

PART II. DATA BEARING ON ECONOMIC ASPECTS AND IMPACTS OF THE
PROGRAM

9. *Economic effects*

The productive skills and the creativity of the American people have been major factors in the great economic achievements of the United States. The ability to produce has been closely allied with the system of education. Preparation of individuals for occupational competency through vocational education can materially assist the national economy in this period of technological, economic, and social change. However, education for employment has not always been equally available to many young people and adults.

The Vocational Education Act of 1963 provides new directions and a broad philosophy of vocational education. Its goal is to furnish readily accessible vocational training or retraining which meets "the needs of persons of all ages in all communities of the State" and "which is realistic in the light of actual or anticipated opportunities for gainful employment."

With the implementation of the Vocational Education Act of 1963, the programs of vocational and technical education have shown considerable increase in the number of persons served, and the varieties and quality of offerings. Considerable emphasis has been placed not only in vocational programs for persons attending high school, but also for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; persons who have entered the labor market and who need training or retraining; and persons who have academic, socio-economic, or other handicaps.

Of the 190,957 graduates from the secondary vocational education programs in fiscal year 1964, estimated figures indicate that 109,911 were directly employed in a trade for which they had been trained, 21,230 were employed in a field related to their training, and 59,816 continued their education. Of the 61,699 graduates from the post-secondary vocational education programs, estimated figures indicate that 43,736 were directly employed in a trade for which they had been trained, 14,008 were employed in a field related to their training, and 3,955 continued their education. The total expenditures for this education were \$332,785,114—\$55,026,874 Federal funds and \$277,758,240 State and local funds. The training offered at the secondary level is designed on the basis of known facts—facts concerning employment opportunities, types and numbers of persons needing vocational and technical education, what employers desire in the way of preemployment preparation of the workers they hire, and the opportunities employers seek for their workers who may need updating and upgrading training; consequently, there is a high percentage of placement. The average annual income of the persons who completed their programs is \$4,078; the total estimated earnings of these graduates in their first year of entry into the labor market are \$553,460,596.

To serve all the people in our communities better, there has been a nationwide increase in the construction of area vocational schools. In fiscal year 1965, 125 area vocational schools were built or remodeled at a total cost of \$55,117,893. These buildings have had an impact on the economic aspects of the construction trades and the manufac-