

3122 ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967

care of, such as those medically unqualified (10,017) lacked adequate child care (3,721) or transportation (1,002). The most recent data available show that 15 percent of trainees are actual "drop-outs" for such reasons as left because of refusal of employment; poor attendance, misconduct, dissatisfaction with assignment, etc. At the outside, the percentage of drop-outs could go as high as 27 percent if the 12 percent were included who left for unspecified reasons.

2. Bulk of assignments limited to low paying, unskilled occupations

As of January 31, 1967 approximately 30,000—almost half of the 67,300 trainees in Title V projects at that time were assigned to training in skilled occupations including sub-professional, technical, clerical, and sales. Approximately 23,000 (35 percent) were assigned to service occupations, which included a wide range of jobs at many skill levels. Trainees assigned to services occupations may be assigned to training as policemen, firemen, meatcutters or grounds maintenance. Another 3,000 (4 percent) were assigned to farm and non-farm occupational training which ranges in skill level from operating a combine or washing dairy equipment to designing food packaging. Approximately 11,000 (16 percent) were assigned to semiskilled and unskilled occupations ranging from carpenter helpers, and plumber helpers to common laborers and street sweepers.

Many of the trainees will move from training in a low skill occupation to training in a higher skill occupation once they have learned good work habits, acquired basic skills, and there is indication that they are capable of functioning in a job requiring a higher skill level. The above distribution of trainees by occupational category is the initial assignment only and does not reflect the skill level the trainee may reach by the time he terminates from Title V.

3. No evidence that Title V led to more advanced vocational education

4,600 of those who had left the program as of April 30, 1967 went into advanced training. 24,500 received full-time vocational education while on the program.

The 19-County Eastern Kentucky Title V project affords an example of upgrading trainees to the point that they can benefit from advanced vocational education. About 36 percent of the trainees had completed the 4th grade or under (about 6 percent reportedly had no schooling at all). Consequently, as a first step in upgrading their employability about 95 percent of the trainees were enrolled in adult basic education courses. This was carried out right from the beginning of the project in January 1965 with the wholehearted cooperation of the State Department of Education which made available practically the entire State allocation of funds under Title II-B of the Economic Opportunity Act for this purpose. As a result of this initial effort, it was possible for 476 trainees to advance into high school equivalency courses by 1966. Since, until quite recently, Manpower Development and Training Act was not an available training resource in this area, funding for some 200 full-time one-year vocational training spaces was approved under the Title V project on July 28, 1966. This number was being further expanded when additional MDTA training resources were made available last spring.

4. Public welfare agencies had little or no experience with training or placement and awareness of labor market conditions

This statement ignores the very considerable experience of some of our largest State welfare agencies—notably California, Illinois, Minnesota and New York—as well as others. Mr. Harold E. Simmons, Deputy Director of the California State Department of Social Welfare, in his testimony before the Sub-Committee on Employment, Manpower and Poverty of the U.S. Senate Committee on Labor and Public Welfare and before the House Education and Labor Committee, reported on some of the early activities in this area. He stated that some California county projects date back to 1951. "Included were a rehabilitation and evaluation workshop, remedial and skill training in classrooms, work habit and skill on the job training in government agencies. Several counties have had special staff for over a decade to provide vocational counseling, develop and coordinate projects, and to provide liaison with staff of the State Departments of Rehabilitation, Employment and Education or their local counterparts. State law and Social Welfare Department regulations have, since 1951, increasingly stressed the requirement of self-support activities. Since 1963, they have been mandatory."

Long before the passage of the Economic Opportunity Act, Illinois had incorporated training components into its long-standing work program under general assistance. Its previous experience resulted in a particularly effective administrative organization and staff and a program which has attracted nationwide interest. New York likewise has had long-standing experience in this area and