
Bank Teller	3	42.8	2	28.6	2	28.6	-	-	-	-	7	7
Bookkeeper	6	75.0	2	25.0	-	-	-	-	-	-	8	2
Cashier	0	-	1	50.0	-	-	1	50.0	-	-	2	20
Clerk Typist	6	60.0	2	20.0	2	20.0	-	-	-	-	10	6
Sales	9	32.1	8	28.6	7	25.0	4	14.3	-	-	28	13
TOTAL	24	43.6	15	27.3	11	20.0	5	9.1	-	-	55	-
AGRICULTURAL VOCATIONS												
Milker	-	-	-	-	-	-	-	100	-	-	-	-
Farm Mech.	1	50.0	-	-	1	50.0	-	-	-	-	2	9
Groundsman	-	-	-	-	1	-	-	-	-	-	1	26
Pruner	1	100	-	-	-	-	-	-	-	-	1	0
TOTAL	2	40.0	-	-	2	40.0	1	20.0	-	-	5	
GRAND TOTAL ALL PROGRAMS	52	33.1	53	33.7	26	16.6	19	12.1	7	4.5	157	-

In effect, it was found that only one-third of the unemployed or out of the labor force categories had worked less than one month. In other words, it was found that the average trainee who was now called unemployed had worked approximately one-half of the time since he completed his training.

One aspect of the effectiveness of the project is whether the trainee engages in training or non-training related employment. Table VII points out that two-thirds of the trainees are employed in training related jobs. In the industrial occupations, three-fourths were so employed, less than one-half in business, and exactly one-half in the agricultural occupations.

It was found that graduates from the industrial occupations usually enter training related jobs 70 to 90 percent of the time. Exceptions to this generalization were service station attendant classes (one-fourth of the time); cook and waitress classes (about one-half of the time). In business occupations the figures were considerably lower (around 40 percent of the time) except for bookkeepers where three-fourths engage in training related employment. In the agricultural classes practically no one enters training related employment except for the farm mechanics class where everyone entered training related work.

Another aspect of the major goal of the project was continuing employment. This was partially indicated in Table VI for some of the graduates. Since the length of time the employed graduates will remain employed is an unknown quantity, the fact that they were working full time or part time was used as some indication of continuing employment. It would seem to be more likely that the person who is working full time would continue to be employed than the person working part time.

TABLE VII

CURRENT POSITION TRAINING RELATED

Educational Program	Yes f	Yes %	No f	No %	Total f
Homemaker	2	66.7	1	33.3	3
TRADE AND INDUSTRIAL					
Custodian	50	72.5	19	27.5	69
Cook	9	42.9	12	57.1	21
Waitress	6	50.0	6	50.0	12
Service Station	3	25.0	9	75.0	12
Dry Cleaning	9	90.0	1	10.0	10
Nurse Aide	71	85.5	12	14.5	83
L P N	24	100.0	0	0	24
Dental Ass't.	0	0	0	0	0
TOTAL	172	74.5	59	25.5	231
BUSINESS VOCATIONS					
Bank Teller	4	50.0	4	50.0	8
Bookkeeper	8	72.7	3	27.3	11
Cashier	2	40.0	3	60.0	5
Clerk Typist	5	41.7	7	58.3	12
Sales	8	28.6	20	71.4	28
TOTAL	27	42.2	37	57.8	64
AGRICULTURAL VOCATIONS					
Milker	0	0	1	100.0	1
Farm Mechanics	9	100.0	0	0	9
Groundsman	0	0	6	100.0	6
Pruner	0	0	2	100.0	2
TOTAL	9	50.0	9	50.0	18
GRAND TOTAL ALL PROGRAMS	210	66.5	106	33.5	316

TABLE VIII

EMPLOYMENT STATUS OF PERSONS CURRENTLY EMPLOYED

Educational Program	Part Time f	Part Time %	Full Time f	Full Time %	No Response f	No Response %	Total f
Homemaker	1	33.3	2	66.7	0	0	3
TRADE AND INDUSTRIAL VOCATIONS							
Custodian	8	11.6	59	85.5	2	2.9	69
Cook	8	38.1	13	61.9	0	0	21
Waitress	2	16.7	10	83.3	0	0	12
Service Station	2	16.7	10	83.3	0	0	12
Dry Cleaning	2	20.0	8	80.0	0	0	10
Nurse Aide	10	12.0	73	88.0	0	0	83
L P N	2	8.3	22	91.7	0	0	24
Dental Ass't.	0	0	0	0	0	0	0
TOTAL	34	14.7	195	84.4	2	.9	231
BUSINESS VOCATIONS							
Bank Teller	1	12.5	7	87.5	0	0	8
Bookkeeper	3	27.3	8	72.7	0	0	11
Cashier	1	20.0	4	80.0	0	0	5
Clerk Typist	2	16.7	9	75.0	1	8.3	12
Sales	3	10.7	25	89.3	0	0	28
TOTAL	10	15.6	53	82.8	1	1.6	64
AGRICULTURAL VOCATIONS							
Milker	0	0	1	100.0	0	0	1
Farm Mechanics	0	0	9	100.0	0	0	9
Groundsman	1	16.7	5	83.3	0	0	6
Pruner	0	0	2	100.0	0	0	2
TOTAL	1	5.6	17	94.4	0	0	18
GRAND TOTAL ALL PROGRAMS	46	14.6	267	84.5	3	.9	316

It was found from Table VIII that nearly 85 percent of the trainees were employed on a full time basis. This finding was essentially the same for all vocational areas except agriculture, where graduates were employed full time 95 percent of the time. In specific vocational classes there were two exceptions to the general finding in that cooks were employed full time in only 60 percent of the cases and homemakers in two-thirds of the cases.

In an MDTA setting the goal of work is an abstraction of the meaning of work: money. Thus, a follow-up study must look at the earnings of student graduates in order to have a concrete example of the meaning of work. To accomplish this, Table IX was devised. It was found that the "average" trainee earns $1.82 per hour from his employment. The implications of such an earning power being returned to society is obvious, when one recognizes that these are people who had to be unemployed in order to qualify for the New Hope Project.

It was found that about one-third of the trainees earned $1.51 to $1.65 per hour. These occupations included the culinary arts, and bank tellers where the individual is just as likely to be in non-training related work as training related employment. Another such occupation was nurse aides, who receive the poorest wages but usually go into training related work. This would seem to reflect the professional pride associated with persons in the health occupations. At any rate, employment as a nurse aide certainly does not reflect an attractive hourly wage rate in comparison with the other occupations. In fact, two-thirds of the trainees earn $1.70 or more per hour.

It was found that on the whole, individuals who were trained for agricultural classes were earning more than those trained in any other occupational area. The only specific exceptions were the custodial class which earned $2.16 per hour and

the sales class that earned $2.04 per hour. The finding that these classes earned more than the LPN's was noted with considerable interest.

Table IX indicated earning power of all the people trained in a given occupation. These may or may not be training related. Therefore, Table X was formed to show the earning power of persons who entered employment in occupations related to their training. It was found that homemakers at $1.02 per hour have the lowest earnings and custodians at $2.12 per hour have the highest earnings. Clearly, this reflects the degree to which any occupational field is organized. In essence, custodians who work more frequently in a school setting benefit from the standardization of earnings that are relatively common among school districts in a given geographic area. On the other hand, nurse aides, who work in a highly organized setting, receive very poor wages in relation to everyone else, as was pointed out previously. Therefore, entry into a structured occupation does not always mean comparable wages.

It was apparent that persons who enter occupations for which they were trained receive earnings very much similar to those who go into non-training related occupations. Exceptions were noted in some of the business and agricultural occupations, plus the dry cleaning industry. Since earnings are similar, one is faced with the basic question of whether the training is of value because of the attitudes and similar qualities that are taught, as being to work on time, rather than because of the basic skills that are taught. It could be very revealing to design an experimental study that compared the effectiveness of students in the world of work, that had received specific vocational training for an entry level job with those who were simply trained in terms of attitudes and work habits.

TABLE IX

EARNING POWER OF TRAINEES IN EACH OCCUPATIONAL CLASS

Educational Program	Under $1.00 f	%	$1.00 to 1.50 f	%	$1.51 to 2.00 f	%	$2.01 to 2.50 f	%	$2.51 & up f	%	Total f	Avg. Wage $
Homemaker	2	66.7	1	33.3	0	0	0	0	0	0	3	.82
TRADE AND INDUSTRIAL VOCATIONS												
Custodian	0	0	7	10.9	22	34.4	25	39.1	10	15.6	64	2.16
Cook	1	5.0	11	55.0	3	15.0	4	20.0	1	5.0	20	1.68
Waitress	1	10.0	5	50.0	1	10.0	3	30.0	0	0	10	1.58
Service Sta.	0	0	1	8.4	3	25.0	4	33.3	4	33.3	12	1.85
Dry Cleaner	6	60.0	3	30.0	0	0	0	0	1	10.0	10	1.71
Nurse Aide	0	0	62	75.7	12	14.6	6	7.3	2	2.4	82	1.51
L P N	0	0	2	8.3	18	75.0	4	16.7	0	0	24	1.86
Dental Ass't	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	8	3.6	91	41.0	59	26.6	46	20.7	18	8.1	222	1.76
BUSINESS VOCATIONS												
Bank Teller	1	12.5	2	25.0	4	50.0	1	12.5	-	-	8	1.60
Bookkeeper	0	0	6	60.0	1	10.0	2	20.0	1	10.0	10	1.65
Cashier	0	0	0	0	3	60.0	2	40.0	0	0	5	1.93
Clerk Typist	0	0	5	41.7	4	33.3	3	25.0	0	0	12	1.74
Sales	0	0	6	22.2	7	25.9	10	37.1	4	14.8	27	2.04
TOTAL	1	1.6	19	30.6	19	30.6	18	29.1	5	8.1	62	1.79
AGRICULTURAL VOCATIONS												
Milker	0	0	0	0	0	0	0	0	1	100	1	2.72
Farm Mech.	0	0	4	44.5	2	22.2	3	33.3	0	0	9	1.92
Groundsman	0	0	2	33.3	1	16.7	1	16.7	2	33.3	6	2.17
Pruner	0	0	1	50.0	0	0	0	0	1	50.0	2	1.89
TOTAL	-	-	7	38.9	3	16.7	4	22.2	4	22.2	18	2.18
GRAND TOTAL	11	3.6	118	38.7	81	26.5	68	22.3	27	8.9	305	1.82

TABLE X

EARNING POWER FOR PERSONS ENGAGED IN TRAINING-RELATED EMPLOYMENT

Educational Program	Under $1.00 f	%	$1.00 to 1.50 f	%	$1.51 to 2.00 f	%	$2.01 to 2.50 f	%	$2.51 and up f	%	Total f	Avg. Wage $
Homemaker	1	50.0	1	50.0	0	0	0	0	0	0	2	1.02
TRADE AND INDUSTRIAL VOCATIONS												
Custodian	0	0	3	6.4	19	40.4	20	42.6	5	10.6	47	2.12
Cook	0	0	6	66.7	2	22.2	1	11.1	0	0	9	1.62
Waitress	0	0	4	66.7	0	0	2	33.3	0	0	6	1.62
Service Sta.	0	0	2	66.7	1	33.3	0	0	0	0	3	1.62
Dry Cleaning	0	0	6	66.7	3	33.3	0	0	0	0	9	1.56
Nurse Aide	0	0	56	78.9	11	15.5	3	4.2	1	1.4	71	1.48
L P N	0	0	1	4.2	19	79.1	4	16.7	0	0	24	1.88
Dental Ass't.	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	78	46.1	55	32.5	30	17.8	6	3.6	169	1.70
BUSINESS VOCATIONS												
Bank Teller	0	0	1	25.0	3	75.0	0	0	0	0	4	1.64
Bookkeeper	0	0	4	50.0	2	25.0	1	12.5	1	12.5	8	1.70
Cashier	0	0	0	0	2	100	0	0	0	0	2	1.67
Clerk Typ.	0	0	2	40.0	3	60.0	0	0	0	0	5	1.61
Sales	0	0	4	57.1	2	28.6	1	14.3	0	0	7	1.68
TOTAL	0	0	11	42.3	12	46.2	2	7.7	1	3.8	26	1.66
AGRICULTURAL VOCATIONS												
Milker	0	0	0	0	0	0	0	0	0	0	0	0
Farm Mech.	0	0	4	44.5	2	22.2	3	33.3	0	0	9	1.92
Groundsman	0	0	0	0	0	0	0	0	0	0	0	0
Pruner	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	4	44.5	2	22.2	3	33.3	0	0	9	1.92
GRAND TOTAL	1	0.5	94	45.6	69	33.5	35	17.0	7	3.4	206	1.78

Table X indicated that graduates in the custodial, LPN, bookkeeper, cashier, and sales occupations would have the strongest earning power. Overall, the earning power of persons who graduated from the various occupational areas tended to be very similar when they were engaged in training related employment.

Rates of employment are influenced to a large degree by job development and placement efforts. In essence, since the individuals being trained have not had a particularly successful employment experience in the past, a concentrated effort to assist them in becoming placed would seem to be necessary. Recognizing this need, the legislature has delegated this responsibility to the Department of Labor. Unfortunately, the provision of hours to do this job has been somewhat limited at the local level. In view of this fact, the training facility has been allowed, during the past six months or so, to help trainees to find a position before they completed training. Teacher contacts with potential employers, plus placing trainees in work experience situations with potential employers, has expanded the placement opportunities to some degree. However, this effort has not been too well organized or consistent over time. Therefore, both the employment service and the training facility have been unable to provide any continuing program of job development and placement.

Table XI provides a statistical example of the effectiveness of these placement efforts. It was found that one-half of the trainees found their current positions without the direct assistance of employment or the training facility. In fact, less than 10 percent were placed by employment and one-third by the training facility.

Total placements in the industrial vocations were very similar to the overall picture. Custodial employment rates are generally high and it would appear that Employment was able to make a larger placement contribution to these rates than

TABLE XI

SOURCE OF JOB FOR THOSE CURRENTLY EMPLOYED

Educational Program	Employment Office f	%	Training Facility f	%	Other f	%	Not Known f	%	Total f
Homemaker	0	-	0	-	3	-	0	-	3
TRADE AND INDUSTRIAL VOCATIONS									
Custodian	12	17.4	24	34.8	31	44.9	2	2.9	69
Cook	0	-	2	9.5	17	81.0	2	9.5	21
Waitress	1	8.3	1	8.3	10	83.4	0	-	12
Service Station	2	16.7	0	-	7	58.3	3	25.0	12
Dry Cleaning	0	-	7	70.0	3	30.0	0	-	10
Nurse Aide	6	7.2	40	48.2	32	38.6	5	6.0	83
L P N	2	8.3	12	50.0	10	41.7	0	-	24
TOTAL	23	10.0	86	37.2	110	47.6	12	5.2	231
BUSINESS VOCATIONS									
Bank Teller	0	-	1	12.5	7	87.5	0	-	8
Bookkeeper	0	-	5	45.5	6	54.5	0	-	11
Cashier	0	-	1	20.0	4	80.0	0	-	5
Clerk Typist	1	8.3	1	8.3	8	66.7	2	16.7	12
Sales	2	7.1	1	3.6	21	75.0	4	14.3	28
TOTAL	3	4.7	9	14.1	46	71.8	6	9.4	64
AGRICULTURAL VOCATIONS									
Milker	-	-	-	-	1	100	-	-	1
Farm Mech.	-	-	8	88.9	-	-	1	11.1	9
Groundsman	1	16.7	-	-	5	83.3	-	-	6
Pruner	-	-	-	-	2	100	-	-	2
TOTAL	1	5.6	8	44.4	8	44.4	1	5.6	18
GRAND TOTAL ALL PROGRAMS	27	8.5	103	32.7	167	52.8	19	6.0	316

is usually the case. This contribution was also high in the service station class, where the training facility had no placement influence. In the culinary occupations it was found that placement by established groups was particularly poor. This may be related in part to prior findings that graduates from culinary occupations tended to enter non-training related vocations. In dry cleaning and the health occupations, it was found that the majority of the placements were made by the training facility.

Three-fourths of the total placements in the business classes were made outside the established agencies. With the exception of the bookkeeper vocation, it was found that placements by the training facility or the employment service were practically non-existent. In the agricultural occupations the employment service had no practical placement effect. The training facility accounted for nearly all of the farm mechanics class placements, but in the other occupations it had little effect. It was evident that the farm labor office will need to play a much more active role in placement if the present findings are continued in the future.

One of the major claims for the need for prevocational training is that the program is a necessity if the trainee is going to be adequately prepared to go to work. It has been emphasized that the prevocational classes have a direct effect on the attitudes of trainees toward work as well as the formation of acceptable work habits. Table XII is a partial attempt to verify such claims. In order to provide a basis for this type of analysis, the proportion of referrals directly from the employment service to vocational classes compared to referrals from the prevocational program was calculated. Table XII indicates that for the total project, seventy out of every one hundred referrals are made directly, and thirty out of one hundred through prevocational to the vocational classes. This three to seven ratio should

be maintained in order to show that there is no effect on rates of employment, being unemployed, or being out of the labor force, when the individuals going through the prevocational program are compared with the individuals who do not go through the prevocational program.

Table XII supports this hypothesis by showing that whether one was referred directly to a vocational class or through prevocational did not make any significant difference as to whether one was employed, unemployed, or out of the work force. In effect, the person who goes through the prevocational program is just as likely to be employed as the person who is referred directly to a vocational class without going through prevocational training. When one recognizes that those who are referred to prevocational training would not have been allowed to enter vocational training, the value of prevocational training becomes more evident.

To be more specific for a moment consider the findings for the custodian class. Table XII shows that one out of every four custodial graduates went through the prevocational program and three went directly to the custodial class. If a hypothesis of no difference is to be supported, this same ratio should be maintained throughout the various categories of employment. This was exactly the case for those who are employed. In the unemployed category, there were slightly more of the trainees who were referred directly to the custodial class than was expected and slightly less in the out-of-the-work-force category. That is, two more persons who were directly referred were in the unemployed category than was expected, and four less in the out-of-the-labor-force category than was expected. Such small differences as these were found in all of the vocational classes.

TABLE XII

PROPORTION IN AN EMPLOYMENT STATUS BY REFERRAL PATTERN

Educational Program	Employed			Unemployed			Out of Work Force			Overall		
	Pre.*	Ratio	Dir.	Pre.	Ratio	Dir.	Pre.	Ratio	Dir.	Pre.	Ratio	Dir.
Homemaker	0	-	3	0	-	0	0	-	1	0	-	4
TRADE AND INDUSTRIAL VOCATIONS												
Custodian	16	1:3	53	2	1:4	8	2	1:1	2	20	1:3	63
Cook	13	3:2	8	3	1:3	8	6	1:1	6	22	1:1	22
Waitress	0	-	12	0	-	7	1	-	8	1	-	27
Service Sta.	0	-	12	0	-	3	0	-	3	0	-	18
Dry Cleaning	4	-	6	2	1:1	3	2	-	0	8	1:1	9
Nurse Aide	18	1:4	65	3	3:7	8	5	1:4	18	26	1:4	91
L P N	0	-	24	0	-	0	0	-	2	0	-	26
TOTAL	51	2:7	180	10	1:4	37	16	3:7	39	77	1:4	256
BUSINESS VOCATIONS												
Bank Teller	1	1:8	8	1	1:5	5	0	-	2	2	1:8	13
Bookkeeper	1	1:10	10	2	1:1	2	0	-	4	3	1:5	16
Cashier	2	-	3	0	-	2	0	-	0	2	-	5
Clerk Typ.	3	1:3	9	2	1:1	3	3	1:1	2	8	2:3	14
Sales	17	3:2	11	8	2:1	4	6	3:5	10	31	5:4	25
TOTAL	24	2:3	41	13	4:5	16	9	1:2	18	46	2:3	75
AGRICULTURAL VOCATIONS												
Milker	0	-	1	0	-	1	0	-	1	0	-	3
Farm Mech.	4	-	5	0	-	2	0	-	0	4	-	7
Groundsman	2	-	4	0	-	0	2	-	0	4	-	4
Pruner	0	-	2	0	-	1	0	-	0	0	-	3
TOTAL	6	1:2	12	0	-	4	2	-	1	8	3:7	17
GRAND TOTAL	81	3:7	236	23	3:7	57	27	3:7	59	131	3:7	350

* Pre. = Prevocational training

Dir. = Direct referral

During the course of a follow-up one usually attempts to find out something about the trainee's feelings toward the general opinion and too often fails to be specific enough to indicate in what way the training was of value. This is the case in this follow up and very little was learned that would influence the training curriculum. Recognizing the serious limitations, Table XIII indicates that two out of three trainees felt that the training they received was of value to them in their present position. It was found that individuals who reported their training was not of value usually were engaged in non-training related work. This would suggest that either the training facility was not doing all that it should to prepare people for work or that the trainees thought the question was related only to the specific skills taught in a vocational class. In any case, a question that would allow some interpretation of a trainee's feeling about the specific value of his classes was not provided.

TABLE XIII

TRAINEES' OPINION OF THE VALUE OF THE TRAINING

Educational Program	Yes f	Yes %	No f	No %	Total f
Homemaker	2	66.7	1	33.3	3
TRADE AND INDUSTRIAL VOCATIONS					
Custodian	52	75.4	17	24.6	69
Cook	9	42.9	12	57.1	21
Waitress	6	50.0	6	50.0	12
Service Station	3	25.0	9	75.0	12
Dry Cleaning	9	90.0	1	10.0	10
Nurse Aide	73	88.0	10	12.0	83
L P N	24	100.0	0	-	24
TOTAL	176	76.2	55	23.8	231
BUSINESS VOCATIONS					
Bank Teller	4	50.0	4	50.0	8
Bookkeeper	8	72.7	3	27.3	11
Cashier	3	60.0	2	40.0	5
Clerk Typist	6	50.0	6	50.0	12
Sales	8	28.6	20	71.4	28
TOTAL	29	45.3	35	54.7	64
AGRICULTURAL VOCATIONS					
Milker	0	-	1	100.0	1
Farm Mechanics	9	100.0	0	-	9
Groundsman	0	-	6	100.0	6
Vine & Tree Pruner	0	-	2	100.0	2
TOTAL	9	50.0	9	50.0	18
GRAND TOTAL ALL PROGRAMS	216	68.4	100	31.6	316

CONCLUSIONS

1 - That a fifty-two percent rate of employment is satisfactory when a program is trying to assist undereducated and unemployed adults who have characteristic and background deficiencies that are as limiting as those presently encountered in New Hope trainees. In fact, it may be that in this population an employment rate of thirty percent would be adequate.

2 - That by considering those individuals who have worked at least two-thirds of the time since they completed training as being employed, the rate of employment would be reported as sixty-one percent. On this basis it was concluded that the rate of employment for the New Hope Project was between fifty-five and sixty percent during any given week.

3 - That the thirteen percent rate of unemployment should be reported as fifteen percent, since some of the reasons given for being out of the labor force do not actually preclude individuals from seeking employment. Admittedly, a case could be made for either figure providing the reasons given for being out of the labor force were given in detail. Such is not the case at the present time, therefore, upon using the available data the fifteen percent figure appears more realistic. On the other hand, if one considers persons who have worked at least two-thirds of the time since completing their training as being employed, the rate of unemployment becomes less than 10 percent. Thus, it was concluded that the actual rate of unemployment for the New Hope Project lies between ten and fifteen percent.

4 - That eight percent of the trainees who were out of the labor force gave the kinds of reasons for not seeking work that few, if any, questions could be raised about their decisions not to seek employment. The remaining six percent (thirty-five people) could go to work, if and when the need became sufficiently strong. Therefore, it was concluded that eight percent of the trainees were out of the labor force.

5 - That the population being served is so mobile that it is rather difficult to locate them by conventional means. In fact, it is apparent that some avoid contact with persons other than members of their extended family, making conventional follow ups extremely difficult. It is apparent that administrative and other procedures should be considered that would allow a more complete follow up of previous trainees. It might be well to consider at the very least, multiple addresses and periodic contacts by teachers. Until another tact is taken, the project will continue to lose contact with one out of every four trainees.

6 - That the majority of trainees enter employment in a field that is related to their training and they normally continue in that employment on a full time basis.

7 - That earnings for the average trainee ($1.82 per hour) provide a favorable earning power when compared to the earnings of the subculture from which they come, since in most cases the above average earnings are on a full time basis. However, it is also clear that earnings in cook, waitress, kitchen helper, service station, dry cleaning, nurse aide, bank teller,

and clerk typist cannot be favorably compared to custodian, LPN, sales, bookkeeper, or farm mechanics trainees.

8 - That the earning power of persons who are trained for a given occupation in the New Hope Project are likely to be as high outside that occupation as within it. Thus, it is apparent that until the wages in a number of occupations become somewhat higher, the retaining power of these occupations is likely to be quite low. It is also apparent that such occupations will continue to show a high turnover rate and individuals will continue to seek employment outside the occupation for which they were trained.

9 - That the present employment placement services are ineffective when one recognizes that less than only ten percent of all persons presently employed were placed by the local employment agency. This agency is charged, by law, with the responsibility of assisting trainees to find employment. The Employment Agency has always maintained and demonstrated that if the trainee will come to their offices, they will assist him to find a job. It is apparent, however, that their present procedure is not effective and some attention might be given to improving the service. For example, some consideration could be given to bringing the placement service to the trainee or perhaps to a program that would change the present image of the employment service sufficiently so that trainees would come to the employment office.

10 - That the training facility is somewhat more effective than the employment service in assisting trainees to find employment. They have assisted one-third of the current job holders to find employment. However, it is apparent that both the training facility and the employment service need improve job development and placement procedures. When over one-half of all placements are made by means outside these two groups, it is apparent that procedures to make placement an integral part of the effort to reduce unemployment are needed.

11 - That the trainee who is referred to prevocational classes before entering vocational is no more likely to be employed, unemployed, or out of the labor force than the trainee who is referred directly to a vocational class without prevocational training. Thus it would appear that the prevocational training may assist all trainees to begin their vocational training on an equal footing.

12 - That trainees who engage in training related employment overwhelmingly felt their training was of value. How and in what way could not be established.

RECOMMENDATIONS

1 - That a comprehensive follow-up study of trainees be conducted. Such a study should give attention to possible causes of fluctuations in rates of employment for certain groups and individuals. In effect, this should be a descriptive study extending the findings in this report, as well as a predictive study of employability/unemployability.

2 - That a follow-up study directed to the employer be initiated. Such a study should provide an evaluation of skill and work habit preparation of trainees. It is apparent that such a study would have direct implications for program modifications.

3 - That consideration be given on the national level to funding evaluative projects of existing programs, in order that a comparable base for all MDTA programs might become available. Not only would such research projects provide a basis for interpreting findings, but would also allow an opportunity to compare the effectiveness of various approaches to meeting student needs. At the present time, there is an average of everything and a basis for explaining practically none of the fluctuations from that average.

4 - That a study be initiated to determine the nature and length of exposure to the New Hope Project that can be incurred by a trainee who drops out of training and that trainee will still have a high probability of becoming employed.

5 - That a study be initiated, using detailed interviews, to find out why certain trainees do not take advantage of Employment placement services. Such a study could serve as the basis for making modifications in the present procedure.

6 - That an experimental study be designed to compare the effectiveness in the world of work of students who receive specific skill vocational training with those who receive attitude and habit training or no training at all.

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