

P.L. 88-452 - Economic Opportunity Act of 1964 (EOA)

PURPOSE: To eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity.

Title I,B - Neighborhood Youth Corps: To provide useful work experience for young men and women 16-21 years of age in public agencies and nonprofit organizations.

Title I,C - Work Study Programs: To provide part-time employment for students from needy families so they can go to or remain in college.

Title II,A - Community Action Programs: To provide stimulation and incentive for urban and rural communities; to mobilize their resources to combat poverty through community action programs.

Title II,B - Adult Basic Education: To initiate programs of instruction for individuals who have attained the age of 18 and who are handicapped by reading and writing deficiencies when seeking or in retaining employment.

DISTRICT PROGRAMS: Title I,B - Since June 1966 more than 800 students from the district have been enrolled for varying lengths of time in the Neighborhood Youth Corps administered by the San Diego Urban League. Many in turn have worked on jobs provided in district programs.

Title I,C - Work study opportunities are currently being provided 225 college students.

Title II,A - Project Head Start preschool experience has been provided for 640 children. Many more will be enrolled in the summer of 1967.

Title II,B - Adult Basic Education classes have been provided for 2,291 adults. Currently 352 are enrolled in basic education classes.

A proposal for a major research and development program to seek solutions to educational problems of poverty-affected children was denied after extensive negotiations.

RESULTS: The community and the schools have agreed upon tasks which the schools can perform best. Categorical funds have resulted in specific projects for specific educational needs to combat poverty. Adults and students on marginal incomes have found help and employment which immediately raised their standard of living. Young children have begun their development at a formative age. Students are willing to work their way through school if given a chance; they also get valuable job experience.

CONCLUSIONS: Although at first there seemed to be a strong community rejection of the school's part in attempting to combat poverty, there now seems to be a growing faith and awareness that special educational programs are needed if poverty is to be reduced.

