

3120 ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967

the employment potential of a large number of severely disadvantaged persons; and (2) that the program has achieved results which have not been bettered by any other government program actually serving a similar group of individuals.

Since December 1964, the program has accomplished the following:

EMPLOYMENT EARNINGS

35,700 unemployed parents and other needy persons have been placed in jobs. Seventy percent of these persons were recipients of public assistance—among the poorest of the poor. The remaining were either on general assistance or had a family income of less than \$3,000 a year. They went into jobs earning 75 percent more on the average than they had received previously from public assistance. Their monthly earnings average \$258 as compared to the \$144 average public assistance payment.

A Title V trainee recently recognized for outstanding achievement illustrates the return on the public's investment in this program. Mrs. Bertha Evans, the widowed mother of 12 children, 8 of whom are still at home, had been a recipient of AFDC since 1961. When a Title V project was established in Conway County, Arkansas in 1965, Mrs. Evans was accepted as a trainee and enrolled in a one-year course for licensed practical nursing. Upon completion of the course, she gained immediate employment and is now serving in a supervisory capacity in a rest home at wages of \$250 a month. Without Title V it is reasonable to expect that Mrs. Evans and her children would have continued to be supported from public assistance for at least the next 12 years. For an investment of about \$1,500 in training for Mrs. Evans, there will be a saving of \$15,000 in public assistance funds.

Seventeen percent of those employed receive public assistance in addition to their wages which result in an even more adequate income for these families and a reduction in public assistance payments. (Supplementation of earnings by public assistance is sometimes necessitated because care of the children limits the mother to part-time employment. In the case of large families, some jobs do not pay well enough to provide full support. This is particularly likely to be true in rural areas where about 40 percent of Title V training spaces are located.)

Nearly half of the employed trainees (16,000) went into skilled jobs including sub-professional and technical. Among the many skilled jobs, taken by this group of trainees, were licensed practical nurses, teacher aides, secretaries, bookkeepers, key punch operators, carpenters, mechanics and salesmen.

Over one-third of the employed trainees (13,000) went into service occupations which range from jobs such as policemen, firemen, and barbers to home-maker aides, waitresses and janitors.

The remaining sixth of the employed trainees (7,000) went into other occupations such as truck drivers, gardeners, common laborers, maintenance, gas station attendants, and road workers.

REACHING THE TARGET GROUP

One-third of all Title V trainees have never held a job for as long as six months. Less than 21 percent had completed high school at the time of assignment to a Title project. Of those trainees with less than high school training, 26 percent had not advanced beyond the 7th grade level, and one-third of these had an educational level of 4th grade or lower. Exclusive of the Eastern Kentucky and West Virginia projects that have few Negroes in their general population and also exclusive of the Puerto Rico and Virgin Islands projects that do not report race, 5 out of every 10 trainees are Negro and a small percentage is made up of Indians and Orientals. Four out of 10 training spaces are located in rural areas, many of which have high unemployment rates.

TRAINING, EDUCATION, AND OTHER SERVICES

More than 4,600 persons have left Title V to go into advanced vocational training. This proportion can be expected to increase under the 1966 Amendments to the Manpower Development and Training Act.

The Title V program has upgraded the educational level of over 60,700 trainees by providing adult basic education—a necessary first step in equipping the functionally illiterate for the work experience and training they need to find and keep gainful employment. Over 8,100 trainees benefitted from high school equivalency courses and over 24,500 developed new work skills through full-time vocational education.